AN INVESTIGATION INTO THE PROFESSIONAL DEVELOPMENT OF PRIMARY SCHOOL ENGLISH LANGUAGE TEACHERS: THE EFFECTS OF KEEPING DIARIES ON TEACHER REFLECTION AND ATTITUDES TOWARDS TEACHING

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ÖZET

Bu çalışma iki evreden oluşmaktadır. Çalışmanın ilk evresinin amacı, Çanakkale merkezde İlköğretim okullarında çalışan İngilizce öğretmenlerinin yansıma çalışmaları hakkında bilgi edinmektir. Diğer taraftan, 2. evrenin amacı bir grup öğretmene yansımalı öğretimi tanıtmak ve günlük çalışması yardımıyla öğretmenlerin yansıma çalışmalarının ve öğretmenlik mesleğine karşı tutumlarının değişip değişmediğini saptamaktır.

Çalışmanın ilk evresi, Çanakkale merkezde bulunan 16 ilköğretim okulunda çalışan 27 İngilizce öğretmeniyle gerçekleştirilmiştir. Bu evrede, veri toplamak için geniş kapsamlı araştırmaların ışığında araştırmacı tarafından geliştirilen Yansıma Çalışmaları Anketi ve öğretmenlik mesleğine karşı tutum ölçeği kullanılmıştır.

Anket ve tutum ölçeğinden toplanan veri SPSS bilgisayar programıyla analiz edilmiş ve yorumlanmıştır.

1. evreye katılan 27 öğretmenden 12'si 2. evreye gönüllü olarak katılmıştır. Bu evrede, veri, yapılandırılmış günlük, öğretmen-araştırmacı toplantıları ve günlük çalışması sonunda verilen yapılandırılmış görüşmeyle elde edilmiştir. Bunların dışında, günlük çalışması sonucu öğretmenlerde herhangi bir değişiklik olup olmadığını belirlemek için bu 12 öğretmene günlük çalışması sonunda öğretmenlik mesleğine karşı tutum ölçeği tekrar verilmiştir.

Çalışmanın 2. evresinde, öğretmenlerin ilk ve son test tutumlarını analiz etmek için SPSS bilgisayar programı kullanılmıştır. Ayrıca, öğretmenlerin yansıma çalışmalarında herhangi bir değişikliğin olup olmadığını belirlemek için günlük çalışmasından, öğretmen-araştırmacı toplantılarından ve görüşmelerden toplanan veri incelenmiştir.

Çalışmanın 1. evresinden elde edilen sonuçlar, öğretmenlerin hala sınavlar, ders notları, günlük ders planları gibi geleneksel yansıma metotlarını kullandıklarını ortaya çıkarmıştır. 19 öğretmen başta yansımalı öğretim çalışmaları yaptıklarını belirtseler de, günlük tutma, dersleri videoya ve ya teybe alma gibi bu çalışmalarda en çok kullanılan metotlar öğretmenlerden düşük puanlar almıştır.

Çalışmadaki öğretmenlerin, öğretmenliğe karşı olan tutumlarına ilişkin sonuçlara göre, öğretmenlerin çok yüksek olmamakla birlikte öğretmenlik mesleğine karşı ılımlı tutumlara sahip oldukları görülmüştür.

Çalışmanın ikinci aşamasında ise, öncelikle, günlük çalışmasına katılan 12 öğretmenin tutumları çalışma sonunda tekrar verilen tutum ölçeğiyle belirlenmiştir. Sonuç olarak, öğretmenlerin öğretmenlik mesleğine karşı tutumlarının istatistiksel olarak önemli bir değişim göstermediği saptanmıştır. Bununla birlikte, önceki ve sonraki tutumların ortalamaları göz önüne alındığında, günlük çalışmasının tutum değişiminde etkili olduğu varsayılarak son tutum sonuçlarının ilk tutum verilerinden bir hayli yüksek olduğu ortaya çıkmıştır.

Öğretmen günlüklerinden, görüşmelerden ve de öğretmen-araştırmacı toplantılarından elde edilen bilgi, bütün öğretmenlerin sınıflarını gözlediklerini ve öğretimlerini sorguladıklarını göstermiştir. Ayrıca günlük çalışması yardımıyla, öğretmenlerin çalışma programlarına yeni teknik ve roller kattıkları aynı zamanda kendi hayat koşullarına ve öğretim uygulamalarındaki ihtiyaçlara göre bu rol ve teknikleri uyarladıkları ve gitgide değişme gösterdikleri yeni bir çalışma sisteminin ortaya çıktığı gözlenmiştir.

Sonuç olarak, bu çalışma öğretmenlik mesleğinde yansımalı öğretimin önemine ışık tutmaktadır. Ayrıca, günlük çalışmasının sadece yansıma yapısı oluşturmadığı aynı zamanda öğretmenlerin adım adım neler yaptıklarını vurgulamasına yardımcı olduğu sonucuna varılmıştır. Bu yansımalı öğretim metoduyla, öğretmenler ayrıntıları kaçırmamak için düzenli bir şekilde dersleri hakkında düşünürler.

ABSTRACT

There are 2 phases in this study. The aim of the first phase of the study was to determine the reflective practices of primary school English language teachers in the city centre of Çanakkale. The aim of the second phase of the study, on the other hand, was to introduce reflective teaching to a group of teachers and through a diary study to determine whether teachers' reflective practices and their attitudes towards teaching profession would change or not.

The first phase of the study was conducted with 27 primary school English language teachers from 16 schools in Çanakkale. In this phase, a Reflective Practice Questionnaire (RPQ) and an attitude scale towards teaching profession which were developed by the researcher in the light of the comprehensive literature review were used to collect data.

The data obtained from the questionnaire and an attitude scale towards teaching profession were analyzed and interpreted with the help of SPSS (Statistical Package for the Social Sciences) computer program.

12 teachers out of 27 participated in the second phase of the study voluntarily. In this phase, the data were obtained by means of a structured diary, teacher-researcher meetings and a structured interview was given at the end of the diary study. Apart from these, in order to determine whether there is a change in teachers' attitudes as a result of the diary study, the attitude scale was also given to these 12 teachers at the end of the diary study.

SPSS computer program was used to analyze the data obtained from teachers' pre-and post test attitudes in this second phase of the study. Besides, the data collected from the diary, teacher-researcher meetings and the final interview were also studied to determine whether there was a change in teachers' reflective practices.

The results of the first phase of the study revealed that teachers are still stuck with the traditional reflexion methods such as exams, lesson notes and daily lesson plans. The methods that are mostly used in reflective teaching practices such as diary keeping, video recording and taping the lessons got the lowest score in the questionnaire although 19 teachers reported that they do reflective teaching studies.

According to the findings concerning the attitudes of primary school English language teachers in the study towards being a teacher, it is seen that teachers have moderate attitudes towards teaching profession not highly positive at all.

As for the second phase of the study, primarily, the attitudes of 12 teachers participated in the diary study were determined with the attitude scale given at the end of the study again. As a result, it was found that there was no statistically significant change in their attitudes towards teaching profession. However, when the means of pre and post attitude scale results were taken into account, the post-test results were considerably higher than the pre-test results which might suggest that the diary study might have been effective in this change.

The data obtained from the diaries of the teachers and the meetings also demonstrated that all the teachers observed their classes and questioned their teaching. Besides, this study helped them to elucidate the mechanism by which they gradually change, through a diary study in which they introduce new techniques and roles into their repertoires, at the same time adjusting those techniques and roles to fit their own circumstances and needs in their teaching practices.

In conclusion, this study sheds light on the importance of reflective teaching studies in teaching profession. It should be concluded that the diary study is helpful in that it allows for not only a form of reflection but it also emphasizes a step-by-step look at what teachers are doing. Through this method of reflection, teachers are able to think about their lessons in an organized way so as not to overlook any aspect.

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ABBREVIATIONS

ANOVA	Analysis of variance
RPQ	Reflective Practice Questionnaire
SPSS	Statistical Package for Social Sciences

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TO MY MOTHER

AND

TO REFLECTIVE TEACHERS

CHAPTER I
INTRODUCTION

1.0 Introduction

This chapter initiates with explaining background of the study. It then presents the purpose of the study and the related research questions addressed in this study. Subsequently, it gives a brief description of the significance of the study, its assumptions and limitations. Lastly, it states the organization of thesis and the summary of the chapter.

1.1 Background of the study

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

Before arguing ‘what reflection is’ and ‘what reflective teaching is’, it would be wise to look at those qualifications that make a good teacher since the path to reflective teaching seems to involve those answers given to the question what good teaching comprises.

‘What makes a good teacher?’ is a question that has intrigued and challenged philosophers, researchers, policy-makers and teachers for many centuries and is also a question that has generated diverse answers, varying in their nature and degree of specificity in different countries and across different periods in history.

Many answers can be given to this question. Some of the standard ones are; having good academic/professional qualifications, a lot of teaching experience and good teaching skills. All in all, a truism that cannot be forgotten is that a good teacher must be one who loves teaching.

At a deeper look, it could be said that to be a good teacher means to be good at performing various tasks such as facilitating students' progress, demonstrating a willingness to adapt and change to meet students' needs, learning from a variety of models.

Teachers take over many tasks to become professionals. In addition to performing particular classroom instructional tasks, teachers should become more knowledgeable, more complex, more sensitive individuals to complete their professional growth and they should also have the responsibility to develop as professionals (Şişman 1999). As Taşpınar (2002) explains professional development is seen as a cornerstone of ensuring that teachers have the skills, knowledge and understanding necessary to provide students with high quality education.

There are many different aspects of the teaching role emphasized in recent educational policies. Some educational thinkers and writers believe that in recent years educational policies have tended to become more prescriptive in the views of teaching and they often describe teachers as the deliverers of a prescribed curriculum and then this responsibility leads to teachers' acquisition of particular skills and competences (Calderhead & Shorrock 1997).

Some others view the teacher as an expert in his subject; the teacher as facilitator of learning; the teacher as a motivator and source of inspiration and the teacher as upholder of moral standards. Therefore, it could be concluded that teachers have evolved from mere practitioners to a full-developed professionals.

In addition to those responsibilities teachers should take on, public expectations of schools and teachers have also become more extensive. Schools are thought not only as institutions in which children acquire knowledge and skills but also as places where children learn to socialize and cooperate with others, learn about the world of work and prepare for responsible citizenship. Teachers, for this reason, need to improve themselves to meet these requirements of educational policies as well.

Demirel and Kaya (2002: 249) state that a teacher should have two kinds of competence to be effective at the outset of the education progress. These are; technical and social competences. Organizing learning goals, reviewing students' progress level, defining the working plan, motivating students, creating suitable learning atmosphere, getting students' attention and evaluating students' attempts can be included into technical competencies. Social competencies are deciding upon common goals in both school and in a class, getting and presenting transmissions connected to the teaching and learning process, showing behaviors of leadership if necessary, solving the conflicts students most likely to meet and building straightforward and candid relationships with the school staff, students and custodians.

Taşpinar (2002: 63) on the other hand, believes that teachers should know the structure and depth of the subject and be an expert on that subject, have suitable teaching skills and the practice of systematic teaching, they should also have a skill of pedagogical communication and proficiency at solving educational problems easily and know ways of classroom management.

Thus, when all the above discussions are taken into account, it could be stated that in the 21st century, teachers become very crucial to supporting the rapid developments of students and teachers are expected to perform a wide range of new structural, social, political, cultural and educational functions. In this connection, teachers, in the era of rapid change, are often required to take up expanded roles and responsibilities, including curriculum developer, decision-maker, team leader, pre-service teacher educator. As such, teachers are inevitably in need of continuous life-long professional education to update themselves with new knowledge, competence and attitudes to meet all these challenges (Cheng 2001).

All these skills call for reflection. There is no doubt that reflection is thought as a basis for evaluation and decision-making and also as a source for planning action. Its importance depends largely on three advantages. The first is teachers' capability of conforming to new developments to their own studies. Secondly, having knowledge about the developments in nearly all forms of educational system is a further advantage. Finally, doing the best by working effectively with colleagues, students and school is so important for their professional development.

Therefore, a reflective approach can be explained as a precondition for teachers to enter into the cycle of change that is processed at an increasingly deep, personal and critical level (Bailey 1997: 4).

In principle, a reflective approach allows teachers to become reflective and critical about issues related to methodology, while at the same time to enrich their own previous personal theory of teaching. It is not an approach that corrects teaching practices that teachers carry out in class, but rather an approach that makes teachers think about the things they are producing. Thus, this approach guides their thoughts and hopefully enables them to become more critical (Kerry 1993: 33).

Further, this approach allows developing teachers' latitude to experiment within a framework of growing knowledge and experience. It also gives them the opportunity to examine their relations with students, their values, their abilities and their successes and failures in a realistic context (Kerry 1993: 34).

Then, a reflective approach functions as a connective capacity and provides teachers to connect themselves to their students, their students to each other and everyone to the subject being studied (Hassett 1999).

This capacity to reflect has led to increased calls for the professionalism of all educators, including higher standards for teacher training and education. Research on teacher education over the past two decades has shown that teacher education is linked to inquiry, reflection and continuous professional development. By the middle of the 1980s, researchers claimed that reflection is again in vogue in teacher education as a useful teaching strategy. It is emphasized that perhaps never before in the history of educational practice has there been a greater push to provide teachers to think critically (Harris 1998).

There were a lot of discussions until the beginning of 80s on teaching. Following these, the birth of new ideas on professional development caused an increase in reactions towards the grossly simple teaching methods that especially dominated the field over the 1980s. Then, a reflection method has appeared and expanded in so many institutions since the 1990s. Because the quality of teacher development practices has become a major concern in recent educational discourse. Additionally, there has been a growing emphasis on a reflective approach suggesting that quality should be assessed with reference to teacher empowerment through reflection. For this reason, the necessity of the reflective teaching increased rapidly (Bridges 1993).

As it is stressed above, good teachers should have so many capabilities and competencies. Being reflective is, on the other hand, explained as absolute characteristic of all good teachers, because without it, none of the other traits that mentioned can fully mature. Good teachers routinely think about and reflect on their classes, their students, their methods and materials. They compare and contrast, draw parallels and distinctions, review, remove and restore. Failing to observe what happens in classes on a daily basis disconnects teachers from the teaching and learning process, because it is impossible to create connectivity if they are disconnected themselves (Cole 1994).

It is apparent that, generally speaking, teachers need to compare, evaluate their own practices continuously, think about outcomes of the situations and also question their experiences to abstain from the routine teaching. This questioning is the basic element of a reflective approach. Unless a teacher questions his experiences s/he cannot reach the highest level of professionalism (Sparks-Langer & Colton 1991: 37).

Dewey (1910) is accepted as the grandfather of reflective teaching. Over the years, his theories of reflective thought and the principles of pedagogy have been restated again and again by educators and these principles have taken a reverent place in theories of learning and teaching (cited in Furlong & Maynard 1995: 39).

Dewey (1910) asserts that reflection is a specialized form of thinking (cited in Allwright & Bailey 1991: 45). Valverde (1982) states that reflection involves asking basic questions about teaching. It is an individual's needs assessment and continued self-monitoring or satisfaction with effectiveness. According to Zeichner and Liston (1987: 34) reflective action entails the active, persistent and careful consideration of any belief or supposed form of knowledge.

Similarly, Richards (1990: 5) sees reflection as a key component of teacher development. He says that self- inquiry and critical thinking can help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking. While Zeichner (1994) explains that reflection is a private activity to be followed by teachers using different methods, Rust (1999) suggests what these methods could be, namely conversations, stories, and narratives and these are crucial for the professional development of teachers (cited in Lieberman & Miller 1991: 105).

So, reflection is mostly an informal process in which an experience is recalled and it plays an important role in an educational context as a basis for professional progress. It is just rethinking a plan in the light of the last lesson or somehow jump-off point for further development and studies.

A Reflective Teaching then is a developmental process that contributes to a fuller understanding of the teaching period for teachers and throws light on the roots of teachers' ability for analyzing classroom situations. Asking what and why questions give teachers a certain power over their teaching and open up the possibility of transforming their classroom life (Eisner 1985).

Dewey puts forward 6 characteristics of reflective teaching (Pollard 1997: 10):

1- Reflective teaching comprises of aims, consequences, means and technical efficiency

2- A teacher is the authority. S/He may use self-reflection or may take comments and suggestions from the other educational services

3- A teacher should be open-minded and be responsible for education programs and s/he also studies very eagerly in classes

4- If any teacher wants to be professional or wants to achieve fulfillment, s/he needs to collaborate with the other colleagues

5- It provides development of competence in teaching

6- A teacher monitors, evaluates and revises his own teaching practice

So, as it is explained, reflective teaching is an essential competence for all professionals. It also provides teachers a sense of soul to their work. Teachers both engage in a tacit and solitary reflective activity and also a group work with their colleagues.

Reflective teaching is also a teaching method in which teachers escape to thoughts of their own performance, analyze their beliefs, experiences and hypothesis, gather information continuously and in the light of whole knowledge they get to an end by concluding their studies with critical reflection (Richards & Lockhart 1994).

There are certain advantages of reflective teaching perspective regarding professional development. Firstly, one advantage of adopting reflective teaching is that the whole education community from the top to the bottom takes a certain action and agrees on the right course of action to arrive at the fuller teaching performance (Bailey 1996).

Secondly, the most striking feature of working with reflective teaching method is that teachers have a chance to deal with the domains they are interested in. They as well seem to benefit from the new application methods which offer the promise of allowing them to manage their own teaching for optimum and build a bridge between the new knowledge and the old. Reflective teaching is an incessant progress that provides turning back to evaluate the results.

Thirdly, teachers, after a while, do not prevent activities becoming routine and this leads to a lack of concentration on further studies. Routine activities make some teachers surrender to hopelessness and experience burn-out period. As Schön (1983) states that reflective teaching studies, at some point, proves to be effective in taking a correct approach to these problems that are likely to be met almost everyday (cited in Savage 1997: 18).

When the process of reflective teaching is considered, it is seen that it first begins in a classroom. In view of the reflection practice, it is obvious that during the teaching process, teachers question their experiences continuously and build their own conception of the world. For this process, teachers need to collect and analyze the findings related to their own reflective teaching. Through these processes, teachers reflect on the things they have discovered and they apply it to their professional action.

One of the data collecting ways is Action Research. It is a loop process that can be repeated again and again until the solution is found that satisfies the needs of teachers. In this process, the problem is reframed, fresh data is collected and the analysis is reviewed. The main function of action research is to facilitate reflective cycle and to improve professional action of teachers (Porter 1990).

Videotaping lessons and recording one’s impressions is the other one and can be helpful for some teachers. Bartlett (1989: 224) comments that the best means of observation is probably to record teacher’s practice. This may be done by audio or visual means (tape-recording a lesson, using photography).

However, the best means for reflective teaching would seem to involve some form of writing. In writing, teachers begin not only to observe but they take the first step in reflecting on and about their practice.

There are three kinds of writing practice. One of them is teacher diaries. They are a collection of evidence of development in teaching expertise. Teacher diaries can contain an unlimited variety of materials or experiences including lists of courses taught, teaching innovations, personal teaching philosophy, evidence of successes and evidence of engaging in professional development in teaching.

The other one is learner diaries. They can be used to gain insights into student's learning experiences. They are based on introspective analysis and at the end of the course the quantitative information is supplied in a qualitative way. It can be inferred from the learner diaries that the items that students enjoy, find difficult or easy and they do not understand (Jordan 1997).

The last one is journals. Journal keeping involves making reflections explicit through writing and thereby making them available to inform action. A journal can also include collecting artifacts such as pasted articles and drawings. Journals are used both as an occasional tool for reflection and on a regular basis. Those used on a regular basis sometimes serve as one of the methods for data collection within review and development projects and programs (Bell 1996).

Many research studies have been conducted on reflective teaching (Trumbull & Slack 1991, Gore & Zeichner 1991). While, some of them involve in-service teachers (Wubbles & Korthagen 1990), others involve both in-service and pre-service teachers (e.g., Baird, Fensham, Gunstone & White 1991). With few exceptions, studies rely heavily on comments made by student teachers in program evaluation, on informal assessments of students' course work, on general observations and isolated anecdotes (cited in Oruç 2000: 16).

Leshem and Trafford (2006) compared different kinds of reflective practices using the data from learners in the United Kingdom and Israel. From Israel, first-year students in a teacher training college who were trained to become English teachers and participating in an ‘Introduction to Education’ course were contrasted with candidates undertaking a practice-based professional doctorate programme in the United Kingdom. Data were collected from observations and the analysis of linguistic autobiographies, personal diaries, reflective journals, narrative accounts and research diaries. Consequently, so many similarities were found between learners. In Israel, students’ observing and opening the drawers of memory enabled hidden experiences to come to the surface and contributed to the construction of new meanings by identifying and connecting events and thinking about their past experiences. Other students in the UK took the advantage of enhancing their learning and research area and gaining new insights through reflective practices.

In another study, Chitpin (2006) explored the effectiveness of journal keeping as a means of developing reflective practice in pre-service teachers using the knowledge-building framework. The data focused on the entries of 28 pre-service teachers. The issues identified by pre-service teachers ranged from curricula to classroom management to assessment. The qualitative data suggested that the theoretical framework used in this study not only provided pre-service teachers with a place to reflect on the identified problems but also allowed them to use the information to formulate a tentative theory or solution to solve these problems.

Woodfield and Lazarus (1997) conducted a small-scale study with a group of Malaysian teachers on a short language learning course. In this study, the teachers kept diaries of their language learning experience, which were analysed according to the themes of barriers to learning and supports to learning. Within this framework it was found that teachers reflected inward on their own language learning processes and on themselves as teachers. They reflected outwards on the learning processes of their students and on the teaching process in relation to themselves as adult learners. The teachers also reflected on issues relating to the teaching and learning process. The language of the teachers’ diaries was indicative of an attempt to link theoretical issues in second language learning with their own experiences as teachers and learners. The study additionally concluded that diaries may provide an effective tool in encouraging in-service teachers to link theory and practice in second language learning and to reflect in more depth on the language learning process at a group and individual level.

There have also been some studies in Turkey. For example, Önel (1998) conducted a case study examining the effect of action research engaged by teachers on their becoming reflective in teaching. In the study, both qualitative and quantitative data were collected. Quantitative data were collected through inventories and tests administered at different times of the study to teachers. Qualitative data were collected through teachers' journals, participant observation notes of the researcher and interviews conducted both with teachers and students. The results revealed that teachers benefited from being engaged in action research.

In addition to Önel's study, Oruç (2000) conducted an experimental study that investigated the effects of a reflective teacher training program on the high school teachers at METU Development Foundation High School. The purpose of Önel's study was to investigate the effects of a 9-week Reflective Teacher Training program on the teachers' perception of the classroom environment and their attitude toward teaching profession. As a result, this study revealed that Reflective Teacher Training program increased the innovation level perceived by teachers in their classroom environment.

In the light of these studies, Zeyrek (2001) implemented a diary study with fourth-year ELT students doing their practicum. One of its aims was to obtain feedback on the pre-service ELT courses and the practicum by understanding students' feelings and attitudes towards various aspects of teaching. Secondly, it was aimed at giving students an opportunity for self-exploration and reflection on professional growth and its relationship with teamwork and the use of technology in teaching English.

She analyzed the diaries of only a limited number of students and became aware of their personal views on the topic of professional growth. She made some predictions according to students' diary entries, so she believed that a majority of this group was open to new methodologies in class and was ready to welcome innovative ideas on professional development. These student teachers' desire to identify the needs of the younger generation and their readiness to keep up with changing needs also showed that they would pursue their idea of professional development.

To sum up, reflective practice is becoming a dominant paradigm in ESL/EFL teacher education programs worldwide. As Dewey (1933: 87) asserted growth comes from a "reconstruction of experience", so by reflecting on their experiences, teachers can reconstruct their own educational perspectives. A reflective model can be accepted as a superior approach owing to its capability of making teachers to reflect observations in a well-structured way and being a continuous process. Thus, teachers gain experience in a community of professional educators, they feel the need to grow beyond the initial stages of survival in the classroom to reconstructing their own particular theory from their practice (cited in Wallace 1991: 63).

1.2 Purpose of the study

A reflective approach to teaching involves changes in the way teachers usually perceive teaching and their role in the process of teaching. As the examples illustrated in this chapter, teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can help their professional growth as teachers, as well as improve the kind of support they provide their students.

Reflective teaching suggests that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development. Like other forms of self-inquiry, teachers engaged in reflective analysis of their own teaching report that it is a valuable tool for self-evaluation and professional growth.

Given the above general characteristics of reflective teaching, the major purpose of this thesis is to investigate the effects of keeping diaries on teachers' perception of reflective teaching and on their attitudes towards teaching in general. The other one is to investigate the reflective teaching practices of primary school English language teachers.

Therefore, with this aim in mind, this study tries to find answers to the following research questions:

RQ 1: What are the reflective practices of teachers participated in the study?

RQ 2: What are the attitudes of primary school English language teachers in the study towards being a teacher?

RQ 3: Is there a difference between teachers' reflective teaching practices and their attitudes towards teaching?

RQ 4: Is there a change between teachers' attitudes towards teaching before the diary study and their attitudes after the completion of the diary study?

RQ 5: Is there a change in teachers' reflective teaching practices through the diary study?

RQ 6: What are the opinions of the teachers regarding the effects of the diary study on their reflective practices?

1.3 Significance of the study

The pressure towards more school-based programs which is visible in many countries is a sign that not only teachers, but also parents and politicians are often dissatisfied with the traditional approaches in teacher education (Barone, Berliner, Blanchard, Casanova, & McGowan, 1996).

Reflective teaching appears as a promising solution for teachers when the number of teachers and the lack of professional development opportunities are taken into consideration. For this reason, teacher education should provide the most suitable form that teachers can take at a particular stage of their careers.

However, there are not many studies conducted to understand the nature of reflective teaching. There are few reports of these programs based on reflective principles or the effects of program implementations. Little has been done to systematically assess reflective thinking. Many recent studies on reflective teaching are conducted on student teachers (e.g., Trumbull & Slack 1991, Gore & Zeichner 1991). Some of them, however, conducted with in-service teachers (Wubbles & Korthagen 1990) and still others involve both in-service and pre-service teachers (e.g., Baird, Fensham, Gunstone & White 1991).

In this respect, firstly, it could be said that although there are many studies investigated the area of reflective teaching, in Turkey there are not so many studies cited in the literature. Therefore, this study will shed light upon the reflective practices of Turkish teachers and their way of teaching and this will also lead to an impact on pupils' learning and their classroom practices. Following this, it will also contribute to the literature about reflective teaching studies.

Secondly, this study will shed light on current situation of practicing teachers. More specifically, the attempts taken in this study to understand the effects of reflective teaching practices on teachers through an exploration within their interaction with students will hopefully result in reconstructed in-service teaching courses taking into account of reflective teaching principles.

Thirdly, the results of the study might be used in the institutes, especially in the teaching departments. Additionally, the results of the study will add new insights to teacher education processes and specifically the principles reflective teaching could be incorporated into teacher education process.

Then, when the rest of the study published, the practising teachers may benefit from the ideas put forward in this research study.

1.4 Assumptions of the study

This study was conducted under the following assumptions:

Firstly, to collect data in this study, a questionnaire designed to find out the opinions and practices of English teachers about reflective teaching and an attitude scale to measure teachers’ attitude towards teaching were used. These instruments were developed by the researcher. While developing them, certain steps were taken to ensure the reliability and validity of these instruments. Therefore, it is assumed that they are reliable, valid and thus suitable for data collection.

Secondly, since the participation both in the survey phase and the diary study phase is totally voluntary, it is also assumed that the participants of the study answered all the questions in the questionnaire and reported their practices, opinions and feelings open heartedly and frankly.

One part of this study was based upon a diary study. Since this also requires self-reports, it is assumed that participants in the diary study also reported their feelings and experiences openly and fully.

An investigator is assumed that unbiased and impartial.

Finally, it is assumed that the period that given for the study will be enough to add new insights to participants' professional development and reflective teaching practices.

1.5 Limitations of the study

All the English teachers working in the city center of Çanakkale participated in this study. Therefore, the data collected in this study is limited to the participants of this study. For this reason, it is not possible to generalize the results of this study for all primary school English language teachers in Turkey.

In this study, questionnaire, attitude scale and interview data collecting instruments that were developed by the researcher of the study were used to collect data. Thus, the results of the study are limited to these instruments.

The researcher may have hallow effect on the participants. They may have accepted participating in the diary study just to please the researcher.

1.6 Organization of the thesis

This thesis is composed of six chapters. Chapter I initiates with explaining background of the study. It then presents the purpose of the study and the related research questions addressed in this study. Subsequently, it gives a brief description of the significance of the study, its assumptions and limitations. Lastly, it states the organization of thesis and the summary of the chapter.

Chapter II initially explains the historical perspective of teacher education until 1980s and between 1980s and 1990s. Then, it presents teacher education models, concerning coexisting order in the history. Next, it gives information about teacher education and reflective teaching in Turkey. Finally, this chapter introduces the history of pre-service education in Turkey and in-service teacher education in the world and in Turkey with regard to date settings.

Chapter III presents a review of concepts relating to reflection, drawing on the literature in this area. This literature review relates to the following aspects of reflection: the definition of reflection, the process of reflection, strategies in reflection, content of reflection, types of reflection, ways for reflection and significance of reflection. It then states reflective teachers and their development through reflective teaching. Next, it gives information about some reflective studies that were done in the world and in Turkey.

Chapter IV describes the different research paradigms and reasons for choice of scale design in this study. Additionally, it presents the rationale for the study and then explains methodology of the pilot study in detail. Finally, the last section presents the methodology of the main study.

Chapter V reports and discusses the findings of the study in detail aiming to seek answers for the research questions.

Chapter VI discusses the findings of the quantitative and qualitative research methods that are used in the study. This chapter also aims to draw conclusions through the findings and proposes implications and suggestions for further research.

1.7 Chapter Summary

This chapter briefly discussed some basic literature on teacher education and reflective teaching. The purpose of the study was pointed out. The significance, the assumptions and limitations of the study were discussed in separate sections. Finally, the organization of the thesis was submitted.

CHAPTER II

TEACHER EDUCATION: A PATH TO REFLECTIVE TEACHING

2.0 Introduction

This chapter initially explains the historical perspective of teacher education until 1980s and between 1980s and 1990s. Then, it presents teacher education models, concerning coexisting order in the history. Next, it gives information about teacher education and reflective teaching in Turkey. Finally, this chapter introduces the history of pre-service education in Turkey and in-service teacher education in the world and in Turkey with regard to date settings.

2.1 A historical perspective to teacher education: until 1980s

To be able to fully understand and appreciate reflective teaching, it is necessary to know how and under what conditions it started to be used. Therefore, a brief historical review on teacher education will be helpful to understand how reflective teaching developed.

Teaching is a social function and its aim is to guide desirable growth in others. It is, therefore, a social or interacting relationship between people. Its method is communication which involves the transmission of signals from teacher to learner, from learner to teacher and learner to learner (Schuler 1967).

The need for communication has made language learning start in early times as soon as the first community came into contact to recognize the others' cultures. At present, similarly, as the pressure to communicate increases, the divisions of language are felt even more keenly. So, language teaching, especially of the great world languages, which are seen as international channels of communication, becomes ever more important (Wallace 1998).

In a new era of information, economy and globalization, knowledge has become the driving force of nearly all types of economic, social and political developments at different levels of a society. All the leaders in education, industry and business in different parts of the world have agreed that knowledge is the most important asset of a society. In this context, facing up the challenges in the society, education has often been accepted as the key for the future that can build up the necessary knowledge among young generations and citizens for rapid local and global developments in different areas. For this reason, to keep pace with these developments so many new education reforms have been applied dated back to the mid- 1800s (Cheng & Townsend 2000: 11).

Throughout the last hundred years, there were so many regulations which aimed at changing the fortunes of initial teacher education. These regulations were based basically on teacher's professional formation and they introduced a number of radical changes in the education system. There are currently three major models of professional education that have historically appeared on the scene, namely, the *Craft Model*, the *Applied Science Model* and the *Reflective Teaching Model*. The last two, the applied science model and the reflective model, coexist in contemporary teacher education.

The *Craft Model* appeared in the arena of teacher education in 1800s. Its challenge was to provide the student teachers with the best apprentice model and support enabling them to take the right direction at both moral and pragmatic levels to attain professional competence. This model involved peers (novices) working closely together with a teacher (expert) in joint problem solving and it was also accepted as an individual study with a master in the profession. How this model functioned can be detected in the figure below. Student teachers, most of the time, observed the experienced teachers' behaviours and tried to imitate their master in the classroom (Grace 1978).

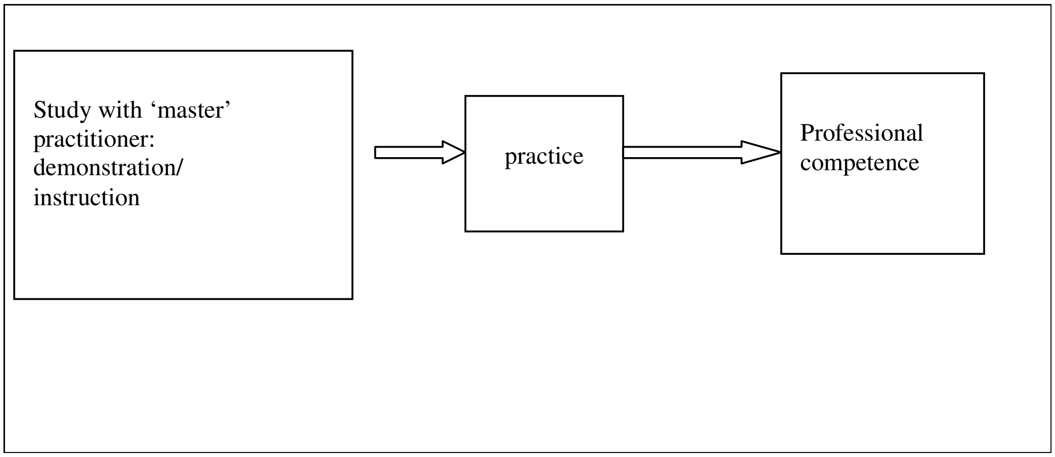
Study with 'master' practitioner: demonstration/ instruction
practice
Professional competence

Figure 1: The Craft Model of professional education (Wallace 1991: 6)

Nevertheless, the training was far more than academic. It was, rather, a matter of moral disciplines. In many cases, almost without exception, most of the training was of the "*sink or swim*" variety, student teachers were hold in check substantially. Even though there was a growing feeling towards trainees' education, they were treated as full-time workers under the command of staff of a school. No matter how young the trainees were, they became teachers of children who a year or two earlier, were their playmates (Gardner 1993).

Further, the *Craft Model* was similar to *Industry Model* and it was expected that student teachers was going to be trained according to standard training packets. Thus, this model limited the function of teacher training and was insufficient to measure the correct behaviour and train quality teachers. Teachers also were not successful at meeting developing students' needs with their limited educational competencies in an ever-changing world (Gardner 1993: 55).

Consequently, it is clear that in this model student teachers were subjected to a long and arduous timetabled day. The most disappointing feature of this frugal and laborious life was that it made trainees thrown away as humble, industrious and instructed without having a fair share in decision making on the subjects at all levels. All in all, the *Craft Model* was used effectively in teacher training till the end of the Second World War (Hencke 1977).

As the time changed, the needs and expectations of the society also changed. Thus, the inadequacies of the craft model were felt and social and economical pressures led the path to a development of another model. Eventually, the *Applied Science Model* appeared in 1950s, as a rational approach, with an effort making educational psychology a branch of science (Dale 1989).

Laursen (1996) states that the *Applied Science Model* was based on learning theories that were constructed in the behavioristic domain and advocated learning how to teach by following the scientific principles of teaching in practice. The results of academic knowledge that were provided by the professional researchers were transferred without being changed (see Figure 2). Thus, teachers were expected to use this knowledge in practice effectively.

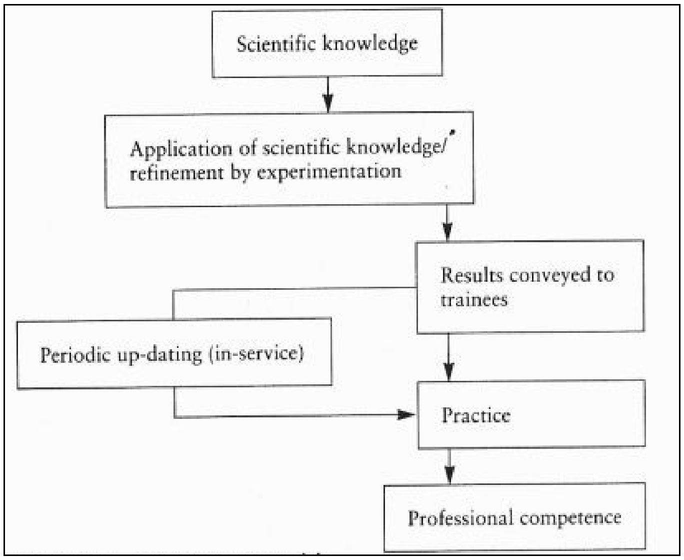
Scientific knowledge
Application of scientific knowledge/ refinement by experimentation
Results conveyed to trainees
Periodic up-dating (in-service)
Practice
Professional competence

Figure 2: Applied Science Model (Wallace 1991: 9)

After the input of scientific information, teachers were also expected to apply these scientific findings to their own classroom activities. The basic principle that this model was based on was that teachers could solve every problem by applying scientific information and theories.

In this model, teachers learned to be teachers by being taught research-based theories, and then applying them in practice. The implication is that the most important professional knowledge was generalizable theory.

This model was commonly used in the USA and in England because of its easiness to be used in evaluating behaviours and meeting the needs of all the bureaucratic and political systems provided that standards were applicable (Gall 2004).

However, Schön (1987) noted several problems with these models, especially science-based model of professional preparation. One of them was that the situations of practice cannot be solved by scientific knowledge which consisted of generalized principles and it was also ill-equipped to deal with the messiness of practice (cited in Ur 1997: 3). Typically, in Turkey as well, the same problems were encountered. Student teachers could not put into practice what they were given at a university in real educational contexts (Ekiz & Yiğit 2006).

Another problem noted by Schön was that in the *Applied Science Model* teachers were treated like robots and they were expected to teach the same scientific information to different students in the same manner. The status differential that was created between researchers and practitioners was also a problem. The researcher's role was distinct from and usually considered superior to the role of the practitioner. The preparation of professionals should require scientific training but the application of scientific theory and technique made it difficult to solve instrumental and educational problems. The most important problem of this teacher training model was that scientific theories generated in pedagogy, sociology and psychology could not be transferred into practice (cited in Gall 2004: 13).

As it is seen, in the craft and applied science models, the trainee was essentially receptive being taught by the master teacher's model or criticism or by the trainer's input on research and theory. There was very little place for his or her own initiative in creating new output, thoughts or practical ideas. For this reason, during training progress, some different alternatives were not noticed or assimilated and incorporated into practice.

Traditionally, teacher was perceived as the unique source and the transmitter of knowledge. However, the continuously changing role of teachers in teaching-learning process became more important especially after 1980s. Compared to the past, teacher was this time a guide who not only explained the subject matter but also facilitated the learning process. Thus, these two models could not meet teachers' needs. Following these changes, the *Reflective Practitioner Model* appeared as the last professional education model.

2.2 Teacher education in 1980 to 1990s

In contrast to other teacher training models, the last model, *Reflective Practitioner Model*, gives teachers a chance to learn by reflecting on their own experience and applying what they have learned in order to develop their professional abilities further. Teachers are this time active while experiencing, reflecting, conceptualizing and experimenting.

Reflective teaching model is an exciting approach in which teachers become active researchers reading about, sharing, observing, critically analyzing and reflecting upon their own practice in order to improve it. This model involves teachers in all stages of research, from determining the questions to be investigated, identifying research methods and analyzing results, to reflecting on what changes in practice the results might indicate (Kerry & Bridges 1993).

Reflection starts with the individual or group and their own experiences and can result, if applied to practice, in improvement of the teaching skills performed by the individual through new knowledge gained on reflection. Figure 3 below clearly explains the construction of this model.

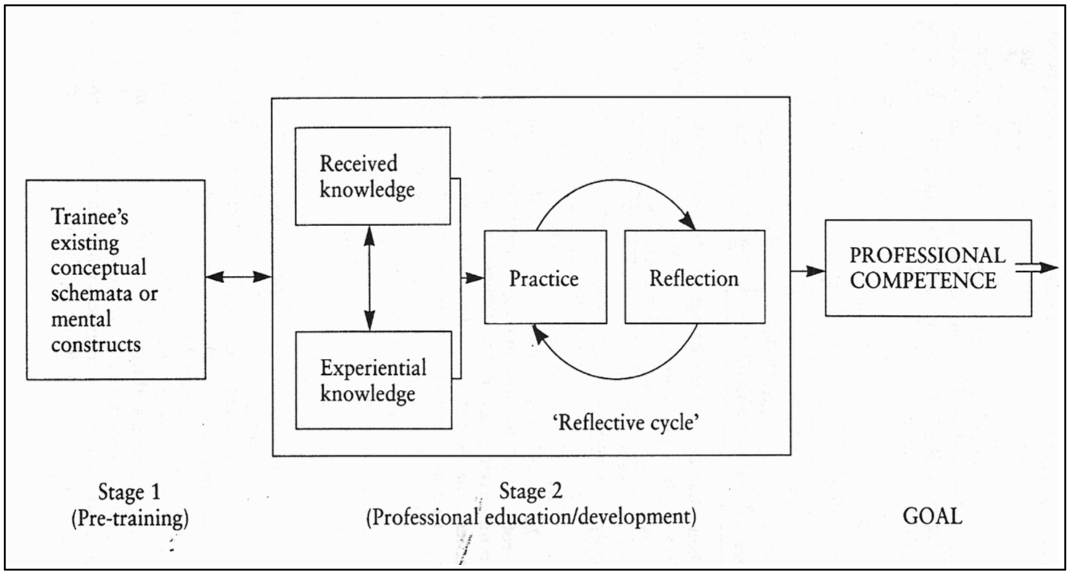
Trainee's existing conceptual schemata or mental constructs
Received knowledge
Experiential knowledge
Practice
Reflection
'Reflective cycle'
PROFESSIONAL COMPETENCE
Stage 1 (Pre-training)
Stage 2 (Professional education/development)
GOAL

Figure 3: Reflective Practice Model of professional educational development (Wallace 1991: 49)

This model also corresponds with "teacher development". Teacher development usually refers to professional learning by teachers already engaged in professional practice, usually through reflective discussion sessions based on current classroom experience. Many writers emphasize that the function of "teacher development" is to develop the teacher's own potential as a "whole person" through collaborative interaction with colleagues (Wallace 1998: 21).

As it could be seen below in Table 1, the *Reflective Practitioner Model* is related neither to generalizable theory as in the *Applied Science Model* nor to practical skill as in the *Craft Model.* It is related to teacher development and empowerment.

Table 1: The distinction between teacher training and development (Ur 1997: 2)

TRAINING	DEVELOPMENT
Imposed from "above"	Initiated by "self"
Pre-determined course structure	Structure determined through process
Not based on personal experience	Based on personal experience
Externally determined syllabus	Syllabus determined by participants
External evaluation	Self-evaluation
Input from “experts”	Input from “participants”
Unthinking acceptance of information	Personal construction of knowledge
Cognitive, cerebral	Cognitive and affective, "whole person"
Isolated	Collaborative
Stresses professional skills	Stresses personal development
Disempowers individual teacher	Empowers individual teacher

Some differences could be noted between models by looking at Table 1. For instance, the *Applied Science Model* emphasizes the received knowledge as an important component of teacher education and sees teacher as transmitter of knowledge. The *Reflective Model*, on the other hand, emphasizes the experiential component of teacher education and sees teacher as catalyst, collaborator and facilitator.

In more specific sense, teacher education fits most appropriately with the *Applied Science Model.* In this model, the role of the teacher is to ensure the provision of received knowledge in which the student teacher in turn is expected to apply in the practice of teaching. In the *Reflective Model*, on the contrary, the teacher emphasis is clearly on teacher development rather than teacher education. The shift from education to development is significant because it marks a shift in perception.

At a deeper look, the role of the student teacher in the *Applied Science Model* is to be educated, while in the *Reflective Model* the role of the student teacher is to develop. The role of the teacher will be to support, promote and further that development in as many ways as possible. The interesting thing is that, while teachers are fostering the development of the student teachers around them, they can in fact be promoting their own development, both as teachers and teacher educators. All participants, students and educators alike, will have shared opportunities for development as people. For teacher development, it can be added here, it is not different from personal development, and as such can only be self-initiated, self-directed and self-evaluated (Savage 1997).

Lastly, fostering teacher development involves the teacher educator in helping to bring about a transformation of the student teacher's perspective. Perspective transformation arises out of awareness. Awareness should include not only awareness of the potential but of the actual as well. Awareness, in *Reflective Practitioner Model*, provides teachers to be aware of experiences of teaching on which to reflect and to take part in reflective teaching events (Borich 1996).

2.3 Teacher education in Turkey and Reflective Teaching

Teacher training has always been one of the priorities of Turkey's education system. In Turkey, teacher training followed a path parallel to developments in socio-economic, political and cultural domains. Because of this, it has always been a country, may be the only one in the world, which put so many different systems, sometimes contradictory, into effect in the last 150 years (Altan 1998).

After the foundation of the Republic in 1923, many changes involving education took place such as the unification of instruction, shutting down religious schools and making primary education compulsory for the age group. The major aim of the Republic could be accepted at that time as increasing the literacy rate for national development and industrialization. With the acceptance of the new Latin alphabet the first “Illiteracy Eradication Project” was initiated in 1928. The other aim of Turkish Republic was to take her place among the developed nations of the world. With this project, a considerable amount of the nation’s financial resources were flowed into schools and teacher education courses (Yıldırım & Ok 2001).

Parallel to the developments in the educational arena in the west, schools of engineering, military sciences, administrative sciences, medicine, law, veterinary sciences and fine arts were opened. Furthermore, high schools were opened to bring students to the level where they could follow the studies in the universities (Gürşimşek 1997).

In the early years of the Republic, there was no institution training subject area teachers specifically for the secondary level. To meet this need, Gazi Education Institute, which gave two years training, was established in Ankara in 1926. Additionally, three more education institutes including two or three year programs for all upper primary subject areas such as Turkish, Social Studies, Science and Mathematics were founded in three major big cities in Turkey. The number of these institutes was increased to 10 during these years and to 18 in the 1970s due to the increasing numbers of students who wished to continue their education after basic education (Yıldırım & Ok 2001: 5).

As the need for training classroom and the other subject area teachers for village primary schools became more acute toward the end of 1930s, many people became teachers without having the necessary qualifications and having good training. For this, alternative routes were applied to respond to these demands in village primary schools. “Six-month educator course”, “Education house” and “Village education course” were the most notable ones. These courses covered primary school subjects, teaching methodology, leadership skills (Üstüner 2004: 6).

Additionally, Village Institutes were opened in 1940. These institutes have a significant place in the Turkish history of education because they aimed at improving the educational level of average people in rural Anatolia including principles of democracy, community collaboration and problem solving in real-life situations (Yıldırım 2001).

In the second half of the century two major changes in teacher education policy were seen in Turkey. The first one was the acceptance of the "Basic Law for National Education" in 1973. Until then, teachers were educated either in certain boarding schools, so-called teacher schools or in the institutes of education. Teacher schools were served as secondary schools from grade levels 6 to 12. Institutes of education were two or three year higher education institutes and they admitted students after graduating from high school. After 1973 teacher schools were redesigned as higher teacher schools and teacher education programs for elementary education were transferred to two-year post-secondary education institutes. During 1976, the number of Education Institutes was approximately 50. The graduates were employed as classroom teachers in elementary schools (Çakıroğlu 2003: 255).

Nevertheless, students were not competent enough to integrate subject areas for the secondary level teaching because of the inadequate training of these institutes. For this reason, some of these institutes changed their structure of programs to specialize in subject matter areas of high schools (e.g Biology, Physics) in 1979 (Şimşek & Yıldırım 2001).

The Ministry of Education set up clear policies for the first time in 1980 to establish a standardized, legally sanctioned process for certifying teachers. Following this, the structure of the initial teacher education system was first established in 1981, at which time the Higher Education Law reorganized and restructured teacher education. All initial teacher training programs were transferred to the service of universities from the Ministry of Education and they were increased from three to four years of study. The goal was to increase the quality of training teachers, initiating research and development projects. Additionally, this new structure enabled teachers to continue their education to master and doctoral levels (Ekiz 2003).

A unified system of higher education that was introduced in 1981 was the second major change in teacher education. In 1982 all the Education Institutes were connected to the Higher Education Council and became parts of education. The Ministry of Education gave its responsibilities for teacher education to the autonomous universities (Binbaşıoğlu 1995).

After reconstruction of Higher Education in 1982, all these institutes were transformed into four-year Faculties of Education and given to the command of universities. This move was accepted as a first step towards better pre-service training. These faculties also served teachers to be trained in specialized subject areas (e.g. sciences). All the faculties trained teachers mainly for high school subject areas ignoring the training for secondary level. Consequently, The Ministry of Education forced teachers to take on the responsibility of leading classes at the secondary level as well. In fact, this led to a detrimental effect on the quality of education Then, the responsibility of training teachers for primary education was passed to the Primary Education Departments of education faculties and the curriculum was increased from two to four years in 1989 (Tercanlıoğlu 2004: 694).

Following this transformation, teachers from the Art and Sciences Faculties started to give lessons at Faculties of Education because of the shortage of highly qualified teacher trainers. This situation caused the dominance of the applied science teacher education model because the teacher from the Art and Sciences Faculties trained student teachers not as teachers but as specific subject area professionals.

Developing the National Education Development Project in 1990 was seen as the second step toward improving the quality of teacher education in Turkey. It was implemented under the Loan Agreement concluded between the Turkish Government and the World Bank. This project was funded by the World Bank and managed by the British Council for the Council of Higher Education in Turkey and supported all Turkish Faculties of Education (Bulut 1995).

Curriculum development, materials production, the development of student-teacher experience in schools, establishment of a system of faculty-school partnerships and accreditation system were the focuses of this project.

The development of this project in Turkey has made considerable change and development in pre-service teacher education in recent years. This project also set national standards for teacher education and it also contributed long-term and short-term fellowships and upgraded the facilities of all faculties of education (Yıldırım & Ok 2001).

Today's teacher training system went into effect towards the end of the 1994s thanks to pre-service teacher training project that was collaboration between YÖK and the World Bank (Kaptan 1996).

One of the significant challenges of teacher training institutions until 1996s was to train a teacher who knows everything. Teachers were expected to take the role of being propelling power of the society. They also had to meet students' needs and the economic, political, legal, health, nutrition and psychological requirements of the society (Binbaşıoğlu 1995).

In the next section, the teacher training model that has been introduced since 1997 will be given.

2.3.1 After 1997

When pre-service teacher training project of YÖK and the World Bank was completed in 1998, it was aimed at reorganizing teaching profession as technician of teaching. In the essence of reconstructing model, the aim was to train technicians who would taught at certain domains.

This project, of course, showed its effectiveness in many ways. Various teaching materials and new programs were sent to education faculties. A parallelism was build between the subject areas in government schools and education faculties. Non-thesis Master Programs were opened, obligatory computer lessons were put into curriculum, subject areas were reorganized, lesson times were increased, the programs, except the areas of English, physical education, music and arts, were transformed into 5 or 5.5 year programs including both undergraduate and graduate degree studies. At the pre-service level, 16 teacher training programs were developed. The National Committee of teacher training was founded to control and inspect the programs in education faculties (Üstüner 2004: 8).

Additionally, the teaching practice was also put into effect to develop student-teacher confidence in the teaching endeavor, enable them to develop some practical skills needed in their future role as a teacher and make them be active and familiar with forthcoming professional responsibilities. Student teachers were put under the supervision of the classroom teacher and a university tutor (Yıldırım & Ok 2001).

The aim of this reformation movement was basically to bring uniformity to the pre-service teacher education and also elevate the qualities of teachers by incorporating the latest teacher education models, methods and techniques into the teacher education curriculum.

Without a doubt, this teacher training model cannot be incomparable to the practices of teacher education before 1997. However, this model has many advantages over the other models, there are also disadvantages. Among many others, the most important problems that teachers faced in this teacher education model could be listed as follow:

Primarily, teachers did not go through these changes in their teaching education perspectives even if this new construction brought many changes into the educational contexts. Secondly, teacher educators in Educational Sciences were transferred to other departments in universities. Thirdly, because of the absence of teaching staff in Education Faculties teacher educators had to take on the responsibility of many subject areas. The number of students in these faculties was more than the staff. This mismatch can be seen in Table 2 (M.E.B. 1992: 116).

Table 2: The ratio of students and teaching staff in the faculties (www.osym.gov.tr, ÖSYM 2004)

Total number of faculties	Total Associate	Prof. Dr.	Associate Prof.	Asst. Prof. Dr.	students	students associates
Faculty of Education (60)	1459	312	190	957	188.829	129.4
Faculty of Art and Sciences (71)	3172	896	582	1694	126.380	39.8
Faculty of Business Administration and Management (65)	1589	552	253	784	140.948	88.7

Although this reconstructing project is opposed to the teacher training models that were based on theory and emphasized practice, it is not obvious how this balance of theory and practice has been maintained. Additionally, because of lack of appraisal system it is not clear what really happens in classes.

Nevertheless, in the 2006-2007 Academic Year every program in curricula changed again to meet the needs of educational contexts. What sort of product is going to be produced is not known yet.

2.3.2 In-service teacher education in the world and in Turkey

The education of teachers should be a lifelong process rather than being limited to the relatively short initial teacher education period before teachers embark upon their professional life. In this rapidly changing society, teachers should engage in a lifelong process of professional development through in-service education to improve their classroom practice and professional competence and to extend their contributions outside the classroom to schools and the professional community (Pang 2001).

In-service education nowadays is considered to be one of the three important distinct phases of teacher education, represented different types of development as highlighted by a “Triple-i” model (Cheng 2001). The three phases are initial teacher education, induction of beginning teachers and in-service teacher education.

The importance of in-service education for teachers is significantly recognized by many countries in the world. For example, the American Federation of Teachers' Center for Restructuring conceptualized and developed models of professional practice schools where novice and experienced teachers can be educated. These schools, also known as professional development schools and clinical schools are paradigms of restructured schools. Professional practice schools are envisioned as real-world schools where new kinds of institutional structures can be developed, tested and disseminated; structures which support practice that is inquiring, reflective and knowledge based (Holmes Group 1990).

Another example for in-service teacher education can be The Advisory Committee on teacher education and qualifications in Hong Kong conducted an in-service ladder program for teachers in February 1998 and it stressed the importance of these in-service courses for teachers to pursue a career long process and improvements in professional competence. This program has many advantages such as providing a framework showing teachers' major needs at different stages of their career and allocating resources to support teachers in their continuing professional development (Cheng 2001).

Depending on the flow of science and information all through the world, continuous and quality training of in-service teachers became a necessity, even more important than pre-service training in Turkey at present.

In Turkey, the responsible institution arranging professional development for teachers is the Department of In-service Training under the Ministry of Education. This unit was known as "The Bureau of Teacher Training" in the 1960s and later it was renamed as Department of In-Service Training in 1975. There are currently six institutions which have provided in-service training and accommodation since 1982 for teachers from all over Turkey. They are the most known in-service teacher education institutions located in Ankara, Aksaray, Mersin, Rize, Van and Yalova (Baran & Çağıltay 2006).

One of the most extensive in-service training activities in the last few years is designed for the teachers who have graduated from 2-3 year higher education institutes have inadequate education. These were generally given as compensation courses. The total amount of preschool, classroom and branch teachers participating in this program is 56847 (Gürşimşek 2005).

Besides these, teachers, administrators and assistant inspectors wanting to be promoted have to attend in-service training programs. As it is seen, the Ministry of National Education stipulates an in-service training program for promoting or to be appointed to a new administrator vacancy. It can be seen very clearly at the In-service course website how many courses are provided with managers, principals and administrators (see http://hedb.meb.gov.tr). It firstly gives importance to training education leaders, addressing programs applied in an educational system, transferring technological advances to the system and introducing educational materials rather than including activities for teachers' professional development (Seferoğlu 2004).

Table 3 shows the data about the in-service courses that English teachers attended.

Table 3: In-service programs that were planned for English teachers in 2006-2007 Academic Term (http://hedb.meb.gov.tr, MEB Hizmet İçi Eğitim Dairesi Başkanlığı)

month	the name of the in-service course	participants	quota
June-2007	English Teaching Methods seminar	English teachers in Isparta	60
	Teaching Methods and Strategies	English teachers from Anatolian High schools in Yalova	178
	English Teaching Methods seminar	Primary and secondary school English teachers in Kocaeli	60
	English Teaching Methods seminar	English teachers in Edirne	60
July-2007	Introducing DYNED English Language Education System	English teachers in Aksaray	120
September-2007	English Teaching Methods seminar	Primary and secondary school English teachers in Erzurum	60

673 in-service courses have been held for teachers, administrators and principals in 2006-2007 Academic Term. As it is clearly seen from the table, only 6 of them are for English teachers. Besides, there are so many limitations put for the

participants. There are not courses in all cities for teachers. Additionally, there is not any course about reflective teaching.

The reflective approach to teacher education is currently the most prominent paradigm in English Language Teaching education. Research on effective teaching over the past two decades has shown that effective practice is linked to inquiry, reflection and continuous professional growth. Reflective approach can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their own individual teaching styles through reflective approach, teachers can improve their effectiveness in the classroom.

2.4 Chapter Summary

This chapter started with a general view of the historical perspective of teacher education until 1980s and between 1980s and 1990s. Then, teacher education models, concerning coexisting order in the history, were presented. Next, the information about teacher education and reflective teaching in Turkey was given. Finally, the history of pre-service education in Turkey and in-service teacher education in the world and in Turkey, with regard to date settings, was introduced in this chapter.

CHAPTER III

REFLECTIVE TEACHING

3.0 Introduction

This chapter presents a review of concepts relating to reflection, drawing on the literature in this area. This literature review relates to the following aspects of reflection: the definition of reflection, the process of reflection, strategies in reflection, content of reflection, types of reflection, ways for reflection and significance of reflection. It then states the characteristics of reflective teachers and their development through reflective teaching. Next, it gives information about some reflective studies that have been done in the world and in Turkey.

3.1 Reflection

Every language teacher starts with an initial theory of language teaching and learning based on personal experiences as a language learner and, in all cases, reading or training. To move from the older teaching model to the newer one, language teachers need to think about what they do and how and why they do. This inquiry constitutes the basic principal of reflection.

The 90s is accepted the decade of reflection in teacher education and it has been used increasingly as a development tool in both educational areas and in other professions and has been claimed as a goal in many teacher preparation programs. But to date, reflection has been defined in a variety of ways by a variety of educators (Dewey 1933; Schön 1983; 1987; Boud 1985; Kemmis 1985; Ross 1989; Lasley

1992; Reid 1993; Norton 1994; Johns 1995). It is clear that their ideas have provided a good starting point for looking at the elements of reflective process.

Historically Dewey (1933), who himself drew on the ideas of many earlier educators such as Plato, Aristotle, Confucius, Lao Tzu, Solomon and Buddha, is acknowledged as a key originator in the twentieth century of the concept of reflection. He considered reflection to be a special form of problem solving, thinking to resolve an issue which involves active chaining and a careful ordering of ideas linking each with its predecessors (cited in Hatton & Smith 1994: 3).

Nevertheless, Boud (1985) took a different perspective and defined reflection as a generic term for those intellectual and effective activities in which individuals are engaged to explore their experiences in order to lead to a new understanding and appreciation. Following Boud, Kemmis (1985) argued a positive active process in reflection that allows teachers reviewing, analyzing, evaluating experiences and drawing on theoretical concepts. Thus, previous learning provides an action plan for future experiences (Zeichner & Liston 1990: 33).

Next, Reid (1993) referred to reflection as an active process rather than passive thinking. She agreed on Dewey's ideas and thought that reflection is a process of reviewing an experience of practice in order to describe, analyse, evaluate and so inform learning about practice (Lier 1996: 15).

Further, Norton (1994: 139) identified reflection as a disciplined inquiry into the motives, methods, materials and consequences of educational practice. This is effective for teachers in examining conditions and attitudes thoughtfully which impedes or enhances student achievement. Besides, Brubacher, Case and Reagan (1994: 36) described reflection as teachers' attempts to understand and make sense of the world (cited in Taggart & Wilson 1998: 18).

In brief, reflection can be described as an ongoing monitoring of program implementation, with careful attempts to provide some evidence of teachers' outcomes. It also encourages teachers not to take these learning opportunities for granted and consider the "unthinkable" alternatives for their teaching practices.

There were also some writers' negative opinions about reflection at that time. For example, Calderhead (1989) described the notion of reflection as a slogan rather than a principle and Furlong (1992) argued that beneath the rapid rise of the popularity of the term in the late 1980s lies its political value for opposing the technicist thrust of government reforms in initial teacher education (UMIST 2002).

Actually, part of the confusion within the debates on reflection was partially related to, at some length, different writers. Especially Dewey (1910, 1933) and Schön (1983, 1987) focused on at least two very different dimensions within the process of learning to teach (cited in Furlong & Maynard 1995: 38).

Dewey was among the first to promote reflection and pointed out its necessity in teacher development. His basic ideas indicated that reflection may be seen as an active and deliberative cognitive process involving sequences of interconnected ideas which takes account of underlying beliefs and knowledge (cited in Calderhead 1989: 66).

Dewey (1933) characterized reflection as a specialized form of thinking. It stems from doubt and perplexity felt in a directly experienced situation and leads to purposeful inquiry and problem resolution. Briefly, reflection is basically contrasted with routine and must be distinguished from the random stream of consciousness of everyday experience. Dewey (1933) developed his concept of reflective practice and reflection through experiential learning theories. He concluded in his work that the experience the individual lives through can be described as a dynamic continuum and that each experience influences the quality of future experiences. Therefore, as opposed to the blind or impulsive action, he emphasized the purposeful and reasoned search for a solution to achieve goals and end-points (cited in Gimenez 1999: 130).

Dewey’s view of reflection pointed out that there is a fundamental dichotomy between routine action and reflective action. He completely opposed to the routine action as it is action guided primarily by tradition, external authority and circumstances. Besides, people who undertake most of their lives in a routinised and thoughtless way are mostly based on traditions, instructions and imitations.

Contrary to Dewey’s ideas, Schön (1983; 1987) is of the opinion that reflection is intimately bound up with action. Rather than attempting to apply scientific theories and concepts to practical situations, he believes that professionals should learn to frame and reframe the often complex and ambiguous problems they face, test out various interpretations and then modify their actions as a result. Further, he divides reflective thought and action into two types of reflection concerning the time frames within which both occur. These are; reflection-in-action (thinking on one’s feet) and reflection-on-action (retrospective thinking) (cited in Calderhead 1989: 69).

Nevertheless, despite of the disagreements, the theoretical discussions have provided a background for professional development of teachers.

These different views can be assessed as the prominent definitions of reflection. Despite of some disagreements about the function of reflection in an educational context, the idea that has provided consensus among educators at all events that reflection is centrally concerned with finding solutions to real problems in teachers’ life-long professional development.

3.2 Reflective Approach

The reflective approach to teacher education is currently the most prominent paradigm in teacher education. Literature on effective teaching over the past two decades has shown that effective practice is linked to inquiry, reflection and continuous professional growth. Reflective approach can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their own individual teaching styles through reflective approach, teachers can improve their effectiveness in the classroom.

Reflective approach is a mode that integrates or links thought and action with reflection. It involves thinking about and critically analyzing one's actions with the goal of improving one's professional practice. Engaging in reflective approach requires individuals to assume the perspective of an external observer in order to identify the assumptions and feelings underlying their practice and then to speculate about how these assumptions and feelings affect practice. According to Peters (1991: 95), "[it] is a special kind of practice...[that] involves a systematic inquiry into the practice itself" (cited in Lange 1990: 248).

Richards and Lockhart (1996: 6) state that a reflective approach to teaching is the one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices and use the information obtained as a basis for critical reflection about teaching.

Nevertheless, Osterman (1990) believes that professionals are not able to describe what they do to accomplish an activity. For this reason, an important part of reflective approach should include developing teacher’s ability to articulate tacit knowledge in order to share professional skills and enhance the body of professional knowledge (cited in Shorrock 1997: 5).

The values, assumptions, and strategies supporting theories and ideas about practice need to be examined. If this clarification does not occur, professionals may find themselves in the position of espousing one theory but using another in practice, that is, their actions are not consistent with their intent. In reflective approach, professionals can expose their actions to critical assessment to discover the values and assumptions underlying their practice. As professionals become more aware of their theories-in-use, they become more conscious of the contradictions between what they do and what they hope to do (Calderhead 1997).

Reflective approach comprises the integration of experience with reflection and of theory with practice. In reflective approach, reflection is the essential part of the learning process because it results in making sense of or extracting meaning from experience. For this reason, teachers need to act upon their thinking and evaluating the results of their action so as to use their experiences as a basis for their future studies.

Reflective approach has both advantages and disadvantages. It can positively affect professional growth and development by leading to greater self-awareness, to the development of new knowledge about professional practice and to a broader understanding of the problems that confront practitioners. The primary benefit of reflective approach for teachers is a deeper understanding of their own teaching style and ultimately greater effectiveness as a teacher. Other specific benefits noted in current literature include the validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry and respect for diversity in applying theory to classroom practice.

However, it is a time-consuming process and it may involve personal risk because the questioning of practice requires that practitioners be open to an examination of beliefs, values and feelings about which there may be great sensitivity (Rose 1992).

Additionally, engaging in reflective approach requires both knowledge of practice and awareness of professional and personal philosophy. Reflection without an understanding of the rules or techniques that constitute good practice may lead to a repetition of mistakes and also reflection without philosophical awareness can lead to a preoccupation with technique (Bondy 1993).

Consequently, the role of reflection in learning to teach has been ever increasing in emphasis. There have been numerous calls for the use of reflective approach at both pre-service and in-service levels in general education. Some researchers believe that meaningful learning from experience can take place only when do teachers reflect on their experiences by analyzing what works and what does not in particular instructional situations. The loop of observation, teaching, evaluation and reflection may help novices or pre-service teachers construct a deeper understanding of teaching practices as well as in-service teachers.

3.3 Types of reflection

So many writers distinguished different types of reflection (Tom 1984; Carr & Kemmis 1986; Handal & Lauvas 1987; Zeichner & Liston 1987; McIntyre 1993).

Schön (1983) made one of the most popular distinctions between types of reflection. He believes that reflection is a mental activity that can happen before action, during action and/or after action. Before action period helps teachers to anticipate the problems that likely to happen in the classroom and shape the frame of the lesson.

These are called *Reflection-in-action*, an element of knowing-in-action, occurs while an action is being undertaken. It is therefore seen to be one means for distinguishing professional from non-professional practice. It may be characterized as part of the artistry or intuitive knowledge derived from professional experience and includes engaging in a reflective conversation with oneself, shaping the situation in terms of the reflector's frame of reference, while consistently leaving open the possibility of reframing by employing techniques of holistic appraisal. In reflection-in-action period, the teacher takes decisions on lesson activities and procedure based on students' facial expressions or on the way they answer her 'good morning', as these factors can allow teachers to get idea the mood of their students and their readiness for the type of learning on that day. In other words, teachers assess their students' mood and reflect, then react by coming up with a suitable plan for that day. This, it can be said, involves reflective thinking and reflective action as well (UMIST 2002).

By contrast, reflection-on-action takes place after the event. The teacher has the time to reflect on the events and evaluate the outcomes of his/her actions in the classrooms and on his/her students' learning. This kind of reflection is different from reflection-in-action as it is not an intervention but a retrospective process which can extend to days or weeks (cited in Gardner 1999: 98).Reflection-on-action includes planning, preparation and follow-up. It is perhaps more familiar to teachers than reflection-in-action because it happens very quickly as they are teaching. In contrast, reflection-on-action refers to the intentional and systematic analysis of their teaching outside the classroom.

Schön (1983: 38) also stresses the fact that it is not a simple process to apply a great deal of knowledge to new situations. The teacher, in fact, uses past experiences as a metaphor or exemplar rather than fitting pupils rigidly into some kinds of pre-existing pattern of understanding that simply tells him or her what to do. Drawing on past experiences can give rise to the imposing a structure or frame on the problem at one hand. Thus, drawing on one's understanding and experience comes full circle by means of interpretation to some degree and it shapes the situation one faces (cited in Burden 1999: 35).

Zeichner and Liston (1996) make similar distinction between reflection-in and on-action as Schön outlines. They describe five dimensions of reflection (see Figure 4). The behaviours that characterize these five dimensions of reflection range from split-second real-time decision-making to long-term adjustments of teachers' practical theories. The first two dimensions occur during reflection-in-action, while the remaining three 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 4: Dimensions of Reflection (Zeichner & Liston 1996: 47)

The first level, rapid reflection, is a type of "reflection-in-action." This is part of teachers' decision-making while they are teaching. Of necessity, such decision-making happens very fast, almost constantly, and often privately. This kind of rapid reflection happens so quickly that such responses are thought of as "routine and automatic".

The second dimension is called repair. Like rapid reflection, repair is also a form of reflection-in-action, which occurs during teaching period. In this case, a teacher makes a decision to alter his or her behaviour, often in response to cues from students (such as novel ideas that they contribute or evidence that they don't understand, and so on).

Review, the third dimension, moves teachers into "reflection-on-action," which occurs before or after their teaching. In review, a teacher thinks about, discusses or writes about some elements of his or her teaching or the students' learning. As Zeichner & Liston note (1996: 46), review "is often interpersonal and collegial." It can be as simple as an after-class conversation with a colleague, or it can be more systematic, such as writing a report on a student's progress.

The next dimension is called *research*. At this level, teachers' thinking and observation become more systematic and sharply focused around particular issues. This type of reflection is a long-term process which involves collecting data over time. Keeping a systematic teaching journal is located at this level of reflection.

The last dimension in Figure 4 is retheorizing and reformulating. These processes are more abstract and more rigorous than the other dimensions. In this dimension, while teachers critically examine their practical theories, they also consider them in light of public academic theories. Retheorizing and reformulation are on-going, long-term processes which can continue for years.

In the words of Russell and Munby (1992: 3) reflection-on-action refers to the systematic deliberate thinking back over one's actions that characterizes much of what is done when one pauses after an action and attends to what he believes has occurred. Similarly, Altrichter (1993: 206) gives reflection-on-action more scope and more importance as he claims that "to cope with difficult and complex problems, take control of our practice so we can change if we so wish and fulfill our responsibilities to society we have to involve reflection-on-action" (cited in Ghassoub 2005: 3).

On the contrary, Roberts (1998) argues against Schön's reflection-in-action theory, which is based on the simultaneity of reflection and action, and believed that reflection needs some time away from the classroom and cannot be done while a class is full of students. Nevertheless, Mitchel and Percmarland (1989) in their research on teacher thinking discover instances where educators appeared to engage in reflection-in-action unconsciously when decisions had to be taken immediately and urgently (cited in Tolley 1996: 49).

Apart from these definitions, Manen (1977) identifies Reflective Thinking Model. This model includes three levels of reflection and each is about criteria for choosing among alternative courses of action. These are; technical, contextual (practical) and dialectical (critical) levels (see Figure 5).

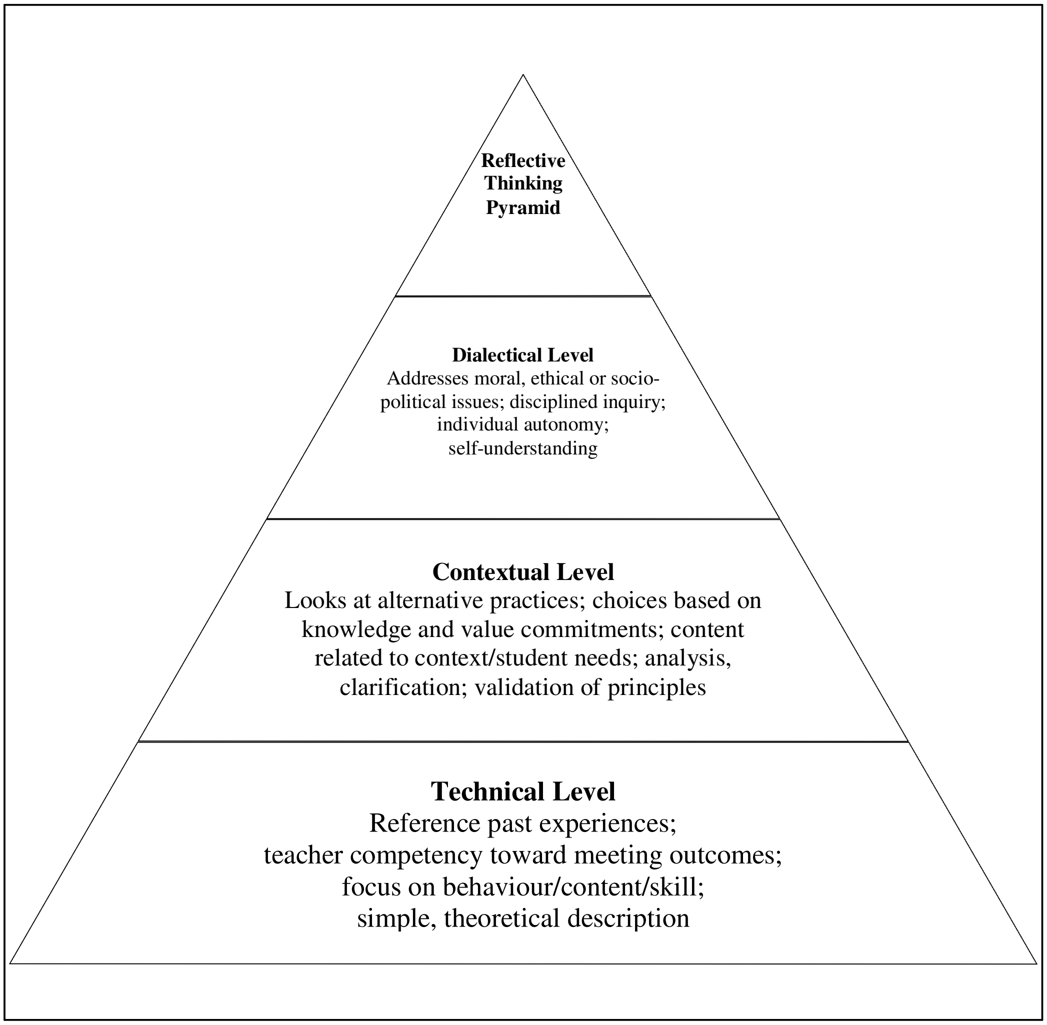
Reflective
Thinking
Pyramid
Dialectical Level
Addresses moral, ethical or socio-political issues; disciplined inquiry; individual autonomy; self-understanding
Contextual Level
Looks at alternative practices; choices based on knowledge and value commitments; content related to context/student needs; analysis, clarification; validation of principles
Technical Level
Reference past experiences;
teacher competency toward meeting outcomes;
focus on behaviour/content/skill;
simple, theoretical description

Figure 5: Van Manen's Reflective Thinking Pyramid (Taggart 1998: 3)

At the first level, *technical* level, the main concern is with the efficient and effective application of educational knowledge for the purposes of selecting appropriate materials and implementing lessons to achieve these goals. Many novice teachers can be thought to function at a technical level based on a lack of schema in dealing with educative problems. In this sense, practitioners should be provided with genuine, continuous experiences, observational learning instruction and thoughtful discussion of problems and possible solutions (Taggart & Wilson 1998).

Whereas, a second level of reflection, *contextual(practical)* level, involves reflections regarding clarification of underlying assumptions and predispositions of classroom practice as well as consequences of strategies used. Practical reflection is concerned with how actions, values and assumptions are linked: for example, teachers select an aspect of their teaching and reflect on it (Hatton & Smith 1994).

Lastly, the third level, *dialectical (critical)* reflection, as well as including emphasis from the previous two, also calls for considerations involving moral and ethical criteria, making judgements about whether professional activity is equitable, just and respectful of persons or not. This level enables teachers and student teachers to see how their efforts are shaped by societal and institutional structures. They can also discover how the ideologies used in their teaching are in conflict with their students' interests. The outcome of this level of reflection encourages them to contest the processes and ideologies of the educational system. In addition, critical reflection locates any analysis of personal action within wider socio-historical and politico-cultural contexts (Adler 1991).

In short, what is clear from the ideas that mentioned above is that authors support different views and have different opinions from each other. Nevertheless, all agree that reflection is a crucial element in the professional growth of teachers and in their education and learning.

3.4 Reflective Teaching

Reflective approach forms theoretical structure of the types of reflections that mentioned in the previous sections. However, reflective teaching is the use of these techniques in educational contexts.

The quality of teacher development practices has become a major concern in recent educational discourse, with a growing emphasis on a reflective approach suggesting the quality should be assessed with reference to teacher empowerment through reflection. Thus, reflective teaching has become a dominant paradigm.

More specifically, educators mentioned in this chapter limited the purposes of reflective teaching as threefold: (1) to expand one's understanding of the teaching-learning process; (2) to expand one's repertoire of strategic options as a language teacher; and (3) to enhance the quality of learning opportunities one is able to provide in language classrooms. To these ends, teachers take steps to deepen their awareness and learning behaviours by working to improve their abilities with reflective teaching (cited in Burden 1999: 16).

Reflective teaching represents a development in professional teaching and it is different from what effective teachers have always done regarding some particular points. One is the practice of collecting data about teaching and the other is using the information obtained as a basis for critical reflection about teaching. In this sense, reflective teaching can be regarded as a highly productive and intensely private means of conducting one's ongoing professional life (Richards & Lockhart 1994).

Reflective teaching is not the same with the routine teaching methods. This term calls for willingness for the incessant development and self-appraisal. Being routine all the time is the same with being static against changing needs of students. On the contrary, reflective teaching points out flexibility, social awareness and rigorous analysis (Pollard 1997).

Additionally, reflective teaching provides more manageable professional development alternatives if is compared to other teaching methods. It creates a context which promotes professional dialogue and provides a way of situating one's experiences.

Historically, reflective teaching was introduced as an alternative peer teaching experience to microteaching developed by Cruickshank, Kennedy, Williams, Holton and Fay (1981) at Ohio State University. It was developed as a peer teaching technique with the intent of making teachers more thoughtful practitioners (cited in Taggart 1998: 117).

Cruickshank's reflective teaching is intended to promote method and efficiency. The method won the support of professional organizations such as Phi Delta Kappa and the American Association of Colleges for teacher education owing to its use as a viable experiential teaching alternative. The concept was re-introduced by Zeichner and Liston in 1985 under the name "Critically Reflective Teaching" (cited in Freeman 1982: 5).

Actually, reflective teaching appeared on the educational areas owing to a great need for better teaching at schools. Reflective teaching is therefore a notion that recognizes the thoughtful nature of teacher's work. Research on teacher thinking boosted reflective teaching since it seeks to understand this nature of teaching. The focus is on how teachers think about their work and what they think about. Teacher thinking shows that teachers consciously monitor their teaching before, during and after the lesson (Calderhead 1987).

The programs intended to improve reflective teaching involve self-perception and earlier experiences related with teaching. Just like a mirror, reflective teaching process reflects teachers' past experiences in the classroom and gives them a chance of taking time to consider some aspects of it that might have remained hidden before (Burden & Byrd 1999: 45).

Reflective teaching is also a connective process. As teachers reflect, reflection provides links between different aspects of the teaching experience. This allows teachers to draw conclusions about their past experiences and develop new insights that they can apply to their future activities.

Additionally, reflective teaching is employed in many concepts through professional training. These concepts vary in terms of how teachers view the process, the content of reflection (e.g. teachers' own values, societal context, educational theory), the preconditions of reflection (e.g. the attitudes for reflection, the teaching context in which reflection occurs), and the product of reflection (e.g. effective teaching, emancipation, an understanding of relationship between values and practice) (cited in Oruç 2000: 22).

A critical reflective approach facilitates teacher autonomy, especially through the mediation between pedagogical goals and situations in which educational contexts are questioned and scrutinised in order to be understood and changed. The processes in a reflective thinking model and the methods that are used in this thinking process can be seen In Figure 6.

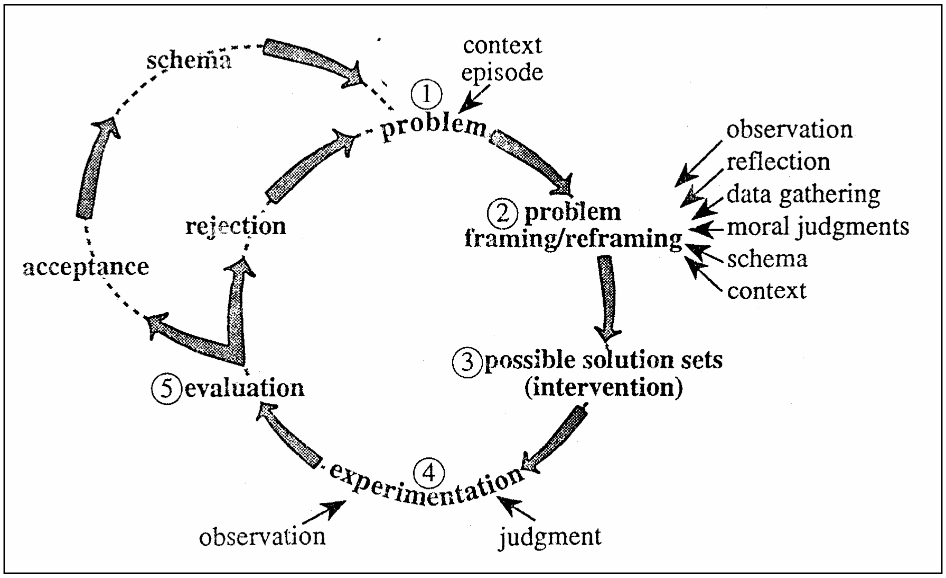
schema
context
episode
① problem
observation
reflection
data gathering
moral judgments
schema
context
② problem framing/reframing
rejection
acceptance
③possible solution sets (intervention)
⑤evaluation
④ experimentation
observation
judgment

Figure 6: Reflective Thinking Model (Taggart 1998: 7)

As it is seen in Figure 6, good reflective thinking is a more encompassing process whereby an individual aware of his or her own knowledge and the gaps in his or her knowledge, assumptions and past experiences. An individual determines what information is needed for understanding the issue at hand, accesses and gathers the available information, gathers the opinions of reliable sources in related fields, synthesizes the information and opinions, considers the synthesis from all perspectives and frames of reference and finally, creates some plausible temporary meaning that may be reconsidered and modified as she learns more relevant information and opinions.

Additionally, reflective teaching includes so many aims such as providing a controlled clinical atmosphere and opportunity to consider a teaching episode thoughtfully, analytically and objectively, developing habits of reflective thought about teaching, providing for peer teaching, immediate feedback, reflection opportunities and alternative teaching models.

If it is considered why reflective teaching is worth doing, many answers can be given. Firstly, when teachers are taken into account, it can be seen that their continuing needs as teachers and even more importantly, the needs of learners they serve make reflective teaching necessary. So, reflective teachers are capable of learning from and further developing their personal understandings and explanations of life within classrooms. A central reason to be interested in reflective teaching is to gain awareness of one’s teaching beliefs and practices and to learn to see teaching differently (Gebhard 1999).

A rationale to support reflective teaching certainly includes such insights as mentioned above, but it also extends beyond them. In addition to the reasons cited thus far, an integral part of reflective teaching is to learn to take action, when possible, on whatever teachers might be learning about themselves as teachers and about students’ responses, for the purpose of enhancing the quality of learning opportunities they are able to provide in their classrooms.

Reflective teaching requires the development of a complex array of abilities, attitudes and knowledge. For this reason, teachers are advised to follow the cycle of reflective teaching. Kemmis and McTaggart (1982) present a cycle of reflective teaching for teachers to follow (see Figure 7).

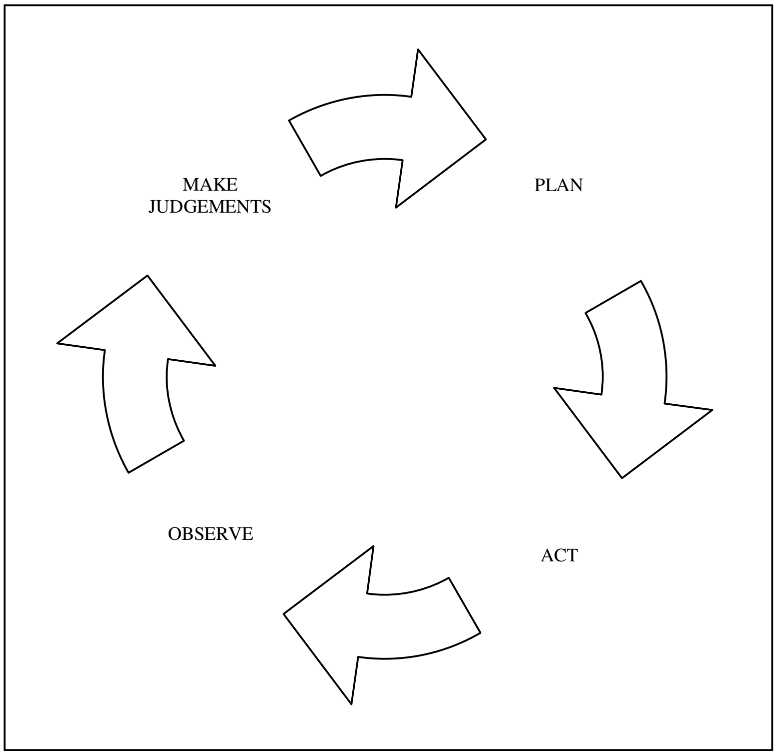

Figure 7: Kemmis and McTaggart's cycle of reflective teaching (Ross 1993: 327)

In this cycle, planning section sets the stage for the rest of the cycle. It involves consideration of two important issues. These are; definition of the problem and an active search for a desirable solution.

Problem definition is critical, because some definitions can narrow the range of alternatives considered and tried. For this problem, Schön (1983) notes that one difference between a novice and an expert in a variety of fields is that the expert is able to develop a more comprehensive and more relevant definition of the problem. Therefore, teachers' repertoires of values, knowledge, theories and practices are major factors in their ability to define problems well. A major function of reflective teaching should be to increase the range and depth of the knowledge in the appreciation system of future teachers. Essentially, at this stage teacher plays with possible ideas considering a variety of goals and the implications of potential actions (cited in Bondy 1993: 333).

Although acting, observing and making judgements are three distinct processes, in practice they are most often simultaneous. During the planning process the teacher makes a decision about a problem solution strategy. Obviously, the next step is to implement the plan (act), observe what happens and make a judgement about the relative success or failure of the plan in terms of one's goals and ethical commitments.

Teachers begin making assessments from the moment implementation begins. Lastly, to make judgements a teacher examines intended and unintended or implicit consequences of an implemented solution and evaluates whether the consequences are desirable or undesirable.

Consequently, these components of the reflective process make it clear that the reflective teacher engages in a structured form of decision making that is highly disciplined and very time consuming. Whereas, in learning any complex skill, practice is, at first, cumbersome and tedious. It is important to walk through each part of the reflective process in teachers' early attempts. As they become more experienced, they will find that reflection will become a habit and they are no longer aware of the component parts (Byrd 1999).

There are numerous benefits to reflective teaching (cited in Taggart & Wilson 1998: 120). It;

- provides a nonthreatening environment in which to practice
- allows experimentation and sharing of teaching experiences
- provides an atmosphere that promotes peer communication

- fosters self-review and peer review of teaching skills
- provides an opportunity to observe others
- allows practitioners to come to value practical knowledge
- improves articulation of knowledge
- develops collegiality
- makes for efficient use of time and money in providing teaching practice
- provides practitioners with immediate feedback on teaching performance
- focuses or refocuses on insights into teaching

Hence, reflective teaching stimulates awareness, reflection and it encourages experiment. Further, it makes teachers aware of exciting techniques that they are temperamentally unable to implement. This teaching method also ensures the observation of good practice which is likely to be more productive than the other teaching methods.

Teaching is a profession that combines science with art and one of the most effective ways to develop this art is to use the reflective teaching. It is the method that welds abstract reflection with the practical realities of teaching in real-life situations. Reflective teaching also provides a systematic approach to staff development which is worth learning and practicing. If inexperienced and pre-service teachers are given a chance to reflect continuously through such practice, reflection can be turned into a habit which will encourage professional development.

3.5 Teacher as a reflective practitioner

Teachers engage in countless personal interactions with students each day. During instruction, teachers make decisions about the delivery of instruction, the use of instructional materials, evaluation of instruction and many other issues. These decisions may concern planning for issues such as the use of instructional strategies, classroom management, motivating students and student evaluation. This teacher decision making and its relationship to teaching methods directed educational studies towards reflective thinking and reflective practice of teachers (Oruç 1999).

As stated earlier, reflection can be defined as a way of thinking about educational matters that involves the ability to make rational choices and to assume responsibility for those choices (Ross 1990). Reflection, as defined by Ross, requires that the teachers to be introspective, open-minded and willing to accept responsibility for decisions and actions.

Reflective teaching is really a difficult process that requires systematic planning and conducting. In this sense, reflective teachers should adopt a critical attitude to themselves as individual second language teachers. There are many responsibilities and roles for teachers to complete while teaching. In reflective teaching, the role of the teacher is not to tell others what to do and is not to assist in the constitution of educational programs. On the contrary, teachers question critically the self evident, ask questions, compare everything and see the classroom as a reproduction place rather than seeing it as a place of invention (Gebhard 1997).

In the light of these responsibilities that teachers should take over, several researchers explored the correlation among reflective thinking and various attributes associated with effective practitioners. Zeichner and Liston (1987) suggest that teachers' value systems are related to reflectivity. Wubbels and Korthagen (1990) indicate that reflective teachers have openness to innovation and those relationships with students and colleagues are more favourable with higher levels of reflective thinking. Improvement in teaching and heightened connections between theory and practice are evident in reflective educators (cited in Keohane 2000: 42).

Teachers as decision makers tend to rely less on sequential planning and more on the simultaneous processing of information to make planning decisions as they become more experienced. In fact, this decision making process by experienced teachers during planning is often described as being cyclical and reflective. Becoming a reflective practitioner requires time, practice and an environment supportive to the development and organization of the reflection process. This is a highly individualized process and the teacher should find the structure and method of reflection that best suits him or her (Byrd 1999).

The reflection that accompanies the evidence a teacher presents in the performance-based product is a critical part of the one's development. Through reflection the teacher begins the ongoing process of blending the art and science of good teaching practice. Reflection requires thoughtful and careful reporting and analysis of teaching practice, philosophy and experience. Understanding why an activity or practice is productive or non-productive in the classroom is a key element in the progression from novice to master teacher (Lier 1996).The reflection cycle is designed to assist teachers in the reflection process. This reflection cycle offers a prescriptive structure while allowing the flexibility necessary for teachers to demonstrate their knowledge, skill and ability in the unique context of their area and environment (see Figure 8).

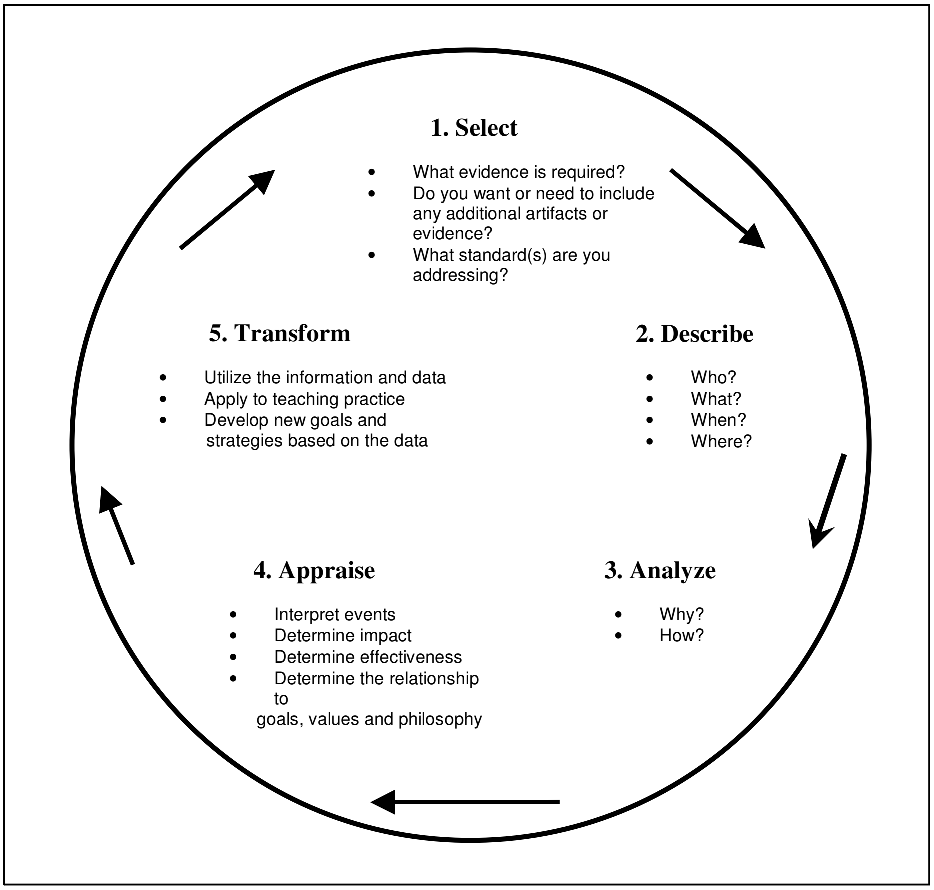
1. Select
What evidence is required?
Do you want or need to include any additional artifacts or evidence?
What standard(s) are you addressing?
2. Describe
Who?
What?
When?
Where?
3. Analyze
Why?
How?
4. Appraise
Interpret events
Determine impact
Determine effectiveness
Determine the relationship to goals, values and philosophy
5. Transform
Utilize the information and data
Apply to teaching practice
Develop new goals and strategies based on the data

Figure 8: The reflection cycle (Lier 1996: 199)

If this is the case, every section in this reflection cycle has a function. For example, the “analyze” step offers a “digging deeper”. The "Why" of the evidence or artifact and the "How" of its relationship to one’s teaching practice should be addressed. In the previous three steps, it is described and analyzed an experience, a piece of evidence or an activity. On the contrary, the actual self-assessment occurs at the “appraise” stage as one interprets the activity or evidence and evaluates its appropriateness and impact (Lier 1996).

Finally, “transform” is the last step and holds the greatest opportunity for growth as one uses the insights gained from reflection in improving and transforming his/her practice.

Viewing teachers as reflective practitioners can be accepted as one of the approaches to teacher decision making. This approach describes reflective practitioners as teachers who reflect upon and evaluate the success of past decisions in an effort to make better decisions in the future.

Additionally, reflection makes teachers challenge their personal beliefs about teaching and also directly or indirectly challenge on the formation of society as teachers. Altan (1997) believes that reflective teachers are open-minded by analyzing their teaching and self-criticism, they seek out and examine alternative perspectives and try out new strategies rather than fitting into old ones (cited in Oruç 1999: 44).

John Dewey's writings are often cited as an early influence and source of ideas on teacher reflection. Dewey (1933) points out that teachers should be trained in analyzing and defining principles behind reflective techniques and new ways of enhancing the teaching process should be constantly pursued. Reflection, for Dewey, involves active, persistent and careful consideration of behaviour or practice. He also believes reflection is the means for meeting and responding to the problems in an educational context. The more teacher reflectivity occurs, the better the quality of teaching (cited in Wallace 1991: 95).

As compared to it, Schön (1987) states that there is knowledge in action which does not rely on a series of conscious steps in a decision-making process. Instead, the knowledge is inherent in the action; it is based, in part, on the past experiences of the teacher interacting with the particular situation. Thus, the knowledge-in-action legitimizes a way of thinking that seems to go on constantly in teaching (cited in Richardson 1990: 56).

Schön (1987) also stresses that reflective practice is grounded in the practitioner's appreciation systems (i.e., knowledge, theories, practices and repertoire of values). In this sense, the appreciation system of the teacher influences the situations that will be recognized, the way the teacher frames and reframes the situation and the judgements made about the desirability of various solutions.

Based on these definitions, many educators agree that teachers need to be more reflective, but they differ in their definitions of the words reflective teaching. Grimmett, MacKinnon, Erickson and Riecken (1990) describe three distinct definitions of reflective teaching: (1) a technique for analyzing one's teaching skills, (2) a selection of the best among competing definitions of good teaching, and (3) drawing on Schön's definition, a process of problem setting, framing and exploration within context. All of them stress the importance of a moral and ethical framework for reflective decision making and teacher empowerment (Bondy 1993: 23).

As it is inferred from these writings, a reflective teacher makes rational and ethical choices about what and how to teach and assumes responsibility for those choices. Further, reflective practitioners need to be willing to analyze their own traits and behaviours in relation to the events that take place in the classroom. Teachers, therefore, need to observe and attempt to make sense of situations by checking their insights against prior experience.

Owing to an outgrowth importance of reflective teaching especially in the 1990s, the need for change in teacher development is felt even more keenly. It is believed that a reflective teacher knows the art and craft of teaching and considers it carefully both during and after interaction with students. Thanks to reflection, teachers become free from all the routine of everyday experience and also from the oppressive ignorance of language in the society where teachers have been inducted (Önel 1998).

Reflective teaching requires the interaction of competence in a second language, understanding of how the target language is taught, practice in the application of knowledge about the subject and teaching in teaching situations, opportunities to reach an understanding of both the art and the craft of teaching and evaluation of teaching.

Moreover, the interaction of these five elements of the reflective process benefits both developing and in-service teachers. This process allows teachers latitude to experiment within a framework of growing knowledge and experience. It gives teachers the opportunity to examine their relations with students, their values, their abilities, their successes and failures in a realistic context (Richards 1990).

A reflective teacher continually considers the students' learning in order to identify lack of understanding or other barriers to learning and uses strategies and methods to organize them. This role of the teacher requires a close attention to the voices of the students and other teachers to achieve the best teaching practice. Reflective teachers also know when to stand back and allow students to work through their own issues in the group situation and when they need to intervene (Muijs 2001).

As a consequence, the success of a school curriculum, whatever the intention is, depends mostly on the teacher, who is the key person in enacting it. Observers of world educational systems would quickly acknowledge that the last decade (Şimşek & Yıldırım 2001: 2) has been, in many respects, the one marked by reform and restructuring. Teachers, traditionally, are perceived as the knowledge providers to students. But now, they are expected to assume a new major role as a facilitator in supporting students' learning process, developing students' multiple intelligences and also their own life-long professional development.

3.5.1 Personal Reflection

It is widely accepted that reflection is essential to improve the quality of teaching. Improving one's teaching is not just learning better teaching techniques but also undergoing fundamental change in one's attitudes, perceptions, conceptions, beliefs, abilities and behaviours (Oruç 2000).

The first and most important basis for professional progress is simply teacher’s own reflection on daily classroom events. This reflection can sometimes be spontaneous and informal and happens without any conscious intention on the teacher’s part. This sort of spontaneous reflection is accepted as necessary basis for further development. Because of being unorganized and solitary, such reflection can help teachers only up to a certain point (Taggart 1998).

In the rush of everyday life, most teachers are like the person who moves too quickly and overlooks the large details of the image. But, with each effort to move in closer, the picture becomes more detailed.

On the contrary, reflection requires a deliberate pause, a purposeful slowing down to find time for a close look; a willingness to be open to other points of view; consciously processing one’s thoughts; examining beliefs, goals and practices and gaining new insights and understanding. Reflection gives educators a chance to tap into what they've learned and to take a closer look (Lier 1996).

Reflection is also the ability to look back and make sense of what happened and what is learned. But it's also the ability to look forward to anticipate what's coming up and what is needed to do to prepare for that. Reflection can take many forms and involve almost any number of people. Reflection can be personal, done in small groups, schoolwide, districtwide and even throughout the community that supports a school district (Tarvin 1991).

Of all the forms, personal reflection can be as simple as clearing one’s head of distracting details and focusing on a single topic for a short period of time. Additionally, it can be as formal as keeping a reflective journal. Such a journal can be kept in a traditional notebook or one can create a personal electronic journal. One of the values of the written journal is that educators can return to those reflections later to learn not only what they were thinking at the time but how they've changed over time (Reynolds 2001).

Actually, reflection points out that there is a relationship between an individual's thought and action that involves the subjective meanings and so many questions about one's teaching. Reflection is the process that gives opportunities to educators consider carefully their work and the necessary knowledge they possess to improve their practice. The great strength of the personal reflection lies in the fact that one recaptures his or her experience, think about and at last evaluate it. Returning to experience, attending to (or connecting with) feelings and evaluating this experience provide an individual integrate this new knowledge into his or her conceptual framework (Shorrock 1997).

Personal reflection is important to professionalism and growth of teachers. Collegial self-reflection in which teachers who receive training in observation, interview and analysis skills observe and write portraits of one another's teaching increases teachers' self-awareness, critical thinking, collegiality and interdisciplinary teaching (Eggen 1994).

One of the main purposes of education in 20th century democracies has been to promote self-discipline according to social norms. The key point is the relationship between the reflecting self and the existing expectations of normal self-discipline and self-governance. It is difficult to sort out exactly what is the subject doing reflection and what is the object being reflected upon in these circumstances. The practice of reflection itself is the teachers' experiences and the ability teachers show during reflective practice (Biddulph 1996).

3.5.2 Critical Reflection

The notion of reflective practice is defined and interpreted in many different ways in the literature on teacher education. Reflection is generally considered to be a desirable attitude and practice (Swarts 1998). Calderhead and Gates (1993) point out that when teachers tend to be portrayed in educational policy as technicians and deliverers of the curriculum at a time reflective teaching offers an alternative that recognizes the thoughtful and professional aspects of teachers' work. That, in a sense, is the whole point, the work of education cannot be reduced to mere technical concerns, but that teachers should engage in moral issues and reflect on their activities (cited in Burden 1999: 58).

Reflection provides teachers engage in critical thinking process to improve the quality of their teaching. Critical reflection is the key tenet for fostering and developing reflective practice and on the other hand it has to be taken into consideration so as to have a complete plan for every kind of work in a reflective cycle (Byrd 1999).

Next, critical reflection is a way of thinking for extended period by linking recent experiences to earlier ones in order to promote a more complex and interrelated mental schema. This thinking includes commonalties, differences and interrelations beyond their superficial elements. All in all, the goal is to develop higher order thinking skills. As Dewey (1933) underlines, critical reflection is a kind of problem solving that several ideas are chained together by linking each idea with its predecessor in order to resolve an issue (cited in Wilson 1998: 96).

Critical reflection is carefully and actively analyzing, synthesizing and evaluating information through observation, experience, reflection, interaction, considering factors like accuracy, fairness, consistency and clarity. In this process, thinking is driven by questions rather than the answers. Those questions are generally stimulating and encouraging that let teachers to generate another critical question. As Farrell (1995: 95) points out, "critical reflection refers to an activity or process in which experience is recalled, considered and evaluated, usually in relation to a broader purpose. It is a response to a past experience and involves conscious recall and examination of the experience as the basis for the evaluation and the decision making and as a source for planning and action." In relation to these lines, Richards(1995) believes that collecting data about one's own teaching, problem identification with colleagues, offering solutions and taking further action can be grouped as steps for critical reflection period (cited in Fisher 1996: 84).

Further, critical reflection questions fundamental assumptions and purposes more deeply. It is rare for teachers to reach this level in a situated reflection. The primary focus of teachers at this level on teaching tasks and self-concerns tends to crowd out deeper questioning. As it stems from that becoming critically reflective is not an easy task and requires a long process (Önel 1998).

Additionally, Brookfield (1988) offers four activities that are central to critical reflection. "Assumption analysis" is the first step in the critical reflection process. It involves thinking in such a manner that it challenges one's beliefs, values, cultural practices and social structures in order to assess their impact on one's daily proceedings. Assumptions are one's way of seeing reality and to aid an individual in describing how the order of relationships. "Contextual awareness" is the second step in which teachers realize that their assumptions are socially and personally created in a specific historical and cultural context.

Another step is "imaginative speculation" that teachers imagine alternative ways of thinking about phenomena in order to provide an opportunity to challenge their prevailing ways of knowing and acting. "Reflective skepticism" is the last step where teachers question universal truth claims or unexamined patterns of interaction through the prior three activities - assumption analysis, contextual awareness and imaginative speculation. In short, critical reflection is the ability to think and questioning of about a subject so that the available evidence from that subject's field is suspended or temporarily rejected in order to establish the truth or viability of a proposition or action (Erton 1999).

In this respect, it is possible to highlight the importance of the critical reflection as it stimulates awareness and encourages experiment and it may also ensures the observation of good practice and makes teachers aware of different techniques that they are, most of the time, unable to implement.

In addition to Brookfield’s, Van Manen (1994: 20) identifies three levels in progressing to critical thinking. The first level, technical reflection, is concerned with the effective application of skills and technical knowledge for the attainment of specified goals. The second level, practical reflection, involves reflection about the assumptions underlying specific classroom practice, as well as about the consequences of particular strategies and actions. In this regard, they are assisted by their observations through diary writing and journals. The third level, sometimes called critical reflection, entails the questioning of moral, ethical and normative criteria directly and indirectly related to the classroom. At this level, teachers re required to theorise their experiences and to make judgments and decisions (cited in Taggart & Wilson 1998: 6).

Being critical does not mean criticizing or being negative. Thanks to advanced technological age, teachers need to transcend the technicalities of teaching and think beyond the need so as to improve themselves as it required. Being critical provides them to see their actions in relation to the historical, social and cultural context that their teaching is embedded (Kerry 1993).

In an educational context, “how to” questions limit teachers’ thought-provoking ideas. These kinds of questions have a limited utilitarian value. On the contrary, “why” and “what” questions are very broad. Instructional and managerial techniques are parts of broader social and cultural context and these locate teachers in the centre of reflection studies. Becoming a critically reflective teacher, teachers need to move away from these narrow study areas (Burden 1999).

Additionally, in Bartlett's opinion, the process of reflection should be aimed at becoming a critically reflective teacher. In order to do this, teachers need to transcend the methodological stage and become immersed in the wider context of actual teaching. He distinguishes between how to questions and what/why questions and shows the integration of methodology and linguistic input (see Figure 9). How to questions would be those directly related to the methodological concerns of teaching, whereas what/why questions extend the reflective process (cited in Palmer 2000: 1).

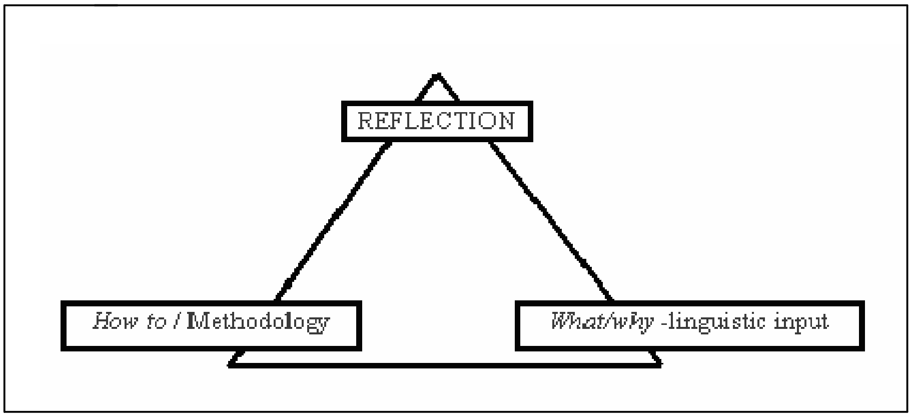

Figure 9: Reflective integration of methodology and linguistic input (Bartlett 1990: 206)

Bartlett (1990) suggests that teachers should move from the how to questions towards what/why questions and reflection should operate as the tool to achieve this shift. As it seen in Figure 8, it is possible for teachers to establish a parallelism between how to and what/why questions to organise their teaching and to offer guidelines for their students (ibid: 2).

Further, “why” and “what” questions give teachers control over their work and they catch a chance to control and transform their everyday classroom life. Critical reflection requires teachers to complete some levels of this questioning process such as developing themselves individually and collectively and dealing with contemporary events and structures (Hatton 2006).

Besides, Apple (1975) thinks that reflective teaching is a form of critical inquiry that provides alternatives in an ambiguous situation when the answers can only be seen dimly and may not be easy to come by (cited in Richard 1996: 205).

All in all, being a critical reflective teacher requires teachers being producers and creators of their own history. As long as teachers are engaged in systematic and social forms of inquiry that examine the origin and consequences of everyday teaching, they deal with the factors that impede change and improvement (ibid: 206).

As it is seen, the information obtained through the process of critical reflection can be useful in a number of ways. It can help achieve a better understanding of one's own assumptions about teaching as well as one's own teaching practices. Critical reflection also leads to a richer conceptualization of teaching and a better understanding of teaching and learning processes. Besides, it is also a crucial component of professional development that it can serve as a basis for self-evaluation.

3.6 Ways for reflection

Many writings in the literature of reflective teaching discuss the needs and skills to become a reflective teacher or describe teacher education programs promoting reflective teaching. In spite of the emphasis on reflective teaching in the teacher education literature, there are few reports of either programs based on reflective principles or the effects of program implementations. Little has been done to systematically assess reflective thinking (Oruç 2000).

In fact, some proponents of reflective thinking contend that assessment in any quantifiable form is invalid because the reflective thinking process is incapable of being observed and because agreement on a definition of reflective thinking has not yet been ascertained (Hattan & Smith 1994).

Several teacher educators have researched ways to analyze and code writing samples of practitioners. Written assignments such as journals, diaries, logs, autobiographical sketches and narratives are ways of recording reflective thought. However, translating those thoughts into reflective action is a matter of fact that concerns are voiced (Ross 1990).

Reflective teachers need to be willing to analyze their own traits and behaviours in relation to the events that take place in the classroom. If this is the case, teachers need to observe and attempt to make sense of situations by checking their insights against prior experience. Information they receive from their students and videotaping the lessons can also be helpful. Teachers might express a variety of reflective concerns about issues such as their appearance, manners, materials, classroom environment and techniques (Byrd 1990).

Teachers do not need to adopt sophisticated research methods to become reflective practitioners. Patterson and Shannon (1993) suggest that teachers can keep records systematically and these records make sense when teachers refer to them while they are analyzing data or reporting them to others (cited in Önel 1998: 15).

3.6.1 Audio and videotaping lessons

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

Recording also provides more objective information about a context. As Schratz (1992: 89) underlies, recordings are powerful tools owing to their function providing teachers with a mirror like objective of their teaching-learning environment. He also points out that audio-video recordings provide teachers to develop self-reflective competence and their professional growth (Önel 1998: 33).

Nevertheless, recordings have some disadvantages as well. Richards and Lockhart (1994) list these disadvantages as they are disruptive, they raise self-consciousness of both students and teachers. When they are aware of the recording, they might not behave in a natural way.

Their limited range is another disadvantage of recordings. Students who are not close to the microphone might not be captured. Lastly, the other disadvantage is recordings are time-consuming. It requires a lot of time for teachers to review and analyze the recording for different aspects of their teaching.

On the whole, recording one's class is really a useful diagnostic tool that can identify specific aspects of one's teaching-learning environment. It provides detailed evidence both through the transcriptions and about the classroom interaction between teacher and students. It also provides teachers rich access to the teaching process and to a range of aspects of classroom communication.

3.6.2 Students' and colleagues' feedback

Observations are used for several purposes, including evaluation, assessment and development. Observations are carried out by visiting a class, getting students' feedback and being observed at the time of a lesson.

Student feedback is a valuable source of information about a teacher's performance since it gives an idea of what is happening in the classroom from the students' point of view. According to several studies, it is shown that students' evaluation of teaching provides feedback for teachers to improve their teaching performance, the materials and the way the lesson is conducted (Cole 2000: 35).

Students' feedback is also helpful for teachers to improve their teaching as long as it is used in a developmental and formative manner and it is done on a voluntary basis. Student involvement does not only include getting feedback from students but also an alternative way for teachers to reflect on their teaching. As Wong (1994) points out, giving student an active role in the research is thought as a dialogic approach in which teachers learn from the insights of their students (cited in Oruç 2000: 43).

Additionally, Richards and Lockhart (1994) give some guidelines to be followed in peer observations. First of all, observations should have a focus. Unless an observation should have a focus, these will not be helpful for either party owing to absence of specific information to be collected on a certain aspect.

Secondly, observers should use specific procedures. Different aspects of teaching and learning require different procedures. For this reason, suitable procedures for the aspect in focus should be developed. Lastly, the observer should remain an observer. S/he should not take the role of a participant to get the effective results from the observation.

3.6.3 Keeping diaries / journals / logs

Teacher diaries are recognized as useful introspective methods that assist in the professional development of teachers (Maneekhao & Watson Todd 2001; McDonough 1994; Thornbury 1991; Lowe 1984). Despite this, published experiences by teachers who have undertaken diary studies are rare. Perhaps this is because diary studies are written for the purpose of honest self-observation and are therefore very personal. If teachers are truly honest about what they write they may indeed want to keep them private, but it is good to share experiences, both good and bad, for the benefit of all teachers and their students (cited in Knowles 2000: 55).

Diaries are personal accounts of classroom experiences with the aim of finding new insights. They involve an inwardly reflective procedure by thinking back carefully over the lessons, putting one's thoughts into writing and then analysing these for deeper insights. The self-awareness generated by this contemplative procedure can be beneficial for the personal-professional development of teachers (ibid: 56).

Teaching experiences should be documented through regular, candid entries in a personal journal and then analysed for recurring patterns or salient events (Bailey 1990: 215). As such, diaries form a foundation upon which to build self-awareness, responsibility and a confidence in one's own teaching ability, all of which create an enthusiasm for change.

The exploration of self-awareness thus assists in leading to new professional frontiers. Diaries give teachers the courage to take the risks to explore new adventures. They do this through overcoming a resistance to new techniques in teaching (Hundleby and Breet 1988: 62). Therefore, a teacher diary could also be referred to as an agent for change by laying the foundation for professional development (cited in Oruç 2000: 39).

To benefit the most, it is important that teachers substantiate their written assertions fully, including the use of specific examples and to be systematic, thorough and honest (Bailey 1990: 221). It is important that insights are clearly reflected and elaborated upon to assist with the sifting process that comes later. The sifting process is where the insights are derived and can be demanding in that the journal entries should be looked back over a couple of times in order to find patterns within. For this, the writing has to be thorough because simply writing diary entries do not yield the maximum potential benefit of the process (Zeyrek 2001: 9).

According to Bailey (1990: 215), a diary study "is a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events". In fact, diary studies have been an important introspective tool in language research because they can provide an emic perspective of learners' learning experiences and processes which may be "hidden" or "inaccessible" through observation from investigators (Bailey & Ochsner, 1983: 189). While some diarists are commissioned to keep a journal recording their language learning experience as a participant in someone else's study, others diarists are the investigators themselves (e.g., Bailey & Ochsner 1983; Cohen 1997; Jones 1994; Schmidt & Frota 1986). Although diary studies, like any other case studies, cannot make claims for generalizations, they have provided valuable insights regarding various aspects of language learning which include learners' anxiety, learning strategies, impact of classroom interaction, conversational interaction, proficiency thresholds, self-study, vocabulary development, and pragmatics, to name a few.

A major limitation of a diary study is its subjectivity, as has been well recognized by researchers in general (e.g., Schmidt & Frota 1986). Jones (1994: 444) observed that when a researcher is the observer as well as the subject under study, it creates a "triple subjectivity" which may "increase the danger of finding what one sets out to find rather than what is objectively there". However, Jones also argued that if the goal of a study is to find out what is involved in the learning process, then that subjectivity "how one perceives the processes, what one chooses to record" should be an important part of the study.

Diaries can be time-consuming because of the need for consistency and writers should be dedicated to thoroughly completing the study. This is a possible drawback given that teachers are very busy people, but without dedication teachers would probably not complete them thoroughly, if at all (Bell 1993: 23). Supporting this, Bailey (1990: 218) points out that the procedures for keeping a diary are relatively simple, technologically speaking, but the process does require discipline and patience. Thus, despite their fairly challenging nature, diaries are useful undertakings through the insights they provide. More thorough and consistent writing helps greater personal benefits to accrue later and much time can be saved with the use of computer programs.

Journals are written accounts of classroom events and a teacher's experiences. They give teachers the opportunity to record events and ideas and insights into their teaching. According to Richards and Lockhart (1994), teachers can discover many potential research topics about their teaching as they have a chance to reflect on their new insights. Besides, Bartlett (1990) implies that teachers can write in their journals about everyday actions as well as exceptional incidents that happen in the classroom. He also thinks any piece of information is valuable during the data collection process.

Obviously, reflection may take many forms. Regardless of what the journal contains, it should be personal and useful. It can be typed or scribbled, complete or in fragments, done daily or weekly.

Different practitioners suggest different approaches in the keeping of a teaching journal. Vinz (1996) identifies three levels of reflection. First is retrospection or thinking back on a lesson, moment or unit. This level provides teachers to get a sense of what happened. The second level is introspection. It is helpful to look within to understand what happened and why it happened. The third one is prospection. Teachers at this level speculate about what might happen if the same material is taught in a different way. With this approach, the classroom is viewed as dynamic and teachers give themselves permission to improve their teaching and subsequent student response (cited in Wendy 2004: 23).

Nevertheless, Campoy (2000) offers another model called Pseudo-reflection. This model consists of a list, log, story, description or narrative of an educational event, a reaction or retelling without thoughtful connection to other events (ibid: 24).

Of all the Pseudo-reflection techniques, the most popular one is logs. There are two kinds of logs. One is "reading logs". They help teachers reflect on class readings or other relevant texts that interest themselves. They are a brief summary of the main ideas presented and related to one’s personal stance. In this way teachers actively link the text with their own ideas at a particular point of time. Reading logs help them maintain a record of the main ideas and key quotations that can be used again later (Zeyrek 2001).

The other one is “thinking log”. It is like a personal journal. When teachers need to reflect on a series of selected readings or a set of their own, thinking logs help them think through new theories, reflect on teaching techniques or incidents that occur in a school and to unravel the meaning. Their viewpoint is important as they are the link between theory and practice (ibid: 11).

All in all, the journal can serve as an ear that always listens to one’s experiences. Through this re-vision process, in which teachers fine tune or change their vision of what they are doing, they arrive at sequentially better drafts of their class. Journal writing encourages teachers to write more, take risks, be honest and record their thinking at any given moment in time. A reflection is not a report of factual information. It is an expression of one’s expectations, perceptions and feelings of the experience represented by evidence. It is essentially a journal of one’s personal growth (Tomlinson 1995).

To conclude, journals, diaries and logs are invaluable tools of feedback to teachers, both experienced and inexperienced. They both provide teachers observe themselves and also identify areas of research when they analyze their entries. Reflective writing is just a process in which teachers repeatedly undergo a cycle of reflecting, planning, implementing, observing and reflecting once again. Further, they promote active reflection on the teaching process. The goal of these reflective writing techniques is to enhance teachers’ awareness of their own teaching strategies, misconceptions and intellectual strengths or weaknesses (ibid: 16).

3.7 Significance of reflection

Teaching is a profession that combines science with art and one of the most effective ways to develop this art is to use the reflective teaching. As Ho (1995: 70) mentions, “Reflective model is a procedure that welds abstract reflection with the practical realities of teaching in real-life situations. If inexperienced and pre-service teachers are given a chance to reflect continuously through such practice, reflection can be turned into a habit which will encourage professional development” (cited in Taggart 1998: 58).

Teaching is also not a solitary act. It is more like a continuous interaction between teachers, students, parents, colleagues and the community where problems are discussed, experiences are evaluated and possible solutions are suggested. This interaction gives the participants new perspectives on teaching and supports their development. Not only does reflection on interactions with others lead to stronger and sounder decision-making but it may also lead to stronger communication skills. Brookfield (1995) contends that through reflection a teacher becomes better able to justify and explain educational actions to self and others. Reflection aids educators in speaking about their practice in a confident and informed manner (cited in Ross 1993: 23).

Practical experience is the basis for learning, but learning from these experiences will not take place without reflection. Clark (1995) implies that educators become more aware of the contradictions between what they do and what they hope to do by reflecting on successes and failures in the classroom. All experiences educators have, inside and outside the classroom, provide building blocks for continued development within the profession. This does not happen automatically, however. By themselves, experiences do not provide guidance for and development of future practices. Only by reflecting on, considering and wondering about these experiences do they become a major source of strength in the quest for becoming an accomplished teacher (cited in Swan 1993: 21).

Reflection transforms failure into feedback. Mistakes become a source of information, not only in terms of the language, but in terms of what to do learn better next time. What is more, reflective teaching also provides a systematic approach to staff development which is worth learning and practising (Bondy 1993).

Reflection also fosters professional growth and development, critical thinking, self-assessment and self-directed learning. It promotes the development of new knowledge, leads to broader understanding and creates greater self-awareness (Osterman & Kottkamp 2004). It facilitates sorting through and selecting from many ideas, helps confront and challenge one's current conceptions of teaching and learning and assists in identifying how these affect classroom decision making. Therefore, reflection is an invaluable tool in facilitating life-long learning and professional growth.

The following summarises some of the thoughts from the literature on how reflection may contribute to the professional development of educators:

1. "Personal reflection helps teacher candidates develop a professional sense of self and use the knowledge to create humane classroom environment. The focus here is on reflection for self-enlightenment: confronting the self to examine feelings and emotions about teaching students and school setting" (Valli 1993:15).

2. Reflection focuses on more than just the instrumental means of instructional delivery or technical rationality. According to Russell and Munby (1992:3), reflection means more than that, they confirm, the goal of the enterprise is to develop a cadre of teachers who are thoughtful about their work.

3. "The results of reflection vary and a new comprehension can be an improved ability to carry out an act of reflectivity; it may be an additional changed belief about a particular topic in such areas as curriculum, or instruction pedagogical content knowledge; it can be an attitude or value about what is important to teach" (LaBoskey 1993: 35).

4. McIntyre (1993: 44) states that novices can be helped to see the need for ideas from other resources through reflection on their own teaching. And through reflection they begin to gain access to new ideas that can be useful to them.

5. McIntyre adds that reflection assists novices to reflect on their problems and needs, second, it guides their practice in the long run when they become more experienced educators.

6. “One of the important aims of reflection is that teachers should become active agents in the production of a new pedagogy discourse, rather than merely the consumers of professional knowledge produced by academics and educational researchers” (Edwards and Bruton 1993: 156). Oberg and Artz (1992: 135) look at it from another perspective as they say, "Teachers find the knowledge they evolve from their own experience settles much deeper and lasts much longer than the knowledge they borrow from others.” This confirms that the self is a very significant source for practitioners.

7. "During the process of learning, the skills needed to be a reflective practitioner include the skills required for academic success as well" (ibid: 114).

8. “Reflection is more accurate than intuition, as the latter can be deceptive” (Gilpin 1999).

9. “The aim of learning reflection is for teachers to develop a personal theory of teaching and through reflective practice to learn from their experiences throughout their career" (Pennington 1999:107).

10. From a constructivist point of view, Roberts (1998) thinks that reflective thinking can provide the ground for student teachers to reconstruct their personal theories.

11. Roberts adds as another advantage of reflection that it promotes collegiality and reduces privatist practices.

12. Reflection is seen by Russell and Munby (1992: 3) as a central approach to the acquisition of professional knowledge (cited in Tarvin 1991: 21).

Most importantly, reflection enables teachers to assess their ongoing efforts and to empower children to become full participants within a democratic society. That is to say, through reflection teachers can examine the students' perspectives and assess the impact of decisions on the learning and behaviour of students. And through reflection, teachers can constantly re-evaluate their ability to fulfill their ethical commitments to children and society (Gates 1993).

3.8 Teacher development through reflective teaching

Teacher development is a term that describes a process of continual intellectual, experiential and attitudinal growth of teachers (Joyce & Weil 1980, Lange 1983) in pre-professional or professional in-service programs. Teacher development is different from the terms training and preparation since it encompasses more and allows for continued growth both before and throughout a career (cited in Nuttall 2000: 66).

Many studies have been carried out for years on teacher development. Teacher autonomy and ownership of self-development are the core elements of both pre- and in-service teaching programs. Teachers, all in all, should be aware of their active role while inquiring into their classroom situations and reflecting on their teaching experiences. These two are seen as key elements of emancipation and professional development (Önel 1998).

The recent trends in education encourage autonomy both in learner and in teacher. The implication of this trend on teaching is that teachers should take the responsibility for developing themselves and their teaching situations. As Mulkeen and Tetenbaum (1987) imply, a teacher who is determined to develop himself/herself both personally and professionally is the one that works collaboratively to solve problems and to share expertise and perspectives (cited in Oruç 2000: 33).

A recent development in L2 teacher education has been the shift from an information transmission model to approaches that promote critical reflection in a context of collaboration. In critical reflection approaches, the teacher trainees themselves act as their own sources of information about what constitutes best practices. They examine their own teaching and beliefs and use them as a source for change. Through critical reflection processes, teachers become autonomous in transforming their teaching practice (Richards & Lockhart 1994).

Nurturing reflective teaching and improving critical-thinking instruction are two important goals in teacher education, but these are only achievable when teachers-in-training are provided with opportunities for building professional knowledge and for exhibiting reflective teaching practices (Ross 1993).

Growing as professionals, teachers should apply to some ways such as gaining teaching experience, participating in teacher development courses, thinking about and discussing published scholarship, attending conferences, consulting colleagues and getting to know students better. Teachers also look inward, both within themselves and within the courses they offer to access information and inspiration about their efforts in language classrooms (Knowles 2000).

The essence of effective teaching and teacher development lies in the ability of the teacher to set up a learning experience for bringing about the desired educational outcomes. Teaching is also directly connected with its use in schools. Just to learn the elements of effective teaching is not enough and teachers need to plan, teach and examine the results within the framework of the school (Harvey 2000:71).

Additionally, cooperative studies lead to critical decision making, reflective and evaluative processes toward the self, teaching, students, other teachers, the school culture, environment and the community. Thanks to these processes, teachers carry on their continued growth and they do not need to choose both of the historical trends that Jackson (1986:104) characterized; “learning to learn” and “choosing to learn”. He also states that these reflective processes make teachers developed not trained.

To sum up, the availability of a theory of professional growth or teacher development enables teacher educators to determine at what point a particular competence should be introduced and at what level it should be dealt with. Teacher education should provide the most suitable form that teachers can take at a particular stage of a teacher’s development based on the idea of readiness (Burden 1997).

3.9 Studies in Reflective Teaching

As it is mentioned in the previous chapter, there are few reports of either programs based on reflective principles or the effects of program implementations. Little has been done to systematically assess reflective thinking.

Many recent studies on reflective teaching are conducted on student teachers (e.g., Trumbull & Slack 1991, Gore & Zeichner 1991). Some of them, however, conducted with in-service teachers (Wubbles & Korthagen 1990) and still others involve both in-service and pre-service teachers (e.g., Baird, Fensham, Gunstone & White 1991). With few exceptions, studies rely heavily on comments made by student teachers in program evaluation, on informal assessments of students course work, on general observations and isolated anecdotes (cited in Oruç 2000: 16).

Leshem and Trafford (2006) compared different kinds of reflective practices using the data from learners in United Kingdom and Israel. From Israel, first-year students in a teacher training college who were training to become English teachers participating in an ‘Introduction to Education’ course were contrasted with candidates undertaking a practice-based professional doctorate programme in the United Kingdom. Data were collected from observations and the analysis of linguistic autobiographies, personal diaries, reflective journals, narrative accounts and research diaries.

Consequently, so many similarities were found between learners. In Israel, students' observing and opening the drawers of memory enabled hidden experiences to come to the surface and contributed to the construction of new meanings by identifying and connecting events and thinking about their past experiences. The other students in UK took the advantage of enhancing their learning and research area and gaining new insights through reflective practices.

In another study, Chitpin (2006) explored the effectiveness of journal keeping as a means of developing reflective practice in pre-service teachers using the knowledge-building framework. The data focused on the entries of 28 pre-service teachers. The issues identified by pre-service teachers ranged from curricula to classroom management to assessment. The qualitative data suggested that the theoretical framework used in this study not only provided pre-service teachers with a place to reflect on the identified problems but also allowed them to use the information to formulate a tentative theory or solution to solve these problems.

Woodfield and Lazarus (1997) conducted a small-scale study with a group of Malaysian teachers on a short language learning course. In this study, the teachers kept diaries of their language learning experience, which were analysed according to the themes of barriers to learning and supports to learning. Within this framework it was found that teachers reflected inwards on their own language learning processes and on themselves as teachers. They reflected outwards on the learning processes of their students and on the teaching process in relation to themselves as adult learners. Teachers also reflected on issues relating to the teaching and learning process. The language of the teachers' diaries was indicative of an attempt to link theoretical issues in second language learning with their own experiences as teachers and learners. The study additionally concluded that diaries may provide an effective tool in encouraging INSET teachers to link theory and practice in second language learning and to reflect in more depth on the language learning process at a group and individual level.

There have also been some studies in Turkey. For example, Önel (1998) conducted a case study examining the effect of action research engaged by teachers on their becoming reflective in teaching. In the study, both qualitative and quantitative data were collected. Quantitative data were collected through inventories and tests administered at different times of the study to teachers. Qualitative data were collected through teachers' journals, participant observation notes of the researcher and interviews conducted both with teachers and students. The results revealed that teachers benefited from being engaged in action research.

In addition to Önel's study, Oruç (2000) conducted an experimental study that investigated the effects of a reflective teacher training program on the high school teachers at METU Development Foundation High School. The purpose of Önel's study was to investigate the effects of a 9-week Reflective Teacher Training program on the teachers' perception of the classroom environment and their attitude toward teaching profession. As a result, this study revealed that Reflective Teacher Training program increased the innovation level perceived by teachers in their classroom environment.

In the light of these studies, Zeyrek (2001) implemented a diary study with fourth-year ELT students doing their practicum. One of its aims was to obtain feedback on the pre-service ELT courses and the practicum by understanding students' feelings and attitudes towards various aspects of teaching. Secondly, it was aimed at giving students an opportunity for self-exploration and reflection on professional growth and its relationship with teamwork and the use of technology in teaching English.

She analyzed the diaries of only a limited number of students and became aware of their personal views on the topic of professional growth. She made some predictions according to students' diary entries, so she believed that a majority of this group was open to new methodologies in class and was ready to welcome innovative ideas on professional development. These student teachers' desire to identify the needs of the younger generation and their readiness to keep up with changing needs also showed that they would pursue their idea of professional development.

Additionally, the practicum involved class observation, assessed and unassisted teaching and weekly two-hour seminars at the university. To these, later a compulsory component of diary keeping was added. Considering the aims of this diary study, the researcher obtained the feedback she was hoping to get from her students. Even though she analyzed the diaries of only a limited number of students, she became aware of their personal views on the topic of professional growth. Most of them were open to new methodologies in class and were also ready to welcome innovative ideas on professional development.

Most published works on diary studies are on new teachers or graduate students (e.g., Brinton and Holten 1989, Numrich 1996). Even if little has been done (Zeyrek 2001: 8) to systematically assess reflective thinking, diary studies have become a useful tool for both L2 teachers and teacher educators. Such teachers encourage teachers to assimilate lessons they have learned throughout their teaching experience. For teacher educators, using diaries has the promising benefit of focusing on teaching as it is understood by teachers. That is to say, diaries help clarify the motivations for teachers' decisions and actions, which are normally hidden from an external observer.

3.10 Chapter Summary

This chapter aimed to give a review of literature on reflection and reflective approach, in particular focusing on advantages which assist their development in teacher development through reflective teaching. It then stated teachers as reflective practitioners. Next, there was an outlined research in which types and ways of reflection have been defined. Subsequently, the significance of reflection and studies in reflective teaching were reviewed and discussed in this chapter.

CHAPTER IV
METHODOLOGY

4.0 Introduction

In this chapter, the methodology of the study is described in detail. First, qualitative and quantitative research methods are discussed and then rationale for the research design, objectives and research questions of the study are explained. Finally, the details and findings of the pilot and main studies are presented.

4.1 Quantitative and Qualitative Research Methods

The information society requires people to develop many new and complex skills to gain and handle this information. This way of gaining knowledge is called research and it refers to the organized, structured and purposeful attempt to gain knowledge about hypotheses and specific questions. These hypotheses are tested and answers are given to these questions with different kinds of research methods.

Quantitative and qualitative research methods are two major approaches to research methodology in sciences. Quantitative research methods are originally developed in the natural sciences to study natural phenomena. The goal of quantitative methods is to determine whether the predictive generalizations of a theory hold true. Examples of quantitative methods now well accepted in the social sciences include survey methods, laboratory experiments, formal methods (e.g. econometrics) and numerical methods such as mathematical modelling. They mostly involve analysis of numerical data (Ross 1991: 25).

This method allows researcher to state the research problem in very specific and set terms, specify both the dependent and independent variables clearly, achieve high levels of reliability of gathered data due to controlled observations, mass surveys etc. and make longitudinal measures of performance of subjects.

Nevertheless, quantitative research methods have some disadvantages. It fails to provide the researcher with information on the context of the situation where the studied phenomenon occurs. It is unable to control the environment where the respondents provide the answers to the questions in the survey. Its outcomes are limited to only those outlined in the original research proposal due to closed type questions and the structured format (Burden 1997).

The other research method, qualitative research, involves an in-depth understanding of human behaviour and the reasons that govern human behaviour. Unlike quantitative research, qualitative research relies on reasons behind various aspects of behaviour. Simply put, it investigates the why and how of decision making as compared to what, where and when of quantitative research. Hence, the need is for smaller but focused samples rather than large random samples. From which, qualitative research categorizes data into patterns as the primary basis for organizing and reporting results (Calderhead 1997: 84).

In the social sciences, particularly quantitative research, is often contrasted with qualitative research, which is the examination, analysis and interpretation of observations for the purpose of discovering underlying meanings and patterns of relationships.

Some features of qualitative and quantitative research methods are outlined in Figure 10.

Qualitative	**Quantitative**
"All research ultimately has a qualitative grounding" - Donald Campbell	"There's no such thing as qualitative data. Everything is either 1 or 0" - Fred Kerlinger
The aim of **qualitative** analysis is a complete, detailed description.	In **quantitative** research we classify features, count them and construct statistical models in an attempt to explain what is observed.
Recommended during earlier phases of research projects.	Recommended during latter phases of research projects.
Researcher may only know roughly in advance what he/she is looking for.	Researcher knows clearly in advance what he/she is looking for.
The design emerges as the study unfolds.	All aspects of the study are carefully designed before data is collected.
Researcher is the data gathering instrument.	Researcher uses tools, such as questionnaires or equipment to collect numerical data.
Data is in the form of words, pictures or objects.	Data is in the form of numbers and statistics.
Qualitative data is more 'rich', time consuming, and less able to be generalized.	Quantitative data is more efficient, able to test hypotheses, but may miss contextual detail.
Researcher tends to become subjectively immersed in the subject matter.	Researcher tends to remain objectively separated from the subject matter.

Figure 10: Features of Qualitative & Quantitative Research (Miles & Huberman 1994: 40)

Additionally, action research, case study research and ethnography are the examples of qualitative methods. Qualitative data sources include observation and participant observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher’s impressions and reactions (Lier 1996).

The main disadvantage of qualitative approaches is that they are so broad that it takes a long time of observers to make a reliable observation. An untrained observer may be overwhelmed by the complexities. There can also be difficulty in explaining the difference in the quality and quantity of information obtained from different respondents. Thus, to arrive at different or non-consistent conclusions is likely to happen (Bell 1993).

The selection of which research approach is appropriate in a given study should be based upon the problem of interest, resources available, the skills and training of the researcher and the audience for the research. Although some research may incorporate both quantitative and qualitative methodologies, in their ‘pure’ form there are significant differences in the assumptions underlying these approaches, as well as in the data collection and analysis procedures used.

In the next section, three of the research techniques will be explained as they were the ones used in this particular research study.

4.1.1 Questionnaires

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys and often have standardized answers that make it simple to compile data (Shorrock 1997).

However, questionnaires have disadvantages as well. Such standardized answers may frustrate users. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them.

It is important to remember that a questionnaire should be viewed as a multi-stage process beginning with definition of the aspects to be examined and ending with interpretation of the results. Every step needs to be designed carefully because the final results are only as good as the weakest link in the questionnaire process. Although questionnaires may be cheap to administer compared to other data collection methods, they are every bit as expensive in terms of design time and interpretation (Burden 1999: 71).

As a type of survey, questionnaires also have many of the problems relating to question construction and wording. Questions should be clear, succinct and unambiguous. The goal is to eliminate the chance that the question will mean different things to different people. If the designer fails to do this, then essentially participants will be answering different questions.

Questions may be designed to gather either qualitative or quantitative data. By their very nature, quantitative questions are more exact then qualitative. For example, the word "easy" and "difficult" can mean radically different things to different people. Any question should be carefully crafted, but in particular questions that assess a qualitative measure need to be phrased to avoid ambiguity.

To sum up, questionnaire design is a long process that demands careful attention. However, questionnaires are powerful evaluation tools and versatile, allowing the collection of both subjective and objective data through the use of open or closed format questions.

4.1.2 Interviews

Interviews are one of the data collecting sources in qualitative research. The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say.

A qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. Interviews are completed by the interviewer based on what the respondent says and they are a far more personal form of research than questionnaires.

The interview method of research, typically, involves a face-to-face meeting in which a researcher (interviewer) asks an individual a series of questions. The use of interviews as a data collection instrument begins with the assumption that the participants' perspectives are meaningful, knowable and able to be made explicit, and that their perspectives affect the success of the project. An interview, rather than a paper and pencil survey, is selected when interpersonal contact is important and when opportunities for follow-up of interesting comments are desired (Henson 1997: 45).

Two types of interviews are used in a qualitative research: structured interviews, in which a carefully worded questionnaire is administered; and in-depth interviews, in which the interviewer does not follow a rigid form. In the former, the emphasis is on obtaining answers to carefully phrased questions. Interviewers are trained to deviate only minimally from the question wording to ensure uniformity of interview administration. In the latter, however, the interviewers seek to encourage free and open responses and there may be a trade-off between comprehensive coverage of topics and in-depth exploration of a more limited set of questions. In-depth interviews also encourage capturing of respondents' perceptions in their own words, a very desirable strategy in qualitative data collection. This allows the evaluator to present the meaningfulness of the experience from the respondent's perspective. In-depth interviews are conducted with individuals or with a small group of individuals (Cole & Knowles 2000: 12).

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic.

Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses.

Besides, interviews are generally easier for respondent, especially if what is sought is opinions or impressions. The interviewer is considered a part of the measurement instrument and interviewer needs to be well trained in how to respond to any contingency. In the personal interview, the interviewer works directly with the respondent. Unlike with mail surveys, the interviewer has the opportunity to probe or ask follow up questions (Bell 1993).

Interviews, on the other hand, have some disadvantages. They take time. Interviewers can change the nature of the data, adding bias to the results with verbal and nonverbal reactions and with their choice of probes. Interpreting and summarizing the results can be dangerous when in the hands of an inexperienced, improperly trained, hurried or careless consultant.

4.1.3 Diaries

Diaries are one of the methods of collecting data that have had a long history of use in English teaching (Maneekhao & Watson Todd 2001; McDonough 1994; Thornbury 1991; Lowe 1984). They are usually personal accounts of teaching a language (in the case of a teacher) or of learning a language (in the case of a student). Bailey (1990: 215) states that diary studies are "documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events" (cited in Woodfield & Lazarus 1998: 36).

Diaries have wide ranging applications. Nunan (1992: 118) remarks "they have been used in investigations of second language acquisition, teacher-learner interaction, teacher education and other aspects of language learning and use". Bell (1993: 102) adds that they are "an attractive way of gathering information about the way individuals spend their time.... [T]hey can provide valuable information about work patterns and activities".

Diary writing can be accepted as the easiest way to begin a process of reflection since it is purely personal. After each lesson, questions or problems are written about what is observed. A process of reflection begins in response to a particular problem that has arisen with teachers' own classes or simply as a way of finding out more about their teaching. Diary writing also requires a certain discipline in taking the time to do it on a regular basis.

Reflecting on one's own performance is one form of feedback. Keeping a reflective diary about one's own experience helps him or her to reflect and learn from experience. In re-reading a diary many new lecturers find that over time they have developed strategies to deal with particular teaching problems. Many in-house staff development programmes for new lecturers take this approach and use it as part of the formal assessment. However, reflective practice is not just for new lecturers but is also a way of continually challenging current behaviour and ensuring that teaching is developed and enhanced (Numrich 1996).

Diary studies take a lot of dedication because they are not as simple as one might believe. They are time-consuming and can become laborious. Bailey (1990: 224) adds that "in order to really learn from the record, the diarist should re-read the journal entries and try to find the patterns therein". It would also be a mistake to believe that diary studies are an easy substitute for conventional research methods. While the writing up of a diary is less demanding than preparing and undertaking questionnaire research, Henderson, Morris and Fitz-Gibbon (1987: 31) point out that a diary takes much longer than conventional research methods to interpret properly once it has been written up (cited in Halbach 2002: 245).

Despite these drawbacks, however, it does seem that the advantages ultimately outweigh the disadvantages, so long as the writers of the diaries are dedicated to examining what they have written. For example in educational sciences, teachers may reveal aspects of their teaching that can lead to a deeper understanding of themselves and their students.

Writing and analyzing a diary could be a motivational experience for teachers. It helps them develop a better self-awareness and gives them confidence needed to experiment with new teaching techniques and also provides a powerful transformation in their thinking and attitudes towards their students.

In short, diary studies may provide a rewarding experience for new and experienced teachers alike. Although the process can be time-consuming, diary studies can help language teachers better understand themselves and their learners and foster greater understanding of the complex dynamics within their classrooms.

4.2 Rationale for the study

There are two phases in this study. The aim of the first phase is to determine the reflective practices of primary school English language teachers in the city centre of Çanakkale. The aim of the second phase of the study, on the other hand, is to introduce reflective teaching to a group of teachers and through a diary study to determine whether teachers' reflective practices and their attitudes towards teaching profession change or not.

In order to achieve these aims, for the first phase of the study quantitative research methodology was thought suitable to use. Firstly, "a Reflective Practice Questionnaire" (RPQ) was designed to find out reflective practices of primary school English language teachers. Questionnaire was chosen as the data collection instrument for the first phase of the study since it is an inexpensive way to gather data from a potentially large number of respondents and a feasible way to reach a number of reviewers large enough to allow statistical analysis of the results.

The second phase of the study followed both a quantitative and a qualitative design. Firstly, of the many reflective practice tools already discussed in Chapter 3, this study was designed as a pre-experimental study which is based upon one group pre- and post-test rationale in nature as it consisted of a small number of participants and there was no attempt for random selection of participants (see Figure 11).

$$\boxed{G_1 \qquad M_{1.1} \quad X \quad M_{1.2}}$$

Figure 11: One group pre-post test rationale (Karasar 1991: 96)

In this pre-experimental design, the intervention was given to the participants from among one of the instruments of the qualitative research methodology, ie the diary study. Teachers were asked to keep a structured diary prepared by the researcher to lead them to reflect on their practices and to give them the opportunity to take up reflection as a habit. As a result, to determine whether there was a difference between their attitudes towards teaching before and after the intervention, the attitude scale was given prior and after the diary study.

Besides, the opinions of the participants involved in the diary study were elicited and analyzed through teacher-researcher meetings and post-study interviews. By such procedures, in-depth and holistic understanding or exploration of the results before, during and after the process are expected to be achieved through the data collected by different means and from different sources.

4.3 Objectives and Research questions of the study

This study aims to find out the reflective practices of primary school English language teachers in the city centre of Çanakkale. Secondly, the other one is to introduce reflective teaching to a group of teachers and through a diary study to determine whether teachers' reflective practices and their attitudes towards teaching profession change or not. The following research questions guided this study:

RQ 1: What are the reflective practices of teachers participated in the study?

RQ 2: What are the attitudes of primary school English language teachers in the study towards being a teacher?

RQ 3: Is there a difference between teachers' reflective teaching practices and their attitudes towards teaching?

RQ 4: Is there a change between teachers' attitudes towards teaching before the diary study and their attitudes after the completion of the diary study?

RQ 5: Is there a change in teachers' reflective teaching practices through the diary study?

RQ 6: What are the opinions of the teachers regarding the effects of the diary study on their reflective practices?

4.4 Methodology of the study

There are two phases in this study. The study consists of one pilot and one main study. In the following sections, the details of these studies are explained.

4.4.1 Pilot Study

The pilot study was carried out to see the possible problems of the data collecting instruments of this study, find solutions to them and make the necessary changes. It was also done to measure the validity and reliability of the data collecting instruments.

4.4.1.1 Instruments and Procedures

Since there were 3 instruments used in this study, the piloting stage will be discussed separately for these instruments, the participants and setting will also be included in the discussion for each instrument mentioned below.

a. Pilot Study for the Reflective Practice Questionnaire (RPQ)

Reflective Practice Questionnaire (RPQ) was used in this study to get teachers' ideas about reflective teaching and determine whether they are engaged in reflective practice.

To find out the reflective practices of primary school English language teachers, first, a thorough review of the literature was done to create a pool statement for reflective practices. Statements that were thought to solicit information from teachers were prepared. Second, all the statements in the reflective practice questionnaire were reviewed with the help of 3 lecturers at the English language teaching department at ÇOMU and 5 teachers working at the schools in Eceabat. They checked wording and confusion of the each statement and unclear terms if any.

During this process not many problems were encountered. Lastly, all of were revised and rewritten under the supervision of the supervisor and the final form given to the RPQ (see Appendix A).

b. Pilot Study for the Attitude Scale

Since one of the aims of the study is to investigate teachers' attitudes towards their profession and find an answer to the question whether there is a relationship between teachers' reflective practices and their attitudes, an attitude scale was used before and after the second phase of the study to collect data.

First of all, the literature on this subject was revised and certain scales that have been used by some researchers (Aşkar and Erden 1987; Özgür 1994; Semerci 1999; Erkuş 2000) were found. Statements in these scales were taken as samples. However, to meet the objectives of the study, all of them were modified and rewritten and some of them were newly written. The figure below depicts these newly written statements in the attitude scale.

1- Öğretmenlik iş doyumu olan bir meslektir.
3- Öğretmenlik mesleği, toplum yaşantısı için önemlidir.
8- Benim için en uygun meslek öğretmenliktir.
11- Öğretmenlik saygın bir meslektir.
19- Öğretmenlik kutsal mesleklerden biridir.
20- Hangi koşullar altında olursa olsun öğretmenliğe devam ederim.
21- Öğretmenlik kişiyi monoton bir hayata sürükler.
22- Uzun tatilleri olmasaydı yine de öğretmenlik yapardım.
23- Maddi açıdan tatmin etmese de öğretmenlik mesleğini bırakmam.
24- İş garantim olmasaydı öğretmenlik yapmazdım.
25- Dünyaya tekrar gelsem yine öğretmenliği seçerdim.
26- Öğretmenlikte emeklerimin karşılığını alamıyorum.
27- Öğretmenlik, özel yetenek isteyen bir meslektir.
28- Öğretmenliğin hiçbir çekici yanı yoktur.
30- Öğretmenlik değer verilen mesleklerden biridir.

Figure 12: Newly written statements in the attitude scale

In this way a total of 30 item scale was prepared. After this initial stage, three lecturers at Çanakkale Onsekiz Mart University (ÇOMU) were asked for an expert idea. Two of them were from the English Language Department and the other one was from the Educational Sciences Department. All of them agreed upon not to write the statements such as beginning with "In my opinion" or "I think that". They also corrected the past form of the verbs in the sentences. Some of the rewritten statements are outlined in the figure below.

Original statements	**Rewritten statements**
1. Öğretmenliğin manevi doyumu yüksek olan bir meslek olduğunu düşünüyorum.	1. Öğretmenlik iş doyumu olan bir meslektir.
9. Öğretmenlik yapmak yerine daha çok para gerektiren işler yapmayı tercih ederdim.	9. Öğretmenlik yapmak yerine daha çok para gerektiren işler yapmayı tercih ederim.
16. Bana göre öğretmenler bir ülkenin mimarlarıdır.	16. Öğretmenler bir ülkenin mimarlarıdır.

Figure 13: Differences between original and rewritten statements of the attitude scale

In the end, the latest version of it was prepared with the help of the supervisor. At the beginning of the pilot study, there were 49 statements. After some modifications, the latest version of the attitude scale had 30 statements. After the necessary corrections had been made, the attitude scale was piloted with 65 teachers from different schools in Eceabat, Çanakkale.

The data collected through the attitude scale in this study were analyzed with Statistical Package for Social Sciences (SPSS) data editor. In order to measure the internal-consistency of the instrument, a reliability analysis was carried out via SPSS.

c. Pilot Study for the Diary

One of the purposes of this study was to examine the effectiveness of the diary study on teachers' reflective practices. To achieve this, this study was designed to investigate a case in which teachers conducted a diary study in their classes with the purpose of becoming aware of their reflective teaching practices.

To change teachers' reflection habits a structured diary was thought to be suitable. In line with the theory of reflective practice, the diary was structured on 3 levels-pre-teaching, while teaching and post-teaching. The diary questions were mainly based upon the items in the unpublished lesson notes (Yavuz, Erdem & Topkaya 2002).

The diary was not used to collect data. However, it was used as an intervention instrument. All the statements in the diary were reviewed with the help of 3 teachers in the English Language Teaching and Social Sciences department and with 5 teachers working at the schools out of Çanakkale. They checked wording of the each statement and necessary corrections were made before the diary study was administered.

During this process not many problems were encountered. All of them were again revised and rewritten under supervision of the supervisor.

d. Pilot Study for the Interview Form

Interview form was designed to elicit in-depth opinion of participants that participated in the second phase of the study about diary study. This form was also thought to be useful to verify the effects of changes on the attitudes and opinions of teachers towards teaching profession 8 weeks after the diary study was completed.

Questions were prepared through diary entries of participants' and their reflective teaching practices.

After the items related to the aims of this study were selected, both the items and the directions were examined by three experts in the English Language Teaching and Social Sciences department at ÇOMU whether they were appropriate for the context of the study. They also checked wording of the each statement and clarified ambiguities. After necessary corrections were made, statements were rewritten with the help of the supervisor.

4.4.1.2 Findings of the Pilot Study

a. Findings of the Reflective Practice Questionnaire, Diary Study and Interview form

In this study, the aim was to collect data using both quantitative and qualitative research methods. In the light of these pilot studies of Reflective Practice Questionnaire (see Appendix A), Diary Study (see Appendix C), and Interview form (see Appendix D), the latest version of the instruments was designed with the help of experts at the university, teachers working at different schools and the supervisor.

b. Findings of the Attitude Scale

To find out the reliability of the attitude scale (see Appendix B), an Alpha reliability value was needed. The final version for the pilot study had 30 questions and it was applied to 65 teachers working in different schools chosen from among those who did not participate in the main study.

As a result of the initial analysis of the attitude scale the 10th item was left out since it presented a low value of reliability (see Figure 14).

10-Hem çalışıp hem kendime daha fazla vakit ayırabileceğim için öğretmenliği tercih ettim.

Figure 14: The item that was left out in the main study

After this procedure, the reliability analysis was repeated for the 29-item attitude scale. Cronbach's Alpha Coefficient was found 0.92. According to Şencan (2005), if the reliability value is higher than .80 (r> 80), then scale is considered to be highly reliable. Therefore, the attitude scale designed for the particular study was found to be suitable to use in the main study (see Table 5).

Table 4: The Alpha Values of the attitude scale to be used in the main study

Alpha Value	Standardized Alpha Value
.9229	.9215

4.4.1.3 Conclusions and Implications

During the piloting stage of all instruments no serious problems were faced. The problems that were related to the wording of the questions and of the statements in RPQ and the interview were eradicated. Reflective practice questionnaire, diary study and interview forms were also found suitable relating to the aims of the phases of the study. Also, the statistical analysis of the attitude scale proved that the instrument was reliable and valid to be used in the main study.

4.4.2 Main Study

4.4.2.1 Objectives and Research questions of the main study

The main study was animated by the following broad research questions:

RQ 1: What are the reflective practices of teachers participated in the study?

RQ 2: What are the attitudes of primary school English language teachers in the study towards being a teacher?

RQ 3: Is there a difference between teachers' reflective teaching practices and their attitudes towards teaching?

RQ 4: Is there a change between teachers' attitudes towards teaching before the diary study and their attitudes after the completion of the diary study?

RQ 5: Is there a change in teachers' reflective teaching practices through the diary study?

RQ 6: What are the opinions of the teachers regarding the effects of the diary study on their reflective practices?

4.4.2.2 Instruments and Procedures for data collection

a. Reflective Practice Questionnaire (RPQ)

In the first phase of the study, the data was collected with the reflective practice questionnaire (see Appendix A). The aim of the reflective practice questionnaire in this study was to determine the reflective practices of primary school English language teachers in the city centre of Çanakkale or if they do so, what kind of reflective teaching practices they perform. Once the permission of research was given by the Research, Planning and Coordination Committee of Ministry of Education (see Appendix F), the data was gathered about primary English Language teachers in the centre of Çanakkale such as what their names were or on which days they were at school.

At the end of the data search, it was found that there are 16 primary schools and 28 English teachers that working at these schools in Çanakkale. In the Fall Term, 2005-2006 Academic Year, RPQ was first applied to 28 English teachers from 16 primary schools in Çanakkale. One paper was discarded because there were some unanswered questions. Therefore, the data was collected from 27 teachers.

There were 20 questions in the questionnaire. It consisted of 3 parts: teachers' personal information, their professional development and their reflective teaching activities. The first part aimed at gathering background information about teachers. The second part was about finding out teachers' professional development activities. The last part was organized to reveal whether they are reflective teachers or if they do, what kind of reflective activities they are making use of to become reflective teachers.

As it is seen in the table below, only 8 of them were men that participated in the first phase of the study.18 of them were English Language Teaching graduates. 4 of them were from English Literature Department. 3 of them were the graduates of Chemistry Teaching Department. One of them was from Physical Engineering Department. One of them was a graduate of French Language Teaching Department and one of them was from German Language Teaching Department. It can specifically be said that there were 17 English teachers. There were also 10 English teachers from different subject areas. This number cannot be overlooked, either.

Besides, most of the teachers stated that they participated into in-service courses. But 11 of them (% 40, 7) pointed out that their participation was obligatory.

Table 5: The demographic information about participants (N=27)

Category	**Level**	**f**	**%**
Gender			
	Male	8	29,6
	Female	19	70,4
Educational Background			
	ELT Department	17	63
	English Literature Department	4	14,8
	Sciences Department	4	14,8
	Other Languages Department (French, German)	2	7,4
Teaching Experience			
	1-4 years	7	25,9
	5-8 years	10	37
	9-12 years	3	11,1
	more than 13 years	7	25,9
In-service Courses			
	participated	24	88,9
	not participated	3	11,1

Besides, Table 6 depicts the in-service courses that 24 teachers out of 27 took part in.. Most of the participants joined in-service courses including computer training. They were also interested in teaching techniques. But, they showed no interest in the other ones that required cooperation with colleagues, professional development and questioning oneself such as Personal Development in-service courses, Socrates and European Union (EU) education seminars and ELT seminars.

Table 6: In-service courses that participants took part in

The name of the course	f
Intel computer training	19
Teaching techniques	10
Educational methods and technology	4
Personal Development	2
EU education seminar	1
Socrates education seminar	1
Material production	1
Total Quality Management in education	1
ELT Seminar	1
Using Technology in Class	1
TOTAL	41

It can be seen from the history of in-service training in Turkey as it is mentioned in Chapter 2 that there had been important changes in Turkish educational policies. Depending on the flow of science and information all through the world, continuous and quality training of in-service teachers became a necessity and all these changes required new teacher training programs. Today, as a result of the new curriculum change the educational system also faces the need of a new in-service teacher training. Therefore, teachers' professional development has gained importance.

b. Attitude Scale

Together with the RPQ, an attitude scale was applied to 27 primary school English language teachers from 16 primary schools in the city centre of Çanakkale.

It has 30 statements. The teachers were asked to put a tick in a box that they think is the best attitude sentence that represents their attitudes towards teaching profession. They were also wanted to choose one of the five possible responses to each statement: absolutely agree, agree, undecided, disagree and absolutely disagree using a scale ranging from "I absolutely agree" to "I absolutely disagree".

c. Diary Study

In the second phase of the study, first the purpose of the diary study was made clear and 27 participants were asked if they would like to join such a study. The strategy used in the selection of the diary study participants in this study was based on willingness principal. However, 14 Teachers accepted to take part in the diary study voluntarily. Later, 2 of them withdrew because of their personal problems. The diary study was carried on with 12 teachers till the end of the study.

As it can be seen in Table 7, mostly teachers who graduated from English Language Teaching Department were agreed on participating into such a study. There was only a teacher from Chemistry Department.

Table 7: The demographic information about participants that took part in the diary study (N=12)

Category	**Level**	**f**	**%**
Gender			
	Male	5	41,7
	Female	7	58,3
Educational Background			
	ELT Department	9	75
	English Literature Department	2	16,7
	Sciences Department	1	8,3
Teaching Experience			
	1-4 years	4	33,3
	5-8 years	4	33,3
	9-12 years	2	16,7
	more than 13 years	2	16,7
In-service Courses			
	participated	11	91,7
	not participated	1	8,3

If their seniority years are compared, it is clear that the number of teachers who is at the first years of their teaching is a little bit higher than the ones who have been in the teaching profession nearly more than 25 years. Besides, it can be inferred from the table that most of the teachers are interested in joining different in-service courses voluntarily.

A structured diary was used to lead them to reflect on their practices and to give them the opportunity to take up reflection as a habit. Participants were also wanted to follow this reflective teaching study systematically.

There were 15 questions in the diary and questions were subsumed under three major headlines. The first part was “planning” section with 3 questions. The second one was “teaching” part with 9 questions. The last section was “after teaching” with 3 questions. Questions in the diary study were mostly multiple choice and only 4 of them were open-ended.

Participants were sent the same diary form every week via mail for 8 weeks. With this, they were made to question themselves such as their teaching practices, their lesson plans, lesson notes and materials etc.

As the diary study was going on, teacher-researcher meetings, which lasted approximately 15-25 minutes, in most cases, were also organized twice to make participants talk about their diaries. The standard procedure used for all the participants during the meetings was that before the meeting the researcher informed the interviewee about the purpose of the meeting, where and how to use the meeting data, recording of the meeting, confidentiality and finally the expected duration of the meeting. She also asked questions to the participants about some related sections in their diary.

The meetings were held in Turkish in order not to lose any information that may result from language incompetence problem. All the meetings were recorded with the consent of the interviewees which enabled the researcher not to lose any information including verbal content.

The attitude scale was again given at the end of the diary study to determine whether teachers’ attitudes towards teaching profession changed or not. The design of the qualitative research methods that were used in this study are shown in Table 8.

Table 8: The design of the quantitative and qualitative aspect of the study

pre-attitude scale was given	every week	every 2 weeks	last week	post-attitude scale was given
	Daily lesson plans/ diaries were collected	Researcher-Teacher meetings were held	Evaluation of the study was done using a structured interview	
	DURATION: 8 WEEKS			

d. Interview

Interview questions were prepared using diary entries that were filled every week. The meetings which lasted approximately 15-25 minutes, in most cases, were held to make participants talk about their diaries and assess themselves before and after the diary study. The standard procedure used for all the participants during the meetings was that before the interview the researcher informed the interviewee about the purpose of the meeting, asked questions about some related sections in their diary, where and how to use the data of the meeting, recording of the meeting, confidentiality and finally the expected duration of the meeting.

Interviews were held in Turkish in order not to lose any information that may result from language incompetence problem. All the interviews were recorded with the consent of the interviewees which enabled the researcher not to lose any information including verbal content.

4.4.2.3 Data Analysis

In this study both quantitative and qualitative methods were used to solicit information from the respondents about research questions. The quantitative part of the research included a RPQ and an attitude scale towards teaching. Unlike, the qualitative part was done with diary study, teacher-researcher meetings and post-study interviews.

a. Reflective Practice Questionnaire (RPQ)

The data collected from the reflective practice questionnaire was analyzed by using various procedures for analysis. Descriptive statistics, independent samples T-Test, correlational analysis were carried out on SPSS (Statistical Package for Social Sciences) program.

b. Attitude Scale

The attitude scale was given to teachers twice, as a pre-measure before the diary study and as a post-measure after the teachers completed the diary study. The results of the pre- and post-measures were compared to see if there was a significant change in the teachers' attitudes towards teaching profession after they participated in such a study.

Descriptive statistics and Paired Samples T-Test were conducted over the means of the pre- and post-measures of the scale on SPSS (Statistical Package for Social Sciences) program.

c. Diary study

In this research, the second phase to the analysis of the qualitative data was to process the raw data, that is, to transcribe the recording and type up the transcriptions of recordings, diaries and post-study interviews. Then it was necessary to decide upon what themes or issues and which research questions were addressed by a particular part of the data.

It was a structured diary. Therefore, some of the questions consisted of multiple choice items. In this study, the diary has 15 questions, 2 of them were open-ended. The answers to the questions were read, similarities were found and the diaries were transcribed.

d. Interview

24 meetings that were done during diary study were transcribed from the tape word by word. A final overview of the whole data was carried out before the actual write-up stage for a preliminary understanding of the relationship between diary studies and participants' reflective teaching practices. Post-study interviews were also read and analyzed.

4.5 Chapter Summary

This chapter described the different research paradigms and reasons for choice of scale design in this study. Additionally, it presented the rationale for the study and then explained methodology of the pilot study in detail. Finally, the last section presented the methodology of the main study.

CHAPTER V
FINDINGS

5.0 Introduction

This chapter deals with the findings of the statistical analysis of the data obtained from the main study. The results and findings of the analyses are presented in the light of the research questions.

5.1 Findings

There are two phases in this study. The aim of the first phase is to determine the reflective practices of primary school English language teachers in the city centre of Çanakkale. The aim of the second phase of the study, on the other hand, is to introduce reflective teaching to a group of teachers and through a diary study to determine whether teachers' reflective practices and their attitudes towards teaching profession change or not.

In this study both quantitative and qualitative methods were used to solicit information from the respondents about research questions. The quantitative part of the research included a Reflective Practice Questionnaire (RPQ) and an attitude scale towards teaching. Whereas, the qualitative part was carried out through a diary study, teacher-researcher meetings and post-study interviews.

The data will be analyzed by means of descriptive statistics, independent samples T-Test and Paired Samples T-Test on SPSS program.

5.1.1 RQ 1: What are the reflective practices of teachers participated in the study?

To be able to find the reflective teaching practices of teachers some questions were asked in the RPQ. Firstly, teachers were asked to report how much time they allocate to their educational studies apart from teaching time. The reason for this question is, generally speaking, teachers need extra hours to do their routine teaching activities and also reflective studies apart from the teaching time. At the beginning of reflective change cycle teachers may need much time than they allocate to their daily practices. Because reflective teaching is a long process and should be given much time and dedication. It is thought that this question could give a clue for finding the data about their allocated time. The table below depicts the findings of this question.

Table 9: Allocated time to study apart from teaching time (N=27)

Allocated time	f	%
1-2 hours	14	51,9
3-4 hours	5	18,5
more than 4 hours	5	18,5
less than one hour	3	11,1

As it is seen in the table, most of the teachers (14, 51,9 %) allocate only 1 or 2 hours to their educational studies. It is obvious that 1 or 2 hours for extra studies is not really enough. Within this time, teachers can only prepare exams, homework or activities. It seems impossible to be able to finish a reflective process in such a short time. Nevertheless, 10 teachers (37 %) reported they allocate 3-4 hours and more than 4 hours to their educational studies. This number of teachers cannot be overlooked, either. However, it is not possible to say what they are doing.

By extension to the previous question, teachers were asked whether this allocated time is enough for them. In response to this question, 12 of them (44,4 %)

think that the allocated time is enough for them. 7 teachers (25,9 %) reported that it is not enough for them while 8 teachers (29,6 %) think this time is partly enough for them.

In line with this question, teachers who rated this question as “no” and “partly” were wanted to write down reasons for not allocating enough time to their educational studies apart from teaching time. Some of them wrote down that their allocated time is not enough because of busy schedule at their schools, tiredness and lack of motivation after school, personal and family problems. Some teachers stressed that heavy burden of child care and load housework on them could be seen as a big handicap for not furthering their educational studies.

In another question, teachers were asked whether they do reflective studies on their experiences and performances. Their answers to this question are shown in Table 10.

Table 10: Distribution of teachers’ answers whether they do reflective studies

Reflective studies	**f**	**%**
I do them	19	70,4
I do them partly	6	22,2
I do not do them	2	7,4

As the table shows, 19 teachers (70,4 %) reported that they do reflective studies on their experiences and performances while 2 teachers (7,4 %) said that they do not do any reflective studies at all. Besides, 6 teachers (22,2 %) said that they do these kind of studies partly.

When teachers were asked whether these reflective studies are regular, 9 of them (33,3 %) pointed out these reflective studies are regular. 3 teachers (11,1 %) reported that they are not regular while 7 teachers (25,9 %) said that these studies are not on a regular basis at all and they are partly regular. The reason for this question could be to learn how often teachers do reflective studies. Because, reflective studies should be on a regular basis in order to further these studies systematically. It is again impossible to say what they are doing as regards to the reflective studies.

Additionally, when the answers of 27 teachers about reflective studies and with the answers about participation in the diary study were cross tabulated, it was seen that teachers who participated in the diary study do not do more reflective studies than the teachers who did not participate (see Table 11).

Table 11: The crosstabulation of reflective studies and participation in the diary study

		Reflective studies			**Total**
		yes	no	partly	
Diary study	participated	8		4	**12**
	not participated	11	2	2	**15**
Total		**19**	**2**	**6**	**27**

Teachers were also asked when they do these reflective studies. The reason for this question might be to reveal when the participants mostly prefer doing reflective studies. Table 12 reveals the answers of teachers to this question of the RPQ.

Table 12: Distribution of teachers' answers to the question related to the time of reflection

when to reflect	**number of responses**	**%**
after the lesson	13	36,1
during the lesson	10	27,8
while preparing lessons	10	27,8
at conferences	2	5,6
while reading	1	2,8
Total	**36**	**100**

When the table above is studied, it could be detected that 25 teachers produced 36 responses to this question. It is seen that teachers mostly do reflective studies after lesson (13, 33,3 %). However, they also reported that (10, 27,8 %) they do these studies during lesson and again some of them (10, 27,8 %) pointed out that they do them while preparing lessons. As it seen in the table, few responses were given to the items at conferences (2, 5,6 %) and while reading (1, 2,8 %). It could be stated that teachers do not do reflective studies at conferences or while reading at all.

The next question was about how they describe these reflective studies that they undertake. There were 4 types of answers given to this question (see Table 13).

Table 13: The best definitions given about reflective studies

Definitions	**number of responses**	**%**
I share my ideas with my colleagues	18	46,2
I share my ideas with my students	13	33,3
I share my ideas with the principal of my school	5	12,8
It is an individual study	3	7,7
Total	**39**	**100**

25 teachers answered this question and there were 39 responses. Many different definitions were scored for these studies. As it seen in the table above, most of the responses showed that teachers share their ideas with their colleagues (18, 46,2 %) and their students (13, 33,3 %). However, they do not share their ideas with their principals often (5, 12,8 %). On the other hand, there were few responses given to the first item of the RPQ. Teachers do not think that these are individual studies (3, 7,7 %). These findings might suggest that teachers participated in the study have the tendency to share their reflective practices with their colleagues and students most. Teachers seem busy with exam preparation, daily lesson notes in which they evaluate their students' success or performance. Reflection for them means measuring how much their students learn. It is unknown whether they get any feedback from their students about their own teaching.

Another question similar to the previous ones was about those systematic methods that teachers use while reflecting upon their lessons. 23 teachers (85,2%) out of 27 reported that they use systematic methods while reviewing their lessons. When the teachers were asked which methods they use much, they gave many different answers to this question (see Table14).

Table 14: Methods that teachers use (N=23)

Methods	number of responses	%
getting feedback from students	22	19,6
exams	20	17,9
daily lesson plans	19	17
lesson notes	15	13,4
conferences, in-service courses, local or international conferences	13	11,6
reading (ELT, Forum, TESOL Quarterly and other publishing)	7	6,3
checklists	6	5,4
meetings and discussions	5	4,5
peer observation	3	2,7
recording and video-taping lessons	1	,9
other	1	,9
keeping diary for lessons	0	0
Total	**112**	**100**

As it seen in the table above, there were 112 responses to this question given by 23 teachers who stated that they do some of kinds of reflective studies. Most of the responses given to this question included getting feedback from students (22, 19,6 %) and exams (20, 17,9 %) as a method in the classroom. Next, daily lesson plans (19, 17 %), lesson notes (15, 13,4 %) and conferences, in-service courses, local or international conferences (13, 11,6 %) were scored. Among the least chosen ones, there were reading (7, 6,3 %) (ELT, Forum, TESOL Quarterly and other publishing), checklists (6, 5,4 %), meetings and discussions (5, 4,5 %). It could also be inferred from the table that peer observation (3, 2,7 %) and recording and video-taping lessons (1, ,9 %) are not preferred much by the teachers. One response (1, ,9 %) was produced apart from the given items that teacher uses the internet to search sites for the useful techniques and strategies in English. It is clearly seen that nobody prefers diary keeping method for lessons.

In the light of these findings, it could be concluded that teachers mostly prefer using traditional reflexion methods such as daily lesson plans, lesson notes and exams. Whether these methods lead to real understanding what one does / does not do is quiet questionable.

Lastly, the final question was about their reflective studies and participants were asked what might be the aims their reflective studies. Teachers again produced different responses to this question (see Table 15).

Table 15: The aims of reflective studies

Aims	**number of responses**	**%**
to achieve the aims and objectives of the lesson	23	17,4
to question of one's own qualities and skills	22	16,7
to decide upon students' needs	21	15,9
to question one's teaching methods	21	15,9
to be aware of one's own responsibilities	15	11,4
to question materials	14	10,6
to determine criterion for measurement and evaluation	12	9,1
to keep regular diaries for the lessons	3	2,3
Other	1	,8
Total	**132**	**100**

As the table shows, there were 132 responses given by 27 teachers. In most of the responses given to this question, teachers think that reflective studies are done to achieve the aims and objectives of the lesson (23, 17,4 %), to question one's own qualities and skills (22, 16,7 %), the teaching methods (21, 15,9 %) and to decide upon students' needs (21, 15,9 %). Again diary keeping for lessons got the lowest score among them (3, 2,3 %). One response (1, ,8 %) that produced apart from the given items referred one of the aims of the reflective studies is that to change the ideas with the other colleagues no matter what teaching experiences they have. It is inferred from this finding that teachers have a certain understanding of reflective teaching.

When all these findings are overtly assessed, teachers say they are doing reflective teaching studies. They have a certain understanding of reflective teaching. Teachers mostly prefer applying for traditional reflexion methods, not contemporary methods given in reflective teaching at all.

Most of the teachers point out that they are engaged in reflective teaching. However, these data must be compared with the findings obtained through the qualitative part of the study. Further research questions (see RQ5-RQ6) might shed light on whether they do reflective studies or not.

5.1.2 RQ 2: What are the attitudes of primary school English language teachers in the study towards being a teacher?

To find out the attitudes of participants' towards teaching profession in the first phase of the study an attitude scale towards teaching profession was given to 27 teachers with a Reflective Practice Questionnaire (RPQ).

First of all, to find out the attitudes of primary school English language teachers in the study towards being a teacher the results of the attitude scale were analyzed with statistical analysis. As the table below points that total mean is 3,73 (SD 65,23). It can be concluded that teachers have moderate attitudes towards teaching profession and their attitudes are not highly positive.

Table 16: Descriptive statistics of teachers' attitudes towards teaching profession

	N	$\overline{X}$	**SD**
Attitudes	27	3,73	,6185

Table 17 below presents a selection of the 5 highest and 5 lowest means obtained from the attitude scale.

Table 17: Opinions of teachers' regarding the teaching profession

Positive Attitudes	$\overline{X}$	**SD**
Öğretmenler bir ülkenin mimarlarıdır.	4,67	,48
Öğretmenlik mesleği toplum yaşantısı için önemlidir	4,67	,68
Çocukları eğitmenin ve onlara bir şeyler öğretmenin yerini hiçbir şey tutamaz.	4,22	1,15
Kendimi küçüklüğümden beri öğretmen olmak için hazırladım.	3,22	1,40
Öğretmenlik hayallerimi süsleyen bir meslekti.	3,00	1,30
Negative Attitudes		
Öğretmenlik sıkıcı bir meslektir.	4,33	,55
Öğretmenlik sıradan insanlar tarafından yapılabilecek bir meslektir.	4,30	1,03
Hayatta seçmeyi düşünebileceğim en son meslek öğretmenlikti.	4,19	1,14
Öğretmenlik zorunlu kalmadıkça yapılacak bir meslek değildir.	4,15	1,13
Öğretmenlik yapmak yerine daha çok para gerektiren işler yapmayı tercih ederim.	3,30	1,30

When the results are studied closely, it is seen that teachers have no doubts about the importance of teaching profession in a society ($\bar{X}$=4,67). Besides, when the affective side of teaching profession is considered, it is understood that the feeling of being able to educate and teach children something cannot be changeable with anything else in the world ($\bar{X}$=4,22). Additionally, it might be concluded from the opinions of teachers that to be a teacher is not what they wanted to be ($\bar{X}$=3,22), they do not ever imagine becoming a teacher at all ($\bar{X}$=3,00).

Whereas teachers think teaching profession is boring ($\bar{X}$=4,33) and also they think that even common people can become successful at teaching profession ($\bar{X}$=4,30). Teachers pointed out that the teaching profession is the last profession that they ever wanted to choose ($\bar{X}$=4,19). They also think that teaching profession is not the one that can be preferred only if someone is obliged to do it ($\bar{X}$=4,15). When teachers are viewed as a person it can be said that they wished they had a job in which they earned much more money than teaching profession ($\bar{X}$=3,30). Mean values for all the statements in the attitude scale can be seen in Appendix E.

To find out whether there is a significant difference between male and female participants' attitudes towards teaching, Independent Samples T-Test was carried out. The following table indicates male and female participants' attitudes towards teaching.

Table 18: Independent Samples T-Test results of male and female participants' attitudes towards teaching profession

Gender	**N**	$\bar{X}$	**SD**	**t**	**df**	**Sig.**
Male	8	3,49	,6842			
Female	19	3,90	,5997			
				-1,618	25	,118

According to Table 18, the difference between male and female participants' attitudes towards teaching is not statistically significant (p>.05). The table also points out that female participants ($\overline{X}$=3,90) have more positive attitudes than male participants ($\overline{X}$=3,49). The findings indicate that gender factor is not statistically related to male and female participants' attitudes.

To reveal whether there is a relationship between teachers' professional backgrounds and teaching experiences with their attitudes towards teaching profession One-way ANOVA analysis was carried out.

The following table presents the results of the One-way ANOVA analysis that was carried out to find out the possible relationship between teachers' professional backgrounds and their attitudes towards teaching profession.

Table 19: One-way ANOVA: Relationship between teachers' professional backgrounds and their attitudes towards teaching

		Sum of squares	**df**	$\overline{X}$	**F**	**Sig.**
Attitudes towards teaching	**Between groups**	1,270	3	,423	1,105	,367
	Within groups	8,805	23	,383		
	Total	**10,074**	**26**			

According to Table 19, there is no significant relationship between teachers' professional backgrounds (i.e the departments they graduated from) (see Table 5) and their attitudes towards teaching (p>.05).

Additionally, to find out whether there is a significant relationship between participants' teaching experiences (see Table 5) and their attitudes towards teaching profession, One-way ANOVA procedure was carried out again. Table 20 presents the results of the One-way ANOVA analysis.

Table 20: One-way ANOVA: Participants' teaching experiences and their attitudes towards teaching profession

		Sum of squares	**df**	$\overline{X}$	**F**	**Sig.**
Attitudes towards teaching	**Between groups**	,817	3	,272	,677	,575
	Within groups	9,257	23	,402		
	Total	**10,074**	**26**			

It can be seen in Table 20, there is no significant relationship between teachers' teaching experiences and their attitudes towards teaching (p>.05).

From these findings it might be concluded that participants have moderate attitudes not highly positive at all. There is not any statistical significance the difference between male and female participants' attitudes towards teaching while female participants have more positive attitudes than male participants. The findings indicate that gender factor is not statistically related to male and female participants' attitudes. Additionally, no statistical significance was obtained between teachers' professional backgrounds and their attitudes towards teaching and also between teachers' teaching experiences and their attitudes towards teaching.

5.1.3 RQ 3: Is there a difference between teachers' reflective teaching practices and their attitudes towards teaching?

To find out whether there is a relationship between teachers' reflective teaching practices and their attitudes towards teaching One-way ANOVA was made (see Table 21). Since teachers' reflections were not measured with a Reflective Practice Questionnaire, with One-way ANOVA procedure the relationship between some research questions and the teachers' attitudes were compared.

Table 21: One-way ANOVA: Participants' reflective teaching practices and their attitudes towards teaching profession

		Sum of squares	**df**	$\overline{X}$	**F**	**Sig.**
Attitudes towards teaching	**Between groups**	2,536	2	1,268	3,569	,044
	Within groups	8,526	24	,355		
	Total	**11,062**	**26**			

A statistical significant difference was found between teachers' reflective teaching practices and their attitudes towards teaching profession ($p<.05$). Then, Post Hoc LSD Test was conducted to find out within which groups this significance was seen.

Firstly, Post Hoc LSD Test was conducted to find out whether there is a relationship between teachers who do/do not reflective studies and who do them partly and their attitudes towards teaching. The results can be seen in Table 22.

Table 22: Results of Post Hoc LSD Test for the teachers' answer to the question whether they do reflective studies and teachers' attitudes towards teaching profession

Dependent Variable	**(I) Reflective studies**	**(J) Reflective studies**	$\bar{X}$ **(I-J)**	**Sig.**
Attitudes towards teaching	Yes	No	,4111	,363
		Partly	-,6521	**,028**
	No	Yes	-,4111	,363
		Partly	-1,0632	**,039**
	Partly	Yes	,6521	**,028**
		No	1,0632	**,039**

According to the results of Post Hoc LSD Test conducted to determine whether there is a relationship between the teachers' reflective studies and teachers' attitudes towards teaching profession, significant relationships are found between the responses teachers gave as "yes" and "partly". The less significant relationship was found between the responses "no" and "partly".

Besides, teachers' responses to the question whether they do reflective studies and their attitudes towards teaching profession were analyzed with statistical analysis and mean values for all answers can be seen from Table 23.

Table 23: Descriptive Statistics of teachers' responses to the question whether they do reflective studies and their attitudes towards teaching profession (N=27)

Reflective Studies	$\bar{X}$	**SD**
Partly	4,35	,3027
Yes	3,70	,6695
No	3,29	2,438

As it seen in the table above, teachers who do reflective studies partly ($\bar{X}$=4,35) have higher attitudes towards teaching profession than the others who do reflective studies or do not do them. Teachers who stated they do reflective studies have moderate attitudes ($\bar{X}$=3,70) towards teaching profession. Besides, teachers who pointed out they do not reflective studies at all have not higher attitudes ($\bar{X}$=3,29) if it is compared to teachers who do reflective studies or do them partly. It might be concluded that teachers who do reflective studies or do them partly have higher positive attitudes towards teaching profession then the others who do not do them.

Further, to find out whether there is a relationship between regularity and teachers' attitudes towards teaching, One-way ANOVA procedure was conducted first (see Table 24).

Table 24: One-way ANOVA: Regularity of participants' reflective teaching practices and their attitudes towards teaching profession

		Sum of squares	**df**	$\bar{X}$	**F**	**Sig.**
Attitudes towards teaching	**Between groups**	1,694	2	,847	2,126	,152
	Within groups	6,373	16	,398		
	Total	**8,067**	**18**			

As Table 24 shows, there is no significant relationship between the regularity of participants' reflective teaching practices and their attitudes towards teaching profession ($p>.05$).

However, when the statistical analysis were conducted between teachers' responses whether their reflective studies are regular and their attitudes towards teaching profession, it might be concluded that teachers whose reflective studies are on a regular basis have higher positive attitudes ($\bar{X}$=4,00) than the others whose reflective studies are partly regular ($\bar{X}$=3,50) or not regular at all ($\bar{X}$=3,26). The findings can be evaluated from Table 24.

Table 25: Descriptive Statistics of teachers' responses to the question whether their reflective studies are regular and their attitudes towards teaching profession (N=19)

Reflective Studies	$\overline{X}$	SD
They are regular	4,00	,6737
They are partly regular	3,50	,6472
They are not regular	3,26	,3384

Finally, One-way ANOVA procedure was carried out to determine whether there is a relationship between the allocated time for reflective studies and participants' attitudes towards teaching profession.

Table 26: One-way ANOVA: The allocated time for reflective studies and teachers' attitudes towards teaching profession

		Sum of squares	df	$\overline{X}$	F	Sig.
Attitudes towards teaching	**Between groups**	,494	3	,165	,359	,783
	Within groups	10,568	23	,459		
	Total	11,062	26			

As the table above outlines that there is no significant relationship between the allocated time for reflective studies and teachers' attitudes towards teaching profession ($p>.05$).

Whereas, when the mean values of these findings were studied deeply, it could be stated that teachers who allocate more than 4 hours apart from teaching time have higher positive attitudes ($\overline{X}$=4,01). Teachers' attitudes who allocate 3 or 4 hours for their educational studies apart from teaching time are a little bit higher than the ones who allocate only 1 or 2 hours. Lastly, teachers who allocate less than one hour have the lowest mean value of all (see Table 27).

Table 27: Descriptive Statistics of teachers' allocated time for their educational studies apart from teaching time and their attitudes towards teaching profession (N=27)

Allocated time	$\overline{X}$	**SD**
more than 4 hours	4,01	,6586
3-4 hours	3,85	,6855
1-2 hours	3,80	,6093
less than 1 hour	3,50	1,0312

It might be inferred from the table above that teachers who allocate more than 4 hours have more positive attitudes than the others who allocate less.

To sum up, only one significant difference was found between doing reflective studies and the attitudes towards teaching profession. When the regularity of these reflective studies and the allocated time for reflective studies were compared with the attitudes towards teaching profession, a significant relationship was not found. Whereas, when the mean values were studied closely, it might be concluded that teachers who allocate more than 4 hours or put their reflective studies on a regular basis have more positive attitudes than the others who do not any of them.

5.1.4 RQ 4: Is there a change between teachers' attitudes towards teaching before the diary study and their attitudes after the completion of the diary study?

There were 12 teachers participated in the diary study. Firstly, another reliability analysis of the attitude scale was conducted again so as to see whether this scale is reliable. It was found highly reliable (Cronbach's Alpha Coefficient = .92). Secondly the attitude scale was again given after the diary study to compare the results of the first one in order to determine a possible change in these teachers' attitudes towards teaching. As it is mentioned in Chapter 4 (see Table 8) teacher-researcher meetings, diary keeping and post-study interviews that were conducted immediately after the diary study all provided information about teachers' attitude change towards their teaching profession.

After the attitude scale was given for the second time, the attitude scale results of teachers which were given before and after the diary study were compared to see whether there was a significant change in the teachers' attitudes towards teaching profession. A Paired samples T-Tests was used to compare the participants' attitudes towards teaching profession before and after the diary study. Table 28 demonstrates that there was no significant change between the mean scores of the two tests (p>.05).

Table 28: Paired samples T-Test results of participants' pre- and post-test attitudes towards teaching profession (N=12)

	$\bar{X}$	**SD**	**t**	**df**	**Sig.**
Attitudes prior to the diary study	3,81	,6768	-1,877	11	,087
Attitudes after the diary study	3,99	,5118			

The results indicate that the teachers showed no statistically significant change in their attitudes towards teaching profession.

However, when the means of pre- and post-test results are taken into account, the post-test results ($\overline{x}$=3,99) are higher than the pre-test results ($\overline{x}$=3,81). This indicates that teachers became aware of other means to help them develop professionally and of their needs to utilize these means.

5.1.5 RQ 5: Is there a change in teachers' reflective practices through the diary study?

To determine specific turning points in teachers' reflective practices and how they changed every week the weekly kept diaries were used and teacher-researcher meetings and post-study interviews were held. All in all, content analysis was not made in this study. Finding out the categories in teachers' thought system was not one of primary aims of this study. Therefore, teachers' opinions obtained from the second phase of the study were used to justify and support the quantitative data.

12 teachers participated in the diary study voluntarily. Table 29 shows the characteristics of these teachers.

Table 29: The characteristics of teachers participated in the diary study

Participants	Gender	Professional background	Teaching experience
T1	Male	ELT Department	8
T2	Male	ELT Department	5
T3	Female	English Literature Department	6
T4	Female	ELT Department	22
T5	Male	ELT Department	10
T6	Female	ELT Department	3
T7	Male	Chemistry Teaching Department	3
T8	Female	English Literature Department	3
T9	Female	ELT Department	2
T10	Female	ELT Department	9
T11	Female	ELT Department	29
T12	Male	ELT Department	5

The findings obtained from the qualitative data indicate that a majority of teachers developed positive attitudes towards teaching in the sense it was defined in this study and that participating in a diary study helped them consider different means for professional development. As teachers pointed out in the RPQ, they had already been familiar with several means of developing themselves and applied some of them. However, diary keeping was new to them and it helped them consider a variety of ways for professional development. They also had a chance to start an inward exploration into their professionalism.

For example, during the first meeting T11 pointed out how she began to start an inward exploration into her professional development with the diary study.

> "I have learned how to go about researching teaching. I found that when I began to write into the diary it was a description of my emotional thoughts about teaching. It was not a series of discoveries. So I suppose it changed the way I think about things. I saw teaching as a much deeper thing. And I found that I was able to combine my interest in my own discipline with my teaching on an intellectual and research-based way."

T11 also mentioned in the second meeting that she had never thought of asking such questions to herself in that way prior to her participation in the study even if she was about to retire at the end of that term.

This remark of hers indicates that even though her teaching profession was about to end she observed that the diary study was really an important thing to become professional in teaching.

The analysis of the study indicates that the teachers benefited from participating in the study and changed their attitudes towards different aspects of their teaching. Their understanding of what diary study was and how it could be utilized to improve the teaching-learning environment changed in a positive way. After her participation in the study, T3 said in the second meeting:

> "Before participating in this study I really needed a model because I was not happy with the discrete pieces in my teaching practices. That's why I accepted starting a diary study. I became more careful about my problems in the classroom with this study. I also added diary study to my list of possible means for professional development and it was my way of seeing that I had created something that needed to be improved upon. And I suppose I imported that struggle into my teaching model. I suppose I am looking at this diary study as a developing conceptual model in my discipline."

This implies that her attitude towards professional development also changed.

T10 also mentioned conducting a diary study as a means of developing oneself professionally in the interview after the study. She stated that diary keeping helped develop herself as a teacher and pointed out that she would carry on keeping a diary in her class. Her response in the first interview also supported the finding that diary keeping helped her become more conscious of her teaching.

> "I know as a teacher I have some problems, I don't think of different ways of overcoming them. But the diary study helped me how to identify, how to find the problem, how to overcome and solve the problems. I know that my students have speaking and pronunciation problems. But with this diary study I tried to find different ways to handle this problem."

Later on she talked about one of the strategies she tried out and its effects:

"Today I took them to the multimedia lab for the first time. We did a listening activity there. They enjoyed doing a different activity in the English lessons. I think I am going to take them to the lab more often."

Towards the end of the study she observed the effects of her strategies on her teaching situation. Again in her diary excerpt in the 5th week she explicitly stated how participating in this study helped her:

"My thoughts changed gradually with the meetings and during the diary study. I began to think about my teaching skills in depth. I must say it took me a long time to solve my problems in the class. I gained confidence that I can do something to solve a problem and learned not to see the problems as a burden. For this reason, the diary study was very successful. It was like questioning or observing myself objectively. From now on I will look for solutions rather than getting stuck with the problems."

As can be seen from her diary entries and her responses to the questions in the meeting, T10 showed signs of a positive attitude towards teaching profession. It is worth underscoring her own words how she adopted the habit of keeping a diary which led her to seek more professional growth as a result of participating in this study.

On the basis of qualitative data collected for this study, it is clear that the teachers have experienced many practical problems and provided reasons and justifications for these. These mainly revolved around the issues, such as; the implementation of daily plans into teaching, classroom management and the use of classroom time affectively. Within this context, T9 wrote the following excerpt at the beginning of the study.

> "I need to learn to manage time better. That is one problem I see. Everything needs to be planned in order to go smoothly. I also need to find alternative ways to grab students' attention when something or someone distracts them and they get off the task."

A few weeks later, T9 pointed out how diary study became an alternative way for her. The following diary excerpt of her in the third week of the study shows this clearly.

> "Writing my reflections causes me to break apart every individual section of my lesson and actual teaching and truly analyze and separate what did and did not prove effective. I found diary study helpful in that it allows for not only a form of reflection but it also emphasizes a step-by-step look at what I did. Through this method of reflection, I was able to think about my lesson in an organized way so as not to overlook any aspect. The diary also provided opportunities for auto-assessment. Now I am getting better at having a set at the beginning of class and connecting previous material to new knowledge."

When teachers' diaries and the reports of teacher-researcher meetings are studied, this change can be seen very clearly through teachers' positive comments about diary study and their analysis of their teaching. From diaries and meetings with teachers, it is emerged that all teachers participated into the study were satisfied with the diary study.

Although the data provided evidence that all teachers behaved in the expected way, the time when this occurred differed from teacher to teacher. Some teachers acted in the desired way from the beginning of the study, while some others started doing so during the course of the study. However, it could be concluded that all teachers made use of the diary study in one way or the other to change their attitudes.

The excerpts from these teachers' diaries and the meetings explicitly reveal that they became more confident or careful as a result of conducting the diary study and attending teacher-researcher meetings. There is a striking point in this category, the most experienced and the least experienced teachers felt the same way. They pointed out this change in their diaries and in the meetings after they participated in the study.

For example, T12 showed signs of observing his class from the very first day he started to write in his diary. As can be seen from his diary entries and his responses to the questions at the meetings, Teacher 12 showed signs of a positive attitude change towards teaching profession. It is worth underscoring his own words where he says he adopted the habit of reading which led him to seek more professional growth as a result of participating in this study, even though he said he cannot do much due to the work load teaching requires.

In addition, at the first meeting, when he was describing the importance of diary keeping in relation to his teaching he said:

> "I believe that this diary study will be a success for my reflective teaching studies. Your diary study questions make me think about my whole day at school. So, I can make some inferences from my teaching day. My wife is also an English teacher. In the evenings, we talk about our school, students and our lessons and share some ideas. Participating into in-service courses also make us evaluate our teaching."

T5 was the one whose pre-post attitude results showed great increase in his attitudes towards teaching. He mentioned that he needed to change his strategies after he started keeping a diary. Later, he developed some strategies to change the current situation and monitored the effects of these strategies. From the third week of the diary study, he began to point out the general impressions about his class, students and teaching methods he made use of.

Moreover, when T5 was asked whether this diary study could be a starting point for his reflective studies in the first meeting, he made a comment as:

> "Even if I most of the time do not find much time for my own self-analysis, your diary questions make me ask some questions to myself about my lessons, my students, my lesson plans or my teaching methods. It gives me some time to comment on my school day. This diary study is just like opening books as soon as getting home and beginning to question everything that on my mind. I believe that this study will probably activate my own studies and my desire of doing many things with my students and my colleagues."

Again in the second meeting he was asked whether the diary study was effective on his attitudes towards teaching profession, he answered:

> "Our education system makes us thrown somewhere and we find ourselves dealing with exams, formal meetings or endless daily procedures. We find no time to question ourselves. After filling into this diary every week, I mostly find myself saying that I have no success to attract students' attention at all or today I have taught badly. I do not like my way of teaching. This study showed me that I should find a quick solution and do something for it at once."

Some teachers showed signs of attitude change as soon as the study started. Nevertheless, some still were not able to diagnose the problem they had until they discussed their classroom events at the meetings.

Teachers 3, 4 and 8 were teachers that observed their classes from the very beginning, but they either had difficulty in naming or articulating their problems, although their reasons for doing so were different. Teacher 8 demonstrated observing and evaluating herself and her teaching and she frequently mentioned the strategies she developed to improve the current situation. In her diary, on April 15, she talked about these strategies that she developed through the diary study.

> "This diary study made me more conscious of what I was doing. It also helped me evaluate how well my lessons worked and what I could learn from what went wrong and deal with failures and act on successes. Besides, it clarified what I was trying to achieve and helped me identify weak and strong areas in my teaching. I think it's impossible to develop as a teacher without constantly reflecting and reviewing and subsequently adapting or improving; reflection is an enormous help. Without acting on these evaluations, I couldn't have developed. There should also be time for reflection organised with colleagues in my school."

This diary excerpt shows that she not only observed her class, but also she felt that the need to change the situation and developed different strategies to bring about the change.

Some teachers such as T1, T2 and T7 were not able to identify a focus nor did they show an attempt to start the reflection cycle with diary keeping for the first couple of weeks. In the following weeks, all three of these teachers began to decide what data collection methods they were going to use and prepare their action plans.

In his diary T1 wrote:

> "I know there is something wrong but I could not name it. I decided to work on one of them. At last I decided that the problem of my class is lack of motivation. In order to overcome this problem I started to bring pictures, visuals into the classroom. Having experienced a diary study, I added to my understanding of what reflective teaching is and how much important to keep a diary for my teaching practices."

His response is also indicative of how diary keeping helped him in adopting certain ways to develop himself professionally.

All these attitude scale results, diary excerpts and meetings showed that teachers' process of reflection through their diary keeping can be accepted as a crucial element in their professional growth. The diary study became the centre of their growth cycle and provided them with a disciplined mindset that pushes them to constantly think about what they are doing and what can be improved more. Teachers also made changes in the way they instruct or approach lessons or interact with their students as the diary study constantly made them rethink and replan what they did for their teaching practices.

5.1.6 RQ 6: What are the opinions of the teachers regarding the effects of the diary study on their reflective practices?

To obtain the opinions of the teachers about the diary study, a structured interview was used (see Appendix D).

Although the pre-test and post-test results did not display considerable improvement, the findings obtained from the qualitative data indicate that a majority of teachers developed an interest in professional development defined in this study (see Chapter 3) and that participating in a diary study had helped them consider different means for professional development.

There were 5 questions asked to the teachers in the second phase of the study. Firstly, teachers were asked to report whether they changed in any way after the diary study. Teachers' answers to this question were given in Table 30.

Table 30: Participants' answers given about the change of the areas that diary study provided

Participants' answers for diary study	**f**	**%**
The way of teaching	7	28
Attitudes towards students	6	24
Attitudes towards teaching profession	5	20
Collaboration with colleagues	5	20
Other	2	8
Total	**25**	**100**

As it is seen in Table 28, there were 25 responses given to this question by 11 teachers. One of the teacher explained that there was not any change in his teaching or in the other areas as a result of the diary study. 7 teachers believed that their way of teaching has improved positively. 5 of them reported both their attitudes towards teaching profession and their studies with their colleagues have changed in a good way. 6 teachers also pointed out that their attitudes towards students have changed and they tried to bring different materials into the class. These teachers also said that they have begun to do much more student-centred lessons. Besides, 2 teachers were grateful to be given such a chance with this diary study for developing themselves.

Secondly, the teachers were asked to assess their condition before and after the study. T3, T12, T11and T4 mentioned that they had a chance to view the methods they were using in the class. They all agreed on the ideas that this study did positive effect on them and made them see their inadequacies in their teaching. For example, T2 evaluated himself with the following sentences:

> "Especially after the diary study, I felt how much important to organize everything. So, I began to reflect more on my own teaching. If I give myself even a moment to reflect, it spurs me into action for planning the next lesson or course. All my plans are going on in an apple-pie order and lessons are getting better. Knowing what and when to apply useful methods really leads to more successful lessons."

Thirdly, teachers were wanted to make assessments about their attitudes towards reflective teaching before and after the diary study. Teachers gave different answers to this question. For example, T1 believed he is now comfortable while doing his own self-critic. He is also eager to develop himself in every way.

T3, T4 and T5 agreed on the positive effects of this approach after the diary study. T5 reported that this study is the best method he has ever applied. T6 also believed this study was much more effective for her future studies than before. She began to give place to student activities more in her lessons and to pay much attention to students' language acquisition. T8 answered this question in the following way.

> "I had no knowledge about reflective teaching before participating in the study. Now I think that this approach is an indispensable part of educational context. It must be used by teachers to improve themselves in every area. I really want to stick with this approach. I think in the end I got the advantage of this approach and it is really beneficial to me as a teacher."

T9 also gave similar answer as T8 and pointed out her opinions about this question as follows:

> "I had little knowledge about reflective teaching before participating in the study. The reason for this may be that I am an inexperienced teacher. But my current situation is much more different from the previous one. I began to save time for the reflective teaching studies in my lessons. Thus, I now got the control of my actions and choices about the students. Before this study, it is really difficult for me to get the right methods for my students. This study made me realize the alternative ways that I can apply."

T10, T11 and T12 reported nearly the same things about this question. T10 informed she is now much more organized in her teaching. T11 was the most experienced teacher in the study and she retired after the study. She was really happy about the new developments in educational contexts. T12 determined to put reflective teaching methods into his lessons from then on. He answered this question like this:

> "I had known about reflective approach but I never applied it to my teaching practice. After the study, I am thinking of making lessons more organized and if it is possible in the following semesters, I want to have my lessons filmed."

Later, they were asked whether they had any plans about reflective teaching in the following years. All of the teachers reported that they had plans for it. Some of them said yes but they did not point out what they were. The others explained they would continue keeping a diary or would use other ways of reflective teaching in their teaching practices.

Lastly, they stated their different opinions about this study. They believed that this study helped them to recognize themselves much better. Some of them accepted that they sometimes ran away from the responsibilities about their teaching. They also realized once more that during the lesson planning period, teachers, at the same time, should see the other side of the framework and sometimes they should prepare their own plan related to their students' level, needs and inadequacy areas.

5.2 Chapter Summary

This chapter presented the statistical analysis of the data obtained from the main study and also reported the findings related to the qualitative phase of the study. The findings of the both quantitative and qualitative part of the study will be discussed in the next chapter.

CHAPTER VI
DISCUSSIONS, CONCLUSIONS AND IMPLICATIONS

6.0 Introduction

This chapter aims to discuss the findings by referring to the literature discussed in the second and third chapters. The discussions are followed by conclusions. The last part of this chapter presents pedagogical and methodological implications. The final aim of this chapter is to guide future researchers for further research.

6.1 Discussions

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

RQ 1: What are the reflective practices of teachers participated in the study?

RQ 2: What are the attitudes of primary school English language teachers in the study towards being a teacher?

RQ 3: Is there a difference between teachers' reflective teaching practices and their attitudes towards teaching?

RQ 4: Is there a change between teachers' attitudes towards teaching before the diary study and their attitudes after the completion of the diary study?

RQ 5: Is there a change in teachers' reflective teaching practices through the diary study?

RQ 6: What are the opinions of the teachers regarding the effects of the diary study on their reflective practices?

6.1.1 Discussion of findings from RQ 1

As it is mentioned in Chapter 3, reflective teaching involves a deliberate and intentional act of interrupting one's teaching practices to interrogate or inquire into them systematically and to heighten one's conscious awareness of one's practices and of one's students and then using that consciousness to redirect one's practice and actually acting to change. A person may engage into this intentional act of inquiry alone or in collaboration with others, colleagues, students, other practitioners or researchers.

To find out what kind of reflective teaching practices that teachers do and to get teachers' ideas about reflective teaching and determine whether they are engaged in reflective practice, the Reflective Practice Questionnaire (RPQ) was used in this study.

According to the results of the RPQ, out of 27 teachers, 19 of them reported that they do reflective studies. While 6 of them said they do it partly 2 of them reported that they do not do any at all. It might be inferred from this data that nearly most of them do reflective studies.

When they were asked how much time they allocate for their educational studies apart from teaching time, most of the teachers (14, 51,9 %) allocate only 1 or 2 hours to their educational studies. It is obvious that 1 or 2 hours for extra studies is not really enough. Within this time, teachers can only prepare exams, homework or activities. It seems impossible to be able to finish a reflective process in such a short time. Nevertheless, 10 teachers (37 %) reported they allocate 3 or 4 hours and more than 4 hours to their educational studies. This number of teachers cannot be overlooked, either. However, it is not possible to say what they are doing. At first, to begin a reflective cycle requires much time and dedication. 1 or 2 hours cannot be enough for both daily studies and reflective studies.

Another result of the RPQ is that majority of teachers define these reflective studies as sharing their ideas with their colleagues and their students. Nevertheless, teachers answered another question in the RPQ differently. When they were asked which methods they use much, peer observation method get the lowest score from among the other methods of reflective practice. This result shows that there were certain contradictions between these answers. It is necessary to triangulate this data by asking some questions to both their colleagues and their students to achieve reliable results.

One of the important results from this question is that teachers are still stuck with the traditional methods of reflective practice such as exams, lesson notes and daily lesson plans. The methods that are mostly used in contemporary reflective teaching practices get the lowest scores from the teachers participated in the study even if they inform they do reflective teaching studies. Thus, it could be concluded that either teachers has little knowledge what reflective studies include.

The results of the RPQ also reveal that for teachers reflective teaching is mostly done for evaluating students' success and performance. The important thing is how much their students learned and how much they did in the class. They are not so engaged in getting feedback for their own teaching practices. They report reflective studies, all in all, include achieving the aims and objectives of the lesson. It is clearly seen that nobody prefers diary keeping method for lessons. It is inferred from this finding that teachers do not have any systematic method to evaluate and question their teaching methods or way of teaching.

Especially in training situations practice needs to be accompanied by evaluation and reflection. Within a framework that provides advice and support teachers are given the chance to try out which teaching methods work for them and which do not. They can practice how to deal with different historical topics through different approaches and media and in different social situations. What is necessary after that is a process of reflection. The practical experience needs to be discussed, systematised and checked for its theoretical relevance.

In conclusion, even if teachers pointed out they make use of reflective teaching practices, their answers to the questions do not support this information.

6.1.2 Discussion of findings from RQ 2

According to the findings concerning the attitudes of primary school English language teachers participated in the study towards being a teacher, it is seen that the attitudes of teachers are not highly positive towards teaching profession ($\overline{X}$=3,73).

When the results are studied closely, it is seen that teachers have no doubts about the importance of teaching profession in the society ($\overline{X}$=4,67). Besides, when the affective side of teaching profession is considered, it is understood that the feeling of being able to educate and teach children something cannot be changeable with anything else in the world ($\overline{X}$=4,22). Additionally, it might be concluded from the opinions of teachers that to be a teacher is not what they wanted to be ($\overline{X}$=3,22), they do not ever imagine becoming a teacher at all ($\overline{X}$=3,00).

Whereas teachers think teaching profession is boring ($\overline{X}$=4,33) and also they think that even common people can become successful at teaching profession ($\overline{X}$=4,30). Teachers pointed out that the teaching profession is the last profession that they ever wanted to choose ($\overline{X}$=4,19). They also think that teaching profession is not the one that can be preferred only if someone is obliged to do it ($\overline{X}$=4,15). When teachers are viewed as a person it can be said that they wished they had a job in which they earned much more money than teaching profession ($\overline{X}$=3,30). Mean values for all the statements in the attitude scale can be seen in Appendix E.

Another result that can be inferred from the findings that female participants ($\bar{X}=3,90$) have more positive attitudes than male participants ($\bar{X}=3,49$). But, the difference between attitudes towards teaching male and female participants' attitudes towards teaching is not statistically significant. The findings also indicate that gender factor is not statistically related to male and female participants' attitudes.

The results of the attitude scale also reveal that there is no significant relationship between graduation department and the attitudes towards teaching and between participants' seniority years and their attitudes towards teaching profession ($p>.05$). There is no significant relationship between their educational backgrounds and the attitudes towards teaching.

6.1.3 Discussion of findings from RQ 3

Since teachers' reflections were not measured with a Reflective Practice Questionnaire, with One-way ANOVA procedure the relationship between some research questions and the teachers' attitudes were compared in this research question.

At the end of the data analysis, only one significant difference was found between doing reflective studies and the attitudes towards teaching profession. When the regularity of these reflective studies and the allocated time for reflective studies were compared with the attitudes towards teaching profession, a significant relationship was not found.

Whereas, when the mean values were studied closely, it might be concluded that teachers who allocate more than 4 hours or put their reflective studies on a regular basis have more positive attitudes than the others who do not any of them.

As it is mentioned in Chapter 3, at the beginning of the reflective cycle one needs much more time than s/he allocates for daily teaching practices and also needs to put these reflective studies on a regular basis to be successful in furthering his or her reflective studies.

6.1.4 Discussion of findings from RQ 4

To see the effects of diary keeping on teachers' attitudes towards teaching profession, post-study interview is conducted immediately after the diary study. Later, the results of the pre- and post-attitudes were compared to see if there was a significant change in the teachers' attitudes towards teaching profession. It is inferred from the findings that there is no statistically significant change in their attitudes towards teaching profession ($p>0.05$).

One reason for this could be the time allocated to the diary study as mentioned in the limitations of the study. It was not possible to observe a significant change in attitude in such a short time. Because attitudes are deeply-rooted in human beings. It is not simple to change them.

It could also be concluded that teachers have already a positive attitude towards teaching profession. Their willingness to participate in such a study is indicative of their positive attitude. So, it can be said that teachers who participated in the diary study have more positive attitudes than the others who did not.

However, when the means of pre- and post-test results are taken into account, the post-test results ($\overline{x}=3{,}99$) are higher than the pre-test results ($\overline{x}=3{,}81$). This might indicate that the reason of these higher post test results might be due to the diary study and teacher-researcher meetings.

6.1.5 Discussion of findings from RQ 5

To determine specific turning points in teachers' reflective practices and how they changed every week the weekly kept diaries were used and teacher-researcher meetings and post-study interviews were held. All in all, content analysis was not made in this study. Finding out the categories in teachers' thought system was not one of primary aims of this study. Therefore, teachers' opinions obtained from the second phase of the study were used to justify and support the quantitative data.

Through reflection a teacher revisits and inquires into his/her own teaching and assesses what succeeded or failed and why. In this process teachers uncover the meanings and interpretations they make of their own practice, their refinements or creation of theories, their understandings of what students know and understand and how they as teachers need to change or try out new ways of teaching (Schön, 1983; LaBoskey, 1994; Bruner, 1996). This reflective interrogation of the diary study, i.e. reflective engagement, then looks both ways, to past experiences and forward to future ones.

As teachers point out in the RPQ, they have already been familiar with several means of developing themselves and apply those; however, diary keeping is new to them and it helps them consider a variety of ways for professional development. They also have a chance to invert exploration into their professionalism.

According to the findings obtained from the qualitative data indicate that a majority of teachers develop positive attitudes towards teaching in the sense it is defined in this study and that participating in a diary study help them consider different means for professional development.

What is the most interesting in this study is that a veteran teacher who uncovers a body of new knowledge about teaching and student-centred learning only 20 years after she entered reflective teaching cycle with the diary study.

The data obtained from the diaries of the teachers, from the meeting transcriptions also demonstrate that all the teachers observe their classes and question their teaching. Likewise, all the teachers think about remedial actions or changing the current situation. As for developing strategies and monitoring the effects of these strategies, both teachers' diaries and meetings that are made with them provide sufficient evidence for their changing their attitudes towards teaching in the expected way.

It is also concluded from the teacher-researcher meetings that this study has lead them to be more questioning and more organized in construction of knowledge. This study helps teachers to elucidate the mechanism by which they gradually change, through a diary study in which they introduce new techniques and roles into their repertoires, at the same time adjusting those techniques and roles to fit their own circumstances and needs in their teaching practices.

All in all, judging from the evidence summarised in the previous section, this diary study, on the one hand, allows them to analyse and reflect critically both on what they experience and on the topics discussed in class, and on the other, produce work that integrates some of the basic premises of language teaching presented throughout the course. Reflective teaching is only enhanced by an inquiring attitude towards education, which involves taking a questioning and pondering perspective on the personal and public values of teaching and learning.

6.1.6 Discussion of findings from RQ 6

A variety of methods can be used to help teachers develop a critically reflective approach to their teaching, eg action research, journals/diaries, case studies, teaching portfolios, critical friends, e-mails and learning conversations. Many teachers and educators carry on reflective studies with different ways.

The findings of the diary study are consistent, both with prior studies of some researchers (Trumbull & Slack 1991; Gore & Zeichner 1991; Woodfield & Lazarus 1997; Önel 1998; Oruç 2000; Zeyrek 2001; Lyons 2006; Chitpin 2006; Leshem & Trafford 2006) and with Dewey's own predictions of its outcomes.

In an analysis of the study's interview data, especially in response to the questions looking back over the diary process, what stands out for them and what they learned from the process, findings reveal that 11 out of 12 teachers cite that reflective engagement through the diary process creates a new consciousness of their own teaching practices. Besides, this conscious awareness triggers a set related actions: (1) this new consciousness leads them to articulate a greater explicitness about their teaching goals and practices, both for themselves and their students; (2) they then begin to ask "what exactly do students learn and know from my teaching?"; (3) they identify changes they would consider in their teaching practices; (4) they then say they actually change their practices.

As Dewey (1933: 218-219) suggests this new consciousness emerges as a suggested way and as a potential outcome of reflective thinking helps educators better understand what they know and do in developing their knowledge of practice through reconsidering what they learn in practice. Further, reflection is important in order to sustain the professional health and competence of teachers and the ability to exercise professional judgment which is, in fact, informed through teachers' reflection on their practices. John Dewey (1933: 78) argues that: "We do not learn from experience. We learn from reflecting on experience", that is, the experience alone does not lead to learning. It should be supported by different types of reflective teaching practices (cited in Woodfield & Lazarus 1998: 39).

Every teacher agrees reflecting on experiences has helped them develop as a teacher. This study also makes them more conscious of what they are doing, helps them evaluate how well their lessons work and what they could learn from what goes wrong. Some more experienced teachers also agree this study helps them deal with failures and act on successes, clarifies what they are trying to achieve and provides them identify weak and strong areas in their teaching; while others report that it has broadened their pedagogy and crystallised their principles.

Finally, teachers add that it is impossible to develop as a teacher without constantly reflecting and reviewing and subsequently adapting or improving and thus, reflection is an enormous help and an indispensable part of their professional development.

6.2 Conclusions

There are 2 phases in this study. The aim of the first phase of the study was to determine the reflective practices of primary school English language teachers in the city centre of Çanakkale. The aim of the second phase of the study, on the other hand, was to introduce reflective teaching to a group of teachers and through a diary study to determine whether teachers’ reflective practices and their attitudes towards teaching profession change or not.

The data about the extent to which teachers are able, at the end of the study, to reflect critically and whether or not they have gained and internalised the knowledge about reflective teaching practices presented in Chapter 3 from different sources.

The Reflective Practice Questionnaire (RPQ) was one of these sources to be used in this study to get teachers' ideas about reflective teaching and determine whether they are engaged in reflective practice. The findings from the RPQ show that most of the teachers reported they are doing reflective studies. This can be a unique study in that it includes only questions of reflective practices.

When they were asked how much time they allocate for their educational studies apart from teaching time, most of the teachers (14, 51,9 %) pointed out that they allocate only 1 or 2 hours to their educational studies. It is obvious that 1 or 2 hours for extra studies is not really enough. Within this time, teachers can only prepare exams, homework or activities related to their classroom practices. It seems impossible to be able to finish a reflective process in such a short time. Nevertheless, 10 teachers (37 %) reported they allocate 3 or 4 hours and more than 4 hours to their educational studies. This number of teachers cannot be overlooked, either. However, it is not possible to say what they are doing. At first, to begin a reflective cycle requires much time and dedication. 1 or 2 hours cannot be enough for both daily studies and reflective studies.

The results of the RPQ also reveal that for teachers reflective teaching is mostly done for evaluating students' success and performance. The important thing is how much their students learned and how much they did in the class. They are not so engaged in getting feedback for their own teaching practices. It is inferred from this finding that teachers do not have any systematic method to evaluate and question their teaching methods or way of teaching.

Another result of the RPQ is that majority of teachers define these reflective studies as sharing their ideas with their colleagues and their students. Nevertheless, teachers answered another question in the RPQ differently. When they were asked which methods they use much, peer observation method get the lowest score from among the other methods of reflective practice. This result shows that there were certain contradictions between these answers. It is necessary to triangulate this data by asking some questions to both their colleagues and their students to achieve reliable results.

Since one of the aims of the study is to investigate teachers' attitudes towards their profession and find an answer to the question whether there is a relationship between teachers' reflective practices and their attitudes, an attitude scale was used before and after the second phase of the study to collect data.

The findings showed that teachers have moderate attitudes that are not highly positive.

On the basis of qualitative data collected for this study, it is clear that teachers have experienced many practical problems, and provided reasons and justifications for these. These have mainly revolved around the issues, such as; the implementation of daily plans into teaching, classroom management and the use of classroom time effectively.

Diary study is also one of these sources that is used in the second phase of the study. In it, teachers are asked to reflect along very general guidelines about the issues dealt with in the course, ask questions about them, relate these issues to their own experiences, discuss the pedagogical implications of the ideas presented and generally, enrich the contents of the course through their own critical thinking. With a structured diary, teachers were wanted to become aware of their reflective teaching practices and to change teachers' reflection habits, on the other hand, they were urged to do reflective studies. Throughout the diary study, teacher-researcher meetings were held as well to make teachers urged think about their reflective practices.

The analysis of the diary study indicates that the teachers benefit from participating in the study and change their attitudes towards different aspects of their teaching. Their understanding of what diary study is and how it could be utilized to improve the teaching-learning environment has changed in a positive way. After their participation in the study, they said they became more careful about their problems in the classroom. They also added diary study to their list of possible means of professional development. This implies that their attitude towards professional development has also changed.

At the end of the study, interview form was designed to elicit in-depth opinion of participants that participated in the second phase of the study about diary study. This form was also thought to be useful to verify the effects of changes on the attitudes and opinions of teachers towards teaching profession 8 weeks after the diary study was completed.

The main result that inferred from both the interview and the diary study is that teachers find the diary study helpful in that it allows for not only a form of reflection but it also emphasizes a step-by-step look at what they are doing. Through this method of reflection, they are able to think about their lessons in an organized way so as not to overlook any aspect. Besides, writing their reflections causes them to break apart every individual section of their lessons and actual teaching and truly analyze and separate what do and do not prove effective.

In conclusion, teachers inform they have learned how to go about researching teaching. So, the diary study changed the way they think about things and they started to be able to combine their interests in their own discipline with their teaching on an intellectual and on a regular basis because teaching is as a much deeper thing.

6.3 Implications

Brookfield (1995) emphasizes the importance of the reflective practice literature for offering teachers a variety of approaches to examine their practice so that they may discover and research taken-for-granted assumptions that influence their approach to practice.

Therefore, reflection is necessary for teachers' questioning to their teaching practices since it may be a precondition for intake to enter the reflective change cycle, through which it will be processed at an increasingly deep and personal level to become part of the teacher's system of values and classroom behaviours. In this way, the intake to this cycle becomes uptake which is eventually represented in teaching outcomes.

As reflection appeared at the beginning of 1990s, teacher who may have been in the teaching profession more than 10 years may not have knowledge about reflective teaching.

If reflective teaching can be taught, practising teachers should be given the chance and different in-service courses can be given to teachers to describe reflective teaching.

Elective courses should also be put into the university programs and the reflection term should take its place in universities.

These sort of reflective studies are also necessary because, these would be the basis for the teachers' initial professional development in the sense that they well be provided with better instructions in educational contexts by means of taking up the obstacles that they experience on which to discuss so that they would be offered how to act in the similar situations.

6.4 Suggestions for further research

This study is a local study. It should be repeated again with large population so as to become generalizable.

To be able to determine whether there is a relationship between teachers' reflective practices and their attitudes towards teaching profession much more studies should be done. In addition to all this, whether reflective practices can be effective in increasing motivation, job satisfaction or teachers' beliefs different studies should be done to find similar relationships and what sort of correlations they have.

Reflective teaching should be taught to the teachers in order to have teachers reflect upon different kinds of methods and their effects could also be evaluated.

Without a doubt, this study contributes to the theory of reflective teaching.

6.5 Chapter Summary

This chapter discussed the findings of the quantitative and qualitative research methods that are used in the study. This chapter also aimed to draw conclusions through the findings and proposed implications and suggestions for further research.

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APPENDIX A

YANSIMA ÇALIŞMALARI ANKETİ

Değerli Öğretmenler,

Elinizdeki bu anket, sınıf içinde, etkili öğretim için hangi yollara başvurduğunuzu belirlemek ve sizin mesleki gelişiminiz hakkındaki görüşlerinizi ortaya çıkarmak için hazırlanmıştır. Aşağıdaki her bir soruyu okuyarak, size en uygun kutucuğu (X) ile işaretleyiniz. Doğru ya da yanlış bir cevap yoktur. Anketin üzerine kimliğinizi gösterecek herhangi bir işaret koymayınız. Çalışmanın sonuçları sizin vereceğiniz samimi ve içten yanıtlarla yakından ilgilidir. Ankete vereceğiniz tüm yanıtlar gizli tutulacaktır ve başka hiçbir çalışmada kullanılmayacaktır. Yardımlarınız için şimdiden teşekkür ederim.

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1- Cinsiyetiniz : ( ) Erkek ( ) Kadın

2- Mezuniyetiniz :
( ) a İngilizce Öğretmenliği
( ) b İngiliz Dili ve Edebiyatı
( ) c Diğer (Lütfen belirtiniz)………………………………

3- Mezuniyet Yılınız :

4- Kıdem Yılınız :
( ) 1 yıldan az
( ) 1-4 yıl
( ) 5-8 yıl
( ) 9-12 yıl
( ) 13 yıldan fazla

5- Mesleğinizle ilgili herhangi bir yerden (eğitim programı/kurs/seminer) sertifika ve/ya da diploma aldınız mı?
( ) Evet ( ) Hayır
Yanıtınız "evet" ise, lütfen belirtiniz……………………………………………

6- Son yıllarda herhangi bir hizmet-içi eğitim kursuna, seminere veya konferansa katıldınız mı?
( ) Evet ( ) Hayır

Eğer katıldıysanız, sondan başlayarak katıldığınız kursları ad, yıl ve yerlerine göre belirtiniz.

	Kursun Adı	Kursun Yılı	Kursun Yeri
1-			
2-			
3-			

7- Eğer herhangi bir hizmet-içi eğitim programına katıldıysanız, katılımınız çoğunlukla :
( ) zorunluydu ( ) isteğe bağlıydı

8- Öğretmenlik mesleğini seçmenizde en önemli nedenleriniz nelerdi? (Birden fazla seçenek işaretleyebilirsiniz.)
( ) Parasal açıdan çekici olduğu için
( ) Ailem öğretmen olmamı istediği için
( ) Diğer meslekleri seçme şansım olmadığı için
( ) Çocukları sevdiğim için
( ) Öğretmenliği sevdiğim için
( ) Aile mesleği olduğu için
( ) Uzun tatiller ve çok boş vaktim olduğu için
( ) Diğer (Lütfen belirtiniz)……………………………………………………………………..

9- Bu neden veya nedenler hala sizin için geçerli mi? ( ) Evet ( ) Hayır
Değilse, sizce bunun sebepleri nelerdir?………………………………………………….

10- Ders saatleri hariç, eğitim işlerinize ne kadar vakit ayırırsınız?
( ) 1 saatten daha az
( ) 1-2 saat
( ) 3-4 saat
( ) 4 saatten fazla

11- Sizce, ayırdığınız bu vakit yeterli mi?
( ) Evet ( ) Hayır ( ) Kısmen

12- Yanıtınız “hayır” ya da “kısmen” ise, yeterince vakit ayıramamanızın nedenleri nelerdir? (Lütfen belirtiniz)……………………………………………………………

13- Sözlük anlamı itibariyle “yansıma”; kişilerin mesleki deneyimlerini ve performanslarını sorgulamalarıdır.
Öğretim deneyimleriniz ve performansınızın üzerinde yansıma çalışmaları yapar mısınız?
( ) Evet ( ) Hayır ( ) Kısmen

Eğer yanıtınız “hayır” ya da “kısmen” ise, lütfen 17. sorudan devam ediniz.
14- Eğer yapıyorsanız, bu çalışmalar düzenli mi? ( ) Evet ( ) Hayır ( ) Kısmen

15- Yanıtınız “evet” ya da “kısmen” ise, yansıma çalışmalarını en çok ne zaman yaparsınız? (Birden fazla seçenek işaretleyebilirsiniz.)
( ) Ders esnasında
( ) Dersten hemen sonra
( ) Dersleri hazırlarken
( ) Okurken
( ) Konferanslarda
( ) Diğer (Lütfen belirtiniz)………………………………………………………

16- Bu çalışmaları en iyi tanımlayan ifade/ifadeler nedir/nelerdir? (Birden fazla seçenek işaretleyebilirsiniz.)

( ) Bu çalışma bana özeldir.
( ) Fikirlerimi meslektaşlarımla paylaşırım.
( ) Fikirlerimi öğrencilerimle paylaşırım.
( ) Fikirlerimi okul müdürüyle paylaşırım.
( ) Diğer (Lütfen belirtiniz)…………………………………………………………

17- Derslerinizi gözden geçirirken, herhangi bir sistematik yol kullanıyor musunuz?
( ) Evet ( ) Hayır

18- Eğer kullanıyorsanız, bunlar nelerdir? (Kullandığınız bütün yolları işaretleyebilirsiniz.)

( ) Öğrencilerden geribildirim alma (yazılı ve/veya sözlü)
( ) Sizi izlemesi için, derse diğer meslektaşlarınızın birini davet etme
( ) Checklist (kontrol notları)
( ) Ders notları
( ) Günlük ders planları
( ) Okuma (ELT, Forum, TESOL Quarterly yayınları ve diğer yayınlar)
( ) Toplantılar ve tartışmalar
( ) Dersleri teybe ve videoya alma
( ) Derse ilişkin günlük tutma
( ) Sınıf yazılıları
( ) Hizmet-içi eğitim kurslarına, seminerlere, yerel ya da ulusal konferanslara katılma
( ) Diğer (Lütfen belirtiniz)……………………………………………

19- Sizce bu çalışmalara harcadığınız zaman :
( ) verimli
( ) verimsiz

20- Yansıma, 13. soruda "kişilerin mesleki deneyimlerini ve performanslarını sorgulamaları" olarak tanımlanmıştır. Sizce, yansıma çalışmaları neleri içerebilir? (Birden fazla seçenek işaretleyebilirsiniz.)

( ) Dersin amaç ve hedeflerine ulaşma
( ) Öğrenci ihtiyaçlarını belirleme
( ) Kullanılan kaynakları sorgulama
( ) Ölçme ve değerlendirme kriterlerini belirleme
( ) Öğretmenin, kullandığı öğretim metotlarını sorgulaması
( ) Derse ilişkin tutulan düzenli günlükler
( ) Öğretmenin üzerine düşen sorumluluklarının bilincine varması
( ) Öğretmenin sahip olduğu, öğretmenlik beceri ve niteliklerini sorgulaması
( ) Diğer (Lütfen belirtiniz)…………………………………………………………

Anket bitmiştir… Teşekkürler…

REFLECTIVE PRACTICE QUESTIONNAIRE

Dear Teachers,
This questionnaire is designed to take your opinions about your professional development and determine what kind of ways you apply to for effective teaching in the classroom. After reading the statements carefully, please mark he most suitable choice for you with (X). There are no correct or wrong answers. Please do not leave any signs showing your identity on the questionnaire. Your answers are going to be confidential and they are not going to be used in a different study. Thank your for your help.

Çiğdem KİRAZLAR
ELT Department
Master Student
e-mail : ckirazlar@hotmail.com

1- Gender : ( ) Male ( ) Female

2- Graduation : ( ) a English Teaching Department
( ) b English Literature Department
( ) c Other (Please specify)…………………………………..

3- Graduation Year :

4- Seniority Year :
( ) less than a year
( ) 1-4 years
( ) 5-8 years
( ) 9-12 years
( ) more than 13 years

5- Have you taken any certificate and/or diploma about your profession from somewhere? (education program/ course/ seminar)
( ) Yes ( ) No

If your answer “yes”, please specify………………………………………………

6- Have you participated into any in-service course, seminar or conference in recent years?
( ) Yes ( ) No

If you did, specify these courses according to their name, year and place beginning with the last one.

	Name	Year	Place
1-			
2-			
3-			

7- If you took part in any in-service course, your participation mostly :
( ) obligatory ( ) up to me

8- What are most important reasons for choosing teaching profession? (You can tick more than one)
( ) It is attractive for financial incomes
( ) My family wanted me to become a teacher
( ) I had no chance for choosing the other professions
( ) for loving children
( ) for loving teaching
( ) for it is family profession
( ) I have much spare time and long holidays
( ) Other (Please specify)………………………………………………………………………
9- Are this reason(s) still valid for you? ( ) Yes ( ) No
If "no", what are the reasons for this?..

10- How much time do you allocate for your educational studies apart from the teaching time?
( ) less than an hour
( ) 1-2 hours
( ) 3-4 hours
( ) more than 4 hours

11- Is this allocated time enough for you?
( ) Yes ( ) No ( ) Partly

12- If your answer "no" or "partly", what are the reasons for not allocating enough time? (Please specify)………………………………………………………………………..

13- The dictionary meaning of "reflection" is questioning one's personal experiences and performances.
Do you do reflections on your teaching experiences and performances?
( ) Yes ( ) No ( ) Partly

If your answer "no" or "partly", please go on with the 17th question.
14- If you do, are these studies regular? ( ) Yes ( ) No ( ) Partly

15- If your answer "yes" or "partly", when do you do reflective studies much?
(You can tick more than one)
( ) During lesson
( ) Just after the lesson
( ) While preparing lessons
( ) While reading
( ) At conferences
( ) Other (Please specify)……………………………………………………………….
16- What are the best statement(s) that define these studies? (You can tick more than one)
( ) This study is personal.
( ) I share my opinions with my colleagues.
( ) I share my opinions with my students.
( ) I share my opinions with the school principal.
( ) Other (Please specify)…………………………………

17- While reviewing your lessons, do you use any systematic ways?
( ) Yes ( ) No

18- If you do, what are these? (You can tick any ways you use)

( ) getting feedback fro students (written and/or oral)
( ) peer observation
( ) Checklists
( ) Lesson notes
( ) Daily lesson plans
( ) Reading (ELT, Forum, TESOL Quarterly publishing and others)
( ) Meetings and discussions
( ) video and tape-recording the lessons
( ) Keeping a diary for the lesson
( ) Exams
( ) Participating in in-service courses, seminars, local or national conferences
( ) Other (Please specify)……………………………………………………………………

19- Is the time you spent on these studies :
( ) efficient
( ) inefficient

20- Reflection is described as is questioning one's personal experiences and performances in the 13th question. What do you think these studies can include? (You can tick more than one)

( ) Achieving lesson's aims and goals
( ) Defining student's needs
( ) Questioning the sources that are used
( ) Defining measurement and evaluation criterion
( ) Teacher's questioning his/her teaching methods
( ) Regular diaries for the lesson
( ) Teacher's awareness his/her responsibilities
( ) Teacher's questioning his/her teaching abilities qualities
( ) Other (Please specify)……………………………………………………………

Questionnaire is finished…Thanks a lot…

APPENDIX B

THE ATTITUDE SCALE FOR TEACHERS

Değerli Öğretmenler,
Elinizdeki bu anket, öğretmenlerin mesleklerine ilişkin tutumlarını belirlemek amacıyla yürütülen bir çalışma için hazırlanmıştır. Aşağıdaki her bir ifadeyi okuyarak, size en uygun kutucuğu (X) ile işaretleyiniz. Doğru ya da yanlış bir cevap yoktur. Anketin üzerine kimliğinizi gösterecek herhangi bir işaret koymayınız. Çalışmanın sonuçları sizin vereceğiniz samimi ve içten yanıtlarla yakından ilgilidir. Ankete vereceğiniz tüm yanıtlar gizli tutulacaktır ve başka hiçbir çalışmada kullanılmayacaktır. Yardımlarınız için şimdiden teşekkür ederim.

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		Tamamen Katılıyorum	Katılıyorum	Fikrim Yok	Katılmıyorum	Tamamen Katılmıyorum
1-	Öğretmenlik iş doyumu olan bir meslektir.					
2-	Öğretmenlik yapmayı düşünmediğim bir meslekti.					
3-	Öğretmenlik mesleği toplum yaşantısı için önemlidir					
4-	Öğretmenlik sevilen bir meslektir.					
5-	Öğretmenlik sıkıcı bir meslektir.					
6-	Çocukları eğitmenin ve onlara bir şeyler öğretmenin yerini hiçbir şey tutamaz.					
7-	Öğretmenlik bana uygun bir meslek değildir.					
8-	Benim için en uygun meslek öğretmenliktir.					
9-	Öğretmenlik yapmak yerine daha çok para gerektiren işler yapmayı tercih ederim.					
10-	Öğretmenlik saygın bir meslektir.					
11-	Kendimi küçüklüğümden beri öğretmen olmak için hazırladım.					
12-	Hayatta seçmeyi düşünebileceğim en son meslek öğretmenlikti.					
13-	Öğretmen olmak için yaratıldığıma inanıyorum.					
14-	Öğretmenlik zorunlu kalmadıkça yapılacak bir meslek değildir.					
15-	Öğretmenler bir ülkenin mimarlarıdır.					
16-	Öğretmenlik hayallerimi süsleyen bir meslekti.					
17-	Öğretmenlik sıradan insanlar tarafından yapılabilecek bir meslektir.					
18-	Öğretmenlik kutsal mesleklerden biridir.					
19-	Hangi koşullar altında olursa olsun öğretmenliğe devam ederim.					
20-	Öğretmenlik kişiyi monoton bir hayata sürükler.					
21-	Uzun tatilleri olmasaydı yine de öğretmenlik yapardım.					
22-	Maddi açıdan tatmin etmese de öğretmenlik mesleğini bırakmam.					
23-	İş garantim olmasaydı öğretmenlik yapmazdım.					
24-	Dünyaya tekrar gelsem yine öğretmenliği seçerdim.					
25-	Öğretmenlikte emeklerimin karşılığını alamıyorum.					
26-	Öğretmenlik, özel yetenek isteyen bir meslektir.					
27-	Öğretmenliğin hiçbir çekici yanı yoktur.					
28-	Öğretmenlik insana üstün nitelikler kazandırır.					
29-	Öğretmenlik değer verilen mesleklerden biridir.					

APPENDIX C

GÜNLÜK

İsim:
Sınıf:
Konu:
Tarih:

Planlama

1. Ders planı yaptınız mı? ( ) Evet ( ) Hayır
Yanıtınız "hayır" ise, 4. sorudan devam ediniz.

2. Ders planı yaparken şunları göz önüne aldım:

( ) Eğitim amaç ve hedeflerini
( ) İngilizce Öğretim programını
( ) Ders kitabı ve/veya öğretmen kitabını
( ) Öğrenci bilgi seviyesini
( ) Öğrenci ihtiyaçlarını
( ) Okulun donanımını
( ) Elimde bulunan diğer kaynakları
( ) Diğer (lütfen belirtiniz)
………………………………………………………………………………………..

3. Planlamada sorunlarla karşılaştım. ( ) Evet ( ) Hayır
"Evet" ise

( ) Amaç ve hedef belirleme
( ) Öğrenci seviyesini belirleme
( ) Zamanlamayı ayarlama
( ) Aktiviteleri belirleme
( ) Materyalleri hazırlama
( ) Ders kitabı ve kaynak kitap seçimi
( ) Hepsi
( ) Diğer (lütfen belirtiniz)
…………………………………………………………………………………………

Öğretim

4. Bugünkü eğitim amaçlarınızı belirtiniz.
…………………………………………………………………………………………
………………………………………………………………………………………...

5. Bugünkü dersim
( ) Öğrenci merkezliydi
( ) Öğretmen merkezliydi

6. Derste şu öğretim tekniklerini kullandım:
( ) Gösteri (Demonstration)
( ) Açıklama (Explanation)
( ) Beyin fırtınası
( ) Soru-cevap
( ) Kısa hikayeler
( ) Grup çalışması
( ) İkili çalışma
( ) Drama ve rol yapma
( ) Benzetim (Simulation)
( ) Tekrar çalışmaları (Repetition)
( ) Oyunlar
( ) Şarkılar
( ) Diğer (lütfen belirtiniz)……………………………………………………

7. Derste şu materyalleri kullandım:
( ) Ders kitabı ve çalışma kitabı
( ) Alıştırma kitapları
( ) Çalışma kağıtları
( ) Şimşek kartlar (flashcards), resimler, posterler vs.
( ) Sözlük
( ) Kasetçalar
( ) Tepegöz
( ) Video
( ) Diğer (lütfen belirtiniz)………………………………………………….

8. Dersle ilgili bir sorun yaşadınız mı? ( ) Evet ( ) Hayır
"Evet" ise, (birden fazla şık işaretleyebilirsiniz)

( ) Amaç ve hedefleri belirleme
( ) Öğrenci seviyesini belirleme
( ) Zamanlamayı ayarlama
( ) Aktiviteleri belirleme
( ) Materyalleri hazırlama
( ) Sınıf kontrolü
( ) Güdülemeyi sağlama
( ) Materyalleri etkin kullanma
( ) Ders kitabı ve kaynak kitapların seçimi
( ) Öğretim tekniklerinin uygulanması
( ) Diğer (lütfen belirtiniz)………………………………………………….

9. Ders planımı
( ) Tam olarak takip edebildim
( ) Büyük ölçüde takip edebildim
( ) Kısmen takip edebildim
( ) Hiç takip edemedim
( ) Yapmadığım için hiç fikir belirtemem
( ) Diğer (lütfen belirtiniz)…………………………………………………….

10. Öğrenciler derse aktif olarak katıldılar:
( ) Tamamen
( ) Çoğunlukla
( ) Bazen
( ) Nadiren
( ) Hiç

11. Her gün yaptığımdan farklı bir şey yaptım. ( ) Evet ( ) Hayır
Yanıtınız "evet" ise belirtiniz:
……………………………………………………………………………………
……………………………………………………………………………………

12. Öğrencilerin dersi anlayıp anlamadıklarını şu şekilde belirledim:
(Birden fazla şık işaretleyebilirsiniz)

( ) Alıştırmaları sözlü olarak yaptırdım.
( ) Sorular sordum.
( ) Öğrenci hatalarını not aldım.
( ) İkili ve grup çalışması yaptırdım.
( ) Tartışma grupları düzenledim.
( ) Öğrencilerden sözlü ve/veya yazılı geribildirim aldım.
( ) Sınav yaptım.
( ) Ödevleri değerlendirdim.
( ) Diğer (lütfen belirtiniz)…………………………………………………………

Öğretim sonrası

13. Dersinizin hangi bölümleri daha başarılı geçti?
……………………………………………………………………………………

14. Dersinizin hangi bölümleri daha başarısız geçti?
………………………………………………………………………………………

15. Aynı dersi yeniden öğretme şansım olsa, bazı noktalarını değiştirirdim.
( ) Evet ( ) Hayır

"Evet" ise belirtiniz

Genel izlenimler:

DIARY

Name:
Class:
Subject:
Date:

Planning

1. Did you do the lesson plan? ( ) Yes ( ) No
If your answer is “no”, go on with the 4th question.

2. While planning lesson plan, I took into consideration these:

( ) Educational aims and goals
( ) English Teaching Program
( ) Course book and/or teacher’s book
( ) Student’s knowledge level
( ) Student’s needs
( ) School’s equipment
( ) Other sources I have
( ) Other (please specify)
……………………………………………………………………………………

3. I met problems in planning. ( ) Yes ( ) No
If “yes”
( ) Defining aims and goals
( ) Defining student’s level
( ) Adjusting timing
( ) Defining activities
( ) Preparing materials
( ) Selection of course book or source book
( ) All
( ) Other (please specify)
………………………………………………………………………………………

Teaching

4. Specify today’s educational aims.
…………………………………………………………………………………………………
………………………………………………………………………………

5. My lesson today
( ) student-centred
( ) teacher- centred

6. I used these teaching methods in the lesson:
( ) Demonstration
( ) Explanation
( ) Brainstorming
( ) Question-answer
( ) Short stories
( ) Group work
( ) Pair-work
( ) Drama and acting
( ) Simulation
( ) Repetition
( ) Games
( ) Songs
( ) Other (please specify)………………………………………………………

7. I used these materials in the lesson:
( ) Course book and workbook
( ) Practice books
( ) Worksheets
( ) Flashcards, pictures, posters etc.
( ) Dictionary
( ) Tape-recorder
( ) Overhead projector
( ) Video
( ) Other (please specify)………………………………………………………

8. Did you have any problem with the lesson? ( ) Yes ( ) No
If "yes", (you can tick more than one)

( ) Defining aims and goals
( ) Defining student's level
( ) Adjusting timing
( ) Defining activities
( ) Preparing materials
( ) Classroom management
( ) Providing motivation
( ) Using materials effectively
( ) Selection of course book or source book
( ) Putting into practice teaching techniques
( ) Other (please specify)…………………………………………………………

9. My lesson plan
( ) I followed exactly
( ) I followed mostly
( ) I followed partly
( ) I did not follow at all
( ) I cannot express my opinion because I didn't do.
( ) Other (please specify)………………………………………………………

10. Students joined the lesson actively:
( ) Completely
( ) Mostly
( ) Sometimes
( ) Seldom
( ) Never

11. I did something different than I do everyday. ( ) Yes ( ) No
If your answer "yes", specify:
……………………………………………………………………………………………
……………………………………………………………………………………………

12. I decided whether students understood the lesson in this way:
(You can tick more than one)

( ) I made them do exercises orally.
( ) I asked questions.
( ) I took notes of students' mistakes.
( ) I did group and pair work activities.
( ) I organized discussion groups.
( ) I got written and/or oral feedback from students.
( ) I did exam.
( ) I evaluated homework.
( ) Other (please specify)………………………………………………………………….

After teaching

13. Which parts of your lesson went more successful?
…………………………………………………………………………………………..

14. Which parts of your lesson went more unsuccessful?
…………………………………………………………………………………………

15. If I had a chance to teach the same lesson once more, I would change some parts of it.
( ) Yes ( ) No

If "yes", please specify:
…………………………………………………………………………………………

General impressions:

APPENDIX D

GÖRÜŞME

1- Günlük çalışması, aşağıdaki alanlar açısından sizde herhangi bir değişiklik yarattı mı?

( ) E ( ) H

Yanıtınız “evet” ise, lütfen belirtiniz ve seçtiğiniz bölümü açıklayınız.(Birden fazla şık işaretleyebilirsiniz)

( ) Öğretim şekliniz

( ) İngilizce Öğretmenliğine karşı tutumlarınız

( ) Öğrenciye karşı tutumlarınız

( ) Diğer öğretmenlerle çalışmalarınız

( ) Diğer (lütfen belirtiniz)…………………………………………………

2- Kendinizi göz önüne aldığınızda, günlük çalışmasından önce ve günlük çalışmasından sonraki durumunuzu nasıl değerlendiriyorsunuz?

3-Bu çalışmaya katılmadan önce, yansımalı yaklaşım hakkında var olan tutumlarınızla şimdiki tutumlarınızı nasıl değerlendiriyorsunuz?

4-Önümüzdeki süreçte yansımalı öğretim bağlamında planlarınız var mı?

5- Eğer bu çalışma ile ilgili ifade etmek istediğiniz başka görüşleriniz varsa, lütfen belirtiniz.

Katılımınız için teşekkür ederim
Çiğdem Kirazlar

INTERVIEW

1- Has the diary study made any changes in you regarding following areas?
( ) Yes ( ) No

If your answer is "yes", please specify and explain the area you chose. (You can tick more than one)

( ) The way of your teaching

( ) Your attitudes towards English teaching profession

( ) Your attitudes towards students

( ) Your studies with other teachers

( ) Other (Please specify)…………………………………………………………

2- When you view yourself, how do you evaluate your condition before and after the diary study?

3- How do you evaluate your attitudes about reflective teaching before and after participating in this study?

4- Have you got plans regarding reflective teaching in the following years?

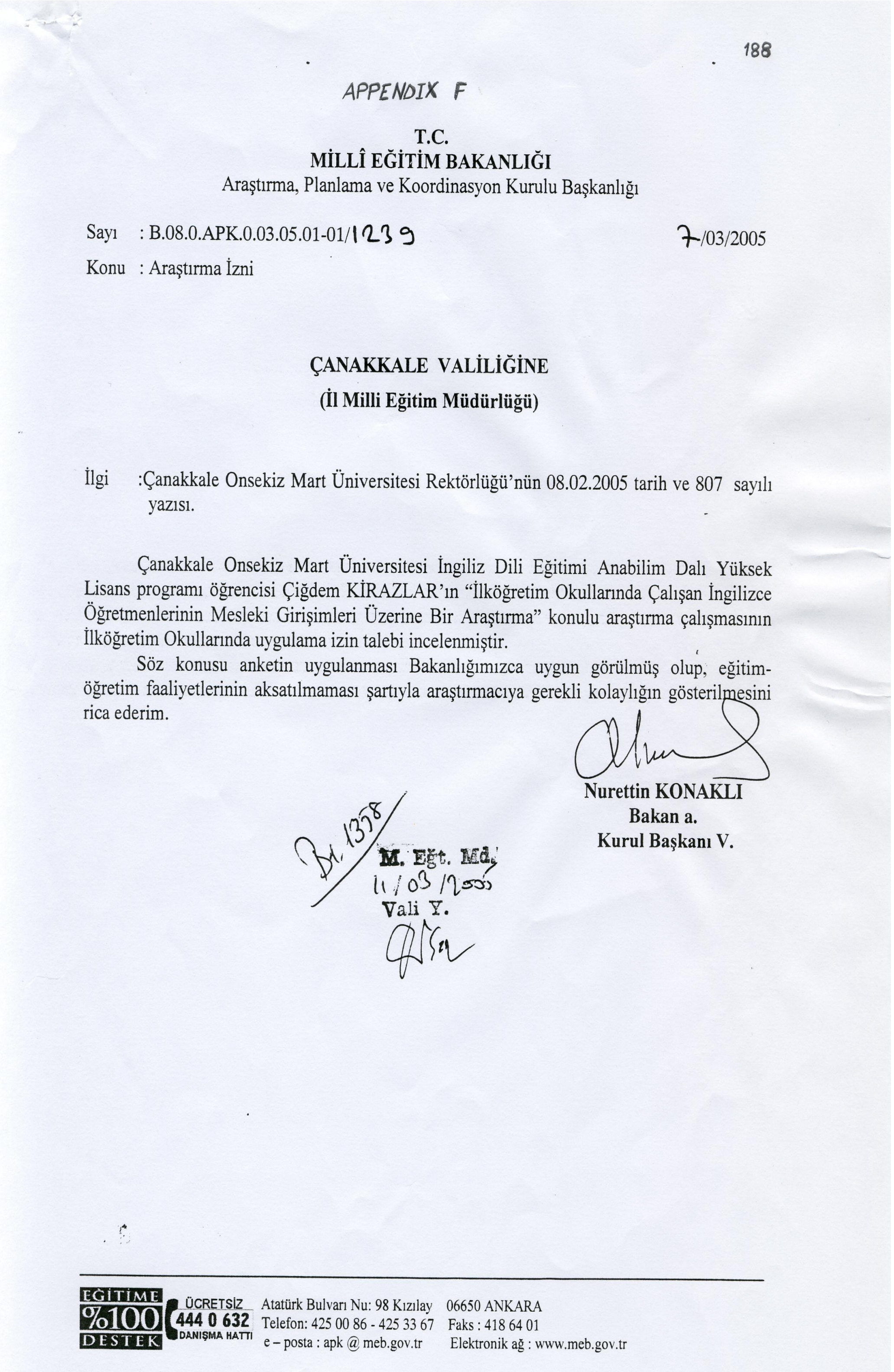
5- If you have another opinion about this study, please specify.

Thank you for your participation…

APPENDIX E

Mean values for all the statements in the attitude scale

		$\overline{X}$	**SD**
1-	Öğretmenler bir ülkenin mimarlarıdır.	4,67	,48
2-	Öğretmenlik mesleği toplum yaşantısı için önemlidir	4,67	,68
3-	Öğretmenlik sıkıcı bir meslektir.	4,33	,55
4-	Öğretmenlik sıradan insanlar tarafından yapılabilecek bir meslektir.	4,30	1,03
5-	Çocukları eğitmenin ve onlara bir şeyler öğretmenin yerini hiçbir şey tutamaz.	4,22	1,15
6-	Hayatta seçmeyi düşünebileceğim en son meslek öğretmenlikti.	4,19	1,14
7-	Öğretmenlik, özel yetenek isteyen bir meslektir.	4,15	1,17
8-	Öğretmenlik zorunlu kalmadıkça yapılacak bir meslek değildir.	4,15	1,13
9-	Öğretmenlik kutsal mesleklerden biridir.	4,11	1,19
10-	Öğretmenlik bana uygun bir meslek değildir.	4,11	,97
11-	Öğretmenlik sevilen bir meslektir.	3,96	1,13
12-	Öğretmenlik yapmayı düşünmediğim bir meslekti.	3,89	1,31
13-	Öğretmenlik kişiyi monoton bir hayata sürükler.	3,85	1,06
14-	Öğretmenlik iş doyumu olan bir meslektir.	3,85	1,29
15-	Öğretmenlik saygın bir meslektir.	3,85	1,20
16-	Öğretmenlik insana üstün nitelikler kazandırır.	3,78	1,19
17-	Uzun tatilleri olmasaydı yine de öğretmenlik yapardım.	3,74	1,13
18-	İş garantim olmasaydı öğretmenlik yapmazdım.	3,74	1,20
19-	Benim için en uygun meslek öğretmenliktir.	3,70	1,32
20-	Maddi açıdan tatmin etmese de öğretmenlik mesleğini bırakmam.	3,56	1,34
21-	Öğretmen olmak için yaratıldığıma inanıyorum.	3,48	1,12
22-	Öğretmenlik değer verilen mesleklerden biridir.	3,48	1,31
23-	Hangi koşullar altında olursa olsun öğretmenliğe devam ederim.	3,48	1,34
24-	Dünyaya tekrar gelsem yine öğretmenliği seçerdim.	3,33	1,27
25-	Öğretmenlik yapmak yerine daha çok para gerektiren işler yapmayı tercih ederim.	3,30	1,30
26-	Kendimi küçüklüğümden beri öğretmen olmak için hazırladım.	3,22	1,40
27-	Öğretmenlik hayallerimi süsleyen bir meslekti.	3,00	1,30
28-	Öğretmenlikte emeklerimin karşılığını alamıyorum.	2,37	1,24
29-	Öğretmenliğin hiçbir çekici yanı yoktur.	1,74	1,06



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APPENDIX F

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Araştırma, Planlama ve Koordinasyon Kurulu Başkanlığı

Sayı : B.08.0.APK.0.03.05.01-01/1239 7/03/2005
Konu : Araştırma İzni

ÇANAKKALE VALİLİĞİNE
(İl Milli Eğitim Müdürlüğü)

İlgi :Çanakkale Onsekiz Mart Üniversitesi Rektörlüğü'nün 08.02.2005 tarih ve 807 sayılı yazısı.

Çanakkale Onsekiz Mart Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı Yüksek Lisans programı öğrencisi Çiğdem KİRAZLAR'ın "İlköğretim Okullarında Çalışan İngilizce Öğretmenlerinin Mesleki Girişimleri Üzerine Bir Araştırma" konulu araştırma çalışmasının İlköğretim Okullarında uygulama izin talebi incelenmiştir.

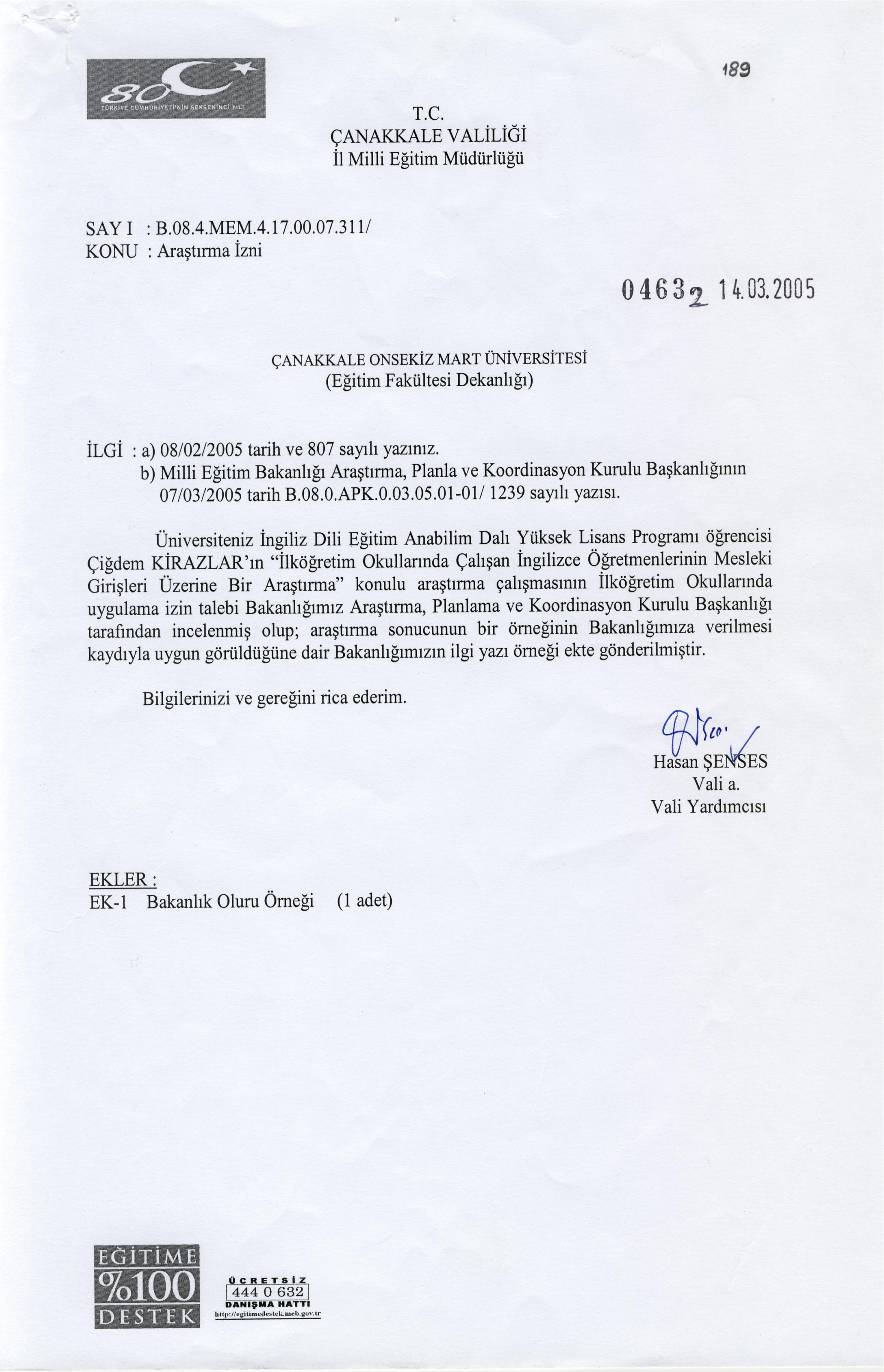
Söz konusu anketin uygulanması Bakanlığımızca uygun görülmüş olup, eğitim-öğretim faaliyetlerinin aksatılmaması şartıyla araştırmacıya gerekli kolaylığın gösterilmesini rica ederim.

Nurettin KONAKLI
Bakan a.
Kurul Başkanı V.

Bl. 1358
M. Eğt. Md.
11/03/2005
Vali Y.

EĞİTİME %100 DESTEK
ÜCRETSİZ 444 0 632 DANIŞMA HATTI

Atatürk Bulvarı Nu: 98 Kızılay 06650 ANKARA
Telefon: 425 00 86 - 425 33 67 Faks : 418 64 01
e – posta : apk @ meb.gov.tr Elektronik ağ : www.meb.gov.tr



80 TÜRKİYE CUMHURİYETİ'NİN SEKSENİNCİ YILI

T.C.
ÇANAKKALE VALİLİĞİ
İl Milli Eğitim Müdürlüğü

SAY I : B.08.4.MEM.4.17.00.07.311/
KONU : Araştırma İzni

04632 14.03.2005

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
(Eğitim Fakültesi Dekanlığı)

İLGİ : a) 08/02/2005 tarih ve 807 sayılı yazınız.
b) Milli Eğitim Bakanlığı Araştırma, Planla ve Koordinasyon Kurulu Başkanlığının 07/03/2005 tarih B.08.0.APK.0.03.05.01-01/ 1239 sayılı yazısı.

Üniversiteniz İngiliz Dili Eğitim Anabilim Dalı Yüksek Lisans Programı öğrencisi Çiğdem KİRAZLAR'ın "İlköğretim Okullarında Çalışan İngilizce Öğretmenlerinin Mesleki Girişleri Üzerine Bir Araştırma" konulu araştırma çalışmasının İlköğretim Okullarında uygulama izin talebi Bakanlığımız Araştırma, Planlama ve Koordinasyon Kurulu Başkanlığı tarafından incelenmiş olup; araştırma sonucunun bir örneğinin Bakanlığımıza verilmesi kaydıyla uygun görüldüğüne dair Bakanlığımızın ilgi yazı örneği ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Hasan ŞENSES
Vali a.
Vali Yardımcısı

EKLER :
EK-1 Bakanlık Oluru Örneği (1 adet)

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