**T.C**
**ISTANBUL AYDIN UNIVERSITY**
**INSTITUTE OF GRADUATE STUDIES**



# EFFECTS OF REFLECTIVE COACHING ON PRE-SERVICE EFL TEACHERS' INSTRUCTIONAL SKILLS AND SENSE OF EFFICACY

**Ph.D. THESIS**

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**Department of English Language and Literature**

**English Language and Literature Program**

**MARCH 2020**

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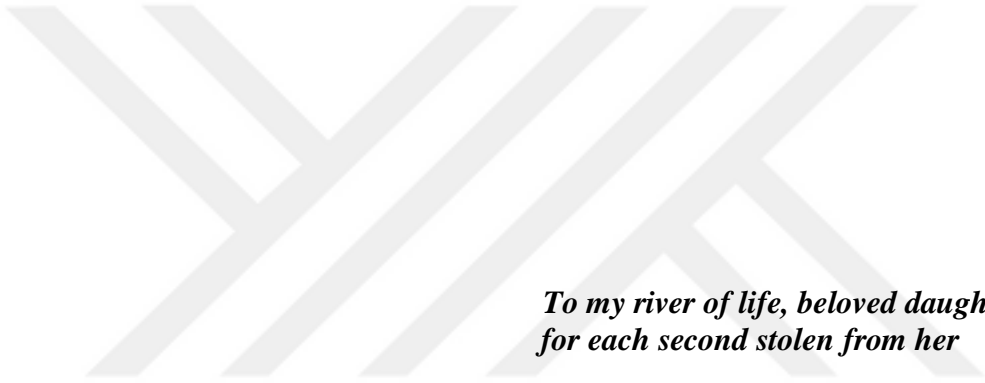
**Thesis Advisor: Prof. Dr. Türkay BULUT**

**MARCH 2020**

**DECLARATION**

I hereby declare that all information in this thesis document "Effects of Reflective Coaching on Pre-Service EFL Teachers' Instructional Skills and Sense of Efficacy" has been obtained and presented in accordance with academic rules and ethical values. I also declare that, as required by these rules and values, I have fully cited and referenced all material and results, which are not original to this thesis. (13/03/2020).

**Mübeher ÜRÜN GÖKER**

*To my river of life, beloved daughter Nileyn,*
*for each second stolen from her*

## FOREWORD

I would like to thank to my thesis advisor Prof. Dr. Türkay Bulut, and my committee members Assoc. Prof. Dr. Hatice Gülru Yüksel, and Assist. Prof. Dr. Hülya Yumru for their fruitful comments and feedback on this research.

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Finally, many thanks go out to my husband Süleyman, who has supported me with his devotion and commitment throughout this long process. I am also grateful to my sunshine, my beloved daughter Nileyn, who has been enough mature to understand the reason of her mother missing out on the late nights and stolen times from her. I am also thankful to her to motivate me with her shining smile, adoring heart, being my angel.

**March 2020**                                                                                     **Mübeher ÜRÜN GÖKER**

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## ABBREVIATIONS

| | | |
|---|---|---|
| **B.A** | **:** | Bachelor |
| **CHEA** | **:** | Council for Higher Education Accreditation |
| **COMU** | **:** | Canakkale Onsekiz Mart University |
| **CR** | **:** | Critical Reflection |
| **EFL** | **:** | English as a Foreign Language |
| **ELT** | **:** | English Language Teaching |
| **EPOSTL** | **:** | European Portfolio for Student Teachers of Languages |
| **NBPTS** | **:** | National Board for Professional Teaching Standards |
| **NCATE** | **:** | National Council for Accreditation of Teacher Education |
| **NR** | **:** | Non-Reflection |
| **PC** | **:** | Post-Conference |
| **PETES** | **:** | Physical Education Teaching Efficacy Scale |
| **R** | **:** | Reflection |
| **RC** | **:** | Reflective Coaching |
| **RCD** | **:** | Reflective Coach's Diary |
| **RCTEF** | **:** | Reflective Coaching Training Evaluation Form |
| **RD** | **:** | Reflective Diary |
| **RIWRC** | **:** | Recording of Interaction with Reflective Coach |
| **SATPLR** | **:** | Self-Assessment Tool for Post-Lesson Reflection |
| **SFL** | **:** | School of Foreign Languages |
| **SPSS** | **:** | Statistical Package for Social Sciences |
| **ST** | **:** | Student Teacher |
| **TEFL** | **:** | Teaching English as a Foreign Language |
| **TSE** | **:** | Teachers' Sense of Efficacy |
| **TSES** | **:** | Teachers' Sense of Efficacy Scale |
| **VR** | **:** | Video Recording |

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# YANSITICI KOÇLUĞUN İNGİLİZCE ÖĞRETMEN ADAYLARININ ÖĞRETİM BECERİLERİ VE ÖZ-YETERLİKLERİ ÜZERİNE ETKİSİ

## ÖZET

Bu tez, İngilizce öğretmen adaylarının öz-yeterlik ve öğretim becerilerinin geliştirilmesinde yansıtıcı koçluğun (YK) etkisini araştırmayı amaçlamaktadır. Bu çalışmada kullanılan yansıtıcı koçluk programı (rehber eşliğinde yansıtıcı öğretim), araştırmacı tarafından 2016 yılında, büyük ölçüde yansıtmanın temel ilkeleri, güçlü ve zayıf yanların öz-analizi, yansıtma ilkeleri, kişisel ifadelerin yazımı ve yansıtıcı öğretime dayandırılarak geliştirilip uyarlanmıştır. Bu çalışma için kullanılan araştırma yöntemi hem nicel hem de nitel olup, çalışma ön/son test tasarımına dayanan bir tek vaka çalışmasıdır. Bu araştırmaya 21-22 yaşları arasında, Çanakkale Onsekiz Mart Üniversitesi, Eğitim Fakültesi'nde İngilizce Öğretmenliği lisans programına devam etmekte olan sekiz gönüllü (bir erkek ve yedi kadın) öğretmen adayı katılmıştır. Bu çalışmanın ön/son test tasarımı için bir vaka çalışması grubu oluşturulmuştur. Çalışma, 11 Şubat 2019 ve 17 Mayıs 2019 tarihleri arasında yapılmıştır. Katılımcılar, Türkiye'de öğretmen yetiştirme programları için zorunlu olan Öğretmenlik Uygulaması dersini yaparken araştırmaya katılmışlardır. Veriler dersin uygulama sürecinde toplanmış olup, veri toplamadan önce, araştırmacı tarafından hazırlanan öğretmen değerlendirmesi ve yansıtıcı koçluk konulu 15 saatlik bir eğitim verilmiştir. Niteliksel çalışmaların özelliklerini dikkate alarak, araştırmacı, çalışmanın bütün aşamalarına hem araştırmacı hem de yansıtıcı bir koç olarak aktif bir şekilde katılmıştır. (YK) programının uygulanması sırasında, araştırmacı istendik öğretim davranışları temsil eden üç farklı öğretim becerisi üzerinde özellikle durmuştur. Bu bağlamda, birinci ölçme aracı olarak, (YK) programının her öğretim becerisinin gelişimi üzerindeki etkilerini görmek için, 26 maddelik üç temel öğretim becerisinden (Planlama, Kişisel ve Mesleki Nitelikler, Uygulama) oluşan Ders Sonrası Yansıtıcı Öz Değerlendirme Ölçeği kullanılmıştır. İkinci ölçme aracı olarak, etkinlik yapma kapasitesine sahip bir öğretmen adayının daha dinamik ve kendisinin belirleyeceği öğretmenlik şeklini uygulayabileceği varsayıldığı için, Öğretmen Öz-yeterlilik Ölçeği (uzun form) kullanılmıştır. Bu iki araç hem ön değerlendirme hem de sonrası değerlendirme için kullanılmıştır. Üçüncü ölçme aracı olarak uygulama sonunda yararlanmak üzere araştırmacı tarafından öğretmen adaylarının yansıtıcı koçluk programından memnuniyetlerini değerlendirmek için hazırlanan açık uçlu sorular içeren bir değerlendirme anketi ve uygulama boyunca öğretmen adayları tarafından tutulan yansıtıcı günlükler, yansıtıcı koç ile öğretmen adayları arasında geçen konuşmaların kayıtları ve araştırmacının tuttuğu günlük kullanılmıştır. Ayrıca, bütün dersler veri analizi için videoya kaydedilmiştir. Elde edilen bulguların, yansıtıcı koçluğun İngilizce öğretmenleri ve müfredat tasarımcıları için öğretim becerileri ve öz-yeterlik ile ilgili öneriler geliştirmede nasıl bir araç olabileceği konusunda katkılarının olması beklenmektedir.

**Anahtar Kelimeler:** *Yansıtıcı koçluk, hizmet öncesi öğretmen eğitimi, öğretim becerileri, İngilizce öğretmeni değerlendirmesi, öz-yeterlik, yansıtıcı günlükler*

# EFFECTS OF REFLECTIVE COACHING ON PRE-SERVICE EFL TEACHERS' INSTRUCTIONAL SKILLS AND SENSE OF EFFICACY

## ABSTRACT

This thesis aimed to inquire the effect of the reflective coaching (RC) on development of pre-service EFL (English as a Foreign Language) teachers' sense of efficacy and instructional skills. The reflective coaching program (guided reflective teaching) used in this study was developed and adapted by the researcher in 2016 mainly based on the theoretical views and principles of reflection, self-analysis of strengths and weaknesses and the writing of personal statements, and reflective teaching. The research approach used for this study was both quantitative and qualitative and this study is a single case study based on pre/post-test design. To achieve this goal, eight volunteer male and female (one male and seven female) undergraduate students, aged from 21 to 22, attending B.A. program in ELT, Faculty of Education, Çanakkale Onsekiz Mart University, Turkey participated in the study. For the pre/post-test design of this study, one case study group was formed. The study was conducted between February 11, 2019 and May 17, 2019. The participants participated in the study while they were doing Teaching Practice course, which is essential for teacher education program in Turkey. The data were collected during the Teaching Practicum course. Before the data collection, the 15-hour training on teacher evaluation and reflective coaching prepared by the researcher was held prior to the treatment by the researcher. Considering the nature of qualitative studies, the researcher was personally and actively involved in all stages of the study as both as a researcher and a reflective coach. During the implementation of the (RC) program, the researcher also employed an overview of the instructional skills, which represented teaching behaviors desired. Within this context, the Self-Assessment Tool for Post-Lesson Reflection consisting of three main instructional skills with 26 items (Planning, Personal and Professional Qualities, Implementation) was be utilized as the first instrument to see effects of the treatment on development of each instructional skill. The second instrument utilized in this study was the Teachers' Sense of Efficacy Scale (long form) supposing that a student teacher with a capacity to produce an event could manage more dynamic and self-determined teaching. These two instruments were used for both pre and post assessment. As the third instrument, an evaluation questionnaire with open-ended questions prepared by the researcher to assess the student teachers' satisfaction with the reflective coaching program after the treatment and the reflective diary sheets, the recordings of the interactions of the student teachers with the reflective coach and the diary kept by the researcher was employed during the treatment. All the lessons were video-recorded for the analysis of the data. The findings are expected to have implications for how reflective coaching can be a means to improve instructional skills and sense of efficacy and recommendations for EFL teachers and curriculum designers will also be made.

**Keywords:** *Reflective coaching, pre-service teacher education, instructional skills, EFL teacher evaluation, sense of efficacy, reflective diaries*

# 1. INTRODUCTION

Several second/foreign language teaching approaches such as Communicative Language Teaching, Audio-Lingual Method, Content or Task-based Language Teaching have been introduced over the last few decades. It is clear to see that almost all of them give emphasis on how to teach effectively and increase the communicative competence of the students. However, they seem to ignore the complexness of the teacher preparation programs. From the early 1970s, there has been an obvious change in conceptualizing of what we actually mean with teacher preparation and education in TEFL contexts. This change has naturally necessitated more reflective learning and teaching environments for the teacher preparation programs.

Considering the current situation in Turkey, both during the in-service and pre-service education, the teachers and student teachers have difficulty finding environments, in which reflective learning opportunities are provided. One can hardly maintain that they are evaluated and given constructive feedback on their performance by the supervisors in the school context or the teacher educator during the pre-service teacher education. This chaotic situation is hardly said to provide the student teachers and teachers with opportunities for critical inquiry and reflection.

Dewey (1933) defined reflection as an "active, persisting, and careful concern of assumed form of knowledge or belief considering the bases that promote it and additional conclusions to which it tends" (p. 9) allowing individuals to think in a critical and scientific way. On another level, Schön's (1983, 1987) principles regarding reflective practice have been regarded as the most widely accepted grounds of reflection in the field of education since Dewey (Crain, 2005). For Schön (1987), practicians "exhibit a kind of knowing-in-practice, most of which is tacit" (p. 30) and participate in reflection-in-action while reflecting during an event and change things during that event. Particularly, while participating in reflection-in action, practicians break off in the middle of that action, make changes and adopt their approaches to

develop their practice if necessary (Schön, 1983). To be able to create reflective environments for such practices, the teachers and teacher candidates should be given opportunities for critical inquiry and reflection to carry out reflective practice.

Within this context, reflective coaching, as a formative approach, plays a key role in encouraging self-evaluation and helping teachers develop their own teaching skills. It also creates endeavors giving priority to collaboration serving as a feasible and potentially reusable supervision model both in in-service and pre-service contexts. Considered from this angle, the reflective coaches trained may act as the supervisors in all school contexts.

The practitioners who can make use of reflective practices during and after an event could be called as the reflective coaches. From a broader perspective, the coaches try to understand the environment and act accordingly. According to the studies in the field of reflective practice, reflective coaching is a significant component in developing oneself as an expert and coaches engage in reflective practice continuously (Farrell, 2011; Gilbert & Trudel, 2001; Kennedy & Smith, 2013; UNESCO, 2015). Within this context, critical thinking is considered to help reflective coaches make changes and employ new materials and methods at different teaching and learning contexts. This sort of critical analysis naturally brings classroom experiences into teaching and learning contexts providing learners and teachers with deeper awareness on what is actually happening in a classroom. In other words, critical analysis of any teaching contexts could also be called reflective analysis of teaching, which is a powerful way of promoting appropriate reflective practice culturally and developmentally (Burns & Lawrie, 2015; Diaz, 2013; Milner, 2003). Implementations of different reflective practices both in–service process of teaching and pre-service teacher education programs have been examined widely (Kullman, 1998; Schön, 1987; Stanly, 1998) just like in other fields as they are regarded as a great asset in teacher education.

For the sake of understanding the context of reflective coaching in our study, we define it as a "guided reflective teaching". Pennington (1992, p.47) describes the reflective teaching as "deliberating on experience, and that of mirroring experience". It is a process of reconstructing or reorganizing experience to enhance the meaning of an experience (Rodgers, 2002). Dewey (1933) points out two important phases of reflection perceiving and interpreting experiences. The first phase is critical because

a teacher's interpretation depends on how s/he perceives her/his experiences. Dewey (1933, p.96) adds that interpretations are subject to "the individual's own desires, preferences, interests, or even his immediate state passion."

It is clear that a teacher learns more about teaching by doing, and s/he keeps thinking about what was effective in his or her class and what needed to be improved. S/he also thinks about the students – those who learn better and those who seem to be having difficulty. This type of thinking is called reflection; in other words, they look into a mirror. Through this type of reflective thinking, they keep looking at themselves and tend to admit what they have done or change it (Jung, 2012; Runhaar, Sanders & Yang, 2010; Waring, 2013). They also want to be sensitive to the issues in that society. They keep thinking about the beliefs, values, and traditions that they are willing to pass on to their learners. There are some key questions, some of which are given below, each teacher constantly asks themselves:

- To what extent am I aware of my weaknesses and strengths?
- In what ways have I developed? How can I continue to work on?
- What are my feelings for my class? Why?
- Was the pacing of my lesson effective or not?
- Did my students really gain quality learning outcomes?
- To what extent am I aware of my talk time and learner talk time?
- Do I have any idea about what I noticed in my lesson?
- What types of changes would I make next time?

Reflective practice provides the teachers and the student teachers with opportunities to specify their weaknesses and strengths in terms of improving their instructional skills. This type of practice will push them to find ways to solve the problems. It can clearly be stated that the student teachers will have various problems both in choosing teaching techniques and executing their plans. They will also have problems to select teaching materials suitable for their students. Any reflective coaching program could easily provide them with opportunities to select and use authentic materials.

Improvement in instructional skills will be largely dependent on how much a teacher or a student teacher is concerned with a particular aspect of teaching. In other words, the larger their concern about a particular teaching component, the more attention

and attempt they will pay to improve that particular component. Through the reflective coaching, the student teachers' concerns will be influenced by their perception of their failure or weakness and their conception of a certain teaching component. The milestone of any initiation program is the prospective relation to be created between an experienced mentor and a new teacher. Within this framework, when you feel that you are a teacher spending time to any research initiation program, you want to see the kind of reflective coach you merit. This person must be a trained mentor to provide you with the necessary resource and useful guidelines increasing your self-efficacy and your capacity to improve your instructional skills you will have as a new teacher.

The reflective coaches, from this standpoint of view, give new teachers a powerful and rich, coaching experience built on their skills and knowledge and enhances sense of efficacy of them. Their professional and reflective learning as well as depth of understanding serve for revealing an individualized initiation experience. For the purpose of this study, we believe that through the guided reflective teaching, the reflective coach will help the teachers, or the student teachers bring to bear their awareness and understanding about their teaching in order to move to a constructive direction. Their perception of their failure or weakness will help them discover more about their sense of efficacy.

Teachers' sense of efficacy can be defined as the view that they could have a beneficial impact on student learning and perform a given task to achieve desirable learning outcomes in a given situation (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Employing a reflective approach to help the teachers develop them naturally reinforces their inner doubt and dissatisfaction regarding what they do, which in turn encourages them to reflect on their actions, play the role of the researcher in collecting data, and use critical thinking to reach a deeper understanding of the problem, and thus develop appropriate solutions for it (Rayan, 2014).

Scholars have tried to find out interconnections between teacher sense of efficacy and reflective teaching (Alcı & Yüksel, 2012; Romi & Leiser, 2006; Runhaar et al., 2010). For example, Stallions, Murrill and Earp (2012) maintain that reflection about challenges and critical times, which are not anticipated during the first years of career, could help teachers increase their professional efficacy. However, not many previous studies have connected teacher efficacy with reflective coaching, but

establishing a link between them looks credible believing that they would make a difference and regard the reflective coaching as a great opportunity to enlarge and change their teaching approaches if they are supervised and evaluated systematically and properly. Paradoxically, however, the teachers regarding student learning as overwhelmed by uncontrollable forces are likely to see the reflective coaching as nothing but more work. In a similar way, the teachers having a higher level of efficacy tend to be more eager to admit negative feedback, which would come from a coach.

Efficacy beliefs and self-confidence are also believed to develop by means of guided reflective practice facilities for teachers (Yeh, 2006), learning community behaviors (Kennedy & Smith, 2013), microteaching (Donnelly & Fitzmaurice, 2011), mentoring, and self-study (Sibbald, 2008). It can be maintained that coaches can be motivated more by teachers with high efficacy who feel that improvement in teaching is profitable. The coaches, like the consultants of curriculum searched by Alpert, Weiner, and Ludwig (1979), could be more sensitive to the demands of "well patients"-teachers least needing help. For example, two different research studies (Poole & Okeafor, 1989; Poole, Okeafor, & Sloan, 1989) tried to find out the relationship among teacher efficacy, teacher practice, and teacher cooperation, in which where there was "natural" coaching. None of these studies formed networks of formal coaching; however, there was a strong informal coaching in each of them.

## 1.1. Background of the Study

The teacher education programs today are often prepared for the student teachers to help them create a vision to foresee the daily requisites of teaching. They are expected to improve their capacity to think in a critical, intuitive and reflective way about the emotional, social and mental components of classroom and schools. Almost all coursework of education incorporates theoretical background supporting the student teachers in giving informed decisions about instruction and curriculum.

Like in all other teacher education programs, coursework of education in TEFL incorporates theoretical background in second/foreign language teaching approaches such as Communicative Language Teaching, Audio-Lingual Method, Content or Task-based Language Teaching. One can easily say that almost all of them give emphasis on how to teach effectively and increase the communicative competence of

students. However, the most disputative characteristic of teacher education programs in TEFL is the link between theory and practice. In other words, what student teachers often struggle to do is that they install theoretical courses in their teaching (Duquette, 1993; Fang, 1996). The actual transformation from being a student to be a teacher necessitates analysis of their biases, understanding of their classroom environments as well as an attentive deliberateness about their teaching approaches. To be able to do that, new teachers must be given real environments to critically think about their performance they could have assumed and to what extent their teaching practice promotes fair learning conditions. Nonetheless, "experience on its own is not the 'master teacher' of the reflective process" (Ferry, 1995, p. 1). From this perspective, according to Schön (1987), what makes the experienced teachers different from the beginning ones is their ability to think about what they are actually doing while they are doing it. That is why, helping development of these abilities should be the teacher educators' role. The irony which is seen in the teacher education programs is that when the student teachers are most in need of help in acquiring abilities of reflection and establishing a link between the theory and the practice, they are often excluded from their teacher educator at universities. Unfortunately, the situation in Turkey is similar to the situation given above, and the student teachers in the field of TEFL suffer from this isolation in Turkey. The teacher educators giving Teaching Practice courses at the universities fail to establish a link between academic preparation and experiences gained in school-based fields as they do not spend enough time for evaluation let alone give energy to improve reflective practice of their student teachers.

Turkey has gone through a very rich experience of teacher education with the Higher Teacher Schools, the Village Institutes, the Educational Institutes and the Two-Year Educational Institutes. Currently teacher education is given at the B.A. programs of the Education Faculties. Nevertheless, the quality of these programs is still debatable as they do not provide enough time for the practicum, which is essential in drawing the student teachers into professional practice. Tasks and activities provided by the Teaching Practice courses in Turkey employ a few practicum contexts. These courses mainly target tasks such as class observation, micro-teaching, and full-lesson teaching. In these courses, the student teachers are given different contexts, in which they can exhibit their teaching skills gained from other methodology-based courses.

Under the current situation in Turkey, during the Teaching Practice courses, the student teachers usually are just observed and not evaluated by the instructors. As well-known, during an observation, we just experience directly with our senses and it contains "just the facts," however, when we evaluate, we interpret what we observe and produce a judgment. This judgment should be done through effective feedback, which the student teachers need. This situation restricts opportunities of the student teachers for reflective practice, and almost no opportunity is given to them for critical inquiry and reflection.

From this perspective, reflective practice has proven to be efficacious to contribute to the quality of the teacher education programs (Farrell 2008, Klassen & Durksen 2014; Nguyen, 2017; Richards, 1990; Schön, 1983). To achieve this, a wide variety of conceptions in the teacher education programs have been employed to promote the student teachers to reflect on their teaching in a meaningful and effective way. Although a few of them look suitable for encouraging reflective practice, this study will examine how the reflective coaching model for the student teachers facilitates their reflection during their teaching practice. Albeit having a limited sample size, this study can show how the reflective coaching would be a means to improve teaching skills and sense of efficacy of the student teachers. Finally, this study is expected to give critical perceptions for teacher educators and advocate the utilization of reflective coaching to ease reflective teaching and review among the student teachers who need to develop their reflective practice.

## 1.2. Statement of the Problem

The teacher educators who are actively engaged in the teacher education programs have acknowledged for decades that the student teachers go through required phases since they improve the understanding of their learning and teaching contexts (McCormack, Gore & Thomas, 2006). According to Fuller (1969) and Borich (2000), when the student teachers start teaching positions at schools, they shift from a concentration on themselves and how much their students like them to preparing context, and finally to whether and what their students are learning. As this process is developmental, the teacher educators should be patient during this process in deciding when and how to encourage the student teachers strategically for development. That is to say, the principle of this type of development is a move from

reflection on themselves to reflection on processes of learning. According to the student teachers, experienced ones carry out reflection-in-action focusing on the capacity to react to surprisal with extemporization (Schön, 1990), apparently with no struggle. The key question here is how those student teachers would improve those invisible skills, or how their capacity to reflect-in/on-action could be enhanced in the practicum courses of the teacher education programs.

Taking the discussion and background of the study into consideration, the practicum is provided just before the end of pre-service teacher education programs in TEFL although it is an essential part of teacher education programs in Turkey. From this standpoint of view, opportunities provided to employ teaching practice activities are limited. Moreover, the practicum duration is just a few weeks and enough credits are not given to the practicum in ELT departments in Turkey. This situation raises serious concerns both about the quality and length of the practicum. Examining how the reflective coaching model among the student teachers facilitate their reflection during their teaching practice, this study will contribute to the quality of the practicum.

As can be seen, much of the literature and scholar work emphasize the significance of reflective practice and strategies, little of them provides teacher educators with guidelines and direction on the implementation of processes and methods of reflective practice and limited number of studies, some of which are given above, have examined the extent to which teacher educators implement reflective process. Within this framework, to be able to address those research gaps, our study also aims to identify and examine the reflective coaching and teaching strategies, which can be used by the teacher educators.

The fourteen-week reflective coaching program used in this study was developed and adapted by the researcher in 2016 (Ürün Göker & Göker, 2017) mainly based on the principles of reflection (Schön, 1983), self-analysis of strengths and weaknesses, the writing of personal statements, and reflective teaching (Richards, 1990; Richards & Lockhart, 1992). The program was conducted with 30 student teachers from the Department of Primary School Teaching, Education Faculty, Artvin Coruh University, Turkey in 2016. The treatment section of this study was conducted between February 11, 2019 and May 17, 2019. The participants from ELT Department of Çanakkale Onsekiz Mart University participated in this study while

doing Teaching Practice course during the Spring term in the Academic Year 2018-2019.

## 1.3. Aim of the Study

The aim of this study was to explore the effects of the reflective coaching on the increase of sense of efficacy and level of perceived development in instructional skills of EFL student teachers before and after the implementation of the reflective coaching program mainly based on the principles of reflection and the reflective teaching. The ultimate goal was to make the student teachers aware of their weaknesses and strengths in the form of self-analysis as part of reflective practice.

Based on the aims of the study, the research questions outlined for this study are given below:

1. Does reflective coaching help the student teachers increase their sense of efficacy?
2. Does reflective coaching help the student teachers increase their level of perceived development in instructional skills?
3. Are the student teachers satisfied with the reflective coaching program conducted?
4. What are the gains of the coach during the reflective coaching program?

The answers to the research question 1 were given through the data to be collected from the pre-post test results of the Teachers' Sense of Efficacy Scale (TSES) (long form-Appendix I), partly from the reflective diary sheets, the video-recordings, and the recordings of the interactions of the student teachers with the reflective coach during the treatment. The answers to the research question 2 were reached through the Self-Assessment Tool for Post-Lesson Reflection (SATPLR) (Appendix H), partly from the reflective diary sheets, the video-recordings, and the recordings of the interactions of the student teachers with the reflective coach during the treatment. The answers to the research question 3 were reached through the reflective coaching training evaluation form (Appendix J), and the recordings of the interactions of the student teachers with the reflective coach

during treatment. Finally, the answers to the research question 4 were given through the diary that the researcher had kept during the treatment.

## 1.4. Significance of the Study

Even though much of the literature and scholar work emphasize the significance of reflective practice and strategies, little of them provides teacher educators with guidelines and direction on the implementation of processes and methods of reflective practice and limited number of studies have examined the extent to which teacher educators implement reflective process. Within this framework, to be able to address those research gaps, this study will increase the body of information and knowledge in efforts to comprehend the understanding of TSE source development of beliefs of the student teachers together with identification and examination of the reflective coaching and teaching strategies, which can be used by teacher educators. Focusing on the development of a reflective coaching model to be utilized for pre-service EFL (English as a Foreign Language) teachers, the results gained through this study will also be significant for a better comprehension of student teachers' TSE sources in an EFL environment. Because teacher trainers and educational policy makers fail to address some of the instructional issues affecting learning quality and they just take norm-referenced assessments mostly conducted one time each year. The results are also believed to contribute to the literature to develop new instructional strategies through similar coaching programs. The reflective coaching program (guided reflective teaching) used in this study was developed and adapted by the researcher in 2016 mainly based on the theoretical views and principles of reflection, self-analysis of strengths and weaknesses and the writing of personal statements, and reflective teaching. Within this context, this reflective coaching program may also be an example to integrate support for academic self-efficacy into the teacher education programs.

## 2. LITERATURE REVIEW

### 2.1. Introduction

The key question in this study is: "Does the coaching really change the teacher effectiveness in the class?" With the aim of the coaching stated as "empowering the teachers to incorporate research-based instructional methods into their classrooms" (Knight & Cornett, n.d., p. 2), many research studies have sought to answer this question. Looking across the sample of literature reviewed in this chapter, there are several categories of research regarding reflection, reflective coaching, teacher efficacy, and teacher development, coaching roles and relationships, coaching and teacher leadership, and teacher learning and change. The main goal of the literature review work is to narrow down the previous studies introducing the framework for the case study that comprises the main focus of the research described in this study.

Throughout our literature review, we will rarely use mentor and coach interchangeably and given priority to the use of the term "coach". Even though there is a slight difference in their qualifications, we take them similar in terms of their job descriptions. The type of relationship between a mentee and mentor may be different even though mentors use the similar tools and skills in their approach to coaching. Also, the quality of this coaching relationship depends on the genuine participation of the parties. A coach, in our consideration, rather helps the teachers find their own solution than offer his or her own advice or opinion, whereas mentors might be more directive providing certain recommendations where appropriate. That is why, we give priority to the use of the term "coach" as we believe that the student teachers will need a reflective or critical learning environment where they will find their own solutions to the problems in their own contexts.

## 2.2. Theoretical Perspectives on Reflection

### 2.2.1. Definition of reflection

John Dewey is known as the key originator of the concept of reflection as an intellectual activity even though it has been utilized since ancient times. For the sake of the content and purpose of our study, we will focus on four main definitions which look to be dominant among previous studies focusing on reflection. Because, in our consideration of what reflection means, we argue that the setting where which reflection occurs with the provision of "structural aids to reflection" impacts both the quality and development of reflective practice. In other words, our target group in this study consists of the student teachers and they bring a philosophy and pedagogy to their education that is grounded in their childhood experiences. They need to learn to reflect and think reflectively, a process that requires extensive modeling, scaffolding, and practice. They will be encouraged to reflect and develop critical evaluation of what they have experienced, especially while performing their practice. This study intends to seek the connection between learning to think reflectively and the use of visual data as an instructional tool. In order to fully understand the study, it is essential consider reflection, reflective thinking and visual data, and how these strands connect to pre-service teacher education and development.

The first definition belongs to Dewey (1933), who described reflection as an "active, persisting, and cautious concern of assumed form of knowledge or belief considering the bases that promote it and further conclusions to which it tends" (p. 9) letting persons think in a scientific and critical way. In other words, he regarded reflection as a deliberative process that can deeply impact individuals' experiences. The second definition is that of Schön (1983, 1987) whose principles regarding reflective practice have been regarded as the most widely accepted grounds of reflection in the field of education since Dewey (Crain, 2005). Schön (1983) maintains that reflection plays a key role in professional thinking and it can help professionals manage more composite and ambiguous problems. For Schön (1987), practicians "exhibit a kind of knowing-in-practice, most of which is tacit" (p. 30) and participate in reflection-in-action while reflecting during an event and change things during that event. Particularly, while participating in reflection-in action, the practicians break off in the middle of that action, make changes and adopt their approaches to develop their

practice if necessary (Schön, 1983). As can be seen, they both maintain that reflection is tightly connected with the act, however, Schön puts more emphasis on reflecting on something whilst doing it than doing it later.

The third definition belongs to Kolb (1984). According to this definition, reflection corresponds an essential component of his development of experiential learning cycle of Lewin. According to Kolb, learners reflect upon a real experience undertaken. The learners later make use of this reflection to achieve the objectives and later conceive whatever they have experienced. Doing so, they can create more real-life situations making use of this type of experimentation. All the reflective actions are closely connected with the action. Based on these views, Kolb proposes an experiential learning cycle that will lead to opportunities of learning new things. The Kolb cycle is believed to enable individuals an experience that will possibly ease deeper levels of pedagogical reflection. This cycle will be discussed in the experiential learning section more deeply.

The final definition is that of Richards (1990) and we will focus on it for the sake of content of our study and rationale for it. According to Richards, reflection is considered to be critical reflection, which refers to a process or activity in which an experience is called back, taken into consideration, and assessed, often in referring to a wider goal. In other words, it is a reaction to past experience and includes deliberate recall and analysis of that experience and decision-making and as a reference for further plans and actions. The key question Richards asks is how teachers can proceed beyond the fixed and habitual reactions to class environments and gain more awareness of what and how they act, of the decision types, and of the outcomes and value of a certain decision. Richards further proposes that teachers can gain them via observation and reflection on their own teaching practice. Doing so, they can bring about change in their teaching behaviors through using observation and reflection and Richards (1990) describes this approach to teaching as 'Reflective Teaching'. Through these two essential tools, the teachers can find out in what ways a reflective teaching view could be improved.

### 2.2.2. Components of reflection

For the sake of the purpose of our study, four main definitions of reflection, as discussed above, form the base of our theoretical standpoint of view. However, these four definitions also produce four significant issues on reflection that come out of the original work of Dewey. The first is whether reflectivity is restricted to process of thought on action or is completely connected with action (Grant & Zeichner, 1984; Noffke & Brennan, 1988). The second one has to do with the time frames during which reflection occurs. In other words, it is important to see whether it is quick and short term to some extent, or rather more widened and standardized, as Dewey appears to involve (Farrah, 1988; Schön, 1983). The third one proposes whether reflection is by its very nature problem-centered or not (Adler, 1991; Calderhead, 1989; Schön, 1987). Finally, the fourth one is related to how consciously the one reflecting values wider cultural, political, and historical assumptions or values in drawing up real life problems to which solutions are being searched, a process determined as 'critical reflection' (Gore & Zeichner, 1991; Noordhoff & Kleinfeld, 1988; Smyth, 1989). Within this context, there is consensus on the fact that reflection is a specific type of thought (Kremer-Hayon, 1988; McNamara, 1990; Sparks-Langer & Colton, 1991).

Reflection could be beneficial in any attempt of learning from any experience. From this standpoint of view, Schön (1983, 1987) pointed out the value of reflection in promoting the professionals to find out and develop their practice. That is why, reflection has all been an interesting topic for professionals in educational contexts following the Dewey's work, however, educators were more interested in prompted by Schön (1983, 1987). There are two reasons for this. The first one is that Schön (1987) maintains that reflection is intimately bound up with action. The second one is that he is interested in the complete cycle of professional "doing" coupled with reflective practice leading to modification of acts. These two key issues have always been a term of interest to educators and they have installed them in professional development programs. Because, they believe that professionals should learn to construct the composite and uncertain problems often faced, try out different ways of analysis and later reconstruct their performance instead of trying to follow certain theoretical frameworks for specific cases. Some types of "technical reflection" (Cruikshank, 1985; Killen, 1989) seem to ground on thinking of competencies or

skills to assess their effectiveness right following an action, and later changing the behaviors. This is also what Schön (1987) proposes. He mentions about "reflection-on-action" and "reflection-in-action", the latter implying conscious thinking and modification while on the job. However, these two types of reflection require rational processes in making reasoned judgments about alternative ways to act because Schön's "reflection-in-action" (1983, 1987) implies coincidental reflecting and doing but other types of reflection (Gore & Zeichner, 1991; Smith & Lovat, 1991) require looking back upon action after a certain time it has occurred. In other words, deliberation should be encouraged after a certain time the action has occurred to be able to explore other options which could be applied later.

Within this context, reflection seems to be related to seeking solutions to actual problems (Adler, 1991; Calderhead, 1989). This is essentially what educators or professionals need. However, this could imply processing while a certain action is happening, or debriefing after a certain experience to be able to develop insights and understand the relationships between what actually happened, what aims were set, and what difficulties arose among different professional or cultural perspectives (Pearson & Smith, 1985). It can clearly be observed that some certain reflective approaches are currently being applied in educational contexts, such as journal writing or peer or group discussions after experiences of practicum. They are believed to encourage reaction to realistic circumstances. However, they may fail to find out solutions to certain practical problems. Calderhead (1989) maintains that the term critical reflection is used loosely and adds that some use it to mean no more than productive self-criticism of an individual's actions to achieve development.

It could also be asserted that critical reflection involves accepting a certain ideology together with its epistemology and assumptions (Gore, 1987; McNamara, 1990; Zeichner & Liston, 1990). In other words, they constitute a certain reflective framework based on theories, as drafted below. The one drafted by Dewey is advocated by the frameworks of Zeichner or Smith and their advocates, especially with regard to the certain concentration of any reflection (Noffke & Brennan, 1988). Critiques of reflection (Gore, 1987; Pearson & Smith, 1985) seem to employ the hierarchy drafted by Van Manen (1977), who offered three reflection levels originated from Habermas (1973). Technical reflection as the first level is related to the effectivity of any tool to gain particular results accepting no change or criticism.

Practical reflection as the second one permits all types of examinations of goals and means along with their assumptions. Doing so, this type of reflection proposes that meanings are negotiated and embedded in. Critical reflection as the third level request considerations involving ethical moral criteria, including emphases from the previous two, (Adler, 1991; Gore & Zeichner, 1991; Richards, 1990), and judging on whether professional activity is fair and respectful of individuals or not. Furthermore, any analysis of individual action considering different politico-cultural and socio-historical circumstances is highly valued in critical reflection (Noflke & Brennan, 1988; Smith & Lovat, 1991; Zeichner & Liston, 1987).

The reflective framework drafted by Dewey (1933) within our consideration of critical reflection also covers three important elements. The first element necessitates a systematic aspect of thought as well as an end product. The second one embodies a certain reflective disposition employing three essential attitudes, which are: open-mindedness as freedom from prejudice, whole-heartedness as taking up a task with a whole heart, and responsibility as consideration of results of a targeted step. These dispositions for Dewey are not considered to be passive attitudes, however, a strong desire must be shown by all the people, who are actively engaged in the reflective process. In other words, all practitioners will benefit from these dispositions in a meaningful way as long as they believe that reflective process necessitates an efficient way of acting both inside and outside a classroom.  The last element offers that any kind of reflective thought employs a proper use of language.

Taken these points into consideration, it can be seen that the framework of Schön incorporates all types and levels involving critical reflection. Reflection-in-action and reflection-on-action drafted by him involves an epistemology of professional practice positioned on knowledge- in-action and knowing-in-action (Alricher & Posch, 1989; Munby & Russell, 1989). Because, reflection-in-action as an element of knowing-in-action takes place while individuals are undertaking any action. Therefore, it can be regarded as one vehicle for separating professional practice from the non-professional one. In this way, it is also regarded as part of the artistry or intuitive understanding obtained through professional experience (Gilson, 1989) including a reflective conversation with oneself, and allowing to reframe the action following holistic assessment approaches (Alrichter & Posch, 1989).

It is worth underlying that none of these types of reflection is regarded as an increasingly desirable hierarchy. Because, if reflection is regarded as a learned process then it should be realized through support, encouragement, supervision, and practice. To this end, a number of methods such as reflective writing, storytelling, diaries, lesson reports, portfolios, journals, observation, action research, and emails have been utilized to help student teachers and teachers develop their reflective teaching.

## 2.3. Reflection in Teacher Education

### 2.3.1. Importance of reflection

Taking the views of Dewey (1933) and Schön (1983) into consideration, the current literature gives us several grounds on why student teachers' reflectivity needs support. That is to say, apart from Dewey and Schön, other researchers have regarded the reflective as a critical skill for educators in different contexts, underlying the significance of strategies of reflective teaching for learning and instruction (Brookfield, 1998; Drevdahl, Stackman, Purdy & Louie, 2002; Richards, 1990; Risko, Roskos & Vukelich, 2001; Rogers, 2001; Scanlan, Care & Udod, 2002; Sparks-Langer, Simmons, Pasch, Colton & Starko, 1990; Ward & McCotter, 2004).These and similar scholars maintain that strategies aiming to improve reflective skills must be implemented as reflection informs teaching practices. Within this context, Dobbins (1996, cited in Killen, 2006) maintains that student teachers can 'maximize what they learn from the practicum and accept responsibilities for their own professional development'. This will lead to thinking and learning from themselves. All these scholars gain a consensus on the fact that student teachers must be reflective teachers based on the view that teaching is moral endeavor and reflection provides them with new strategies to make moral decisions on what they do, and why. Furthermore, from the point of accrediting, certification and recognition bodies such as NCATE (The National Council for Accreditation of Teacher Education), NBPTS (The National Board for Professional Teaching Standards), and CHEA, (The Council for Higher Education Accreditation) recommend reflective thinking and teaching as it is considered to be a beneficial means for the future teachers' professional development.

It is extremely important for teachers to reflect in order for their teaching to improve. Thinking in a reflective way brings solutions to certain dilemmas, providing doubt and puzzlement before prospective solutions could be reached (Hatton & Smith, 1995). For the teachers to undergo reflective practice, they must undertake the process of learning through their own experiences to achieve new insights about themselves or their teaching practice (Boud, Keogh & Walker, 1985; Mezirow, 1990; Schön, 1987; Van Manen, 1977). This process includes evaluating their everyday practice as well as the need for the teacher to be self-aware and capable of critically examining their own responses to classroom situations. By doing this, the teacher will gain a new understanding and thus improve future practice (Finlay, 2008). Atkins and Murphy (1993) argued that when people are conscious of uncomfortable feelings, they should critically analyze them along with the experience in which they occurred. If they participate in this analytical process, a change in practice will transpire. According to Ratcliffe and Millar (2009), by providing teachers with the necessary time and support to reflect on their pedagogy, teachers' practices can be changed. Unfortunately, many teachers have an established point of view about teaching, which they develop before attending a program and which creates a barrier to reflection. Low self-esteem, childhood experiences, and cultural conditions may be deeply rooted into a teacher's psyche, deterring them from looking too closely at themselves or their work (Stanley, 1998). Therefore, to help foster effective reflection, teachers need to be offered time and opportunities for the development of their reflective skills in a collaborative way.

## 2.3.2. Collaborative reflection

When reflectivity and collaboration are integrated with the interests and needs of participants involved in a professional development program, effective professional development could be gained (Anderson & Olsen, 2006). Collaborative reflection is a course of action during which participants are engaged in working collectively as a community of learners through classroom observations (live or video), discussions, workshops, and reflective writings on professional development (Lin, Hong, Yang & Lee, 2013).

The objectives in the reflective collaboration could be gained through the enhancement of teacher focus on teaching. For example, Lin et al. (2013) decided

that the participative practice in multiple interactions with peers connected with free reflections could lead to the teachers' professional skills development. However, only 32% of elementary schools provide these types of collaborative groups for science education with teachers, and just one third of teachers of science are given opportunities to discuss and try out what they have gained through workshops of professional development organized with colleague groups (Banilower, 2013).

Some other studies have also shown that establishment of a collaborative community with different teachers in the same school is one of the most significant components in encouraging the use of critical inquiry in class (Butler, Lauscher, Jarvis-Selinger, & Beckingham, 2004; Jeanpierre, Oberhauser, & Freeman, 2005). Recently a consensus on effective professional development gained stands behind giving teacher the opportunity to work with his or her colleagues in identical positions having similar problems, including other teachers from the same school who have identical tasks. Doing so, almost every teacher implements the new strategies s/he has gained into his or her class discussing the results within the group (Banilower, 2013; Loucks-Horsley, Love, Stiles, Mundry & Hewson, 2003).

According to Yoon and Kim (2010), if teachers share teaching situations with others through collaborative discussions, this will also facilitate the process of reflection and learning from previous experiences. Creating opportunities for teachers to offer suggestions and support, critique ideas, evaluate one another's teaching, and devising goals help teachers develop in their reflection and, in turn, can draw out a change in practice (Heibert, Gallimore & Stigler, 2002; Lin et al., 2013). Teachers will learn from the other teachers who have implemented a new type of instruction more effectively and then they will expand their assumptions and their use of inquiry in the classroom (Kim, Lavonen, Juuti, Holbrook & Rannikmäe, 2013).

However, this is not an easy process and it requires guidance and facilitation. If knowledgeable facilitators give teachers new opportunities of learning experiences like group discussions focusing on videos of other's teaching practice, it then affords them needed opportunities to analyze lessons that include vital components of high-quality instruction. These discussions will be most likely to create further learning opportunities, with teachers being guided into connecting the pedagogy observed in the videos to their own practices (Horizon Research, Inc., 2000). If teachers are only

minimally guided, however, their video-based reflections have been shown to focus on trivial features of classroom practice (Calandra, Gurvitch & Lund, 2008).

### 2.3.3. Obstructions to teacher reflection

Engagement in reflective thought and practice is regarded as essence in determining the benchmark and standard in the profession of teaching (Russell, 1997; Valli, 1993). Therefore, trying to develop and implement reflection as a professional perspective could be a tough process due to some reasons. Firstly, there is no shared and clear meaning of reflection and separating it from other types of thinking could be difficult (Rodgers, 2002). This lack of consensus on the definition of reflection creates difficulties in the process of collecting and analyzing data to prove whether reflection has taken place is, thus, challenging for researchers (Hatton & Smith, 1995). Furthermore, the existing approaches being used to seize reflective thought are group discussions, narratives, biographies, reflective essays or journals after practicum experiences, which are not being led to solve certain practical problems. They are mainly utilized as a basis for reflecting on teacher's current beliefs or assumptions rather than providing solutions to teaching dilemmas. As a result of this, little research exists showing that reflection is being achieved while completing these tasks (Hatton & Smith, 1995).

Secondly, one can easily maintain that it is not easy for teachers to spend time to reflect because of their workload, time constraints, and crowded curriculum. Most of the teachers know that they must work countless hours within a week to scarcely make a living, leaving little time left for reflection. Lastly, because reflection does not come naturally to many teachers (Loughran, 2002), it will require support and structure. Reflective practice is not commonplace in the teaching profession in the world. Rather, teachers are mainly concerned with what is currently happening in class and then delivering an instant, practical action (Hatton & Smith, 1995). Teachers, from this point of view, should be given opportunities and guidance while performing reflective practice in an effective way. Reflection is more likely to become superficial if teachers are minimally guided through the reflective process (Zhang, Lundeberg, Koehler, & Eberhardt, 2011).

To be able to carry out any reflective coaching program, we need to base our understanding of reflective practice on Kolb, Boyatzis and Mainemelis (2001)

experiential learning theory as learning from past experiences and transforming them requires a substantial comprehension of this theory. Because, as our study also intends to focus on the development instructional skills and self-efficacy of student teachers as well as development of their critical and reflective thinking, we need to understand how making connections between current and previous experiences will be framed in a critical reflective approach. To be able to gain a desired level of pay-off from an experience or experiential exercise in a reflective structure, we also need to understand Kolb et al.'s experiential learning theory as part of our understanding of reflection in learning and discuss here the connection between reflection and experiential learning. Because participants in our study are expected to criticize their personalized learning experiences to be able to use new skills and approaches. We assume that awareness on critical reflection is expected to be a great asset for us and it will all be underlined throughout our study.

## 2.3.4. Experiential learning theory

Past experiences for individuals play a key role in learning. Experiential learning is how knowledge is gained from past experiences. Making connections between current and previous experiences as well as seeing potential uses for this knowledge in the future will help individuals learn from experiences (Bass, 2012). However, critical reflection on these experiences is the main asset to be employed for the experiential learning to occur. The framework that supports Kolb et al.'s (2001) experiential learning theory reflects the stages that Schön (1983) used in his definition of the reflective practitioner: framing the problem, factor naming, interpretation, analysis, synthesis, and evaluation. In a similar way, Kolb et al. stressed on a cyclical relationship (Figure 2.1) among four modes of learning:

- concrete experience,
- reflective observation,
- abstract conceptualization and
- active experimentation (Sparks-Langer et al., 1990).

The Kolb cycle embodies observation of a concrete experience, reflecting on the observations made, and implementing what has been learned, enabling individuals an experience that will possibly ease deeper levels of pedagogical reflection.
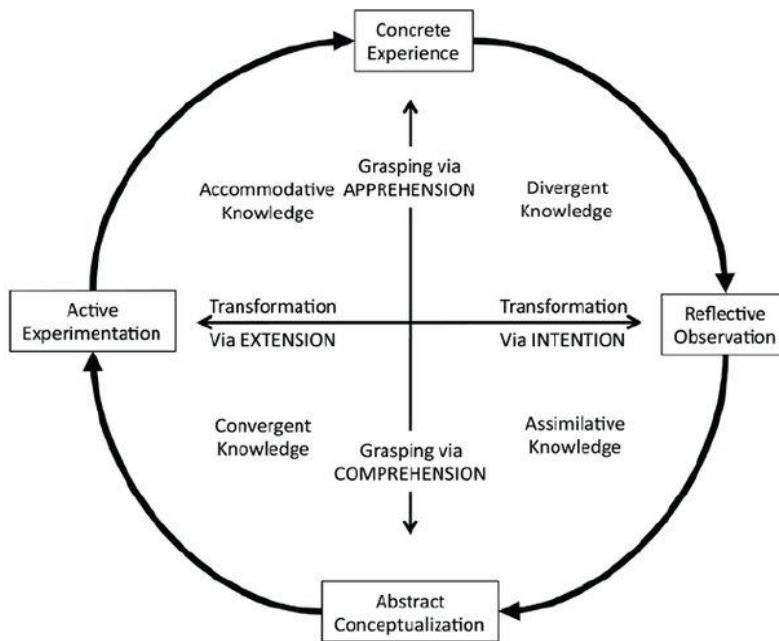
**Figure 2.1:** Kolb's experiential learning cycle (Kolb, 1984, p.42)

As can be seen in Figure 2.1, what the learner observes and reflects constitute concrete experiences and learners will choose to get new information through the use of tangible objects or concrete experiences in specific contexts (Kolb et al., 2001). These contexts or situations could be used from different points of view letting the observer make use of many examples to reflect on and learn from a certain action or event. These experiences constitute a base for the next step in the cycle, which is reflective observation. Abstract conceptualization requires thinking about or analyzing a non-tangible object or experience as compared to concrete conceptualization using tangible objects or occurrences, (Kolb et al., 2001). Conclusions are drawn and learning occurs due to the reflecting that has previously taken place in the third stage of the learning cycle. Active experimentation constitutes the last stage of the cycle and in this stage, the implications obtained from abstract conceptualization can be tested.

## 2.4. Coaching in Educational Contexts

There are a variety of coaching models, and even more ways in which coaching has been enacted in various milieus within school systems (Taylor, 2008), however, we have narrowed them down to the most commonly used types used in educational contexts. Although coaching has been framed in several theoretical contexts within

the literature, it has mainly been advocated in educational contexts focusing on teacher learning, teacher development, teacher change, and certain coaching stances and epistemologies. In their literature review on instructional coaching, Borman and Feger (2006) describe theories that are related to coaching roles and teacher change. They state that several studies focus on coaching as a consultative, collaborative exchange, where knowledge is co-constructed between coach and teacher. This coaching stance can also be seen in studies framed with socio cultural theories of learning (e.g. Gallucci, Van Lare, Yoon & Boatright, 2010; Heineke, 2013; Teemant, Wink & Tyra, 2011) where teachers and coaches frame learning as a social, shared process (Vygotsky, 1978).

Coaching in the literature on professional development in educational contexts has been a very popular means as it gives teachers support and guidance they need when new pedagogical practices are implemented (Knight, 2009 a, b; Loucks-Horsley et al., 2003). It has proven to be beneficial in helping teachers improve their practice. Coaching has been defined as "sustained class-based support from a knowledgeable and qualified person modeling research-based strategy and finds out with teachers how to develop the practice using the teacher's own students" (Sailors & Shanklin, 2010, p. 1). Schools in some parts of the world have recently initiated implementing coaching as a professional development model that provides teachers with support and high-quality professional learning experiences (Heineke, 2013). Studies on coaching clearly reveal that it aids teachers to change their practice as long as they are provided continuous support they need when faced with learning new teaching strategies, (Cobourn & Woulfin, 2012; Pianta, 2011). This finding is supported by the studies by Joyce and Showers (2002), which found that teachers can implement new practices into their teaching practice when coaching is used to help support their learning. However, for example in Turkey, almost no school offers coaching even though coaching is becoming more prominent in schools and has been shown to be beneficial in helping teachers improve their practice. This is unfortunate for the teaching profession in Turkey. Teachers are left alone, and they do not get support and guidance while teaching, as there is no supervision system to support them to develop professionally. They must get support when learning new pedagogical practices along with the strategies modeled for them in the context of their classroom. Professional development needs to take place within the context of the

classroom and everyday instructional practices for teachers to learn to employ new teaching strategies in hopes of meeting the current standards (Cohen & Ball, 1999; Johnson, 2010).

Coaching benefits teachers in several ways; for example, they can develop new instructional strategies, authentic materials. Coaching also affords them the time and support they require for reflection, exploration, and discussion of the new practices being implemented into their practice. Mraz, Algozinne and Kissel (2009) maintain that a typical coaching model consists of teachers and coaches establishing an observation, demonstration, and reflection cycle. In other words, they come together for demonstration observation, reflection, and evaluation of how different teaching contexts impact learners. All teachers need to change. It has been shown that change in teaching practice takes place if a teacher observes his or her own teaching (Guskey, 1986). As discussed earlier, reflection does not come naturally to many teachers and they should be given opportunities and guidance while performing reflective practice in an effective way. These observations will let teachers have dialogs with their coaches that help them reflect on their attitudes and beliefs and finally their practice transforms through these discussions.

Different types of coaches are available to teachers: instructional, peer, and reflective. Each type of coaching could be useful in several ways; for example, instructional coaches share proven practices with teachers so they can reach more students (Killion, 2009). However, not enough research has been conducted showing how coaching improves teaching or the duration of coaching that is most effective in changing teacher's practice (Neumerski, 2012) even though the evidence that supports coaching as valuable.

### 2.4.1. Instructional coaching

Developed at the beginning of the 1980s, instructional coaching aimed to help teachers who were struggling with meeting the new mandated standards for student learning (Neumerski, 2012). It started to be implemented when researchers realized that one-time professional development workshops failed to be effective (Cohen & Ball, 1999). The main reason for this failure was that these workshops were not embedded with the real-life situations and the classroom environment. The primary responsibility of the instructional coaching is to provide differentiated support to

teachers so that they are able to implement research-based instructional practices into their classrooms (Knight, 2009a). Instructional coaches are expected to be perfect communicators and they must be good at building trusting relationships. Although it may not be easy to find these types of coaches, these characterizations are important, because coaches must engage in reflective dialog with teachers, help them achieve their goals, and then assist them with creating a plan to reach them.

### 2.4.2. Peer coaching

It was mainly developed and implemented by Bruce Joyce and Beverly Showers intending to create a learning environment where teachers coach each other in reciprocal ways (Neumerski, 2012). Several studies indicate that it has proven to be effective to aid teachers when they need to implement new teaching strategies (Bush, 1984; Knight, 2009b; Showers & Joyce, 1996). Studies also have found that using peer coaching after training helped teachers apply new practices more effectively than without peer coaching (Atay, 2006; Bush, 1984; Showers, 1984; Truesdale, 2003). The study conducted by Showers (1984) revealed that 75% of teachers who received peer coaching after a professional development session implemented the skills learned into their classroom. When a communication with a network of peers is created, teachers receive more feedback and have a greater opportunity to enhance their practice. O'Brien (1992) revealed that science teachers need to receive feedback on their practice from either their peers or coordinators to aid in the positive development of their instruction.

Several other studies were conducted on peer coaching in TEFL teacher education (Malu, 2015; Mora, Trejo, & Roux, 2014; Murray, 2010; Richards & Farrell, 2005). Similar results were involved in these studies on the fact that teachers who joined in the peer coaching process managed to carry out procedural refinements to their lessons through reciprocal observation while doing peer-coaching and they were able to develop their pedagogical practices and collegiality and sense of collaboration among them. In other words, peer-coaching has proven to be effective as a supervision tool to foster instructional skills of teachers.

### 2.4.3. Reflective coaching

The main goal of reflective coaching is not to tell teachers what to do, but to help them reflect upon their teaching through the use of thought-provoking questions,

encouragement, and support. In other words, rather than supporting teachers in their implementation of new strategies, reflective coaches could contribute a lot to establishing a strong relationship with teachers to guide them into reflecting on the effectiveness of using these practices. As discussed earlier, there has not been any study on reflective coaching in TEFL context. However, some cognitive coaching studies have been conducted based on reflection and reflective practices. Ellison and Hayes (2009) states that cognitive coaching centers on "reflection, complex thinking and transformational learning." (p. 72). Within this context, reflective coaches engage teachers in dialog and then use questioning and communication skills to lead them into deeply reflecting on their practice (Ellison & Hayes, 2009).

Cognitive coaching as a developmental tool is considered to foster the teacher efficacy development (Maskey, 2009). This type of coaching has specifically been shown to (a) develop teacher efficacy, (b) support innovations in teaching, (c) create a professional dialogue, and (d) impact on job satisfaction of teachers (Brooks, 2000; Costa & Garmston, 2002; Ray, 1998; as cited in Maskey, 2009).

Through reflective coaching, a competent coach is the essential figure having the capacity to build and maintain rapport in the relationship based on principles of coaching, evaluate the five states of mind, interact with the aim of creating earning envision, produce new approaches to develop ability to foster both one's own and others capacity to develop. To facilitate reflective thought, the coach drafts questions and responses from the coached individual or group.

Helen Melichar, a teacher participated in a study at the University of Northern Iowa, stated, "It is the questioning that I find most significant to reflection. The questions force a deeper look and keep me from being superficial" (Canning, 1991, p. 20). Studies conducted on cognitive coaching showed significant results in terms of the impact it has on teacher thinking (Brooks, 2000; Costa & Garmston, 2002; Ellison & Hayes, 2009; Maskey, 2009). Within this context, cognitive coaching has also proven to benefit teachers professionally and create more collaboration amongst teachers in addition to causing deeper reflection and more complex ways of thinking (Edwards, 2008). It has been effective in both guiding teachers to reflect and providing opportunities for teachers to discuss their practice with a more knowledgeable other.

In order to present the different teachers' experiences of learning through coaching that will occur in our study, we have chosen to use the concepts of mirror and window. In our use of these reflective coaching experiences, mirror will be used for inner reflection and window will be used to express how teacher can look beyond their practice. Coaching as a mirror is expected to represent a self-reflective coaching journey in which the teacher being coached examined his or her knowledge, actions and beliefs. Teachers who experience coaching as a mirror will use it to facilitate a process of self-reflective inquiry and introspection. This coaching experience is expected to highlight a narrow strategic process to focus on teacher needs and centered on the practice of teacher self-reflection, allowing the teacher to see themselves more clearly. Coaching as a window describes a more comprehensive coaching experience in which the teacher will broaden his or her gaze of inquiry to classroom interactions and student learning and outcomes. The window is expected to represent an expansive view of instruction, in which the teacher cannot only look within to self-reflect, but also look out to focus on the larger scope of the classroom and incorporate the gaze of others (students, colleagues, administrators).

Reflective coaching, for the sake of the content of our study, is described as a formative model to courage self-evaluation of the teachers to aid them to develop their self-efficacy and instructional skills. It can also be defined as guided reflective teaching. The context of reflective guided reflective teaching originates from the principles of reflection outlined and framed by Schön (1987). However, comprehension of Schön's differentiation between reflection-in-action and reflection-on-action is essential here to grasp the function of the reflective coaching process. Because a reflective coach actively takes part in the coaching process with the teacher and engages in further analysis for a better comprehension of roles of student and teacher in a learning context. Reflective coaches are the practitioners who are able to make use of reflective practices during and after an event. To be able to reach the objectives of the coaching process, reflective coaches need to observe and understand both teaching and learning environment. For the sake of the rationale for our study, we will focus more on the second one (reflection-on-action) because feedback sessions during post-conferences and reflective diaries kept by the students and the researcher will be our priority in our study and much of the qualitative data will also be collected through them.

Proponents of reflective coaching argue there is good reason to expect that coaching can improve instruction, and therefore improve student achievement if implemented properly (Darling-Hammond, 2000; Knight, 2004; Neufeld & Roper, 2003; Showers, 1984). Research studies maintain that reflective coaches engage in reflective practice continuously and reflective practice is an essential component in developing themselves as experts (Gilbert & Trudel, 2001; UNESCO, 2015). The main consideration here is to learn how to think in a critical way. This type of thought could aid coaches to make changes and use new methods for varied teaching and learning contexts. Any critical analysis as one of the key aims of reflective coaching brings classroom experiences into teaching and learning contexts. This way of guided reflective teaching is expected to provide teachers and learners with a better and deeper awareness on what is actually happening in a class context. Reflective implementations in pre-service teacher education programs and in-service process of teaching were also studied widely (Kullman, 1998; Schön, 1983, 1987; Stanley, 1998). Reflective analysis of teaching is an efficient way to promote appropriate reflective practice developmentally and culturally (Burns & Lawrie, 2015; Diaz, 2013; Hieneke, 2013; Milner, 2003; Ürün Göker & Göker, 2017).

Thus, it is essential to find out teachers' learning experiences and examine their voices, their choices in a reflective learning community created. Through reflective coaching teachers will also be provided autonomy to a certain extent and this will ease their professional development. The desire to understand teachers' perceptions of reflective coaching is expected to form the basis for the epistemology, theoretical perspective, data collection methods, and analysis that will be utilized in our research. To be able to achieve a reflective learning community through a reflective coaching process, the instruments for measuring depth of reflection should be authentic, valid and reliable.

## 2.5. Instruments for Measuring Depth of Reflection in Reflective Coaching

Reflection is a key component in the improvement of teaching, and it is not an easy process for the majority of teachers, thus they need to be guided through. Teachers and coaches need to use inquiry-based practices while examining teaching and learning contexts. Through daily analysis and examination of teaching and learning contexts and situations, teachers can gain a new understanding and improve their

practice. Teaching journals, lesson reports, surveys and questionnaires, audio and video recordings, observation, and action research have widely been utilized in TEFL teacher education (Richards, 1990). Using them teachers can develop a deeper understanding of their own teaching.

However, a reflective framework is needed to be able to do that. For that purpose, different instruments have been designed to assess written reflection and establish levels of reflectivity, but few been designed to aid teachers in achieving a deeper level of reflection. For the content and purpose of our study, six different instruments will be discussed in this chapter.

Although educators and researchers have expressed the importance of developing the reflective practitioner in the field of education for decades, very few of them indicate how to measure its depth, foster meaningful deliberation, or how that reflection has occurred at all. When examined the instruments devised to measure or nurture reflection, it will be seen that many of them were designed for the field of nursing, not education. Also, the few studies that looked at assessing the varying levels of reflection differ in their definitions of these levels, causing further difficulty in determining which instrument is best when it comes to deciphering a teacher's level of reflectivity.

For the sake of content of our study and rationale for it, we tried to examine a number of frameworks on which we would base our evaluation of our reflective coaching program and preferred to develop our framework for evaluation of the program based on five instruments, as we believe, they address similar reflective thought to our reflective coaching program. These five instruments are expected to provide us with ways to be able to establish a suitable measuring framework for the evaluation of the program. They are given below:

- Framework for Reflective Thinking developed by Sparks-Langer et al. (1990) proposing a framework for reflective pedagogical thinking,
- use of video in reflection,
- Hierarchy of Reflection created by Hatton and Smith (1995),
- Reflective Evaluation Framework developed by Sim (2006),

- and finally written reflective journals, logs, diaries, and rating them based on the frameworks prepared by Wong, Kember, Chung, and Yan's (1995) and Plack, Driscoll, Blissett, McKenna and Plack's (2005).

The following sections will review some of the instruments, along with their uses and limitations.

### 2.5.1. Framework for reflective thinking

The first framework with regard to reflective thought was developed by Sparks-Langer et al. (1990), entitled a Framework for Reflective Thinking including seven levels of reflectivity. This framework, influenced by the works of Van Manen (1977), Kolb (1984), and Schön (1983, 1987), along with reflective psychology, is a coding scheme. Scholars have used it to evaluate the ability of learners to reflect on multiple levels.

This study was organized to promote the third- and fourth-year education majors' reflective pedagogical thinking. The participants joined in a 10-week field experience as a part of three different classes: Social Aspects of Education, Curriculum and Methods, and Measurement and Evaluation. After the completion of the 10-week courses, students taught a mini-unit for a week. Each night of this week, students were asked to complete a guided-reflective journal that included descriptions of three instructional events that occurred during that day, along with other reflective comments. Prompts were included in these guided journals to let students reflect on actions or difficulties that happened while performing their teaching practice. These reflections, along with 15-minute reflective interviews of each student, were coded by the researchers and used to develop the Framework for Reflective Pedagogical Thinking. In our study, we will employ a similar methodology. This framework was also used to examine the reflective thinking of in-service teachers during the course of a 36-hour staff development program that was followed by eight peer-coaching sessions. However, no significant difference in reflection was found between the pre-training and post-training. But a positive change in reflectivity was found to occur after the coaching sessions. This framework is shown in Table 2.1 and discriminates among seven types of thinking and language.

**Table 2.1:** Framework for reflective pedagogical thinking (Sparks-Langer et al., 1990, p.27).

| Level | Description |
|-------|-------------|
| 1 | Not any descriptive language |
| 2 | Simple, layperson language |
| 3 | Events identified with proper terminology |
| 4 | Interpretation considering tradition of personal preference given as a rationale |
| 5 | Interpretation considering principle or theory given as rationale |
| 6 | Interpretation considering principle or theory and factors existing in context |
| 7 | Interpretation considering moral, ethical, and political issues |

### 2.5.2. Use of video in reflection

As discussed earlier, many teachers have a fixed point of view about teaching and this naturally becomes a barrier to reflection. Time and opportunities should be provided to foster effective reflection, especially with a reflective and pedagogical approach such as critical inquiry, which teachers may rarely have seen. With critical inquiry being so difficult for most teachers to learn and implement, observing another teacher using it effectively may be quite useful. During this process of critical inquiry, pausing or re-watching clips would also be extremely beneficial to grasp the core meaning of reflection gained. Furthermore, watching and re-watching teaching performance of others is an area of great need for difficult types of pedagogy such as inquiry-based science. Because a variety of different tasks and activities are taking place at the same time. Some studies indicate that teachers gain learn new teaching strategies and develop a better understanding of their students' thinking via watching videos of teaching performance of others (Murray, 2010; Sherin & Han, 2004). However, videos showing high-quality inquiry-based lessons are not readily available. Before teachers begin to reflect on their own use of inquiry in the classroom, they should see what an exemplary use of inquiry looks like. According to Seidel, Sturmer, Blomberg, Kobarg and Schwindt (2011), teachers who reflect on videos of themselves are less critical. They maintain that watching video of oneself is likely to impede critical reflection because of the activating self-related knowledge and mechanisms of self-defense.

There is no need to discuss that most people are also self-conscious and do not want to be videotaped. The viewer can see what high quality inquiry looks like and reflect

upon it without any feelings of embarrassment or uneasiness if he or she watches video of teaching performance of other teachers. Seidel et al. (2011) argues that watching the video of others reveals an authentic way of showing the complex classroom setting and allows the viewer to activate previous knowledge together with experience.

However, to be able to create a reflective learning community and inquiry-based environment, a teacher will need to observe the performance of others in different situations to grasp what problems to avoid and what exemplars to follow. Several other studies discovered that a teacher learns about effective practice by viewing videos from published resources and that the major affordances of these videos is the modeling done in them by the teachers and the comparative reflection that can ensue (Hatch & Grossman, 2009; Zhang et al., 2011). Roth et al. (2011) found that when teachers examined videotapes of teaching cases it was effective in supporting learning as it let teachers notice specific practices and recall evidence. Form this standpoint of view, videos of others also provide stimuli for the change of beliefs and opinions because they provide the viewer with alternative or better idea that is intelligible, credible and productive, making them more dissatisfied with their existing opinions (McCullagh, 2012). Sherin and Han (2004), on the other hand, found that teachers learn new instructional strategies and practices and develop a better comprehension of the thinking of their students if they watch videos of peers. Peer videos have been proven to show to be a useful, unbiased tool aiding teacher in comprehending the context of their own teaching and engaging in comparative reflection (Zhang et al., 2011).

It is not only essential for a teacher to observe examples of others using new instructional practices, such as inquiry to reflect upon, but also for him or her to be provided with what happened before and after the teaching shown in the videos. Copeland, Birmingham, de La Cruz and Lewin (1993) maintain that the thought behind the action matters more than the action itself in reflection. More experienced teachers are more likely to recollect and explain the processes of reflective thought while particular events are happening in the classroom (Hatton & Smith, 1995). Witnessing a teacher modeling reflective process would also guide viewers to a better understanding of reflective practice and encourage them to take part in comparative reflection.

The socio-reflective perspective of teaching and learning originated from Vygotsky promotes the inclusion of observation as a vehicle for promoting teachers' reflective practice. The social reflective theory states that adult learners are consciously aware and in charge of their own behavior (Bass, 2012). Therefore, they will be able to reflect on their practices of teaching and make changes to their teaching practice. This modification or change would occur by observing others within the context of social interactions or experiences, specifically those who are more experienced and knowledgeable. Watching sample videos of peer teaching has been found to support reflection and guide teachers in transforming their teaching practices from epistemologically flat to rich, assisting teachers to reframe their experiences by seeing opportunities for alternative approaches and challenging their old assumptions (Loughran, 2002). Research by Shepherd and Hannafin (2008) showed that teachers' written reflections in response to video reflection are more concentrated and on target than teacher reflections with no video. Sherin and van Es (2009) discovered that a teacher using video to write his or her reflections could also manage to improve his or her ability to use evidence in supporting reflection comments.

### 2.5.3. Hierarchy of reflection

For the sake of creating a hierarchy of reflection, Hatton and Smith (1995) conducted a research to examine the nature of reflective teaching, define different types of reflection, and examine which types of strategies facilitated these types of reflection better in pre-service teachers. Peer interviews and written reports were used in the study to see the reflections of students on their thinking and what factors may have influenced it, involving their own beliefs and assumptions. Participants were asked to write two reports, two self-evaluations, two videotapes of their teaching. Also, a 20-minute interview in pairs was organized by the research assistant in the project. Having analyzed the data, it was seen in the written reports that there was a clear evidence of reflection; so, that was the data used as the basis for the research study. From the written reports, four types of writing were identified by the researchers. Three of them were considered to be reflective: descriptive reflection (reasons were provided based on personal judgment), dialogic reflection (discourse with one's self to find possible reasons), and critical reflection (reasons for decisions involved historical, social and political perspectives).

Written reports also revealed evidence of reflective thinking among the majority of student teachers, with the largest proportion of these being coded as descriptive reflection. However, critical reflection was found only in eight reports of the 60, and those were identified as superficial. During the analysis of the data, scholars also noticed a pattern indicating that descriptive reflection often led students into dialogic reflection in their writing. As mentioned at the beginning of this section, Hatton and Smith managed to create a hierarchy of reflection through this research (Table 2.2).

**Table 2.2:** Hatton and Smith's (1995) hierarchy of reflection (Hatton & Smith, 1995, p. 45)

| Possible Reflection Type | Nature of Reflection | Possible Content |
|---|---|---|
| Reflection-in-action (Schön, 1983, 1987). Addressing IMPACT concerns after some experience in the profession | 5. Contextualization of multiple viewpoints: drawing on any of the possibilities 1-4 below applies to situations when they are actually occurring | Treating on-the-spot professional problems when they occur (thinking can be recalled and then later shared with others) |
| Reflection-on-action (Lovat & Smith, 1990; Schön, 1983; Smith & Hatton, 1992). Addressing TASK and IMPACT concerns in the later stages of a preservice program | 4. Critical (social reconstructionist) seeing as problematic, according to ethical criteria, the goals are practices of one's profession | Thinking about the effects upon others of one's actions, considering political, social, and/or cultural forces (can be shared) |
| | 3. Dialogic (deliberative, reflective, narrative) weighing competing claims and viewpoints, and later finding out optional solutions | Listening to one's own voice (alone or with another) finding out optional ways to see solution to problems in a professional context |
| | 2. Descriptive (social efficiency, developmental personalistic) seeking what is seen as 'best possible' practice | Analyzing one's performance in the professional role (probably alone), justifying the actions to take |
| Technical rationality (Schön, 1983; Shulman, 1988, Van Maneen, 1977). Addressing SELF and TASK concerns early in a program which prepares individuals for entry into a profession | 1. Technical (decision-making about immediate behaviors or skills) gathered from a certain research/theory base, but always explained considering previous experience and personal worries | Beginning to examine (often with peers) one's use of essential skills or generic competencies as often applied in controlled, small scale setting |

As can be seen, this hierarchy developed five levels of reflection based on three forms of reflection. The first reflection type is technical rationality (Van Manen, 1977; Schön,1983), which is related to self and tasks. In other words, this type includes only one level of reflection (i.e., technical), where the teacher's decisions are about immediate behaviors or skills. The second one is reflection-on-action (Schön, 1983). This type includes three levels: descriptive, dialogic, and critical. The last type is reflection-inaction (Schön, 1983, 1987) including one level, which addresses the reflection that occurs while a teacher is in the act of teaching and requires some experience in the profession. The level is contextualization of multiple viewpoints, which is using any of the four lower levels of reflection as the situation is actually occurring.

### 2.5.4. Reflective evaluation framework

Employing Sim's (2006) adaptation of Boud et al.'s (1985) model of evaluating reflection and levels of reflection, Nolan and Sim (2011) attempted to measure early childhood pre-service teachers' levels of reflectivity. Because Boud et al.'s reflective framework had been successfully utilized for the training of healthcare professionals. They first piloted the evaluation framework with six early childhood pre-service teachers. The teachers were given a manual guiding them while carrying out the tasks and assignments. They were motivated to report past experiences, reflect on their assumptions and beliefs pertaining to teaching, compare their practice to theoretical perspectives, and set goals for the future. Interrater reliability was established between the two researchers through the coding of all six students' reflective assignments. Finally, they decided that it was possible to assess reflection of a structured reflective guide was used to help teachers in their reflective process in conjunction with a reflective assessment framework. Table 2.3 shows an example coding sheet of the Nolan and Sim (2011) reflective evaluation framework.

**Table 2.3:** Nolan and Sim's (2011) reflective evaluation framework (Nolan & Sim, 2011, p.126)

| Reflective process level | Code | Participants | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| Return to experience | OA | | | | | | | |
| Attend to feelings | 1 | | | | | | | |
| Positive feelings | 1A | | | | | | | |
| Negative feelings | 1B | | | | | | | |
| Association | 2 | | | | | | | |
| Integration | 3 | | | | | | | |
| Validation | 4 | | | | | | | |
| Appropriation | 5 | | | | | | | |
| Reflection outcomes | 6 | | | | | | | |
| Action | 6A | | | | | | | |
| Affective (emotions) | 6B | | | | | | | |
| Perspective | 6C | | | | | | | |
| Total | | | | | | | | |

### 2.5.5. Written reflective journals, logs, diaries and rating them

Keeping a journal, diary and log may differ slightly. The aim is to make explicit and record the learning that occurs in keeping a journal. However, reflective diaries are more related to demonstration of reflection gained through an experience, while events that have happened are recorded in logs. To sum up, almost all have some aspect of reflection in them.

The context of their use is considered to be the main variable in the assessment of reflective practice. They are also essential in our study because we will use reflective diaries of student teachers and the reflective coach to collect qualitative data. Even though they are regarded as reliable as any other type of assessment in educational contexts, their validity is problematic to some extent. Because development of criteria for assessment purposes requires a valid framework for the reflective writing process. If you take the literature of reflection into consideration, it also becomes possible to show students why just a descriptive work is not 'reflective' as it only includes a small part of the overall process. The study of Hatton and Smith (1995) arose as a result of a detailed research. Written reflective descriptions are often applicable as long as the study is conducted in the context of teacher education.

It is vitally important to make a clear distinction among descriptive writing, descriptive reflection, dialogic reflection, and critical reflection to fully comprehend the nature of evaluation of reflective writing. Descriptive writing is basically a

description of literature reports or events; however, it is not considered to show evidence of reflection. In descriptive reflection, some rationalization in descriptive language exists to some extent together with description of an event. Alternative viewpoints may be acceptable. Reflection could be based often on one logical reason or it is probably in a more complicated form as it considers multiple perspectives and factors. However, as dialogic reflection links perspectives and factors it is analytical or integrative. It could uncover inconsistency in attempts to produce critique and rationales as it shows a moving back from the actions and events creating a different level of consideration of discourse with self. It then is possible to use qualities of judgments along with prospective options to explain and hypothesize. Finally, critical reflection is expected to demonstrate an awareness on the fact that events and actions are not only located within and explicable by multiple contexts but are located in and affected by multiple socio-political and historical and perspectives (Hatton & Smith, 1995). Critical reflection will be our main tool to be utilized in our instruments.

How can students at different levels be coached to write at the given levels? One good example can be gained from a study of Dart, Boulton-Lewis, Brownlee and McCrindle (1998). Using the Hatton and Smith descriptors (above) as an evaluation means in their study, they aimed to guide the students on how to write and use learning journals. Many of the subjects they used created journals in which assessment of descriptive reflection was practical and easy. However, another interesting question comes out here. If the participants were coached in different levels of reflection in their journal writing, could they function at a more complicated level and would it change the results of the treatment?

From the assessment point of view, a very well-designed study was conducted to develop and assess two coding systems for reflective journals written by nursing students. These coding schemes took consideration of the ideas of reflection held by Boud et al. (1985) and Mezirow (1990). During the pilot study, five coding principles were designed to establish rules for coders (e.g., just coding repeated points or arguments once). They used the first coding system to identify if any evidence of Boud et al.'s reflection levels were found throughout the written reflections of nursing students. The other coding process assigning students to one of three broader categories were derived from Mezirow (1990): reflector, non-reflector,

or critical reflector. Reflectors showed some confirmation of attending to association, feelings, and integration while non-reflectors did not show any evidence of Boud et al.'s levels of reflection.

Critical reflectors showed reflection at various levels, including appropriation, validation, and reflective outcomes. According to Wong et al. (1995), reflective journals could be used as evidence or absence of reflective thinking. It was found out in their study that assigning students into the three groups of reflector, non-reflector, and critical reflector was reliable and uncomplicated, but refining them to the Boud et al.'s reflection levels was difficult and less reliable. A coding example of this reflection assessment incorporating Boud et al.'s six reflection levels is shown in Table 2.4. It shows the coding results for the five students who were determined to be reflectors.

**Table 2.4:** Wong et al.'s (1995) level of written reflection assessment

| Subcategories | MCY | OCW | OLK | FLL | OWF |
|---|---|---|---|---|---|
| Attending to feelings | 1 | 1 | 1 | 0 | 0 |
| Association | 1 | 2 | 0 | 2 | 5 |
| Integration | 2 | 3 | 3 | 0 | 1 |
| Validation | 1 | 0 | 3 | 1 | 1 |
| Appropriation | 0 | 1 | 0 | 0 | 0 |
| Outcome of reflection | 0 | 0 | 1 | 1 | 0 |

From the assessment point of reflective journals, Plack et al. (2005) developed their reflective assessment tool making use of the theories of Boud et al. (1985), Mezirow (1990), and Schön (1983). They developed a study very similar to that of Similar to Wong et al. (1995) to assess written reflective journals and establish the level of reflection occurring. Plack et al. (2005) analyzed physical therapy students' written reflective journals using two levels of coding. At the earlier stages, they tried to examine the text (words, sentences, and paragraphs) within the journal. They tried to find out evidence indicating any of the nine elements of reflection they adopted from the works of Boud et al. and Schön. These nine elements shown in Table 2.5. were identified as reflection in action, reflection on action, reflection for action, content reflection, process reflection, premise reflection, returns to experience, attends to feelings and evaluation of the experience.

**Table 2.5:** Plack et al.'s (2005) rating checklist for reflective journals (Plack et al., 2005, p.202)

| | Code | | Brief Definition* | Presence | Comments |
|---|---|---|---|---|---|
| **Level I** | **Element of Reflection** | | | | |
| Time | R-I-A | Reflection-in-Action | Takes place in the midst of an action, on-the-spot decisions | | |
| | R-O-A | Reflection-on Action | Takes place in after the action completed | | |
| | R-F-A | Reflection- for Action | Takes place in before seeing the situation; begins to plan for the action | | |
| Content | CON | content | Explores the experience from different perspectives (beyond description) | | |
| | PROC | Process | Defines the strategies available or used ones | | |
| | PREM | Premise | Recognizes and explores own assumptions, values, beliefs, and biases | | |
| Stage | | RETRN Returns to experience | Details the experience(s) | | |
| | | ATTEND Attends to feelings | Acknowledges and begins to work with feelings | | |

**Table 2.5 (continued):** Plack et al.'s (2005) rating checklist for reflective journals (Plack et al., 2005, p.202)

| Code | | Brief Definition* | Presence | Comments |
|------|------|------|------|------|
| | RE-EVAL Reevaluates | Reappraises the situation comparing past experiences | | |
| **Level II** | **Level of Reflection** | | | |
| Journal | NR Non-reflection | There is no evidence of reflection | | |
| | R Refection | There is evidence of reflection | | |
| | CR Critical reflection | There is evidence of critical reflection | | |

Secondly, each journal entry was coded in total and then allocated to one of Mezirow's (1990) three categories: no evidence of reflection, evidence of reflection, and evidence of critical reflection. According to Plack et al. (2005), this method to assess written reflections was found reliable for the educational purposes of defining a baseline to begin facilitating reflectivity in physical therapy students and determining proficiency in the reflective process.

To sum up, as discussed throughout this chapter, both reflection itself and assessment of reflective works are not easy process for the majority of teachers, so, they need to be guided through it. Apart from daily analysis and examination of teaching practices and situations, teachers also need reflective frameworks. Five instruments discussed above are expected to provide teachers with a methodology to assess written reflection.

As discussed above, for the sake of content of our study and rationale for it, we believe that these five instruments address similar reflective thought to our reflective coaching program to be implemented in our study and we naturally need a method of measurement to assess the capacity of our participants as they reflect with different rates of success. So, we tried to examine in what ways they coded data into the instruments and assessed them. These five instruments are expected to provide us

with ways to be able to establish a suitable measuring framework for the evaluation of the program and establish levels of reflectivity. Because assessment of reflectivity and reflective thought is a tough process and just a few of the studies indicate how to measure its depth, foster meaningful deliberation, or how that reflection has occurred at all stages.

## 2.6. Coaching and Efficacy

With its adopted way into positive psychology, self-efficacy is known as an optimistic self-belief in an individual's capacity (Bandura, 1997). In other words, it is generally used to reveal occasions during which people try to accomplish a task or produce a desired outcome. Bandura (1997), as the originator of the theory, underlines four sources of efficacy beliefs. The first one is mastery experiences, through which people gain experience in dealing with problems and overcoming them. The second one is vicarious experiences, which people gain through a strong observation of people and events. The third source of efficacy is verbal persuasion gained through influential persons in our real life like teachers, parents, or administrators. They can really strengthen beliefs of people while dealing with different problems. The last source of efficacy is related to how people judge their self-efficacy, which is called emotional and physiological states. This source is closely influenced by the state people are in dealing with a depression or tension. A special attention to self-efficacy is required in the process of setting goals because we need to know whether our beliefs of efficacy are suitable with our goals or not.

Coaching and teacher efficacy have been the main topics for educational researchers and they all have tried to link them with developing teaching practice as well as student achievement (Ashton & Webb, 1986; Ballinger & Bishop, 2011; Marable & Raimondi, 2007; Ross, 1992; Sparks-Langer, 1983).

### 2.6.1. Reflective coaching and description of the model to be used in the study

The main purpose of reflective coaching, as discussed earlier, is to foster one's capacity to improve abilities of self-monitoring, self-directedness, and self-modification and it is similar to that of cognitive coaching (Costa & Garmston, 2002). It is designed for teacher supervision with roots grounded in the theories by Bandura (1997) and Vygotsky (1978) and the application of reflective coaching has

been conducted in the peer coaching and coaching services within educational context. It basically employs a three-stage coaching cycle including (a) pre-conference as planning conversation, (b) observation, and (c) post-conference as reflecting conversation and the theories developed by (a) Vygotsky - social constructivism (1978), (b) Koestler – holonomy (1972), (c) Goldhammer (1969), and Anderson and Snyder (1993) - clinical supervision, served to form theoretical ground for cognitive coaching and reflective coaching as they both aim to help teachers improve abilities of self-monitoring, self-directedness, and self-modification in a reflective environment (Costa & Garmston, 2002). According to Vygotsky's (1978) theory of social constructivism, the perception surrounding learning and development is based on collaborative and social activities.

As stressed earlier, for the sake of the purpose of our study, we attempt to design reflective coaching as a teacher supervision model and we plan to base our model on four significant definitions and content of reflection with roots grounded in the theories by the original works of Dewey (1933), Schön (1983), Kolb (1984), and Richards (1990). The main consideration in this study is to create a framework based on critical reflection, which refers to a process or activity in which an experience is called back, taken into consideration, and assessed. To be able to reach our targets to be gained through this study, concepts of mirror and window have been chosen to use. Mirror will be used for inner reflection and window will be used to express how teacher can look beyond their practice in our consideration of the reflective coaching experiences. Coaching as a mirror, we believe, can strongly represent a self-reflective coaching journey during which the teachers' knowledge, actions and beliefs are examined. A teacher experiencing coaching as a mirror is expected to use it to facilitate a process of self-reflective inquiry and introspection.

As far as the instruments are concerned, to measure reflective practices in our study, we will try to rely upon the main principles of Framework for Reflective Thinking developed by Sparks-Langer et al. (1990), Hierarchy of Reflection developed by Hatton and Smiths (1995), and Reflective Evaluation Framework developed by Nolan and Sim (2011). The main tools to collect data throughout this study will be reflective diaries and video recordings as they are the most essential tools to provide evidence for the realization of critical reflection. For the sake of the quality of qualitative data of our study, critical reflection and dialogic reflection rather than

descriptive writing and descriptive reflection (contents of which have been discussed earlier) will be our main tool to be utilized in our instruments.

And finally, in our consideration for the content and model of our study, we define reflective coaching as a formative model to courage self-evaluation of the teachers to aid them to develop their self-efficacy and instructional skills. It can also be defined as "guided reflective teaching". For the coach (the researcher) to meet the goals of reflective coaching in the study, she will guide the student teachers through the three stages of pre-conference as planning conversation, observation, and post-conference as reflecting conversation.

From the standpoint of view of the process of thought and consciousness, the focus in this study will be on the five states of mind, (Costa & Garmston, 2002) which form a unique element of cognitive coaching in a reflective context. In the coaching role, the reflective coach and those who will be coached included in this study must also own these processes of thought and consciousness. They are (a) craftsmanship, (b) consciousness, (c) flexibility, (d) efficacy, and (e) interdependence.

Craftsmanship is defined as a disapproval of results of a performance. That is to say, anyone desiring to be craftsman must define higher objectives, seek a continuous growth development, maintain flexible thinking, and attend to details. S/he must be aware of the close relationship between the present and future situation. Second, consciousness could be conceived as the awareness of the individual's feelings, thoughts as long as behaviors and their possible impact on the self and others. In other words, those who are coached must fully be aware of their processes of thought and realize in what ways their thinking will impact student learning.

The third of these processes of thought and consciousness is flexibility. In this process, comprehending multiple perspectives, adapting to change, and expanding the selection of response patterns are considered to be vital for the development of flexibility. Flexible people must have the capacity to be able to manage many different tasks and they should be able to create change in their behavior when a new thing is learned. Furthermore, they should be able to evaluate a situation from a different stand point of view displaying confidence in their intuition, flexible thinkers tend to allow ambiguity and confusion to a certain extent and they let go of a

problem trusting their subconscious for the sake of continuing productive and creative work on it.

The Fourth and most important state of mind is efficacy, which is also one of the main variables in this study. Efficacy can be conceived as the impression that someone's work will create a difference and is connected with being confident, optimistic, and knowledge. Within this context, efficacy as the most important state of mind is considered to be a predictor of how an individual will bring solutions to problems seen the educational context. Efficacious teachers stick to a task until it is completed, and they do not give up easily. Because they can develop a system or strategy to deal with a problem after analyzing it.

The last state of mind in the coaching role is interdependence, which means contributing to a common good and making use of group resources to foster individual potency. Interdependence focuses on the significance of collaborations to achieve a defined goal. A reflective coach, in our consideration, uses what a student teacher says as a guide to the thought process. Because that process needs a change before a teacher could deal with other problems observed in teaching practice. This is essential especially in dealing with problematic thinking of a student teacher. The way how the coach approaches is essential to be able to change the student teacher's thought process supporting interdependence. The role of the coach in this process is to assist student teachers in working together in a learning environment. Teaching is mostly defined as an isolating profession. It is not difficult for persons to lose sight of the whole structure of a school even though the current trend is to promote creating team work together with a sense of community to be created for teachers.

Among these five states of mind, Costa and Garmston (2002) maintain that teacher efficacy is the most important one any kind of development student learning: it is also a critical factor for any prospective change in instructional strategies playing a key role in student mastery of appropriate capacity. Reflective coaching conversations between the coach and the student teachers would be a great asset to create environments to see any improvement of teacher efficacy as they will provide opportunities for student teachers to self-direct, self-monitor, and self-modify their abilities. As can be seen, the five states of mind foster one's own capacity to develop self-monitoring, self-directing, and self-modifying abilities.

## 2.6.2. Impact of reflective coaching conversations in the model

For the coach to meet the goals of reflective coaching, he or she guides the coached through a three-stage cycle of a (a) pre-conference as planning conversation, (b) observation, and (c) post-conference as reflecting conversation. The reflective coach drafts questions facilitating reflective thinking and responses of the student teachers coached, which ultimately fosters reflective growth. Any possible growth or development is more likely to occur as long as more opportunities during reflective conversations are given to student teachers to express themselves for the sake of self-monitoring, self-directing, and self-modifying their abilities.

### 2.6.2.1. Pre-conference as planning conversation

This cycle happens before a targeted lesson. During this stage, the coach firstly helps the student teacher coached clarify aims identifying the expected outcome of the task or lesson targeted. Secondly, intending to reach the desired outcome, the coach presents questions to determine the strategies to follow. Thirdly, to be able to determine observable behaviors during the observation to show whether there is evidence for success of task or lesson, the coach drafts new questions. The fourth part of the conversation focuses on self-directed learning of the student teachers. Finally, the coach asks the student teachers coached to reflect on the coaching process by determining the impact of the quality of the conversation in terms of their thinking as well as decision-making.

Overall, fostering the development of self-coaching skills and matures instructional thought of the student teachers coached is considered to be the main target in the process of planning conversation. Following the reflective conversations, the student teachers coached begin to internalize their thinking process they go through in the process of planning conversation and begin to automatically consider each targeted task, lesson or activity.

### 2.6.2.2. Observation

Within this stage, the coach is expected to collect data about how effective the targeted task, lesson or activity outlined by the coached is. In principle, the student teacher coached is expected to identify the data collection process qualities. Costa and Garmston (2002) maintain that the main aim is to cast the individual coached in

the role of both the researcher and experimenter. Doing so, this process would assist them in gaining an awareness of their own actions or inactions. The content and processes will be discussed throughout the following part explaining the reflecting conversation.

### 2.6.2.3. Post-conference as reflecting conversation

This cycle comes out after the observed lesson or activity. Firstly, the coach drafts questions to assist the student teacher coached in reevaluating what is really happening in the targeted classroom. Secondly, the questions asked by the coach are expected to help the coached compare the planned lesson or activity with what is actually happening in the class. Thirdly, the coached analyzes any possible personal acquaintance with the task or lesson targeted and fourthly, the coached commits to implement any new principles for the lesson or activity to be targeted. Finally, coach's questions are expected to help the coached realize the impact of reflecting conversation on decision making and thinking. It is essential for the coach to share the data collected with the coached so that s/he could make conclusions about lesson during the reflecting conversation.

### 2.6.3. Teacher self-efficacy

Research studies on reflective coaching consistently find significant improvements in teacher efficacy. As one's sense of efficacy is a key element in deciding how tough problems are solved, efficacy could be the most important of the five states of mind. When teachers feel little efficacy, then blame hopelessness, despair, rigidity, and withdrawal could follow. However, scholar work shows that a teacher having robust efficacy could expend more energy in his or her work, define more intriguing targets, persevere longer continuing against failure barriers (Costa & Garmston, 2002, p. 127).

Teacher efficacy is regarded as a motivational concept focused on beliefs of teachers regarding their effectiveness (Fives, 2003a). Research studies have indicated several positive indicators linked with teachers having a higher sense of efficacy. According to Ashton (1985), a teacher having higher efficacy sees his or her profession more rewarding and creates high expectations for students, feels responsible if students are not successful and has a more positive attitude. In this sense, Allinder (1994) maintains that a teacher having a higher sense of efficacy tends to perform better

together with a greater enthusiasm for teaching. Considered from this angle, teacher belief in their capacity to carry out teaching has been associated with several important areas of schooling such as learner success (Ross, 1992), teacher stress, and classroom management (Woolfolk, Rosoff & Hoy, 1990), motivation (Midgley, Feldlaufer & Eccles, 1989).

As can be seen, teacher efficacy seems to impact education in many areas of schooling such as motivation, student achievement, teacher stress, classroom management, and learner outcomes. Nonetheless, it may not be easy to measure and understand teacher efficacy as it is still considered to be an evasive construct (Tschannen-Moran & Woolfolk Hoy, 2001). Woolfolk Hoy (2000) maintains that general teaching efficacy indicates the belief of a teacher about his/her teaching competence to deal with troubling students. In other words, personal teaching efficacy denotes the confidence level teachers display in their capacity to find out policies for the sake of overcoming obstacles to student learning.

Due to possible relationship between learner success and teacher efficacy being advocated as a means for school improvement (Ross, 1992), it is quite natural that studies that examine the impact of strategies of professional development on teacher efficacy are widely called for in the literature (Cantrell & Hughes, 2008). As defined by Bandura (1997), self-efficacy is "the belief in one's abilities to accomplish desired outcomes, powerfully affect people's behavior, motivation, and their success or failure" (as cited in Tschannen-Moran & McMaster, 2009, p. 230). When examined Cornett and Knight's (2009) literature review on coaching, some cognitive coaching studies are cited to positively impact teacher efficacy (Alseike, 1997; Edwards & Newton, 1995; Smith, 1997) yet these studies are criticized by the researchers for lack of sound means of investigating and experimental methodologies.

There are also some other studies which have put their criticism on the same claim in terms of their findings. For example, Cantrell and Hughes (2008), in their study to examine the impact of coaching on sixth and ninth grade teachers' individual and collective efficacy for teaching literacy, used statistical results from survey data from a sample of 22 teachers from eight schools, as well as qualitative interview data. Findings reported that teachers, following the training of professional development project focusing on-site coaching, experienced personal, general, and collective efficacy development for literacy teaching "Coaching seems to contribute to teachers

in gaining their mastery experiences along with the new strategies which constitute the most essential information sources in terms of supporting their sense of efficacy" (Cantrell & Hughes, 2008, p. 120).

Studies examining the impact of coaching on learner success and teacher effectiveness also give priority to the development of instructional capacity. Neufeld and Roper (2003) and Galm and Perry (2004) studied the growth of instructional capacity examining both learner success and teacher effectiveness. These studies based on longitudinal, mixed methods emphasized on assessment scores of students and interview data with results that supported coaching to positively affect both teacher effectiveness and learner success. In the U.S.A, content-specific instructional coaches were deployed to low-performing schools in Corpus Christi, Texas and San Diego, California through funding provided by the Edna McConnell Clark Foundation. These researchers indicated that, "Coaching has had a positive and powerful effect on the cultures of collegiality and collaboration and on their commitment to improving their instruction" (Neufeld & Roper, 2003, p. 29).

Another example, which has also inspired us to conduct our study to a certain extent, is that of Tschannen-Moran and McMaster (2009). In this quasi-experimental study assessing the potency of specific professional development formats on self-efficacy during the implementation of new literacy instructional strategies, Tschannen-Moran and McMaster (2009) gained similar results related to positive impact of coaching on both teacher efficacy and strategy implementation. Four treatment groups based upon four different professional development formats (workshop, workshop plus modeling and practice, and all the previous professional development models with the addition of follow-up coaching) were used on a cluster sampling of 93 primary teachers (K-2) from nine schools in five different public school districts. Descriptive statistics were gained for each treatment group, and results revealed that the most powerful professional development format including the combination of workshop, modeling, practice and follow-up coaching sessions increased teachers' self-efficacy for both reading instruction and implementation of new literacy instructional strategies.

While reviewing the literature on the relationship between coaching and teacher efficacy, we found that only one study specifically examined coaching in relation to implementing strategies for educating diverse student populations and teacher

efficacy. Teemant et al. (2011) evaluated a performance-based coaching model for the sake of improving pedagogics and organization of a class for created for diverse learners. This coaching model promoted the use of the Standards for Effective Pedagogy (Tharp, Estrada, Dalton & Yamauchi, 2000 as cited in Teemant et al., 2011), which comprised five principles developed by the Center for Research on Education, Diversity and Excellence considered essential for teachers working with diverse learners. Using a sociocultural lens, researchers utilized a descriptive, quantitative and longitudinal method to examine to what degree the fidelity and with what patterns coached teachers enacted the five principles from the Standards Instructional Model. The researchers' theoretical implications stated that following:

> The efficacy of coaching in general, and instructional coaching in particular are supported . . . and instructional coaching had a positive, significant, and generally linear impact on development of teachers across several cycles. So, instructional coaching provides a significant change in teacher behavior providing 'existence proof' of teacher change in an area that has received limited attention to date. (p. 691)

Results also included the significance of integrating coaching with actual and socio-cultural performance objectives along with evidence that coaches own an essential and deep understanding of objectives of coaching as well as personal attributes to be able to foster development of teacher performance. The importance of this study resonates with the increasingly diverse student population in schools and demonstrates the importance of coaching to prepare teachers for diverse populations with scientifically based teaching strategies. In other words, schools and education systems need well-qualified coaches to be able to prepare teachers for diverse populations.

Not all research reviewed found a positive correlation with coaching and teacher efficacy. For example, Ross (1992) conducted a study on the relationship between teacher efficacy and student achievement. She examined the interactions with assigned coaches in a sample of 18 middle school history teachers in 36 classes implementing a specific innovation in a Canadian middle school. The hypothesis of Ross was the correlation that "teacher efficacy and coaching could interact such that teachers with high-efficacy would benefit more from coaching than teachers with low-efficacy" (p.53). Using open-ended questionnaires, standardized student assessments, and descriptive statistics to measure efficacy, the researcher determined that the hypothesis was not confirmed. Results revealed that there was no interaction

among teacher efficacy, coaching, and achievement. Ross (1992) stated that the lack of correlation might be due to the fact that the coaching model examined in the study did not have peer observation, which was considered an integral piece of coaching behavior.

With similar findings, Gutierrez, Crosland and Berlin (2001) examined surveys, coaching videos, and interviews of both coaches and teachers using a mixed-methods study. They revealed that teachers could not gain any help from the most coaching experiences in terms of changing class activities, tasks and lessons in essential aspects. These researchers stated that coaching did not help the teachers understand when or how to choose one instructional strategy over another. In another study in the Netherlands, Veenman and Denessen (2001) found out teachers were not rated as more effective over those who had not received coaching even though those who had been coached expressed higher levels of confidence in teaching.

However, almost all studies focusing on the impact of coaching on teacher efficacy and learner success highlight positive attributes of the coaching process to teacher learning even though a few of them show no connection with coaching to teacher efficacy. These studies also stress that coaching can improve instruction, and therefore improve student achievement as long as it is implemented properly. Apart from those, the qualifications of the coach play a key role to foster teacher leaning. In the countries like Turkey, where teachers rarely get support for professional development through the supervision system, schools can employ well-qualified coaches to increase teacher efficacy and learner success.

## 2.7. Chapter Summary

The evaluation and assessment of coaches and coaching programs and models still looks to be problematic. Studies similar to this one that focus on a specific model or approach of coaching are needed in order to determine whether coaches impact teacher beliefs and practices and enhance student achievement. The professional development provided to coaches needs to be studied to investigate the effectiveness of coach learning, and future research on coach training would be necessary to develop a better comprehension on what other types of coaching could be more influential in terms of meeting different needs and goals of coaching in various educational contexts.

To sum up, many research studies have sought to answer the question asked at the beginning of this section "Does the coaching really change the teacher effectiveness in the class?" Even though there is no clear answer to this question, majority of the studies conducted reveal that reflective thinking and coaching really help teachers change. Teachers who were involved in similar programs tend to incorporate research-based instructional methods into their classrooms. Those teachers can be called as empowering teachers. When examined literature reviewed in this chapter, one could see that several categories of research regarding reflection, reflective coaching, teacher efficacy, and teacher development, coaching roles and relationships, coaching and teacher leadership, and teacher learning and change were discussed. Finally, we tried to base our understanding of reflection on some of them narrowing down the previous studies for the sake of the framework of our study. We did it not to move away from the main focus of the research described in this study.

# 3. METHODOLOGY

## 3.1. Introduction

This chapter attempts to explain the research design of the study. The research questions, the research design, the participants, the population and sample, the data collection procedure, the data collection instruments, the framework and description of fourteen-week reflective coaching program, the validity and reliability of the study, the limitations and the ways of data analysis are reported throughout the chapter.

## 3.2. Research Questions

Based on the aims of the study, research questions outlined for this study were given below and they were explained in detail in Table 3.1.

**Quantitative (partly qualitative)**

**RQ1:** Does reflective coaching help the student teachers increase their sense of efficacy?

**RQ2**: Does reflective coaching help the student teachers increase their level of perceived development in instructional skills?

**Qualitative**

**RQ3:** Are the student teachers satisfied with the reflective coaching program conducted?

**RQ4:** What are the gains of the coach during the reflective coaching program?

**Table 3.1:** Research questions and data sources

| Research Question | Instrument/Data Sources |
|---|---|
| RQ1: Does reflective coaching help the student teachers increase their sense of efficacy?<br><br>(Quantitative)<br>(Partly qualitative) | - The Teachers' Sense of Efficacy Scale (TSES) (long form)<br>- and the data partly gained from the reflective diary sheets, the video-recordings, and the recordings of the interactions of the student teachers with the reflective coach |
| RQ2: Does reflective coaching help the student teachers increase their level of perceived development in instructional skills?<br><br>(Quantitative)<br>(Partly qualitative) | - The Self-Assessment Tool for Post-lesson Reflection (SATPLR)<br>- and the data partly gained from the reflective diary sheets, the video-recordings, and the recordings of the interactions of the student teachers with the reflective coach |
| RQ3: Are the student teachers satisfied with the reflective coaching program conducted?<br><br>(Qualitative) | - The reflective coaching training evaluation form<br>- The recordings of the interactions of the student teachers with the reflective coach |
| RQ4: What are the gains of the coach during the reflective coaching program?<br><br>(Qualitative) | - The diary of the reflective coach |

## 3.3. Research Design

The research design of this study was convergent (concurrent) parallel mixed model design of Creswell (2014) using both quantitative and qualitative approaches to confirm and corroborate results. Figure 3.1 below shows the graphical expression of the research design.
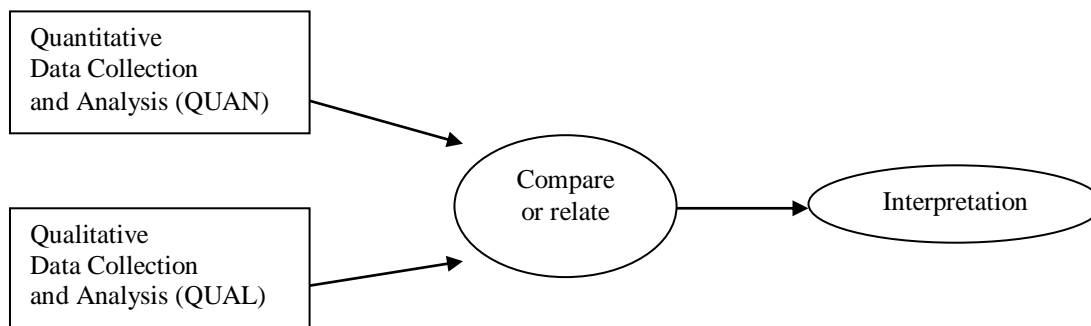


**Figure 3.1:** Convergent (concurrent) parallel mixed methods design (Creswell, 2014, p.270)

We have chosen mixed method design because we need to understand contradictions between quantitative and qualitative results and to ensure that results are grounded in experiences of respondents. This single case study based on pre/post-test design is an attempt to find out any prospective improvement in the instructional skills of student teachers and sense of efficacy. The reason why we chose it is to provide a nuanced, empirically rich, and holistic account of specific phenomena (Berg & Lune, 2012). We focused on the implementation of reflective coaching as a specific phenomenon collecting both qualitative and quantitative data. Single case analysis is also valuable for the testing of theoretical propositions, if measurement error is low, and predictions are relatively precise (Levy, 2008, pp. 12-13).

## 3.4. Participants

Eight volunteers aged from 21 to 22 attending the B.A. program in English Language Teaching Department the Faculty of Education, Çanakkale Onsekiz Mart University, Çanakkale, Turkey and one reflective coach (the researcher) from the School of Foreign Languages, Çanakkale Onsekiz Mart University participated in the study. Only one of them was male. To ensure the confidentiality of the participants, pseudonyms were used to refer to each student teacher; (ST) 1 Bilge, (ST) 2 Aysun, (ST) 3 Fatma, (ST) 4 Berk, (ST) 5 Melek, (ST) 6 Serpil, (ST) 7 Deniz, and (ST) 8 Beren. The proximity of the participants and the setting was given priority during the selection process to eliminate any availability issues. Table 3.2 describes these participants.

**Table 3.2:** Matrix detailing participant demographics

| Individual and Pseudonym | Years of teaching | Gender | Nationality | Age | Grade taught |
|---|---|---|---|---|---|
| (ST) 1 Bilge | 0 | F | Turkish | 22 | High School (9,10) |
| (ST) 2 Aysun | 0 | F | Turkish | 22 | High School (10,12) |
| (ST) 3 Fatma | 0 | F | Turkish | 22 | High School (9,10,12) |
| (ST) 4 Berk | 0 | M | Turkish | 22 | High School (9,10) |
| (ST) 5 Melek | 0 | F | Turkish | 22 | Primary School (2,3,4) |

**Table 3.2 (continued):** Matrix detailing participant demographics

| Individual and pseudonym | Years of teaching | Gender | Nationality | Age | Grade taught |
|---|---|---|---|---|---|
| (ST) 6 Serpil | 0 | F | Turkish | 21 | Primary School (2,3,4) |
| (ST) 7 Deniz | 0 | F | Turkish | 22 | Primary School (2,3,4) |
| (ST) 8 Beren | 0 | F | Turkish | 21 | Primary School (2,4) |
| Reflective Coach (Researcher) | 10 | F | Turkish/ Turkish Cypriot | 34 | University |

ST: *Student Teacher*

## 3.5. Population and Sample

In this study, the target population was TEFL (Teaching of English as a Foreign Language) education teacher's candidates. The sample included eight volunteers including male and female undergraduate students, aged from 21 to 22, attending the B.A. program in ELT at the Faculty of Education, Çanakkale Onsekiz Mart University, Çanakkale, Turkey. They were chosen by using volunteer sampling as one of the main types of non-probability sampling methods. This type of sampling consists of people who self-select into the survey and it can be considered as more ethical as student teachers have approached researcher and they could have an interest in the subject and also they are less likely to give biased information (Dörnyei, 2007).

As well-known, it is not easy to find volunteers in such research studies. Because one faculty member at the Faculty of Education can get two groups only each consisting of four student teachers for Teaching Practice course according to the regulations of Ministry of National Education. For this reason, we targeted only eight participants. At the beginning of the Spring term of the Academic Year 2018-2019, a total of 32 student teachers were asked to volunteer to participate the study. The candidates were told that they would refresh their four-year education and see practical part of it. They were also told that they could use their last video-taped performance (after quality feedback) in their job applications as a real proof of their teaching performance. Eight of them accepted to volunteer in the study and they were assigned to the researcher (also the faculty member) as two different groups.

## 3.6. Data Collection Procedure

The 14-week reflective coaching program used in this study was developed and adapted by the researcher in 2016 (Ürün Göker & Göker, 2017) mainly based on the principles of reflection (Schön, 1983), self-analysis of strengths and weaknesses, the writing of personal statements, and reflective teaching (Richards, 1990; Richards & Lockhart, 1992). The treatment section of this study was conducted between February 11, 2019 and May 17, 2019. The student teachers from the ELT Department of Çanakkale Onsekiz Mart University participated in this study while doing Teaching Practice course during the Spring term in the Academic Year 2018-2019.

For the pre/post-test design of this study, one case study group was formed, and the data were collected in both quantitative and qualitative methods during the Teaching Practice course:

- conducting and evaluating videotaped lessons based on the principles of reflective teaching,
- discussing based on videotaped lessons during reflective conference sessions,
- expressing results with statistical data obtained from the pre/post-test application (details are given below),
- employing open-ended questions in the Reflective Coaching Training Evaluation Form, using the reflective diary sheets, the recordings of the interactions of the student teachers with the reflective coach, and
- keeping a diary by the researcher.

The priority in RC was to make the student teachers aware of their weaknesses and strengths before their teaching practice. For the sake of pre-assessment part of data, each student teacher conducted a full-lesson teaching based on their current theoretical knowledge and practice in their B.A program, and they were video-recorded. They were asked to do self-evaluation. Within this context, the SATPLR (ELTE-DELP, 2014) was used. They were also asked to fill the TSES (long form) developed by Tschannen- Moran and Woolfolk Hoy (2001, p. 783). Following the pre-assessment part, the 15-hour training on teacher evaluation and reflective coaching (see Appendix K) prepared by the researcher was held prior to the treatment. The training mainly included tasks such as writing diaries, lesson

evaluation methods, discussions of some effective and ineffective samples of video recorded lessons and video shows on how to give effective feedback. Considering the nature of qualitative studies, the researcher as a reflective coach was actively involved in all stages of the study. As for the post-assessment part of data, the SATPLR was utilized as the first instrument to see the effects of the treatment on the development of each instructional skill. The second instrument utilized in this study was the TSES. These two instruments were used for both pre and post assessment. The other five instruments were also used for the post-assessment part of the data, namely, the reflective coaching training evaluation form, the reflective diary sheets of the student teachers, the video-recordings of the lessons, the recordings of the interactions of the student teachers with the reflective coach, and the diary of the coach. During the treatment, all participants video-recorded the courses, and the researcher as their reflective coach organized the reflective coaching conference sessions, during which she discussed the performance of the student teachers considering the three main instructional skills with 26 items with the participants and gave feedback on the courses video-recorded. All the participants joined these conference sessions individually. Table 3.3 is given below to outline the study timeline.

**Table 3.3:** Study timeline

| Phase | Date | Data Collected |
|---|---|---|
| Phase 1 | February, 2019 | Demographic Information |
| | March, 2019 | Quantitative Data (RC Intervention)<br>• TSES and SATPLR (Pre-Test) |
| Phase 2 | March-May, 2019 | 15-hour Training Program<br>Qualitative Data (RC Intervention)<br>• 24 video-recordings (three video recordings for each student teacher)<br>• Reflective diary sheets of the student teachers and the researcher<br>•Recordings of the interactions of the student teachers with the reflective coach |

**Table 3.3 (continued):** Study timeline

| Phase | Date | Data Collected |
|---|---|---|
| Phase 3 | May, 2019 | Quantitative Data (RC Intervention) <br> • TSES and SATPLR (Post-Test) <br> Quantitative Data (RC Intervention) <br> • Reflective coaching training evaluation form (Post-Test) |

## 3.7. Data Collection Instruments

The data for this study was collected using seven instruments:

- Self-Assessment Tool for Post-Lesson Reflection (SATPLR) (ELTE-DELP, 2014),

- Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001, p. 783),

- Reflective Coaching Training Evaluation Form prepared by the researcher to assess the student teachers' satisfaction with the reflective coaching program after the treatment,

- Reflective diary sheets of the student teachers,

- Video-recordings of the lessons,

- Recordings of the interactions of the student teachers with the reflective coach during the treatment, and

- Diary of the reflective coach.

### 3.7.1. Self-Assessment Tool for Post-Lesson Reflection (SATPLR)

The Self-assessment tool for post-lesson reflection (SATPLR) was developed by the Department of English Language Pedagogy of the School of English and American Studies at Eötvös Loran University (ELTE) in Hungary in 2014 considering the recommendations on how to use the European Portfolio for Student teachers of Languages (EPOSTL) developed by Newby et al. (2007). The ELTE is a very old university established in 1635 and it hosts a very strong Teacher Training Centre. This tool is intended to be used for the student teachers or teachers to help them make and record progress by means of pre and post lesson reflections with a coach or mentor. For the content and purpose of this study, the researcher utilized the self-assessment descriptors under three main instructional skills with 26 items (Planning, Personal and Professional Qualities, Implementation). This tool was used because it

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focused on the development of instructional skills targeted in our study considering the TEFL context in Turkey. The SATPLR, which promotes professional development, was used for both pre and post assessment. (see Appendix H).

### 3.7.2. Teachers' sense of efficacy scale (TSES)

The second instrument utilized for both pre and post assessment in this study was the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001, p. 783) supposing that a student teacher with a capacity to produce an event could manage more dynamic and self-determined teaching (see Appendix I). Long form of TSES was preferred for this study because it is recommended that the full 24- item scale be used with pre-service teachers. And the factor structure is less distinct for these respondents (Tschannen-Moran & Woolfolk Hoy, 2001, p. 783).

### 3.7.3. Reflective coaching training evaluation form

As the third instrument, the Reflective Coaching Training Evaluation Form prepared by the researcher to assess the student teachers' satisfaction with the reflective coaching program after the treatment was employed during the treatment (see Appendix J).

### 3.7.4. Reflective diary sheets

The student teachers kept reflective diaries. The purpose of asking the student teachers to keep diaries was to create a space for them to articulate and in return to become consciously aware of their weaknesses and strengths in terms of improving their instructional skills and sense of efficacy. The reflective diary sheets filled by the participants were also collected for the sake of analysis of the qualitative data (see Appendix F). The student teachers were asked to write in the diary after each session by using the following prompts:

- What have I learned?
- What can I do with what I have learned to improve my instructional skills and sense of efficacy?

### 3.7.5. Video-recordings of the lessons

All lessons conducted by the student teachers were video-recorded for the analysis of the data. Video recordings were done by the student teachers' own cell phones as they were given permission to do so. A total of 24 video-recordings were done for the eight student teachers (three for each).

### 3.7.6. Diary of the reflective coach

The researcher kept reflective diaries and they were also kept for the sake of analysis of the qualitative data (see Appendix G). The researcher as the reflective coach summarized after each session by using the following prompts:

- What have I learned?
- What can I do with what I have learned to improve my coaching skills?

### 3.7.7. Recordings of the interactions of the student teachers with the reflective coach

The researcher noted down the significant statements and some of the interactions of the student teachers with the reflective coach especially during the post-conference sessions about the effectiveness of the treatment and then used them for the analysis of data.

### 3.8. Framework and Description of the Fourteen-Week Reflective Coaching Program

The fourteen-week reflective coaching program developed by the researcher mainly consists of a three-stage coaching cycle just like that of Costa and Garmston (2002): 1. pre-conference as planning conversation, 2. observation and, 3. post-conference as reflecting conversation. As indicated in the literature review section, we planned to reflect this framework into our program.

The study timeline for the program including a three-stage coaching cycle was described and outlined by the researcher in detail below. During the first four weeks, pre-conference as planning conversation was targeted to be able to identify and clarify the aims and goals of the program for the student teachers. Table 3.4 shows the content of the task/activity employed during the first four weeks of the program in a detailed way.

**Table 3.4:** First cycle of fourteen-week reflective coaching program

| Week | Date | Task/Activity | Place |
|------|------|---------------|-------|
| 1 | Wednesday, February 13, 2019 | - First meeting with the student teachers at the School of Foreign Languages | COMU School of Foreign Languages, Reflective Coach's Office |
| | Friday, February 15, 2019 | -First meeting with the student teachers in practice schools | Practice School (High School-Primary school) |
| 2 | Friday, February 22, 2019 | -Meeting on discussions of visits and observations in practice schools | COMU SFL, Reflective Coach's Office |
| 3 | Friday, March 1, 2019 | -Meeting on discussions of visits and observations in practice schools -Updating the Teaching Practice File and comparing different evaluation forms | COMU SFL, Reflective Coach's Office |
| 4 | Friday, March 8, 2019 | -Meeting on preparation of four student teachers' first videotaped lessons | COMU SFL, Reflective Coach's Office |

### 3.8.1. Week 1 session

The aim of this session was to be able to create a natural and friendly atmosphere because establishing a good communication channel and an unprejudiced beginning was very important for our study. In this sense, we had our first meeting in this week. We negotiated with eight student teachers about the program. They were informed in detail about the importance of the videotaped lesson, the benefits of it for them after the program and those of the feedback session after each of their videotaped lessons. We also discussed that the opinions and expectations of the student teachers towards the program and their expectations for their life and career aims after graduation were important and that the program should be seen as a bridge on the gap between the theory and the practice.

During this week, the student teachers were also presented to the directors and practice teachers at their practice schools. Four student teachers would do their

observation and teachings in a high school and the other four of them would do in a primary school.

It was discussed with the school principal about the prospective contribution of the study to student teachers' development and impact on their vision on teaching and permission was gained for the videotaped lessons.

### 3.8.2. Week 2 session

In this week, the student teachers attended the teaching practice visits regularly and observed different environments in their practice schools. The aim of this session was to listen to first impression of the student teachers on their visits and observations at practice schools.

Their first awareness was about the difference between the real class environment and the theory, and the difficulties to apply the theory that they had learned during their four years of education to the practice they would do. Even they had school observation for the first term and had some micro teachings, this time they had a different awareness with different viewpoints while doing their observations after our first week session.

The other aim of this session was to lessen the student teachers' anxiety of making mistakes or prejudices towards their first teachings. It was also aimed to share the advantages of the program: how it would be a benefit for them towards their future reality shock, how they would learn something from their mistakes and how these mistakes would be fruitful for them to foresee possible things for their future teachings.

### 3.8.3. Week 3 session

During this session, the student teachers continued to attend the teaching practice visits regularly, observe different environments in their practice schools and they were asked to update the teaching practice file developed by the Faculty of Education comparing different evaluation forms emailed by the researcher. Then they had a meeting to discuss on them in detail.

The aim of this session was to show the difference between SATPLR that would be given student teachers after their first videotaped lesson and other evaluation forms.

Besides, it was also aimed to create a positive, sincere and trustworthy environment for the student teachers to make them feel relaxed because it was very important for the progress of the program especially for individual post- conference sessions. From this point of view, personal examples from the researcher's own experiences were shared with student teachers to make them feel understood by the feeling of empathy. It was also discussed about their anxiety and expectations towards future, their anxiety on assignment as a teacher or not, their workloads, their family expectation, preparation for some exams both for their B.A education and other some high-stakes tests to find a job.

### 3.8.4. Week 4 session

In this week four student teachers would do their first videotaped lesson at high school with different levels. Therefore, the aim of this session was to listen and understand their anxiety and make them relaxed before their first videotaped lessons. Because our program was relationship-based, it was very important to make them feel that the researcher was with them as a reflective coach in each stage of the program.

Though the student teachers were eager to record their lessons, they had a different feeling of prejudice against video-recording of their courses. They were afraid of making mistakes and being ashamed of their friends in PC sessions. Therefore, this session was very helpful to make them understand the confidential and trusty relationship between the reflective coach and themselves.

Table 3.5 below including the week sessions from five to ten is the part of observation cycle of our fourteen-week RC program and it is given below in detail. During the second cycle, the reflective coach conducted observations of the student teachers, trained them on how to reflect and evaluate themselves based on the items in the SATPLR and TSES, and finally prepared them for the last cycle.

**Table 3.5:** Second cycle of fourteen-week reflective coaching program

| Week | Date | Task/Activity | Place |
|---|---|---|---|
| 5 | Wednesday, March 13, 2019 | -First videotaped lessons of two student teachers after three-week observation. | Practice School (High School) |
| | Thursday, March 14,2019 | -First videotaped lessons of the other two of them after three-week observation | |
| | Friday, March 15,2019 | -Meeting on discussion about their performance | COMU SFL, Reflective Coach's Office |
| 6 | Friday, March 22, 2019 | -Meeting on what they observed and deciding the dates for the rest of the four student teachers' first videotaped lessons | COMU SFL, Reflective Coach's Office |
| 7 | Monday, March 25, 2019 | -Two student teachers' first videotaped lessons | Practice school (Primary School) |
| | Friday March 29, 2019. | -The last two student teachers' first videotaped lessons | Practice school (Primary School |
| | | -Meeting on discussion about their performance<br>-Delivering the two instruments (TSES and SATPLR) to fill in after eight student teachers' first videotaped lessons<br>-Giving all the information about the RC program and negotiating on the dates available for meeting | COMU SFL, Reflective Coach's Office |
| 8 | Wednesday April 3, 2019 | -Start for the 15-hour training program<br>-Watching the video-taped sample course (one hour)<br>Sources:<br>- Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3 (Part1) https://www.youtube.com/watch?v=GLP5-KulMKs<br>-Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3 (Part2) https://www.youtube.com/watch?v=2YgoA_8a0to<br>-Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3 (Part3) https://www.youtube.com/watch?v=XK1QPoizwnI<br>-Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3 (Part4) https://www.youtube.com/watch?v=pPDplqOdpSw<br>-Discussion on the sample lesson (2 hours) | COMU, Faculty of Education Room B2 7 |
| | Friday, April 05, 2019 | -Presentation of the lesson evaluation methods (four hours)<br>Source: A PPT presented by the researcher on lesson evaluation methods | |

**Table 3.5 (continued):** Second cycle of fourteen-week reflective coaching program

| Week | Date | Task/Activity | Place |
|------|------|---------------|-------|
| 9 | Friday, April 12,2019 | -Problems observed in video recorded course (four hours)<br>Sources:<br>-A sample video-recorded lesson by a student teacher<br>-Different sample lessons got from youtube<br>-Classroom Reflection Example<br>https://www.youtube.com/watch?v=tjpoxUmI-dA  -Ineffective Classroom Management<br>https://www.youtube.com/watch?v=XMhIUo2a1iE<br>-Bad Lesson Example<br>https://www.youtube.com/watch?v=iW0XsQ4X28s_itc<br>Publications<br>-An example of bad teaching<br>https://www.youtube.com/watch?v=ApVt04rBU<br>-Classroom Management Ms. Gray's Class<br>https://www.youtube.com/watch?v=B4b8GQ-2YfU<br>-Poor Instructions<br>https://www.youtube.com/watch?v=DJsn7v-Qjak | COMU, Faculty of Education Room B2 7 |
| 10 | Monday, April 15, 2019 | -Video shows on how to give feedback (two hours)<br>Sources:<br>-Giving Effective Feedback 3 Unhelpful and Helpful Feedback<br>https://www.youtube.com/watch?v=PRIlnUAKwDY<br>-Teacher provides feedback to students - Example 10<br>https://www.youtube.com/watch?v=fGeYPYEBXsg<br>-Teacher provides feedback to students - Example 16<br>https://www.youtube.com/watch?v=16MsVoBCCHc<br>-Teacher provides feedback to students - Example 8<br>https://www.youtube.com/watch?v=D9FlwB0BFqQ<br>-ESL/EFL Oral Error Feedback (test yourself)<br>https://www.youtube.com/watch?v=VFVSQTNUxtc | COMU, Faculty of Education Room B2 7 |
| | Tuesday, April 16, 2019 | -Presentation on how to write a reflective diary (two hours)<br>Sources:<br>-A PPT presented by the researcher on writing reflective diaries for teachers<br>-Reflective Diary Samples:<br><br>-Lesson Reflection - Katy's Teacher Work Sample<br><br>https://sites.google.com/site/katysteacherworksample/v-instruction-and-management-plan/e-planet-survivor/2-lesson-reflection<br>-Lesson Reflection - Katy's Teacher Work Sample<br>https://sites.google.com/site/katysteacherworksample/v-instruction-and-management-plan/h-let-s-explore-the-solar-system/1-sol<br>-Student Teaching Experience Reflection - Katy's<br>...https://sites.google.com/site/katysteacherworksample/vii-student-teaching-experience-reflection | |

**Table 3.5 (continued):** Second cycle of fourteen-week reflective coaching program

| Week | Date | Task/Activity | Place |
|---|---|---|---|
| 10 | From Wednesday to Friday April, 17-19, 2019 | -Analysis of the first video-taped lessons according to the SATPLR and individual meeting with the student teachers as first PC session | COMU SFL, Reflective Coach's Office |

### 3.8.5. Week 5 session

After a three-week observation, four of the student teachers did their first teaching on different days with different age groups and they had a meeting for discussing their performance with the researcher. They were asked to reflect their lessons and take some notes answering two questions; "what have I learned?" and "what can I do with what I have learned to improve my instructional skills and sense of efficacy?"

The aim of this session was to understand their feelings, problems and needs about the first videotaped lessons. Their needs were very important because in our fourteen-week program, we would have the 15-hour training program with student teachers and this session would help us to revise our training program according to their needs.

### 3.8.6. Week 6 session

We had a meeting on the things they observed, discussion about how we would proceed and what our expectations were, and the benefits of this reflective coaching process again. We also decided the dates for the rest of the four student teachers' first videotaped lessons.

The aim of this session was to make student teachers remember the program that they were a part of it and aware the benefits of it.

### 3.8.7. Week 7 session

This week the rest of four student teachers did their first teaching at primary school on different days with different age groups while the other four student teachers continued doing their regular observations. After their first videotaped lessons we had a meeting on discussion about their feelings after their first teachings. They had the similar problems and anxiety with the other student teachers who had done their first videotaped lessons. After listening to them and removing their anxiety, the

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researcher asked them to evaluate their videotaped lessons answering two questions; "what have I learned?" and "what can I do with what I have learned to improve my instructional skills and sense of efficacy?" In this session, eight student teachers were also given two instruments (TSES and SATPLR) to fill into see their progress after the program.

They were also given all the information about the 15-hour training program and dates available for them to meet were negotiated. After the discussing the details, the 15-hour training program was set as illustrated in the Table above.

The aim of this session was to relief student teachers' anxiety by listening and counseling them and also make them reflect their first videotaped lessons by using two instruments. These instruments were also aimed to be used after the program. In that way we would be able to see the improvement of the student teachers during the program.

### 3.8.8. Week 8 session

In this session, we aimed to watch a sample of effective lesson and to discuss according to the SATPLR; it was also aimed to show the student teachers how to reflect their lessons by presentation of the lesson evaluation methods; and it was asked them to write their reflective diaries after each lesson.

When we asked the student teachers to teach according to the whole items in the SATPLR, they said that it was impossible. The aim of this sample lesson was to show how impossible things could be possible. For this purpose, they were asked to watch the sample lesson by considering the items in the SATPLR and evaluate the teacher. Another aim was to show them the smooth transition between the theory and practice; also, they would be able to combine the theory that they had learned during their four year of education with practice. In this sense, the student teachers could pay attention to some important parts of the lesson. Some of these are listed below:

- the teacher's way of using action zone effectively,
- the questions in line with Blooms Taxonomy,
- effective appraisal language together with self-correction,
- the activities in the classroom (individual, pair work, group work, whole class),

- Vygotsky's zone of proximal development (ZPD) theory,

- Piaget's Schema Theory,

- Howard Gardner's seven multiple intelligences,

- course book with supplementary materials,

- addressing the needs of the students,

- feasibility of the teacher,

- commitment to the learners' personal growth,

- communication and good rapport between the students and the teacher, presence of the teacher and the like.

We also had a discussion session on the lesson evaluation method, and it was believed to be very important for the student teachers since they did not know about reflection and how to reflect their lessons; our program was a guided reflective teaching for them. In this sense, we used the book "Reflective Teaching in Second Language Classroom" by Jack Richards including brief information and practical ways with simple and clear language with the aim of teaching the lesson evaluation methods. The pdf format of the book was e-mailed to the student teachers to evaluate it before the lesson. It was believed that this book would be useful for them while writing their diaries and reflecting their lessons. The book was scanned with the student teachers together along with a PPT had been prepared by the researcher.

In this session, the student teachers had very fruitful discussions together, and they were actively engaged with the discussions mainly on lesson evaluation. It was remembered that they had actually been involved in the process video-recording, writing reflective diary, making evaluation, doing some sort of action research but they would learn how to do it properly by the help of the reflective coach.

### 3.8.9. Week 9 session

In this session we watched some different videos on "the problems observed in video recorded courses."  This sample of effective lessons would teach them  how to become an effective teacher, how to use items in the SATPLR and what to do to make their lessons effective; moreover watching  different problematic classroom videotaped lessons, would show them what they should not do in their classroom.

In this sense each sample-videotaped lesson was chosen for a different purpose. The first sample lesson was emailed to the student teachers to watch and take some notes

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about the strengths and weaknesses of the teacher. The aim was to show them a real classroom atmosphere of a student teacher like them and to make them aware the importance of reflection as well as to raise their sense of efficacy with vicarious experience that is one of the four sources of Bandura.

In the second sample lesson the aim was to show them the importance of lesson plan, preparation before the lesson, thinking about the needs of the students, the balanced relationship between the students and the teacher, presence, posture, tone of voice, consistency of rules, etc. We especially emphasized the video-recordings because the student teachers were not aware of their strengths and weaknesses while teaching. So that the videotaped lessons had a mirror effect for them to be aware of their strengths and weaknesses. We strongly believe that they had a chance to see themselves in the eyes of their students, and that the more they could reflect their lesson after the lesson, the more they would be prepared for the future lesson since they could foresee possible problems before the lesson. In other words, the more they reflect on action, the more they are ready for reflection in action.

In the third video, it was aimed to make student teachers aware some classroom management problems and the things that caused them and to show them the importance of presence, voice, consistency of the rules from the beginning, balanced discipline of the teacher and the first impression;  the students should act according to the teacher, not vice versa.  The student teachers also noticed that being a native speaker or speaking English fluently did not mean that they would not have classroom management problems. The important focus of this session was to make the student teachers feel themselves as the real professionals from the moment that they enter the class even they are student teachers now. Another important focus was to make them aware of their weaknesses before their real classrooms and change them into strength by thinking every time the questions begin "why and how".

The purpose of the fourth sample lesson was to show the student teachers how bad it was when the lesson did not address the need of the students, take their attention or motivate them. They could also see how bad it was when the lesson had some problems on the structure of it, rapport, action zone of the teacher and no concern to teach the students. Another aim was to show them that being a native speaker or not having a classroom management problem does not mean they are perfect teachers.

By illustrating the negative points, we believe that the student teachers have become more conscious and will reshape and reorganize their classes accordingly.

The other important focus was to show them the importance of reflecting their beliefs because each teacher and student bring their beliefs into the class and it affects his/her aims, attitudes, motivation, etc. From this perspective, helping the student teachers evaluate their education life from primary school to university, think about all of their teachers- the positive and negative aspects of their teaching- might affect their beliefs towards teaching and learning; they will be questioning the things underlying cause of their beliefs. The focus here was to make the student teachers understand that they should question and accept their prejudice student and teacher beliefs and be honest towards themselves. Reflection was a right path to achieve these goals.

The focus of the fifth sample lesson was to stop student teachers' prejudices towards themselves and to show them that the title, experience, speaking English fluently or being a native speaker was not enough alone if they do not question and reflect their lessons.

In the sixth sample lesson we aimed to show the student teachers how bad it to humiliate, threaten the students, use the grade as a weapon, discuss with students in the classroom, and not to be fair. The student teachers also noticed the benefits of evaluating their own teaching during the lesson and after the lesson and planning the next lesson.

In the last sample lesson, the purpose was to raise the awareness of the student teachers about the importance of giving clear, short comprehensible instructions. Besides another focus was to break their prejudice towards their language proficiency with the help of this video and help them gain self-confidence for themselves.

Lastly, with all of these sample teachings, it was aimed to make the student teachers realize the importance of reflection and how to overcome the problem of lack of experience through reflection, which would provide them with opportunities to see their strengths and weaknesses. To make them aware of all of these things, we asked them to write their diaries by answering two questions as "what have I learned?" and

"what can I do with what I have learned to improve my instructional skills and sense of efficacy?".

This session helped them gain self-confidence, raise their sense of efficacy, remind them how valuable they were for themselves and not to underestimate their capacity and vision. Because they all wanted to develop themselves, they did many things such as preparing new courses and tasks, video-recording their classes and evaluating both themselves and others. We just kept reminding them that they had the capacity, willingness, and vision and they should not underestimate them.

### 3.8.10. Week 10 session

The remaining part of the training on how to give feedback and presentation on how to write a reflective diary was conducted this week. For each lesson, the student teachers were again asked to write their diaries by answering two questions as "what have I learned?" and "what can I do with what I have learned to improve my instructional skills and sense of efficacy?"

For the feedback session, it was aimed to teach them how to give feedback in their classrooms. So that each video had a different focus on how to give feedback on exams, students' written oral products along with the recommendations on what to avoid while giving feedback. They were also shown different types of corrective feedback (Explicit Correction, Metalinguistic Feedback, Elicitation, Clarification Request, Repetition, Recast), in details together with videos.

For the lesson how to write a reflective diary, a PPT prepared by the researcher was used. The focus was to show the student teachers how to write a reflective diary, what to concentrate on while writing diaries, how to be honest to themselves in writing a reflective diary, how diaries play a key role in making them face to the real problems and teaching how to overcome them. Besides the PPT, some examples of diaries were also shared with them using a sample web page.

During this week, we initiated the first PC session including meeting each student teacher individually. The aim was to make them become aware their strengths and weaknesses with the power of constructive feedback. The researcher and the student teachers him/herself watched the videotaped lesson and evaluated according to each item in the SATPLR while keeping some notes before the meeting. Meeting days and hours were arranged for each student teacher individually. On the meeting day, their

performance was evaluated and discussed for about three hours. Each student teacher was asked first how s/he felt after the teaching performance, what s/he would change if s/he were given another chance to do the same lesson and his/her thoughts towards the strengths and weaknesses of his/her teachings. Then the researcher made her comment on strength parts of the lesson and how they can develop their weak parts. The student teachers were also asked to evaluate their performance according to each item in the SATPLR and after listening to them, the reflective coach made comment for each of them.

Finally, focusing on the last cycle, which is post-conference as reflecting conversation, Table 3.6 shows how the reflective coach conducted critical reflection with the student teachers with the aim of teaching them not only how to employ reflection but also how to install their reflective thought into their teaching practices in different contexts.

**Table 3.6:** Third cycle of fourteen-week reflective coaching program

| Week | Date | Task/Activity | Place |
|------|------|---------------|-------|
| 11 | Wednesday, Thursday April 24-25, 2019 | -The student teachers' second videotaped lessons | Practice schools (Primary school-High school) |
| | Friday, April 26,2019 | -Second PC session for the analysis and discussion of the second videotaped lessons of two student teachers | COMU SFL, Reflective Coach's Office |
| 12 | Monday, Tuesday April 29-30,2019 | -Second PC session for the analysis and discussion of the second videotaped lessons of the rest of the student teachers | COMU SFL, Reflective Coach's Office |
| | Thursday, Friday May 2-3,2019 | | |
| 13 | From Monday to Thursday May, 6-9, 2019 | -Student teachers' third videotaped lessons at practice schools | Practice schools (Primary school-High school) |
| | Friday, May, 10, 2019 | -Delivering the two instruments (TSES and SATPLR) to fill in after eight student teachers' last videotaped lessons and the Reflective Coaching Training Evaluation Form asking about their pleasure for the program | COMU SFL, Reflective Coach's Office |

**Table 3.6 (continued):** Third cycle of fourteen-week reflective coaching program

| Week | Date | Task/Activity | Place |
|------|------|---------------|-------|
| 14 | Thursday, Friday May 16-17,2019 | -Third PC Session<br>-Meeting with all the student teachers individually and getting their opinions about the impact of the RC treatment.<br>-Comparison of their first and last teaching performances | COMU SFL, Reflective Coach's Office |

### 3.8.11. Week 11 session

During this week eight student teachers did their second videotaped lessons on different days with different levels and they were asked to write their diaries to reflect their second videotaped lesson after the lesson doing it as reflection on action. After their teachings the second PC session was initiated for the analysis and discussion of second videotaped lessons of the two student teachers for this week.

The aim of this session was to make the student teachers aware of their strengths and weaknesses by comparing their first and second videotaped lessons, to check and to show them what they succeeded after their first feedback sessions. It was also aimed to raise their sense of efficacy especially in terms of verbal persuasion that is one of the sources of Bandura to strengthen their beliefs that they can succeed and can overcome their prejudice.

### 3.8.12. Week 12 session

In this session, individual meetings were held for the rest of the student teachers for their second PC session. This week session focus was the same with the week 11 session.

### 3.8.13. Week 13 session

During this week all the student teachers did their last videotaped lessons at the practice schools. They were asked to write their last diaries for the reflection of their last videotaped lesson and to answer the two questions given at the beginning of the study. They were delivered the instruments of SATPLR and TSES and asked to fill in. They were also given the Reflective Coaching Training Evaluation Form asking about their opinions for the program.

The aim of this session was to understand the student teachers' improvement, their reflection and their sense towards the program. The researcher also aimed to show

them the importance of reflection by making the reflection of her own program as a reflective coach by asking their satisfaction for the program with the help of Reflective Coaching Training Evaluation Form.

### 3.8.14. Week 14 session

In this session, the individual meetings were arranged for the last PC session to get the student teachers' opinions about the impact of the RC treatment and their opinions between the first and last videotaped lessons. They were asked the following questions:

- How did you find the program?
- What were the strong and weak parts of the program?
- What were the differences between your first and last videotaped lesson?
- Did you feel yourself ready for your real classrooms?

The improvements between their first and last videotaped lessons were also shared with them from the eyes of the reflective coach after listening to each student teacher.

In this session, it was aimed to make the student teachers aware of their own strengths and weaknesses by making their own reflection and show their development. In this session, the researcher collected their diaries and the questionnaires given as post-test.

### 3.9. Validity of the Study

For the sake of maximizing the confidentiality of all the participants, the researcher tried to maintain professional integrity adhering to all procedures outlined throughout the study. The validity for this study is outlined below.

### 3.9.1. Quantitative

The data credibility was achieved by means of collecting some accurate data, long term participation (14-week treatment), and adequate interaction with the student teachers. Furthermore, the data dependability was gained through step-by-step data collection process followed by the detailed data analysis.

### 3.9.1.1. Construct validity and internal validity of the TSES

For this study, reactivity to any treatment or experiment could be a threat to construct validity. However, the student teachers in this study have had the chance to get to know the researcher as they began to do Teaching Practice course together, and they have been together during the RC treatment behaving voluntarily. They took an active part in the treatment and completed all surveys in a manner that they think beneficial for their professional growth. A reflective coach in TEFL (as the researcher herself) administered TSES and SATPLR during the data collection process and took responsibility keeping the surveys till the end of the study.

The first instrument of this study was TSES (the long form) developed by Tschannen-Moran, College of William and Mary Anita Woolfolk Hoy, the Ohio State University in 2001. As far as the construct validity of the Teachers' Sense of Teacher efficacy Scale is concerned, it can be easily said that the items given in the instrument have a high validity of construct (Tschannen-Moran & Woolfolk Hoy 2001, p.783).

As to the internal validity of this instrument, maturation, testing, and selection could be possible threats to internal validity. Within this framework, eight student teachers are mature enough to participate in the study as they are about to complete their undergraduate education. Regarding testing effects, they are totally familiar with the subject matter, and they can answer the questions in the survey easily. Finally, in relation to selection, as the last threat to internal validity, the student teachers are already enrolled in the BA program in TEFL and voluntarily participated in the study and willing to develop teacher sense of efficacy.

### 3.9.1.2. External validity of the TSES

Among the main threats to external validity is the interaction of causal relationship with units. Within this framework, the student teachers are still trying to specialize in TEFL, and it is quite natural that their experiences will differ from other student teachers in other subject areas. In other words, prospective impact countered for these student teachers might not be valid for others in other subject areas and that impact might not be generalizable. Finally, with a limited sample size (N=8) the impact of the treatment might not be valid for other student teachers in TEFL at other universities.

### 3.9.1.3. Validity of statistical conclusion for the TSES

If the statistical power in a study is low, it can be a threat to the validity of statistical conclusion (Shadish, Cook & Campbell, 2002) due to the limited and small sample size (N=8). In other words, the limited number of the participants is likely to impact the power of the results. Also, the data collected for this study might not be considered ideal to impact the effect size of the RC treatment.

### 3.9.1.4. Construct validity and internal validity of the SATPLR

The second instrument of this study, SATPLR, used for both pre and post assessment of this study, was developed by ELTE-DELP (2014) considering the recommendations on how to use the EPOSTL developed by Newby et al. (2007). It mainly rests on insights from the Common European Framework of Reference and it aims to help student teachers for their preparation of future jobs in different contexts of teaching (European Centre for Modern Languages, 2007). It consists of three main instructional skills with 26 items (Planning, Personal and Professional Qualities, Implementation).

As far as the construct validity of the SATPLR is concerned, it can be easily said that the items given in the instrument have a high validity of construct (ELTE-DELP, 2014). The items were also checked in terms of construct validity before the data collection stage and they were proven to be highly valid for the student teachers in our study as well. The SATPLR as a valid instrument was used by many researchers in different contexts.

For instance, Jimbo, Hisamura, Oda, Usui and Yoffe (2011) utilized some self-assessment descriptors of the EPOSTL, just as we did use the SATPLR in our study, in their projects in Japan. In the meantime, Mehlmauer-Larcher (2011) defines the implementation of EPOSTL at the University of Vienna. It was administered to pre-service ELT teachers in their initial parts of training. Ingvarsdóttir (2011) gives an account of using it for a pilot project in the Education Department at the University of Iceland. The main goal was to strengthen the ties between schools of practice and the university. Orlova (2011) utilized it in teacher training programs in the Czech Republic. Fenner (2012) administered one-year pilot implementation at University of Bergen in Norway. Newby (2012) reveals the users' experiences illustrating in what other ways it could be used. Ogeyik (2009) assessed the student teachers' attitudes

towards the experiences of microteaching in the curriculum using the EPOSTL in 2009. Cakir and Balcikanli (2012) sought the impact of the portfolio on fostering teacher autonomy in Turkey. Mirici and Demirbas (2013) investigated the process for the transferal of the portfolio into the E-EPOSTL and defined it via some visual materials. Mirici and Hergüner (2015) discussed and introduced some useful suggestions on how to use the EPOSTL in TEFL context. Strakova (2010) compared the experience of the students who used this document in the wider context and that of Slovak pre-service students who piloted the portfolio during their two-week teaching practice.

### 3.9.1.5. External validity of the SATPLR

The issues and considerations discussed for the TSES are also valid for outlining the external validity of the SATPLR.

### 3.9.1.6. Statistical conclusion validity for the SATPLR

The issues and considerations discussed for the TSES are also valid for outlining the statistical conclusion validity of the SATPLR.

### 3.9.2. Qualitative

Qualitative researchers try to emphasize more on trustworthiness than validity (Shenton, 2004). Shenton (2004) maintains that there are "provisions that the qualitative researcher may employ to meet" (p. 64) trustworthiness using four constructs framed by Guba (1981). These constructs are (a) credibility (alternative to internal validity), (b) transferability (alternative to generalizability), (c) dependability (alternative to reliability), and (d) confirmability (alternative to objectivity). We refer to Guba's (1981) framework consisting of four constructs to ensure trustworthiness in our study as it was used by many scholars (Shenton, 2004). Guba's constructs were employed in our study to make certain that the analysis process was rigorous, and the findings were credible.

### 3.9.2.1. Credibility

To be able to gain the credibility of this study, each student teacher taking part in our study was told that they could quit the participation in order that only those eager to offer genuine data would be involved. During the process of data collection and

analysis, also triangulation of the data were utilized by means of the reflective diaries kept by the student teachers and the reflective coach, the reflective coaching training evaluation form, the video recordings, and the recordings of the interactions of the student teachers with the reflective coach to confirm the consistency of the data regardless of time and the means utilized. To this end, the provisions such as providing thick descriptions, establishing clear research methods, triangulating the data sources were followed by the researcher to promote the credibility for this study.

### 3.9.2.2. Transferability

Results and conclusions in qualitative studies may traditionally not be easy to apply to other populations and contexts because of the small sample size (Shenton, 2004). However, to ensure transferability, the researcher in this study tried to provide sufficient contextual information about the participants and tools, and this information related to this study will be provided for any prospective researcher wishing to make such a transfer to a similar situation.

### 3.9.2.3. Dependability

To address the issue of dependability in this study, the reflective coaching training evaluation form, the video recordings, and the recordings of the interactions of the student teachers with the reflective coach were the overlapping methods and a detailed information about the process of data collection were provided as well as the results. In other words, the data were compared to those of some experienced qualitative researchers to defy any bias in producing themes and codes, and to secure the inter-rater reliability. In addition, the other strategy that was applied to check reliability was iterative questioning. For the purpose of checking the reliability, the student teachers' and the reflective coach's entries in their diaries were paraphrased and probed to draw out more connected data.

### 3.9.2.4. Confirmability

Shenton (2004) maintains that confirmability is related to the fact that results in a study are actually the results of the participant experiences not the researcher preferences. To be able to decrease the effects of a researcher's preference, triangulation is used, and it is essential for confirmability of a study. That is why, we

have employed triangulation in this study and used sufficient data sources and enabled sufficient information about collection and analysis of the data.

### 3.10. Reliability for the Study

In this section, the reliability of the quantitative data collected will be presented.

### 3.10.1. Quantitative

The degree to which the findings of a measurement represent the quality of a construct is called reliability (Tashakkori & Teddlie, 1998). Two surveys were used in this study to measure the effects of the RC program on development of the student teachers efficacy and their level of perceived development in instructional skills, the Teacher Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) and the Self-assessment tool for post-lesson reflection (SATPLR) (ELTE-DELP, 2014).

### 3.10.1.1. Reliability of the TSES

For the TSES, internal consistency reliability coefficient, Cronbach's alpha, scores reported for this survey were .94 for the entire scale, .87 for engagement, .91 for instruction and .90 for management (Tschannen-Moran & Woolfolk Hoy, 2001) and from .87 to .94 for the entire scale (Humphries, Hebert, Daigle & Martin, 2012). These coefficients are presented in Table 3.7. In addition, split half reliability measures and parallel forms and test-retest reliability (Tashakkori & Teddlie, 1998) were utilized to find out the survey reliability. Sixty-four respondents filled out the PETES (Physical Education Teaching Efficacy Scale) twice within three days to determine test-retest reliability and the interclass correlations were found ranging from .63 to .88 (Humphries et al., 2012).

Furthermore, to be able to investigate parallel forms reliability between the short (12 items) and the long (24 items) forms of the instrument, correlations for the three subscales were found ranging from .95 to .98 (Tschannen-Moran & Woolfolk Hoy, 2001). And correlations were found ranging from .058, .60 to .70 ($p < 0.001$) (Tschannen-Moran & Woolfolk Hoy, 2001) after the examination of split half reliability between the three subscales.

**Table 3.7:** Reliability scores of the TSES (long form)

|  | Mean | SD | Alpha |
|---|---|---|---|
| TSES | 7.1 | .94 | .94 |
| Engagement | 7.3 | 1.1 | .87 |
| Instruction | 7.3 | 1.1 | .91 |
| Management | 6.7 | 1.1 | .90 |

As can be seen, all items given under three factors have a high coefficient. According to Nunnally (1978) and DeVellis (2003), coefficients of .70 or more are satisfactory. In other words, high internal consistency reliability coefficients presented for this research study are coherent with the coefficient outlined and suggested by Nunnally (1978) and DeVellis (2003).

### 3.10.1.2. Reliability of the SATPLR

As far as the reliability of the SATLPR is concerned, Cronbach's alphas of the SATLPR were computed for our study before the data collection stage and the following were found. These coefficients are presented in Table 3.8.

**Table 3.8:** Reliability scores of the SATPLR

|  | Mean | SD | Alpha |
|---|---|---|---|
| SATPLR | 6.4 | 9.7 | .94 |
| Planning | 6.6 | 1.1 | .87 |
| Personal and Professional Qualities | 6.2 | 1.1 | .91 |
| Implementation | 7.1 | 1.1 | .90 |

As illustrated in Table 3.8 all items given under three scales have a high coefficient. According to Nunnally (1978) and DeVellis (2003), coefficients of .70 or more are satisfactory.

### 3.11. Limitations

The study timeline (only 14 weeks) could be considered a limitation. In addition, a fairly small sample size (only eight participants) is another limitation in terms of

affecting the generalizability of the findings. Finally, the results of this study may not be generalizable to all student teachers of TEFL at other universities because every program is structured and ran differently.

## 3.12. Data Analysis

In this section, the procedures of data analysis will be presented.

### 3.12.1. Quantitative

We used a mixed methods design with both qualitative and quantitative methods. SPSS 18 (the statistical Package for the Social Sciences) was utilized to analyze the quantitative data collected through pre/post test results. For the analysis of quantitative data, Wilcoxon signed-rank test was administered due to our small sample size. Also it is a non-parametric statistics test utilized to detect differences between variables from the same sample before and after an intervention by calculating the differences between their ranks. In our study, we want to see differences between variables both before and after the RC treatment. In other words, it could be seen as a backup for t-test employing a sum of ranks comparison, and the main goal is to compare two related samples, matched samples, or repeated measurements on a single sample to assess whether their population mean ranks differ (Kerby, 2014). It can be used as an alternative to the paired Student's t-test (also known as "t-test for matched pairs" or "t-test for dependent samples") when the sample size is small, and the population cannot be assumed to be normally distributed.

As our study aimed to compare the pre- and post- intervention scores on each scale for the eight student teachers who had completed sets of pre- and post-data, we made inferences using non-parametric statistics due to the limited and small sample size. We also tried to avoid making untenable assumptions about the underlying distribution of the scores.

Data from the pre- and post-tests were analyzed using the total scores obtained from the two surveys, the TSES and the SATPLR scales before and after the RC treatment utilizing the Wilcoxon signed-rank test. Also, the researcher tried to distinguish whether the differences in the pre- and post-tests capabilities means occurred by chance. The significance level was established at $p < .05$ and the researcher began to

review the analyses for interpretation of results. Table 3.9. is given below to show total number of the quantitative data sources.

**Table. 3.9:** Quantitative analysis of total number of sources

| Sources of Quantitative Data | |
|---|---|
| Participants (student teachers) | N=8 |
| Teachers' Sense of Efficacy Scale (TSES) Long form | 8 (16 pages including pre/post responses) |
| The Self-Assessment Tool for Post-Lesson Reflection (SATPLR) | 8 (32 pages including pre/post responses) |
| Total number of sources and page numbers | 16 (48 pages) |

### 3.12.2. Qualitative

For the analysis of the qualitative data, the videotaped lessons of the student teachers, the reflective diaries kept by the researcher and the student teachers, the evaluation reflective coaching training evaluation form based on the opinions of the student teachers about the RC program implemented were utilized to see the effects of the RC treatment. Apart from these, many other points of discussions, the recordings of the interactions of the student teachers with the reflective coach, responses focused on instructional skills, materials, the task, teaching methods, and sense of efficacy during the treatment were also used for the analysis of qualitative data. Table 3.10. is given below to show total number of the qualitative data sources.

**Table 3.10:** Qualitative analysis of total number of sources

| Sources of Qualitative Data | |
|---|---|
| Participants (student teachers) | N=8 |
| PC sessions (discussions and feedback sessions on the SATPLR and the TSES) | 24 (133 pages) |
| Video-recordings of the lessons | 24 |
| Reflective diary sheets of the student teachers | 8 (82 pages) |
| Diary of the reflective coach | 1 (39 pages) |
| Reflective coaching training evaluation form | 8 (22 pages) |
| Recordings of the interactions of the student teachers with the reflective coach | (22 pages) |
| Total number of sources and page numbers | 65 (298 pages) |

During the fourteen-week period, each student teachers received three post-conference sessions (for reflective conversations) to get feedback on the videotaped lessons (a total of 24). Twenty-four lessons were video-taped, and each student teacher submitted eight reflective diaries (a total of 82 pages), and the researcher kept a diary consisting of 39 pages. All the participants joined these conference sessions individually. After examining all 65 data sources, the themes and patterns were identified.

During the first phase of the analysis by means of the content analysis (Patton, 2002), we read what was written in the student teachers' reflective diaries, the reflective coach's diary, and the reflective coaching training evaluation form based on the opinions of the student teachers about the RC program (Appendix J). The dialogues and interactions of the student teachers with the reflective coach during the reflective conference sessions were noted down by the researcher in her diary and PC sessions (discussions and feedback sessions on the SATPLR and TSES) several times to gain an overall understanding of the content and to identify themes. After that, we extracted information concerning the possible themes to be emerged. We identified all the information after having analyzed the content of the dialogues, the interactions and the notes in the student teachers' reflective diaries, reflective coach's diary, and reflective coaching training evaluation form according to the research questions using the qualitative content analysis method, and then we coded for the themes and patterns, and described according to the themes extracted (mainly based on the TSES, the SATPLR) considering their similarities and differences.

Following the first phase of the data analysis, for the first research question, we examined the student teachers' reflective diary sheets, the video-recordings, and their recordings of the interactions with the reflective coach during the treatment meticulously with a focus on their development of teacher sense of efficacy; a total of three themes covering 15 codes emerged for the qualitative analysis of the TSES: (1) attainments in efficacy in student engagement, (2) attainments in efficacy in instructional strategies, and (3) attainments in efficacy in classroom management. A claim was made for each of the three themes and data were presented to support the claim discussing all possible connections with current research.

For the second research question, the student teachers' reflective diary sheets, the video-recordings, and the recordings of the interactions of the student teachers with

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the reflective coach during the treatment were examined focusing on their development of instructional skills, and a total of three themes covering 21 codes emerged for the qualitative analysis of the SATPLR: (1) attainments in planning, (2) attainments in personal and professional qualities, and (3) attainments in implementation. A claim was made for each of the three themes and the data were presented to support the claim discussing all possible connections with current research.

For the third research question, the reflective coaching training evaluation form and the recordings of the interactions of the student teachers with the reflective coach during the treatment were examined with a focus on the student teachers' satisfaction with the RC program implemented; a total of three themes covering 22 codes emerged for the qualitative analysis of the effectiveness of the RC program: (1) the student teachers' perception of their satisfaction of the RC program in their development of instructional skills, (2) the student teachers' perception of their satisfaction of the RC program in their development of sense of efficacy, and (3) the student teachers' perception of their satisfaction of the RC program in their overall development. Again, a claim was made for each of the three themes and data were presented to support the claim discussing all possible connections with current research.

And finally for the fourth research question, the diary of the reflective coach was examined focusing on her gains from the RC program implemented, two themes covering 12 codes emerged for the qualitative analysis of the reflective coach diary: (1) the reflective coach's attainments in relation to what she learned, and (2) the reflective coach's attainments in relation to what she can do with what she has learned to improve her coaching skills. A claim was made for each of the two themes and data were presented to support the claim discussing all possible connections with current research.

For the qualitative analysis of the study, a total of 298 pages as data resources were examined and 11 themes with 70 codes were generated for four research questions. However, these themes were renamed and finalized after the full analysis of all data specially after reading the diaries of the researcher and those of the student teachers, as well as their responses given to the open-ended questions in the reflective coaching training evaluation form. The framework of the themes was explored based

on the data sources given above considering the two instruments, namely the TSES and the SATPLR. Reflective coaching training evaluation form was used in this part to gather focused, qualitative textual data as this method offers a balance between the flexibility of an open-ended interview and the focus of a structured ethnographic survey. According to Bjornholt and Farstad (2012), this method can uncover rich descriptive data on the personal experiences of participants clarifying the research domain or the specific research question.

For the purpose of interpreting the data, some abbreviations for the data sources were used following the utterances or quotes of the student teachers. The data sources and their abbreviations are given in Table 3.11.

**Table 3.11:** Data sources and their abbreviations

| Data source | Abbreviation |
| --- | --- |
| -Reflective Diary | RD |
| -Video Recording | VR |
| -Reflective Coaching Training Evaluation Form | RCTEF |
| -Recording of the Interaction with the Reflective Coach | RIWRC |
| -Reflective Coach's Diary | RCD |

Finally, when the processes given above were completed, the data were reviewed again to identify further information or patterns emerging after a second reading of the data. This process continued until no new patterns were developed and all information was successfully analyzed against the patterns developed in previous reviews of the data (Merriam, 1988).

# 4. RESULTS AND DISCUSSION

## 4.1. Introduction

This chapter aims to present the results of how reflective coaching as a powerful mentoring tool affected the student teachers in their development of their sense of efficacy and instructional skills, their satisfaction with the RC program conducted, and the gains of the coach during the RC program before and after the implementation of the RC program mainly based on principles of reflection and reflective teaching.

The data about the first research question presented and discussed mainly based on the quantitative analysis gained through the Teachers' Sense of Efficacy Scale (TSES) (long form), and the data partly gained from the reflective diary sheets, the video-recordings, and the recordings of the interactions of the student teachers with the reflective coach during the treatment. In other words, some extracts from the data sources given above are reported to support the qualitative analysis. The data about the second research question are presented and discussed mainly based on the quantitative analysis gained through the Self-Assessment Tool for Post-Lesson Reflection (SATPLR) and the data partly gained from the qualitative data sources indicated for the first research question.

The data about the remaining two research questions are presented and discussed totally based on the qualitative analysis of the reflective coaching training evaluation form, the recordings of the interactions of the student teachers with the reflective coach during the treatment (for the research question 3), and the diary of the reflective coach (for the research question 4).

## 4.2. Results of the Quantitative Analysis of the Research Question 1

The research question 1 seeks answers as to how reflective coaching helps the student teachers increase their sense of efficacy measured by the TSES. For the

quantitative analysis of this question, the Wilcoxon Signed-ranks test was utilized to determine whether there was a statistically significant difference between the results of the pre/post-tests, which were administrated to the student teachers before and after RC training was implemented. Whether there was a significant difference or not was presented and discussed based on each of the three moderately correlated factors found in the instrument (see Table 4.1).

We have applied the Wilcoxon signed-rank test because it is a non-parametric statistical hypothesis test used to compare two related samples, matched samples, or repeated measurements on a single sample to see whether their population mean ranks differ (Kerby, 2014). As our study aimed to compare the pre- and post- intervention scores on each scale for the eight student teachers who had completed sets of pre- and post-data, we made assumptions using non-parametric statistics due to the limited and small sample size. We also tried to avoid making untenable assumptions about the underlying score distribution. Within this framework, Wilcoxon signed-rank test could also be utilized as an alternative to the paired Student's *t*-test when the sample size is small just like in our study and when the population cannot be assumed to be normally distributed.

As outlined earlier, three moderately correlated factors for the TSES have been obtained (Tschannen-Moran & Woolfolk Hoy, 2001): 1. Efficacy in Student Engagement, 2. Efficacy in Instructional Practices, and 3. Efficacy in Classroom Management based on a factor analysis conducted. Nevertheless, the composition of the scales could sometimes vary slightly. Because the factor structure is often less distinct for the student teachers, Tschannen-Moran and Woolfolk Hoy (2001) recommend that the full 24-item scale be used for them.

We will present and discuss the results related to each factor respectively starting with efficacy in student engagement. To this end, subscale scores of the TSES for each factor given and then results are presented and discussed considering each sub scale. Within this framework, to determine the efficacy in student engagement, efficacy in instructional practices, efficacy in classroom management subscale scores, and unweighted means of the items that load on each factor have been computed. These groupings are given in Table 4.1.

**Table 4.1:** Subscale scores of the TSES (long form)

| Subscale | Item number |
|---|---|
| Efficacy in Student Engagement | 1, 2, 4, 6, 9, 12, 14, 22 |
| Efficacy in Instructional Strategies | 7, 10, 11, 17, 18, 20, 23, 24 |
| Efficacy in Classroom Management | 3, 5, 8, 13, 15, 16, 19, 21 |

As far as the items defined with efficacy in student engagement are concerned, we will present and discuss the results related to efficacy in student engagement. The results of Wilcoxon signed-rank test results of the pre-tests and post-tests on eight quantitative measures in the TSES for eight student teachers receiving the RC training on increasing teacher sense of efficacy in student engagement are given in Table 4.2.

**Table 4.2:** The results of the Wilcoxon signed-rank test related with efficacy in student engagement

| Items | Pre-Post tests | N | Mean Ranks | Sum of Ranks | z | p |
|---|---|---|---|---|---|---|
| 1 | Negative Ranks | 0 | .00 | .00 | -2.588 | .010* |
|   | Positive Ranks | 8 | 4.50 | 36.00 | | |
|   | Ties | 0 | | | | |
|   | Total | 8 | | | | |
| 2 | Negative Ranks | 0 | .00 | .00 | -2.392 | .017* |
|   | Positive Ranks | 7 | 4.00 | 28.00 | | |
|   | Ties | 1 | | | | |
|   | Total | 8 | | | | |
| 4 | Negative Ranks | 0 | .00 | .00 | -2.539 | .011* |
|   | Positive Ranks | 8 | 4.50 | 36.00 | | |
|   | Ties | 0 | | | | |
|   | Total | 8 | | | | |
| 6 | Negative Ranks | 0 | .00 | .00 | -2.214 | .027* |
|   | Positive Ranks | 6 | 3.50 | 21.00 | | |
|   | Ties | 2 | | | | |
|   | Total | 8 | | | | |

**Table 4.2 (continued):** The results of the Wilcoxon signed-rank test related with efficacy in student engagement

| Items | Pre-Post tests | N | Mean Ranks | Sum of Ranks | z | p |
|---|---|---|---|---|---|---|
| 9 | Negative Ranks | 0 | .00 | .00 | -1826 | .068 |
| | Positive Ranks | 4 | 2.50 | 10.00 | | |
| | Ties | 4 | | | | |
| | Total | 8 | | | | |
| 12 | Negative Ranks | 0 | .00 | .00 | -2.214 | .027* |
| | Positive Ranks | 6 | 3.50 | 21.00 | | |
| | Ties | 2 | | | | |
| | Total | 8 | | | | |
| 14 | Negative Ranks | 0 | .00 | .00 | -2.070 | .038* |
| | Positive Ranks | 5 | 3.00 | 15.00 | | |
| | Ties | 3 | | | | |
| | Total | 8 | | | | |
| 22 | Negative Ranks | 0 | .00 | .00 | -2.226 | .026* |
| | Positive Ranks | 6 | 3.50 | 21.00 | | |
| | Ties | 2 | | | | |
| | Total | 8 | | | | |
| | | Mean | SD | Mean Difference | z | p |
| Total | Pretest | 42.75 | 15.68 | 20.12 | -2.524 | .012* |
| | Posttest | 62.87 | 5.41 | | | |

*$p < .05$

As illustrated in Table 4.2., the results of the analysis of Wilcoxon signed-ranks revealed a significant interaction effect of the RC treatment on the student teachers' teacher sense of efficacy scores in student engagement as measured by the TSES (MD = 20.12, z = -2.524, p = 0.012).

As can be seen, the negative ranks obtained through the pre/post tests are zero; however, the positive ranks are 50 and 14 equal. Additionally, the mean rank of the negative ranks is 0.00 and between 2.50-4.50 for positive ranks. There seems to be 0.00 sum of ranks for negative and 188.00 for positive ranks. The results have indicated that there is a significant difference between the efficacy acquisition level of the student teachers before the RC training was implemented and their efficacy acquisition in student engagement after the treatment (z = -2.524; *p* < 0.05). With regard to the mean ranks and sums of difference points, this difference apparently shows favoring the post-test implemented right after the RC treatment. According to these results, the student teachers trying to increase their level of teacher sense of

efficacy regarding student engagement score significantly higher on the post-test than they did on the pre-test (MD = 20.12).

Results also indicated that two items received the highest mean ranks 4.50 with the highest significant interaction effect of the RC treatment on teacher sense of efficacy scores in student engagement. They are: Item 1 (How much can you do to get through to the most difficult students?) and Item 4 (How much can you do to motivate students who show low interest in schoolwork?)  This could be due to the fact that student teachers might not have been given enough opportunity and chance to develop their skills on how to deal with the most problematic students and how to increase their motivation while doing their teaching or micro-teaching –based activities or work.

The highest scores gained from these two items mean more involvement with student engagement of the student teachers and suggest that the more they are exposed to environments, in which student exhibit disruptive behaviors the more they would learn how to cope with difficult students. Within this framework, classroom management should be regarded as a system. Teachers are expected to "plan and organize engaging activities for their students keeping in mind to minimize any kinds of disruptions and defiance during these activities" (Hardin, 2008, p. 5). Seeing classroom management as a system means preventing problems from occurring rather than reacting to them. These are the skills that could be developed with more teaching experience as well. This also shows that more time could be spent with teaching practice allowing the student teachers to do more teaching in their teaching practice hours or teaching practice could be extended to one year at least.

On the other hand, the only item receiving the lowest mean rank 2.50 with the lowest significant interaction effect of the RC treatment on teacher sense of efficacy scores in student engagement was Item 9.  (How much can you do to help your students to value learning?) This result could be explained by the fact that student teachers might not have developed their teaching philosophy yet, especially on how to create learning environments, in which their students could act more autonomously and in more reflective ways. They would definitely need more time and experience to help their students understand in what ways learning would be more meaningful.

As far as efficacy in instructional practices is concerned, we will now present and discuss the results related with teacher sense of efficacy in instructional strategies. The results of the Wilcoxon signed-ranks test results of the pre-tests and post-tests on the eight quantitative measures in the TSES for the eight student teachers receiving the RC training on increasing teacher sense of efficacy in instructional strategies are given in Table 4.3.

**Table 4.3:** The results of the Wilcoxon signed-rank test related with efficacy in instructional strategies

| Items | Pre-Post Tests | N | Mean Ranks | Sum of Ranks | z | p |
|-------|----------------|---|------------|--------------|-----|-----|
| 7 | Negative Ranks | 0 | .00 | .00 | -2.032 | .042* |
| | Positive Ranks | 5 | 3.00 | 15.00 | | |
| | Ties | 3 | | | | |
| | Total | 8 | | | | |
| 10 | Negative Ranks | 0 | .00 | .00 | -1.857 | .063 |
| | Positive Ranks | 4 | 2.50 | 10.00 | | |
| | Ties | 4 | | | | |
| | Total | 8 | | | | |
| 11 | Negative Ranks | 0 | .00 | .00 | -2.388 | .017* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |
| 17 | Negative Ranks | 1 | 2.00 | 2.00 | -2.058 | .040* |
| | Positive Ranks | 6 | 4.33 | 26.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |
| 18 | Negative Ranks | 0 | .00 | .00 | -2.032 | .042* |
| | Positive Ranks | 5 | 3.00 | 15.00 | | |
| | Ties | 3 | | | | |
| | Total | 8 | | | | |
| 20 | Negative Ranks | 0 | .00 | .00 | -2.226 | .026* |
| | Positive Ranks | 6 | 3.50 | 21.00 | | |
| | Ties | 2 | | | | |
| | Total | 8 | | | | |

**Table 4.3. (continued):** The results of the Wilcoxon signed-rank test related with efficacy in instructional strategies

| Items | Pre-Post Tests | N | Mean Ranks | Sum of Ranks | z | p |
|---|---|---|---|---|---|---|
| 23 | Negative Ranks | 0 | .00 | .00 | -2.388 | .017* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |
| 24 | Negative Ranks | 0 | .00 | .00 | -2.546 | .011* |
| | Positive Ranks | 8 | 4.50 | 36.00 | | |
| | Ties | 0 | | | | |
| | Total | 8 | | | | |
| | | Mean | SD | Mean Difference | z | p |
| Total | Pretest | 46.25 | 12.30 | 15.75 | -2.524 | 0.12* |
| | Posttest | 62.00 | 6.37 | | | |

*$p < .05$

As illustrated in Table 4.3. the results of the analysis of Wilcoxon signed-ranks revealed a significant interaction effect of the RC treatment on the student teachers' teacher sense of efficacy scores in instructional strategies as measured by the TSES (MD = 15.75, z= -2.524, p = 0.012). Results revealed that the negative ranks obtained through the pre-post tests are one, whereas the positive ranks are 48 and 15 equal. Besides, the mean rank of the negative ranks is 2.00 and between 2.50-4.50 for positive ranks. There seems to be 2.00 sum of ranks for negative and 179.00 for positive ranks. The results of the analysis have indicated that there is a significant difference between the efficacy levels of the student teachers before the RC training and their efficacy in instructional strategies after the treatment (z = -2524; *p* < 0.05). With regard to the mean ranks and sums of difference points, this difference apparently shows favouring the post-test implemented right after the RC treatment. According to these results, the student teachers trying to increase their level of teacher sense of efficacy regarding instructional strategies score significantly higher on the post-test than they did on the pre-test (MD = 15.75).

Results also showed that four items received the highest mean ranks 4.50, 4.33 and 4.00 with the highest significant interaction effect of the RC treatment on teacher sense of efficacy scores in instructional strategies. The first item is 24 (How well can you provide appropriate challenges for very capable students?) The student teachers during the RC training competed with each other in creating quality tasks for children. They were very open-minded, and they wanted to use different tasks for

each time. This is the skill they have developed more as compared to other skills. The second item is 17 (How much can you do to adjust your lessons to the proper level for individual students?) This could be explained by the fact that student teachers did not do teaching in real life situations and they really spent great time in reflective discussions framed within the RC training and PC sessions and they could do better. The other two items receiving the highest means are items 11 and 23. (To what extent can you craft good questions for your students? and How well can you implement alternative strategies in your classroom?) During the 15-hour training and PC sessions, a great amount of time was spent on questioning strategies and alternative instructional strategies.

This might have worked in support of the improvement of strategies of the student teachers, and the changes in them were observed by the researcher personally. It is so clear to say that these skills could be developed with more teaching experience in real life classrooms.

On the other hand, the only item receiving the lowest mean rank 2.50 with the lowest significant interaction effect of the RC treatment on teacher sense of efficacy scores in student engagement was Item 10. (How much can you gauge student comprehension of what you have taught?). This result could be explained in such a way that student teachers need more time and experience to develop evaluation and assessment skills even they try to do it during the wrap up section of the lesson. They naturally took testing and evaluation courses during their tertiary education, but they may not have gained enough experience on how to develop tests for four skills and evaluate them. They would further develop their skills on how to give feedback for the performance of their students.

As to the teacher sense of efficacy in classroom management, it can be said that student teachers have proven to be more successful in developing their classroom management skills. We will now present and discuss the results considering the factors related with teacher sense of efficacy in classroom management. The results of the Wilcoxon signed-rank test results of the pre-tests and post-tests on the eight quantitative measures in the TSES for the eight student teachers receiving the RC training on increasing teacher sense of efficacy in classroom management are given in Table 4.4.

**Table 4.4:** The results of the Wilcoxon signed-rank test related with efficacy in classroom management

| Items | Pre-Post Tests | N | Mean Ranks | Sum of Ranks | z | p |
|-------|----------------|---|-----------|--------------|-----|-----|
| 3 | Negative Ranks | 0 | .00 | .00 | -2.375 | .018* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |
| 5 | Negative Ranks | 0 | .00 | .00 | -2.041 | .041* |
| | Positive Ranks | 5 | 3.00 | 15.00 | | |
| | Ties | 3 | | | | |
| | Total | 8 | | | | |
| 8 | Negative Ranks | 0 | .00 | .00 | -2.201 | .028* |
| | Positive Ranks | 6 | 3.50 | 21.00 | | |
| | Ties | 2 | | | | |
| | Total | 8 | | | | |
| 13 | Negative Ranks | 0 | .00 | .00 | -2.552 | .011* |
| | Positive Ranks | 8 | 4.50 | 36.00 | | |
| | Ties | 0 | | | | |
| | Total | 8 | | | | |
| 15 | Negative Ranks | 0 | .00 | .00 | -2.384 | .017* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |
| 16 | Negative Ranks | 0 | .00 | .00 | -2.536 | .011* |
| | Positive Ranks | 8 | 4.50 | 36.00 | | |
| | Ties | 0 | | | | |
| | Total | 8 | | | | |
| 19 | Negative Ranks | 0 | .00 | .00 | -2.539 | .011* |
| | Positive Ranks | 8 | 4.50 | 36.00 | | |
| | Ties | 0 | | | | |
| | Total | 8 | | | | |
| 21 | Negative Ranks | 0 | .00 | .00 | -2.414 | .016* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |

| | | Mean | SD | Mean Difference | z | p |
|-------|----------|-------|-------|-----------------|--------|-------|
| Total | Pretest | 40.12 | 10.57 | 21.25 | -2.524 | 0.12* |
| | Posttest | 61.37 | 4.41 | | | |

* $p < .05$

As can be seen in Table 4.4., the results of the analysis of Wilcoxon signed- rank displayed a significant interaction effect of the RC treatment on the student teachers' teacher sense of efficacy scores in classroom management as measured by the TSES (MD: 21.25, z = -2.524, p = 0.012). Results indicated that the positive ranks obtained through the results of the pre/post tests are 56 and 8 equal; whereas, the negative ranks are zero. Besides, the mean rank of the negative ranks is 0.00 and between 3.00-4.50 for positive ranks. There seems to be 0.00 sum of ranks for negative and 228.00 for positive ranks.

The results have clearly revealed that there is a significant difference between the efficacy acquisition level of the student teachers before the RC training was implemented and their efficacy acquisition in classroom management after the treatment (z = -2.524; $p < 0.05$). With respect to the mean ranks and sums of difference points, this difference apparently shows up favouring the post-test implemented right after the RC treatment. According to these results, the student teachers trying to increase their level of teacher sense of efficacy regarding classroom management skills score significantly higher on the post-test than they did on the pre-test (MD: 21.25).

According to the results, three items received the highest mean rank 4.50 with the highest significant interaction effect of the RC treatment on teacher sense of efficacy scores in instructional strategies. One of them is Item 13 (How much can you do to get children to follow classroom rules?). This could be explained by the fact that student teachers learned how to put classroom rules, but they did not see how they would function in real classrooms. We are proud to say that they worked hard on how to put classroom rules in reflective discussions made during the sample video lessons they watched during the 15-hour training and PC sessions structured in an action research way; they had the chance to see whether these rules worked or not in their classrooms.

This is most probably the best thing they have learned during the RC program. The other two items receiving the highest means are items 16 and 19. (How well can you establish a classroom management system with each group of students? and How well can you keep a few problem students from ruining an entire lesson?). During the RC program, a great amount of time was spent on dealing with students having different learning styles. They were taught how to prepare different tasks for

different learners and what to do with students with high level of hyperactivity and low level of concentration. They were taught how to split tasks into more pieces so that students could maximize the capacity of their attention span. It is so clear to say that these skills could be developed with more teaching experience in real life classrooms.

However, the only item receiving the lowest mean rank 3.0 (still not low) with the lowest significant interaction effect of the RC treatment on teacher sense of efficacy scores in classroom management was the item 5. (To what extent can you make your expectations clear about student behavior?). This result could be explained by the fact that student teachers were doing their teaching practice not in their natural classes and they did not know what types of expectations their students had. There was a class teacher in class, and they did not let much our student teachers spend time to get to know them. However, they will naturally have their own students in future and spend enough time to get familiarity with their expectations, needs, lifestyles, etc. and it will help them become more familiar with their actual students.

This study, through the analysis of quantitative data gained, seems to have enabled insight on the impact of the RC on the development of teacher sense of efficacy of student teachers of TEFL. In other words, the quantitative analysis of data concluded the RC program had statistically significant effects on the development of teacher sense of efficacy of student teachers measured by the TSES. Overall, a significant interaction between time of the test, pre- and post-test, and the intervention on teacher sense of efficacy appeared meaning that the impact of the test on student teachers' teacher sense of efficacy depends on the treatment.

The quantitative results of this study showed that there was a significant difference between the pre-test and post-test results of the group in all sub-dimensions of the teacher sense of efficacy. In other words, it was observed that the mean differences between the pre-test-post-test of the group were in support of the RC treatment. The data for these averages is shown in Table 4.5.

**Table 4.5:** Mean difference between the pre-test and post-test scores in three sub-dimensions of the teacher sense of efficacy

| Scale | Sub Dimension | Mean Difference |
|-------|---------------|-----------------|
| TSES | Efficacy in Student Engagement | 20.12 |
| | Efficacy in Instructional Strategies | 15.75 |
| | Efficacy in Classroom Management | 21.25 |

As seen in Table 4.5 considering the mean differences between the pre-test and post-test, it could be concluded that the RC treatment seems to have made substantial changes in the development of student teachers' teacher sense of efficacy. The highest scores were reported for efficacy in classroom management. The aim of the study was to raise awareness regarding development of teacher sense of efficacy and explore the impact of the RC treatment on student teachers' sense of efficacy. Coaching and mentoring programs have been shown to be effective in many studies with similar content made by Ballinger and Bishop (2011), Gilson, Chow and Feltz (2012), Hobson, Ashby, Malderez and Tomlinson (2009), Kennedy and Smith (2013), Tabancali and Çelik (2013).

However, in some of these studies participants' teacher sense of efficacy developed, but not significant differences were found between pre/post-test scores of treatment in all subscales. Overall, the RC program had significant effects on the development of student teachers' teacher sense of efficacy and this result is obvious through both the qualitative and quantitative data results.

Clearly, the utilization of the RC program as a coaching and mentoring tool significantly affected student teachers' teacher sense of efficacy. Cognitive coaching based on reflection is addressed in education extensively from the literature, (Brooks, 2000; Edwards & Newton, 1995; McLymont & da Costa, 1998; Ray, 1998; as cited in Maskey, 2009) nonetheless, studies specifically related to reflective coaching targeting student teachers in TEFL teacher education programs are not evident. Additionally, the results of this study add to the literature advising scholars to examine factors contributing to teacher sense of efficacy development (Tschannen-Moran et al., 1998). The results gained through this study correspond to those of Croxon and Maginnis (2009), whereby student teachers increased teacher sense of efficacy when they were guided by a mentor trained in the field of cognitive coaching. Finally, results of this study gained from the TSES are similar to the

results in the literature, however, more studies could be needed to explore the gender and self-efficacy-based complexities.

## 4.3. Results of the Qualitative Analysis of the Research Question 1

Following the first phase of the data analysis, for the first research question, the reflective diary sheets, the video-recordings, and the recordings of the interactions of the student teachers with the reflective coach during the treatment were examined meticulously with a focus on their development of teacher sense of efficacy, a total of three themes covering 15 codes emerged from the qualitative analysis of the TSES: (1) attainments in efficacy in student engagement, (2) attainments in efficacy in instructional strategies, and (3) attainments in efficacy in classroom management. A claim was made for each of the three theme and data were presented to support the claim discussing all possible connections with current research. Table 4.6. illustrates the three themes and 15 codes generated in relation to the student teachers' perception of their teacher sense of efficacy development.

**Table 4.6:** Themes, codes and data sources generated in relation to the student teachers' perception of their teacher sense of efficacy development

| Themes | Codes | Data sources |
|---|---|---|
| Attainments in Efficacy in Student Engagement | -Dealing with the most difficult students<br>- Helping students think critically<br>- Motivating students who show low interest in schoolwork<br>-Helping students value learning<br>- Fostering student creativity | -Reflective diary sheets (RD)<br><br>- Video-recordings (VR)<br><br>-Recordings of the interactions of the student teachers with the reflective coach (RIWRC) |
| Attainments in Efficacy in Instructional Strategies | - Responding to difficult questions from the students<br>- Crafting good questions<br>- Adjusting lessons to the proper level for individual students<br>- Using a variety of assessment strategies<br>- Providing appropriate challenges for very capable students | |

**Table 4.6 (continued):** Themes, codes and data sources generated in relation to the student teachers' perception of their teacher sense of efficacy development

| Themes | Codes | Data sources |
|---|---|---|
| Attainments in Efficacy in Classroom Management | - Controlling disruptive behavior in the classroom<br>- Making expectations clear about student behavior<br>- Establishing routines to keep activities running smoothly<br>- Getting students to follow classroom rules<br>- Calming a student who is disruptive or noisy | -Reflective diary sheets (RD)<br><br>- Video-recordings (VR)<br><br>-Recordings of the interactions of the student teachers with the reflective coach (RIWRC) |

*Note.* Based on Tschannen-Moran and Woolfolk Hoy (2001)

### 4.3.1. Theme 1: Attainments in efficacy in student engagement

Following examination of data sources given in Table 4.6 under Theme 1, attainments in efficacy in student engagement, a total of five codes emerged for the qualitative analysis of efficacy in student engagement. When examined the answers the student teachers gave in the reflective diaries (RD), the video-recordings (VR) and the recordings of the interactions of the student teachers with the reflective coach (RIWRC), the student teachers were seen to mention about the positive contribution of the RC in relation to efficacy in student engagement. Six different utterances of the student teachers extracted from the reflective diaries (RD) and the video recordings (VR) were given as examples for a better representation of these five codes to show their development in efficacy in student engagement. Berk, for example, emphasized the importance of conducting a lesson systematically in terms of dealing with the most difficult students and stated his opinions as in the following quotes in his (RD):

> *"I can use the information that I have learned from the sample videos during my teaching. First, time management of the teacher is very important, and in the video, the teacher uses time very well and he knows his students' ability to finish the activities. Secondly, in the video, the students are sitting convenient to communicative way. The students are sitting face to face and it gives opportunity to the teacher to apply communicative activities. Thirdly, the teacher uses board very effectively. I have learned that it affects the teaching*

*very much and I should improve use of the board. As a conclusion, I have learned that lesson should be conducted systematically and there should be no disconnectedness."*

Bilge stated that using effective feedback would be quite useful to be able to help students think critically and motivate the students who show low interest in schoolwork (RD):

*"With the help of effective feedback, my students can see the progress of their work and realize their potential to be more ambitious and enthusiastic to learn and study".*

*"Secondly, in my future teaching practices, I am planning to use different types of error correction during the lesson in order to see which work best in which situation or which work best for which learner type in my class. Consequently, I can be more effective in terms of correcting the errors without offending any of my students and have them to realize their mistakes by themselves to be more permanent and efficient in learning process."*

In efforts to motivate students who show low interest in schoolwork, Beren indicated that teachers should integrate different learner types and use different learning activities and examples (RD):

*"It's a helpful lesson example in terms of seeing how to integrate different learner types and use different learning activities examples (whole class activity, group work etc.). I liked how two students were to use one paper and work together on a Venn diagram. And group-work was done in a way that it didn't feel forced. Working individually first, then in pairs and then in groups favor more for the students. Another thing I found useful was the teacher's using further questions and personalization all the time. Instead of getting answers and moving on, he kept asking different questions and some of them arose the students' interest. And again, I have learnt that it is not difficult to cater different learning styles."*

Lastly, another student teacher, Fatma underlined the importance of addressing multiple intelligences in her classroom and starting from the already learned things to help students' value learning, and finally foster their creativity (VR) and (RD):

*"I have learned that especially while teaching young learners bringing related concrete items to the class and linking this object to the subject of the lesson is an effective way to attract the students' attention to my class. Secondly from now on before I push the students and make them learn new things, I will apply the best option which is to start from the already learned things. This would make the students encourage talking more as they will share the already learned information and their experiences easily. Thirdly, I will always put a question to my students' minds before doing an activity. It could be a game, a video, a text etc. From now on I will always pay attention to addressing multiple intelligences in my classroom".*

*"I have learned that having various kinds of activities and repetitions makes the class far away from boredom and it allows the student completely learn new things."*

Overall, the student teachers unanimously maintain that the RC helped them develop awareness and their competence in their development of efficacy in student engagement as outlined in their utterances given above.

### 4.3.2. Theme 2: Attainments in efficacy in instructional strategies

After the examination of data sources given in Table 4.6 under Theme 2, attainments in efficacy in instructional strategies, a total of five codes emerged for the qualitative analysis of efficacy in instructional strategies. When examined the answers, the student teachers gave in the reflective diaries (RD), the video-recordings (VR) and the recordings of the interactions of the student teachers with the reflective coach (RIWRC), they were seen to mention about the positive contribution of the RC in relation to efficacy in instructional strategies engagement. Thirteen different utterances of the student teachers extracted from the reflective diaries (RD) and the video recordings (VR) were given as examples for a better representation of these five codes to show their development in efficacy in instructional strategies. Melek, for instance, emphasized the importance of treating students as individuals while responding to difficult questions from the students, crafting good questions, and adjusting lessons to the proper level for individual students (RD).

*"I have learned that feedback should be given in interaction and teachers should be careful while giving feedback to students or answering to their*

*questions. They need to spare their proper time and take care of them as individual. They should also use appraisal language."*

*"Teachers should take learner's opinion about their teaching and ask some questions like "What actually happened? What were your strengths and weaknesses?" In other words, teachers should help them being aware of themselves or their teaching".*

*"The other important point is that teachers should indicate why they are here and say their goals. Teachers should also try to learn the expectations of their students for the lesson to meet their needs individually."*

Crafting good questions looks to be prominent among the student teachers' development of instructional skills. Bilge described this development (RD) and (VR):

*"Moreover, I have learned that by means of asking variety of questions and giving feedbacks with different type of reactions and appraises encourage students."*

She further added her strategies she gained (RD) and (VR):

*"Moreover, I should be more patient to elicit the answers after asking questions, instead of giving the answer. After that, I should keep using my body language to give a clear instruction and I should continue to give positive feedback in order to motivate them. In addition, I can use different range of questions to encourage my students to answer and participate. Finally, I should help my students make self-correction in order to make their learning sufficient and permanent."*

This development was also reflected in the following comments of Fatma (RD):

*"While giving negative feedbacks instead of giving the feedback directly, I feel a more pragmatic option to give a feedback is to ask related questions and make the students explore their weaknesses. At the end of the feedback it is really effective to sum up the feedback session with the student."*

The RC model seems to have developed the student teachers' skill of crafting good questions in a very sufficient way. Further responses below reflect this. Melek stated (RD) and (VR):

*"Furthermore, I recognized that I was so dependent on my plan and this blocked me to do different things in the lesson. I should have felt they were my students and here was my class. Also, I should have behaved relaxed. Besides, I could have asked more questions to provide them to think critically."*

In addition, Deniz described how important crafting good questions was in making their students participate the lesson (RD) and (VR):

*"In my later teachings, I will try to pay attention noise and students' talk among themselves during the lesson. I will try to warn them and attract their attention. Maybe I could try to change their seats. By asking questions, I could encourage to participate the lesson. After the lesson, I could talk with these students to learn about their beliefs for the lesson and why they talk during the lesson."*

Beren gave a different comment on the way teachers ask questions (RD):

*"Different gestures and visuals could be used while asking questions to a whole class or students individually."*

For the sake of using a variety of assessment strategies, Serpil focused on the importance of implementing alternative strategies in class (VR) and (RD):

*"I watched the videos and added some points into my pocket about effective language teaching. One of them was on having rules in the classroom. When we have rules and share them with our students, we can definitely incorporate it into the classroom management. If we don't apply our own rules, then, it will be unfair and confusing for our students. After they get the idea, they won't follow the rules anymore. The second point is "being always ready and well-prepared" for our lessons. We need to be sure about our aims about the lesson and we also check what we aim to teach, and what our students have learned after each lesson. We must organize our lessons according to the activities and students' understanding about them. We need to be in touch with the students by moving in the class and interfere with the situation if necessary."*

Providing appropriate challenges for very capable students, Deniz summarized what she gained from the videos they watched during the PC sessions within the RC program (RD):

*"From the sample videos, I have learned the importance of being prepared before the lesson. I think, in these videos the big problem was that the teachers were not ready for the lesson. One of the teachers came in the class, there were some students who made noise and threw something at each other. The teacher did not do anything to stop them. She just watched it. She wanted to warn them, but her voice was so slow that students didn't stop. They seemed that didn't care about their teacher. If I was in her place, I would warn them strictly and change their seat places and I would ask some questions to make them be active in the class. It could be essential to solve the problems disrupting the learning to create an effective classroom atmosphere. Knowing the needs of the students is also important because if we know the levels and the interests of our students we can prepare our lesson plans according to it and we can provide variety of challenging activities or tasks for our very capable students in the class as well as low level students."*

Lastly, Aysun stated that calling the students by their names would be beneficial in providing appropriate challenges for very capable students and adjusting lessons to the proper level for individual students (RD) and (VR):

*"I gained one thing today to see my level of progress in my instructional skills and sense of efficacy. It is so important to call students by their names. In my previous teachings, I did not do that, but after this one I feel I can manage it. Because I understand the benefits of it specially while learning about the students' interests and to make them attend the lesson".*

*"I did not prepare a warmup activity today, and I did not see any disadvantages. But still, for my further teachings, I think I should prepare a warmup, because even if I did not have any disadvantages, I will see many advantages of it when I prepare. Because I can take the whole students' attention in the class during my warmup stage with an appropriate activity. I know that each student is different with different levels or interests, but I can take all of their attention at the beginning part by asking different questions to different students differently."*

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It can be seen that the RC seems to have developed the student teachers' attainments in relation to development of efficacy in instructional strategies specifically on asking good questions in a very sufficient way.

Finally, student teachers unanimously maintain that the RC helped them develop awareness on their competence in their development of efficacy in instructional skills as outlined in their utterances given above.

### 4.3.3. Theme 3: Attainments in efficacy in classroom management

Data sources given in Table 4.6 were examined under Theme 3; attainments in efficacy in classroom management, a total of five codes emerged for the qualitative analysis of efficacy in classroom management. When examined the answers that each student teacher gave in the reflective diaries (RD), the video-recordings (VR) and the recordings of the interactions of the student teachers with the reflective coach (RIWRC), they were seen to mention about the positive contribution of the RC in relation to efficacy in classroom management. Fourteen different utterances of the student teachers extracted from the reflective diaries (RD), the video recordings (VR) and the recordings of the interactions of the student teachers with the reflective coach (RIWRC) were discussed as examples for a better representation of these five codes to show their development in efficacy in classroom management. For instance, Bilge mentioned about the significance of the teacher's mood in terms of controlling disruptive behavior in the class, making expectations clear about student behavior and calming a student who is disruptive or noisy (RD and VR):

> "Firstly, I can use mainly the target language in the class, and I can switch it to L1 when I feel that my students do not have clear understanding. In this respect, I can prepare my lesson plan by considering how I can attract my students' attention without boring them. Next, I can improve my skills of classroom management so as to ease the learning effectively without wasting class time to manage the undesirable behaviors. For this purpose, I can improve my language in order not to blame students' themselves for distractive actions, but I can use different ways of telling how I or we as a class get upset or distracted cause of that behavior. Finally, I have learned that motivation and enthusiasm of teacher have critical reflection on the mood of the class, and it is vital issue for making the lesson to run smoothly. For this reason, even if I

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*have a bad day, I can pretend to be okay during the class time to be more efficient in teaching process."*

Regarding the same issue, Serpil added the following descriptions (RIWRC) and (VR):

*"I brought a picture to the class to decrease the noise level implementing action research and it was so successful and my other friends also used it. I will definitely use it when I begin my teaching career if I face a similar problem."*

Beren also described the changes she had witnessed in her (RIWRC) and (VR):

*"I could not conduct my first two teachings as I had planned and desired, which made me very sorry. I would do a group activity after my second teaching, but I failed to do it because of noise problem. However, I was very happy as I could do it in my last teaching performance increasing student participation."*

Deniz stated that a teacher should state the rules at the beginning for the sake of establishing routines to keep activities running smoothly, getting students to follow classroom rules giving her opinions as in the following quotes in her (RD):

*"I can be well-prepared before all lessons not to be ineffective in my teachings. Even if I don't, I should not reflect that to the class and try to do the activities smoothly. Even if I had a bad day, I shouldn't be seen unhappy or unprepared".*

*"I will also determine boundaries with my students at the beginning. I won't be so friendly or be like a dictator. To manage with classroom problems, I can state the rules at the beginning, then I shouldn't compromise them. To give effective instructions, I can focus on giving instructions before the lesson. I can work on them to give clear and simple instructions."*

Aysun stated that the teacher should be sensitive to having the right posture in establishing routines to keep activities running smoothly, getting students to follow classroom rules, and calming a student who is disruptive or noisy (RD):

*"From this lesson, I learned the importance of being prepared to the lesson. I think it is very important to keep activities running smoothly during the lesson".*

*"Another important thing I learned today is related with the importance of the posture. In the sample lesson, teacher's posture is not appropriate, and he looks to be not confident, does not know what to do next. Therefore, the students do not pay attention to him. Also, he doesn't give clear instruction, and uses mother tongue in the lesson even he doesn't have to do. All of these lead to classroom management problems."*

*"I think posture is also important to prevent any disruptive behaviors of the students during the lesson".*

Getting students to follow classroom rules looks to be prominent among the student teachers' statements. Fatma's comments clearly highlighted this (RD):

*"I have learned that when it comes to classroom management as a teacher one of our most important obligations is to be a role model and we should respect to the classroom rules if we are expecting the students to do so. And we should also use an appropriate language when we warn the students. If not, this will cause more problems rather than benefits. I have also learned that as soon as we enter the classroom, we have to leave our personal problems behind the classroom door, if not this will affect the classroom environment negatively."*

Sensitivity to getting students to follow classroom rules was particularly evident in Beren and Deniz's comments (RD):

*"Being fluent in a language or being knowledgeable in a subject doesn't mean that you automatically teach well. A teacher should always be prepared, act professionally in front of her/his class, manage the class accordingly, treat everyone equally, if there are established rules, s/he should also obey them and try to motivate students, not bore them."*

*"Also, I will determine boundaries with my students in the beginning. I won't be so friendly or be like a dictator. To manage with classroom problems, I can state the rules in the beginning, then I shouldn't compromise them. To give effective instructions, I can focus on giving instructions before the lesson. I can work on them to give clear and simple instructions."*

Aysun identified that this was occurring in the following comment (RD):

> *"Moreover, I have learned that when I enter the classroom even for only one hour, I should make the specific classroom rules remembered."*

Lastly, Melek put emphasis on the use of tone of voices, eye contacts of teachers while interacting with the students in getting students to follow classroom rules, calming a student who is disruptive or noisy, stated her opinions as in the following quotes in her (RD):

> *"Firstly, teachers should decide what to teach, how to teach and what activities and materials they will use before the lesson. They should be well-prepared and be aware of their responsibilities. If they forget their books, they should not punish the students who forgot their course books. If there are rules in the class, everybody should obey the rules".*

> *"While giving instructions, the teachers should use simple and clear language. They should be careful with their tone of voices, eye contacts, interaction with the students. To draw their students' attention, the teachers should often change their tone of voices. In addition to these, the teachers should take care of all the students in the class, not only the students who always raise their hands."*

Overall, almost all the student teachers maintained that the RC helped them develop awareness on their competence in their development of efficacy in classroom management as outlined in their utterances given above. They also stated that they gained a positive contribution from the RC in terms of helping them manage with different disruptive behaviors in classroom smoothly.

These results could also be associated with Bandura's (1977) four sources of efficacy beliefs. For example, results gained under efficacy in student engagement could be interpreted in parallel with mastery of experiences (specially mastery through autonomy) and vicarious experiences (confidence from observing success in peers and modeling this behavior) as they include the student teachers' development self-management experiences. For example, the student teachers through the RC program learned how to make students believe they can do well in schoolwork, help them value learning, and finally foster their creativity and this is directly concerned with these two types of experiences. For example, Fatma, underlining the importance of

addressing multiple intelligences in her classroom, stated that she had learnt how to make students believe they can do well in schoolwork, help them value learning, and finally foster their creativity (RD):

*"I have learned that especially while teaching young learners bringing related concrete items to the class and linking this object to the subject of the lesson are two effective ways to attract the students' attention to my class."*

Bilge stated that she learned how to help her students make self-reflection (RD):

*"Initially, I have learned that in order to be more efficient and proficient in teaching process, teachers should make self-reflection and peer reflection as well."*

In addition, the student teachers stated that they developed how to give positive feedback by means of the RC and the results related to their attainments on giving feedback in terms of development of verbal persuasion. Serpil's utterances below regarding her attainments on giving feedback could be interpreted within the development of verbal persuasion and emotional/physiological arousal specially through their adjustment experiences (RD):

*"I saw various types of giving feedback in the sample videos. I have learned that we shouldn't be disruptive to our students. Rather than talking about their problem first, we need to focus on their good sides. After we talk about them, we can explain how they can be better. In this way, we can encourage them to work harder not to give up. Also, I learned that we could use a couple of methods to give feedback."*

Underlying the importance of informing the students about their weaknesses and strengths while giving feedback, Deniz stated (RD):

*"I have learned that there are many important issues while giving feedback. One of them is that teacher should give feedback for both strong and weak sides. By talking strong sides, students would be more motivated and eager to develop their weak sides. Teachers should give feedbacks in a detailed way and they need to be clear. Also, it is important to being interacted while giving feedback. The other thing that I have learned is different ways of giving feedback and there are seven different types of error correction feedback. I have already known some of them."*

When examined the qualitative data collected through this study, it could be noticed that the RC program impacted the student teachers' TSE, development of sense of efficacy along with the overall effect of the process on teaching experience of their students. From the qualitative data sources, the student teachers perceived the RC program positively impacted their development of TSE. In other words, the RC program helped them become reflective and critical thinkers, explore learner needs and ways to encourage them, define reasonable objectives for themselves, plan and pre-reflect on the lessons, and realize how important becoming a teacher is. To be able to analyze the possible impact of each source of teaching efficacy in development of the above-mentioned skills of the student teachers, the frequencies and percentages of source occurrences based on codings extracted from the qualitative data sources were reported in Table 4.7. The percentages were calculated within each theme.

**Table 4.7:** Frequencies and percentages of three sources of the TSES

| Themes | Codes | f | % |
|---|---|---|---|
| Attainments in Efficacy in Student Engagement | -Dealing with the most difficult students | 1 | 16.67 |
| | -Helping students think critically | 1 | 16.67 |
| | -Motivating students who show low interest in schoolwork | 2 | 33.32 |
| | -Helping students value learning | 1 | 16.67 |
| | -Fostering student creativity | 1 | 16.67 |
| Total | | 6 | 100 |
| | | | |
| Attainments in Efficacy in Instructional Strategies | -Responding to difficult questions from the students | 1 | 7.69 |
| | -Crafting good questions | 7 | 53.86 |
| | -Adjusting lessons to the proper level for individual students | 2 | 15.38 |
| | -Using a variety of assessment strategies | 1 | 7.69 |
| | -Providing appropriate challenges for very capable students | 2 | 15.38 |
| Total | | 13 | 100 |

**Table 4.7 (continued):** Frequencies and percentages of three sources of the TSES

| Themes | Codes | f | % |
|---|---|---|---|
| Attainments in Efficacy in Classroom Management | -Controlling disruptive behavior in the classroom | 1 | 7.14 |
| | -Making expectations clear about student behavior | 1 | 7.14 |
| | -Establishing routines to keep activities running smoothly | 2 | 14.29 |
| | -Getting students to follow classroom rules | 7 | 50 |
| | -Calming a student who is disruptive or noisy | 3 | 21.43 |
| Total | | 14 | 100 |

*Note.* Based on Tschannen-Moran and Woolfolk Hoy (2011)

As could be seen from the results, (motivating students who show low interest in schoolwork) was the most referred source of TSE (33.32 %) in terms of attainments in efficacy in student engagement. In other words, two out of six utterances concerned the motivation of slow learners. This could be due to the fact that the student teachers spent enough time during the RC training on how to deal with the slow learners and how to include them in the class activities using different materials.

As far as codes for attainments in efficacy in instructional strategies were concerned, the RC program seemed to have developed the student teachers' attainments in relation to (crafting good questions) in a very sufficient way (53.86 %). Seven out of 13 utterances concerned this code. This could be an indication that asking different questions in different contexts addressing the students with different learning styles was a priority in the RC training and the student teachers were really keen on learning more about questioning. Asking good questions was discussed as the strongest tool in the development of instructional strategies and many examples were given through the videos during the RC training implying the fact that the ways teachers ask questions should equally include all learners in the learning process and crafting good questions should also teach learners how to think.

The results also revealed that for the student teachers, the code in attainments in efficacy in classroom management, especially on (getting students to follow

classroom rules) was the most frequently referred source of TSE. Seven out of 14 utterances concerned the classroom management impact of the RC program on the ways they helped the student teachers get students to follow classroom rules (50%).This is a clear indication of the impact of the RC for the development of classroom management skills of the student teachers. As well-known, many novice teachers naturally have difficulty managing their classrooms effectively because classroom management skills are those that teachers acquire and hone over time and they almost never "jell" until after a certain time of teaching experience. Utilizing such a RC program during a pre-service EFL teacher training program could enable the student teachers a great asset to foresee the problems and cope with them before beginning their teaching career.

This study seems to have demonstrated that during their final year, some certain changes are observed in EFL student teachers' sense of efficacy. In other words, the changes observed and discussed support the assertion that efficacy beliefs are in a state of flux and are likely open to development as the student teachers gain new experiences (Fives, 2003b). Following Fives (2003b), it might be concluded that TSE beliefs of the student teachers may not be stable and change at certain stages of teacher education. That is also a strong point emphasized in Bandura's (1977) four sources of efficacy, which maintains that teacher sense of efficacy changes during the course of time. Within this context, Woolfolk and Hoy (1990) also found that pre-service teacher efficacy increased after their student teaching experience. Our hypothesis in this study correlates with the idea that teacher sense of efficacy changes in the course of time. That is why, it was targeted in our study that the student teachers would see their weaknesses and work to overcome them. By doing so, they would also increase their sense of efficacy. That was also the main target of our RC program and both quantitative and qualitative results gained supported our hypothesis. The most beneficial benefit of our RC program was that the student teachers could increase sense of efficacy in shorter time than they would expect to gain it through their experience within a couple of years.

Even though there have not been many studies to see the impact of the RC, from the literature related to cognitive coaching, Moche (2000) revealed that cognitive coaching helped teachers in New York City improve their reflective skills by means of a three-phase cycle (planning conversation, observation, and reflecting

conversation) developed by Costa and Garmston (2002). Cognitive coaching, just like peer coaching, was implemented as a tool to develop performance of teachers by drawing their attention to perceptions and beliefs affecting the decisions teachers gave during the processes of planning and implementing.

Edwards and Newton (1995) and Eger (2006) gained similar findings regarding teacher thoughts. Eger (2006) revealed that teachers had "higher levels of thinking and more critical analysis of goals, teaching behavior, lesson plans together with assessment of their own teaching and student performance" (p. 67) following training program on cognitive coaching. As Eger (2006) and Edwards and Newton (1995) also revealed that beginning teachers under a coaching training program indicated the cognitive coaching supported them to think more critically about their teaching performance.

As can be seen, the RC program, overall, seems to have proven to be an effective model for teacher trainers in development of teacher sense of efficacy of their student teachers bringing a big picture for them. It also seems to have impacted the student teachers professionally by assisting them in realizing their actions impact all types of student behaviors and learning together with the importance of being a teacher.

Both quantitative and qualitative data collected for this research question support each other in many ways in terms of the effects of the RC program on the student teachers' sense of efficacy. For example, when we examine the quantitative data about the student teachers' attainments in efficacy in classroom management in Table 4.5., we see that it is in the first order with mean difference between the pre-test and post-test (21.25). When we examine the frequencies and percentages in the qualitative data in Table 4.7., the student teachers' attainments in efficacy in classroom management is still in the first place (with 14 utterances under this theme). We also see the similar results when we look at the items in the quantitative data and the codes in the qualitative data in detail. For example, the code "getting students to follow classroom rules" in Table 4.7. is the most referred one among the others (50%). In other words, seven out of 14 utterances are related with this code and this code is also followed as one of the highest mean ranks (4.50) in the quantitative data (Item 13 in Table 4.4.). Item 15 "calming a student who is disruptive or noisy" in the same Table with an average mean rank (4.00) also shows up with second highest

percentage of (21.43 %) among the most referred codes in Table 4.7 in the qualitative data. That is to say, three out of 14 utterances are related with this code.

As it is seen, both quantitative and qualitative data unanimously reveal that the student teachers seem to have developed more in efficacy in classroom management through the RC program. A well-managed class helps teachers create a positive learning environment which would make all learners have a sense of belongingness. All innovative learner-based teaching methods in EFL, well-designed tasks and materials, effective instructional strategies are both based and built on a well-managed class.

## 4.4. Results of the Quantitative Analysis of the Research Question 2

The second research question posed was: Does reflective coaching help the student teachers increase their level of perceived development in instructional skills? For the quantitative analysis of this question, the Wilcoxon signed-ranks test was utilized to show whether there was a statistically significant difference between the results of the pre-test and the post-tests, which were implemented to the student teachers before and after RC training was implemented.

The reason why the Wilcoxon signed-rank test was applied is that we have a small sample size and it is a non-parametric statistics test utilized to find out differences between variables from the same sample before and after an intervention by means of calculating the differences between their ranks.

In other words, it could be seen as a backup for *t*-test employing a sum of ranks comparison and the main goal is to compare two related samples, matched samples, or repeated measurements on a single sample to assess whether their population mean ranks differ (Kerby, 2014). It can be used as an alternative to the paired Student's *t*-test (also known as "*t*-test for matched pairs" or "*t*-test for dependent samples") when the sample size is small and the population cannot be assumed to be normally distributed.

Whether there was a significant difference or not was presented and discussed based on each of the three moderately correlated subscales found in the instrument. As specified before, for the SATPLR, three moderately correlated subscales have been obtained (ELTE-DELP, 2014): Planning, Personal and Professional Qualities, and

Implementation. To determine the planning, personal and professional qualities, and implementation subscale scores, unweighted means of the items that load on each subscale have been computed. These groupings are given in Table 4.8. The SATPLR consists of three main instructional skills with 26 items namely Planning, Personal and Professional Qualities, and Implementation and we will present and discuss the results related to factors starting with planning skills.

**Table 4.8:** Subscale scores of the SATPLR

| Subscale | Item number |
|---|---|
| Planning | 1, 2, 3, 4, 5, 6 |
| Personal and professional qualities | 7, 8, 9, 10, 11, 12 |
| Implementation | 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 |

As far as the items found under planning skills are concerned, we will present and discuss the results related to planning skills. The results of the Wilcoxon signed-rank test results of the pre-tests and post-tests on the six quantitative measures in the SATPLR for the eight student teachers receiving the RC training on the development of planning skills are given in Table 4.9.

**Table 4.9:** The results of the Wilcoxon-signed rank test related with the development of planning skills

| Items | Pre-Post Tests | N | Mean Ranks | Sum of Ranks | z | p |
|---|---|---|---|---|---|---|
| 1 | Negative Ranks | 0 | .00 | .00 | -2.598 | .009* |
| Aims and | Positive Ranks | 8 | 4.50 | 36.00 | | |
| Objectives | Ties | 0 | | | | |
| | Total | 8 | | | | |
| 2 | Negative Ranks | 0 | .00 | .00 | -2.598 | .010* |
| Learners' | Positive Ranks | 8 | 4.50 | 36.00 | | |
| Needs | Ties | 0 | | | | |
| | Total | 8 | | | | |
| 3 | Negative Ranks | 0 | .00 | .00 | -2.070 | .038* |
| Activities | Positive Ranks | 5 | 3.00 | 15.00 | | |
| | Ties | 3 | | | | |
| | Total | 8 | | | | |

**Table 4.9 (continued):** The results of the Wilcoxon-signed rank test related with the development of planning skills

| Items | Pre-Post Tests | N | Mean Ranks | Sum of Ranks | z | p |
|---|---|---|---|---|---|---|
| 4 Techniques | Negative Ranks | 0 | .00 | .00 | -2.428 | .015* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |
| 5 Resources | Negative Ranks | 0 | .00 | .00 | -2.236 | .025* |
| | Positive Ranks | 5 | 3.00 | 15.00 | | |
| | Ties | 3 | | | | |
| | Total | 8 | | | | |
| 6 Feasibility | Negative Ranks | 0 | .00 | .00 | -2.264 | .024* |
| | Positive Ranks | 6 | 3.50 | 21.00 | | |
| | Ties | 2 | | | | |
| | Total | 8 | | | | |

| | | Mean | SD | Mean Difference | z | p |
|---|---|---|---|---|---|---|
| Total | Pretest | 19.62 | 4.31 | 7.75 | -2.524 | 0.12* |
| | Posttest | 27.37 | 2.72 | | | |

*$p < .05$

As can be seen in Table 4.9, the results of the analysis of Wilcoxon signed-rank indicated a significant interaction effect of the RC treatment on development of planning skills of the student teachers as measured by the SATPLR (MD = 7.75, z = -2.524, p = 0.012). Results indicate that the positive ranks obtained through the results of the pre/post tests are 39 and 9 equal whereas the negative ranks are zero. Besides, the mean rank of the negative ranks is 0.00 and between 3.00-4.50 for positive ranks. There seems to be 0.00 sum of ranks for negative and 151.00 for positive ranks.

The results have clearly indicated that there is a significant difference between the developmental level of planning skills of the student teachers before the RC training was implemented and their development of planning skills after the treatment ( z = -2.524; $p < 0.05$). With reference to the mean ranks and sums of difference points, this difference evidently shows up favouring the post-test implemented right after the RC treatment. According to these results, the student teachers trying to develop their planning skills score significantly higher on the post-test than they did on the pre-test (MD = 7.75).

According to the results, two items received the highest mean rank 4.50 with the highest significant interaction effect of the RC treatment on development of planning skills. One of them is Item 1 about the development of (Aims and objectives) in the planning process. This could be explained by the fact that the student teachers had learnt how to define and outline objectives and aims while planning a lesson, and they also had the chance to see to what extent they achieved their objectives in their teaching practice because it was a very favorite topic that we discussed throughout their RC training. We could also see the level of their development in planning a lesson in the qualitative analysis section of this research question. The other item receiving the highest means is Item 2 about the development of awareness of (Learners' needs) in the planning process. During the RC training, a great amount of time was spent on considering students having different needs. They were taught how to prepare different tasks for different learners taking their needs into consideration.

However, the items receiving the lowest mean rank 3.0 (still not low) with the lowest significant interaction effect of the RC treatment on development of planning skills were the items 3 and 5. They are about the development of (Activities and Resources) in the planning process. The student teachers have tried to do their best specially in creating a balance between new input and revision. It was quite natural that they failed to catch up with the natural flow of the lesson due to the disruptive behaviors of primary and high school students. They could actually control it; however, the student teachers were doing their teaching practice not in their natural classes, and they did not know what types of needs their students had. In addition, their practice teachers did not let them act autonomously both in the selection of materials and methodology. So, the classes were out of their control, which prevented them from trying their own methodology, instructional skills, and classroom management skills. As far as Item 5 (Resources) is concerned, there was a class teacher in class, and s/he did not let much our student teachers use other resources than the textbook.

As far as personal and professional qualities are concerned, we will now present and discuss the results in relation to development of personal and professional qualities. The results of the Wilcoxon signed-rank test results of the pre-tests and post-tests on the six quantitative measures in the SATPLR for the eight student teachers receiving

the RC training on the development of personal and professional qualities are given in Table 4.10.

**Table 4.10:** The results of the Wilcoxon signed-rank test related with the development of personal and professional qualities

| Items | Pre-Post Tests | N | Mean Ranks | Sum of Ranks | z | p |
|---|---|---|---|---|---|---|
| 7 Rapport | Negative Ranks | 0 | .00 | .00 | -2.456 | .014* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |
| 8 Presence | Negative Ranks | 0 | .00 | .00 | -2.456 | .014* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |
| 9 Language Proficiency | Negative Ranks | 0 | .00 | .00 | -2.251 | .024* |
| | Positive Ranks | 6 | 3.50 | 21.00 | | |
| | Ties | 2 | | | | |
| | Total | 8 | | | | |
| 10 Language Awareness | Negative Ranks | 0 | .00 | .00 | -2.232 | .026* |
| | Positive Ranks | 6 | 3.50 | 21.00 | | |
| | Ties | 2 | | | | |
| | Total | 8 | | | | |
| 11 Commitment to the learners' personal growth | Negative Ranks | 0 | .00 | .00 | -2.585 | .010* |
| | Positive Ranks | 8 | 4.50 | 36.00 | | |
| | Ties | 0 | | | | |
| | Total | 8 | | | | |
| 12 Attitude to self-development | Negative Ranks | 0 | .00 | .00 | -2.565 | .010* |
| | Positive Ranks | 8 | 4.50 | 36.00 | | |
| | Ties | 0 | | | | |
| | Total | 8 | | | | |

| Total | | Mean | SD | Mean Difference | z | p |
|---|---|---|---|---|---|---|
| | Pretest | 18.37 | 2.67 | 8.13 | -2.524 | .012 |
| | Posttest | 26.50 | 3.16 | | | |

$* p < .05$

As seen in Table 4.10. the results of the analysis of Wilcoxon signed-rank indicated a significant interaction effect of the RC treatment on development of personal and

professional qualities of the student teachers as measured by the SATPLR (MD = 8.13, z = - 2.524, p = 0.012).

According to the results, the positive ranks obtained through the results of the pre/post tests are 42, and 6 equal; whereas, the negative ranks are zero. Besides, the mean rank of the negative ranks is 0.00 and between 3.50-4.50 for positive ranks. There seems to be 0.00 sum of ranks for negative and 170.00 for positive ranks.

The results clearly report that there is a significant difference between the level of development of personal and professional qualities of the student teachers before the RC training was implemented and their personal and professional development after the treatment (z = -2524; $p < 0.05$). In reference to the mean ranks and sums of difference points, this difference apparently shows up favouring again the post-test implemented right after the RC treatment. These results indicate that the student teachers trying to develop their personal and professional qualities score significantly higher on the post-test than they did on the pre-test (MD = 8.13).

The results have also revealed that two items received the highest mean ranks 4.50 with the highest significant interaction effect of the RC treatment on the development of personal and professional qualities. One of them is Item 11 about the development of (Commitment to the learners' personal growth). This could be explained due to the fact that the researcher as a reflective coach and the student teachers made fruitful discussions on the development of the learners based on their individual needs and special conditions throughout the RC training. These discussions also included how the learners' intellectual, emotional, social and moral development and how it could be observed through EFL learning contexts. The other item having the highest mean rank is Item 12 about the (Attitude to self-development). Because the student teachers are aware of their own strengths and weaknesses, they are committed to reflect on their planning and implementation in order to develop.

The ultimate goal in our study was to make the student teachers aware of their weaknesses and strengths in the form of self-analysis as part of reflective practice, and we managed it with our student teachers through quality discussions we made during PC sessions.

This might have worked in favour of the development of personal and professional qualities of the student teachers and I personally had the chance to observe those

changes in them. It can be argued that they could develop those qualities with more teaching experience in real life classrooms. For this section of the instrument, there is luckily no item receiving mean rank less than 3.50.

Finally, as to the implementation skills, it could be said that student teachers have achieved a good level in terms of developing their implementation skills. We will now present and discuss the results related to factors regarding implementation skills. The results of the Wilcoxon signed-rank test results of the pre-tests and post-tests on the 14 quantitative measures in the SATPLR for the eight student teachers receiving the RC training on the development of implementation skills are given in the Table 4.11.

**Table 4.11:** The results of the Wilcoxon signed-rank test related with the development of implementation skills

| Items | Pre-Post Tests | N | Mean Ranks | Sum of Ranks | z | p |
|---|---|---|---|---|---|---|
| 13 (Structure) Framework and Progression | Negative Ranks | 0 | .00 | .00 | -2.598 | .009* |
| | Positive Ranks | 8 | 4.50 | 36.00 | | |
| | Ties | 0 | | | | |
| | Total | 8 | | | | |
| 14 (Materials) Coursebook and Supplementary Material | Negative Ranks | 0 | .00 | .00 | -2.121 | .034* |
| | Positive Ranks | 5 | 3.00 | 15.00 | | |
| | Ties | 3 | | | | |
| | Total | 8 | | | | |
| 15 Teaching Aids | Negative Ranks | 0 | .00 | .00 | -1.890 | .059 |
| | Positive Ranks | 4 | 2.50 | 10.00 | | |
| | Ties | 4 | | | | |
| | Total | 8 | | | | |
| 16 Equipment | Negative Ranks | 0 | .00 | .00 | -1.857 | .063 |
| | Positive Ranks | 4 | 2.50 | 10.00 | | |
| | Ties | 4 | | | | |
| | Total | 8 | | | | |
| 17 (Class Management) Instructions | Negative Ranks | 0 | .00 | .00 | -2.460 | .014* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |

**Table 4.11 (continued):** The results of the Wilcoxon signed-rank test related with the development of implementation skills

| Items | Pre-Post Tests | N | Mean Ranks | Sum of Ranks | z | p |
|---|---|---|---|---|---|---|
| 18 Questioning Techniques | Negative Ranks | 0 | .00 | .00 | -2.598 | .009* |
| | Positive Ranks | 8 | 4.50 | 36.00 | | |
| | Ties | 0 | | | | |
| | Total | 8 | | | | |
| 19 Timing and Pacing | Negative Ranks | 0 | .00 | .00 | -2.392 | .017* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |
| 20 Varied Instruction and Teacher Roles | Negative Ranks | 0 | .00 | .00 | -2.414 | .016* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |
| 21 Error Correction | Negative Ranks | 0 | .00 | .00 | -2.636 | .008* |
| | Positive Ranks | 8 | 4.50 | 36.00 | | |
| | Ties | 0 | | | | |
| | Total | 8 | | | | |
| 22 Feedback and Evaluation | Negative Ranks | 0 | .00 | .00 | -2.460 | .014* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |
| 23 Discipline | Negative Ranks | 0 | .00 | .00 | -2.460 | .014* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |
| 24 (Climate for Learning) Communication | Negative Ranks | 0 | .00 | .00 | -2.428 | .015* |
| | Positive Ranks | 7 | 4.00 | 28.00 | | |
| | Ties | 1 | | | | |
| | Total | 8 | | | | |
| 25 Environment | Negative Ranks | 0 | .00 | .00 | -2.598 | .009* |
| | Positive Ranks | 8 | 4.50 | 36.00 | | |
| | Ties | 0 | | | | |
| | Total | 8 | | | | |

**Table 4.11 (continued):** The results of the Wilcoxon signed-rank test related with the development of implementation skills

| Items | Pre-Post Tests | N | Mean Ranks | Sum of Ranks | z | p |
|---|---|---|---|---|---|---|
| 26 | Negative Ranks | 0 | .00 | .00 | -2.530 | .011* |
| Learner | Positive Ranks | 7 | 4.00 | 28.00 | | |
| Autonomy | Ties | 1 | | | | |
| | Total | 8 | | | | |

| | | Mean | SD | Mean Difference | z | p |
|---|---|---|---|---|---|---|
| Total | Pretest | 44.25 | 10.07 | 17.75 | -2.527 | .012 |
| | Posttest | 62.00 | 7.96 | | | |

*\* p < .05*

As illustrated in Table 4.11, the results of the analysis of Wilcoxon signed- rank test indicated a significant interaction effect of the RC treatment on development of implementation skills of the student teachers as measured by the SATPLR (MD = 17.75, z = - 2.527, p = 0.012).

The results show that the positive ranks obtained through the results of the pre-post tests are 94 and 18 equal; whereas, the negative ranks are zero. Besides, the mean rank of the negative ranks is 0.00 and between 2.50-4.50 for positive ranks. There seems to be 0.00 sum of ranks for negative and 375.00 for positive ranks. According to the results, there is a significant difference between the level of development of implementation skills of the student teachers before the RC training was implemented and their implementation skills development after the treatment (z = -2.527; *p* < 0.05). Related to the mean ranks and sums of difference points, this difference evidently shows up supporting the post-test implemented right after the RC treatment. These results indicate that the student teachers trying to develop their implementation skills score significantly higher on the post-test than they did on the pre-test (MD = 17.75).

According to the results, the first item 13 about (Structure) of the lesson received one of the highest mean ranks 4.50 with the highest significant interaction effect of the RC treatment on the development of implementation skills. In other words, there was a huge change in this behavior. It could be due to the fact that the student teachers during the RC training gained a very good familiarity with conducting a lesson splitting it into pre/while/post sections, and they really learned what to do and what

not to do in these sections of the lesson. This is the indication of the fact that the student teachers really benefitted from quality discussions we made during PC sessions and the videos of effective lessons they watched during the RC program. The researcher as their reflective coach heavily concentrated on questioning and error correction strategies. The student teachers already knew some of them, but they did not know where and how to implement them. Adding some more strategies, they exhibited a good performance in varying questioning techniques. They also learned how to give feedback four each skill teaching. The way they gave feedback specially in teaching writing and speaking was worth seeing. So, reflections of this familiarity of the student teachers could be seen in the other highest mean ranks of items 18 and 21, which represented (Questioning techniques and Error correction) strategies in the instrument. The other item with the highest mean rank 4.50 was the item 25 about (Environment). This could be explained due to the fact that the student teachers made effective discussions on creation of an environment in which, all learners would actively participate and adapt the physical arrangement of the classroom to reflect lesson needs. Throughout the RC training, these discussions were highly valued among the student teachers, and they benefitted a lot from the feedback sessions during the RC.

However, the items receiving the lowest mean rank 2.50 with the lowest significant interaction effect of the RC treatment on development of implementation skills of the student teachers were the items 15 and 16 about the use of (Teaching aids and Equipment). The student teachers have tried to do their best specially in using technology; however, the natural teacher of the class sometimes urged our students just to use the course book. This brought serious limitations to the use of teaching aids and equipment. However, all the student teachers taking part in the RC training sections were quite familiar with the use of equipment and teaching aids effectively. They will definitely use them very efficiently when they become teachers.

This study, through the analysis of quantitative data gained, seems to have enabled insight on the impact of RC program on the development of instructional skills of student teachers of TEFL. In other words, the quantitative analysis of data concluded the RC program had statistically significant effects on the development of instructional skills of student teachers measured by the SATPLR. Overall, a significant interaction between time of the test, pre- and post-test, and the treatment

on instructional skills occurred, which means that the impact of the test on student teachers' development in instructional skills depends on the treatment.

The quantitative results of this study indicated that there was a significant difference between the pre-test and post-test results of the group in all sub-dimensions of the development of instructional skills. In other words, it was observed that the mean differences between the pre-test and post-test of the group were in favour of the RC treatment. The data for these averages are shown in Table 4.12.

**Table 4.12:** Mean difference between the pre-test and post-test scores in three sub-dimensions of the instructional skills

| Scale | Sub Dimension | Mean Difference |
|-------|---------------|-----------------|
| SATPLR | Planning | 7.75 |
| | Personal and professional qualities | 8.13 |
| | Implementation | 17.75 |

As could be noticed in Table 4.12. considering the mean differences between the pre-test and post-test, it could be concluded that the RC treatment seems to have made substantial changes in the development of the student teachers' instructional skills. The highest scores were reported for instructional skills in implementation. The aim of the study was to raise awareness regarding development of instructional skills and explore the impact of the RC treatment on teacher instructional skills. Coaching and mentoring programs have been shown to be effective in many studies with similar content made by Allinder (1994), Borman and Feger (2006), Gallucci et al. (2010). Finally, the results of this study gained from the SATPLR comply with the results in the literature; however, more studies could be needed to explore the gender and instructional skills-based complexities.

## 4.5. Results of the Qualitative Analysis of the Research Question 2

Following the first phase of the data analysis, for the qualitative analysis of this second research question, the reflective diary sheets (RD), the video-recordings (VR) and the recordings of the interactions of the student teachers with the reflective coach (RIWRC) during the treatment were examined meticulously with a focus on their development of instructional skills, a total of three themes covering 21 codes

emerged for the qualitative analysis of the SATPLR: (1) attainments in planning, (2) attainments in personal and professional qualities, and (3) attainments in implementation. A claim was made for each of the three themes and data were presented to support the claim discussing all possible connections with current research. Table 4.13. illustrates the three themes and 21 codes generated in relation to the student teachers' level of perceived development in instructional skills.

**Table 4.13:** Themes, codes and data sources generated in relation to the student teachers' perception of their development in instructional skills

| Themes | Codes | Data sources |
|---|---|---|
| Attainments in Planning | - Timing<br>- Exploring learner needs<br>- Activating the students' existing knowledge of topic<br>- Incorporating all of learning types into their next lessons<br>-Integrating steps of Bloom's Taxonomy<br>- Using a variety of resources | -Reflective diary sheets (RD)<br><br>-Video-recordings (VR)<br><br>-Recordings of the interactions of the student teachers with the reflective coach (RIWRC) |
| Attainments in Personal and Professional Qualities | - Developing awareness about strengths and weaknesses through diaries<br>-Building rapport, posture and showing presence<br>-Having language proficiency and awareness<br>- Having attitude to self-development | |
| Attainments in Implementation | -Forming a structure (an appropriate ending/consolidation of a lesson)<br>- Using appropriate coursebook and supplementary material<br>-Using structured board work, good quality visuals<br>- Using focused, clear, brief instructions<br>-Employing different question types<br>-Using multiple approaches in correction<br>-Using appropriate time allocations<br>-Giving constructive feedback<br>-Establishing a balance between discipline and a relaxed working atmosphere<br>-Creating an inclusive environment<br>-Demonstrating learner-centred practices | |

### 4.5.1. Theme 1: Attainments in planning

Following the examination of the data sources given in Table 4.13. under Theme 1: attainments in planning, a total of six codes emerged for the qualitative analysis of planning skills. When examined the answers the student teachers gave in the reflective diaries (RD), the video-recordings (VR), the recordings of the interactions of the student teachers with the reflective coach (RIWRC), they were seen to mention about the positive contribution of the RC in relation to development of their planning skills. Fifteen different utterances of the student teachers extracted from the reflective diaries (RD), the video recordings (VR), and the recordings of the interactions of the student teachers with the reflective coach (RIWRC) were given as examples for a better representation of these six codes to show their development in planning skills.

Emphasizing the importance of watching sample videos on planning skills in terms of exploring learner needs, Berk stated that watching the videos during the RC program was very useful to give them an opportunity to see a successful lesson (RD):

> *"These sample videos have been very useful for me since it gives me an opportunity to see a successful lesson. The teacher is very energetic, and his body language is very good. So, it pushes the students to be active in the classroom. The teacher talks in English during the lesson, and it works. He activates background information very well and it relates to the lesson. Smooth transition is seen obviously. The teacher conducts the lesson in a good manner, and it is seen that the lesson is well planned. The teacher monitors the students, and he knows the students' needs. Lastly, he finishes the lesson with good wrap up, so, it gives the students to revise their knowledge about the topic."*

Aysun stated that through the RC program she learned how to pay attention to anticipated problems and needs and interests of the students during the preparation and planning process of a lesson (VR & RD):

> *"In my further teaching, I will control my posture, and definitely get prepared to my lesson as usual. In my teachings, I will try not to use mother tongue, and to accomplish this I should give clear instructions. If I do these ones in a right way, I might not have classroom management problems. Of course, even if I do*

*these, I might have problems, but I will pay attention to anticipated problems and needs and interests of my students while I prepare my lesson."*

Fatma indicated that she had realized how important timing was in planning a lesson (VR & RD):

*"With this experience of teaching I have definitely gained a new perspective of grammar teaching. Even if the students' levels were low, pushing them a little bit and using various kinds of methods to teach grammar is an effective way to take their attention and teach them a new structure. After this class I have understood that timing is as much important as the content of the lesson while planning a class. As I planned to make the students do a speaking activity, I couldn't do it. I will be more prepared and flexible while preparing an activity and I will be more cautious not to give the students homework that should be observed by the teacher like speaking activities as I had to give as homework."*

Melek commented about her development as in the following (RIWRC) and (VR):

*"Although I had a serious problem about time management in my first teaching performance, I was able to do it in my last teaching, which made me happy."*

There was a consistency among the student teachers in that they viewed timing and time management as the most important skill in planning as reflected in the following comments. This is evident in Berk's comments (RD) and (VR):

*"I have learned that I should check the time during the lesson because I could not do all I want in the lesson since my time management was bad. I should improve myself about this issue."*

Among the overwhelming responses about timing, Bilge described this in her comments (RD):

*"Finally, I have learned that planning has a vital impact on classroom management so as to ease efficient learning environment in terms of timing the activities and preparing activities beforehand."*

Sensitivity to time management is obvious in the comment given by Deniz below (RD) and (VR):

*"Also, in lesson planning, I will focus more to students' entry competencies. It will help me in timing my lessons, too. During my teaching, I will pay attention*

*to time for my later teachings. Learning how much time I spend in each activity could help me to predict the activities how much time takes."*

This sensitivity was also reflected in Beren's comment (RD) and (VR):

*"To confess, I would do my best in using time in a more effective way if I was given another chance to do teaching. I would spend shorter time for the presentation part and add another activity as an alternative-something like a game."*

Finally, Beren added the following (RIWRC) and (VR):

*"I could not manage time in my first teaching, it was okay in my second teaching but I failed to do the group work due to the noise problem, finally I was able to overcome them in my last teaching after listening to your recommendations."*

To be able to implement right timing strategies, the student teachers stated that teachers should also find some ways to encourage and activate the students' existing knowledge of topic and show them in their lesson plans. Melek described this process and she believed that it would help teachers attract students' attention on topic (RD):

*"In this sample lesson, I have learned that teachers should plan their teaching before the lesson and find some ways to activate the students' existing knowledge of topic and think how to attract their attention on the topic. The teacher uses the "Venn Diagram" that gives the students a chance to see the differences or similarities and makes the topic understandable. I have seen that thanks to the mind map, the students share their ideas and they are active in the lesson. By studying with group, the students discuss the topic and learn from each other. The students begin to be more eager to participate in the lesson. There is smooth transition between the activities. Thus, the students do not feel bored. I have learned that a teacher should create a relaxed atmosphere in the class, use different materials (Venn diagram, mind map) while teaching, ask questions that allow them to talk about the topic."*

Serpil, in the planning process, indicated that incorporating all of learning types into their next lessons by using video, posters and mind maps would lead to productive learning outcomes (RD):

*"I think I can incorporate all of learning types into my next lesson by using video, posters and mind maps. That sample lesson was a student-centered one and the students were always talking with the help of the teacher. He was like an orchestrator. I will try to make my students talk more and also ask them for more explanations. He wasn't standing on the board all the time; he was always moving, and I actually think that gathering students' attention during the lesson is essential. When I use a video, I will play it two-three times like he did and explain before want. English lessons in Turkey are different and teachers are not aware about an effective lesson supported with a video. That's why, I really liked his method and I will use it. His lesson was a very good example for a teacher who wants to improve his/her teaching skills, so I think they are remarkable for me."*

Serpil further reflected the importance of including different learning types to the lesson (RD):

*"Posters and questions in the book were used to make a brainstorming about the topic. Students were really active in the lesson thanks to their teacher. I think I learned many things about the flow of a good lesson like using mind maps and including different learning types to the lesson."*

Berk stated how important considering different intelligence types in including different learning types to the lesson (RD) and (VR):

*"After my last lesson, I have definitely understood that I will consider different intelligence types and I will try to make the students comfortable confident during my lessons."*

Deniz stated that it would be beneficial to try to integrate every step of Bloom's Taxonomy in the planning process of their lessons. (RD):

*"While planning of my lessons, I can try to integrate each step of Bloom's Taxonomy in my lessons. Also, I will employ all the learning styles in one lesson to appeal every student. By asking effective questions, I can help my students to think critically and talk more. In my lesson plans, I can focus the questions, possible student answers and further questions, more. This can be helpful to make a student- centered lesson."*

Finally, Beren stated that planning process meant too many things including the use of variety of resources, and she learned what to be included into lesson plans; and said she had performed her planning better than her previous teachings through the RC program (VR & RD):

> *"First of all, speaking in English and not switching to Turkish in the class was not much difficult. Instead, asking the students to explain the instructions to their classmates, employing visual aids to check their understanding would be given priority. (which would make me happier knowing that I did not use Turkish thinking that it was a challenge). It is good to have a routine in the class but from time to time teachers should try out different things to make their students more interested in the lesson. In my last lesson I went from one place to another, asking some questions such as "What's next?", "Are there more of them?" and I saw that I could be able to take the students' attention more. When I compared my last teaching with the previous teachings in terms of employing a variety of pictures, using efficient body language and motivating the students, I was aware that I had developed my lack parts. But still I have lots of things to be improved. I think one of the least successful parts of the lesson was that I could not manage what I wanted to do during teaching vocabulary thinking that I did not have much time. Still, my last teaching for 40 minutes made my planning better than my previous teachings. (Wearing a watch could be a useful way to check the time I think)."*

Overall, the student teachers were seen to mention about the positive contribution of the RC in relation to development of their planning skills.

### 4.5.2. Theme 2: Attainments in personal and professional qualities

Following the examination of data sources given in Table 4.13. under Theme 2, the student teachers' attainments in relation to personal and professional qualities, a total of four codes emerged for the qualitative analysis of personal and professional qualities. When we examined the answers the student teachers gave in the reflective diaries (RD), the video-recordings (VR), and the recordings of the interactions of the student teachers with the reflective coach (RIWRC), the student teachers were seen to mention about the positive contribution of the RC in relation to development of their personal and professional qualities. Thirteen different utterances of the student

teachers extracted from the reflective diaries (RD), the video recordings (VR), and the recordings of the interactions of the student teachers with the reflective coach (RIWRC) were given as examples for a better representation of these four codes to show their development in personal and professional qualities.

Within the framework development of awareness about one's own strengths and weaknesses in exploring personal and professional qualities, Berk put emphasis on writing reflective diaries (RD):

*"I am a student now, but I will be teacher next year hopefully. Because of this, I should be aware of my strengths and weaknesses all the time to be a good teacher. Students are living beings and our students grow up and change, so, by writing diaries, I can look at what is going on during the lesson since I may forget something happened during the lesson. Diaries will always help me evaluate my teaching process and will assist me in improving myself. Therefore, as a teacher, we should always want to improve ourselves so that we could be successful about this issue, diaries may help me during my teaching life."*

Bilge added that writing a reflective diary helped her evaluate her teaching in terms of strengths and weaknesses and overcome the problems (RD):

*"As I have learned from previous weeks, one of the methods for teachers was to collect data with the aim of reflection is diaries –journals-. I have learned that aim of the reflective diary is to evaluate teaching and to overcome problems with the aim of being more effective teacher. In this respect, I have learned that the significant thing in diaries is to write about how I feel and how much I achieved on what I had planned before the lesson. After that, I have learned that I should focus on some vital issues instead of writing everything down. For example, describing the important issue and how I react, how it affected my teaching, and writing can help me to think about what I am going to do in the future."*

Aysun also emphasized on writing reflective diaries in her development of awareness of strengths and weaknesses in her reflective teaching (RD):

*"Before I saw these examples of journals, I did not read any example of reflective diary. I thought that I already knew to write a reflective diary, but*

*there are small tips that I can benefit from. For example, before these, I wrote my journals in a very detailed way. While I was doing this, I was lost in these details, and forgot about reflection. With the help of these examples, I am aware of that I should focus on reflecting, not giving all the details of the lesson. If I want to write a reflective diary for my further teachings, I know how to do it exactly. I should focus on reflecting more than the details of the lesson. I think writing a reflective diary is helpful for both us and for our colleagues who can read our diaries."*

Fatma stated that she learned how to build a good rapport and show presence in a class (RD):

*"As I explained my experiences in the previous questions, to be more efficient during a class, it is really important to stay in focus to what to teach and how to teach it. Being a teacher includes a little bit role playing as you shouldn't reflect the negative feeling you have for the students, but it is important not to forget to be honest and candid. As a teacher I will make the students aware that it is possible to learn English with having fun. I will also treat the students appropriately according to their age because especially teens are really sensitive about how they are treated. When I make a mistake, I will accept it because sometimes being unsavoury could make the students learn false language items. To increase the efficacy of the lessons I would definitely be cautious about the things I talked about so far."*

Fatma described this process as in the following (RIWRC) and (VR):

*"I was so nervous in my first teaching and I had classroom management problem. I was not sure about my posture and body language. I was much better in my last teaching."*

Putting emphasis on building a good rapport and creating a positive environment, Melek stated that (RD):

*"Firstly, I can try to interview with my students as individuals because their problems or experiences are different from each other. Then I can remind why we are here and explain our goals. I can try to create positive atmosphere which including mutual understanding. Also, I can take their ideas about their teaching. I can ask them to say what they felt after teaching, what things went*

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*wrong? What do you think about your weaknesses and strengths? This blocks them to feel bad about their teaching. I can give suggestions with the help of concrete examples. For example, "in this part, you can do so". I can use appraisal language to motivate them. After their last teaching, I can ask them what they developed related to their teaching. As a result of this, they begin being aware of themselves and learning is provided. And I have reached a good level of sense of efficacy."*

Melek further added (RIWRC) and (VR):

*"I feel I have developed myself in classroom management. In my first teaching performance, I was feeling as if I had been doing a presentation and I was not feeling as a teacher, however, I managed in my last teaching performance after your recommendations. I was more self-confident as I felt more responsible for many things in class."*

Serpil, in terms of having attitude to self-development, stated that she was able to correct many of her mistakes through writing reflective diaries (RD) and (VR):

*"When I consider my first lesson, I have realized that I had lots of lacks in terms of being an effective teacher. I moved on by finding the problems and solutions accordingly. Finally, I could solve the noise in the class. I feel much more comfortable now. For my next lessons, I will utilize these solutions to develop them. Thanks to writing reflections, I can see my development as well and I will use it every time."*

Serpil further commented how she realized she could change many things regarding self-development (RIWRC) and (VR):

*"I realized that I had almost taken each item in the SATPLR into consideration in my last teaching performance, which made me so happy. English level of the students was not good, and in the beginning, I thought they could not understand me. However, I used my body language effectively, gave visual and concrete examples considering their cognitive and emotional development level based on your recommendations and they all worked. I finally noticed that everything could be changed if you had a strong desire to do something."*

Deniz mentioned about having attitude to self-development by means of self-evaluation diaries (RD):

*"In the future, I can use self-evaluation diaries to evaluate my lessons as an English teacher. I can use it during my first and second year of teaching. Because, in these years, I will try hard to improve myself and get practice. Self-evaluation diaries could help me in this way. Also, self-evaluation diaries assist me to see my improvement day by day."*

Melek indicated that the use of audio recording would be helpful for her language proficiency and awareness and her attitude to self-development in her further teachings after our discussion about lesson evaluation methods during the 15-hour training program (RD):

*"I can use audio recording to see my grammar or pronunciation mistakes and it can help me to improve my English use. Furthermore, I can identify the general problem in my class and investigate about some solutions and apply different strategies in my class. Then I can write a journal and think about my weaknesses. Also, I can ask my students to express their ideas about the lesson. For example, the survey can be about how useful they find group work. As a result of this, I can change my teaching style and the lesson can be more effective. I can write a lesson report and consider what I expect to do in my lesson but what actually I did. These will help me develop my self-reflection."*

She further added the following comments (RIWRC) and (VR):

*"I did not speak much English in class thinking that the students could not understand me, but I could try it."*

Lastly, Fatma mentioned about her language awareness development as in her following utterances (RD) and (VR):

*"Sixthly, on the first parts of the lesson, a student asked me if there was a mistake in book. In the book, the word 'founded' was written and he said that the word find was an irregular verb, so he thought that the book wrote the second form of the word in a wrong way. And I was a bit anxious thinking that I didn't realize the word founded was actually the second form of found. And I accepted that the second form of the word was misspelled. After this experience I supported the idea that teachers are not some supernatural creatures so that we can make mistakes as well. After I accepted my mistake the student didn't*

*think that I was unknowledgeable about English on the contrary he felt closer to me and began to ask more questions."*

Overall, the student teachers were seen to mention about the positive contribution of the RC in relation to development of their personal and professional qualities.

### 4.5.3. Theme 3: Attainments in implementation

After the examination of data sources given in Table 4.13. under Theme 3, the student teachers' attainments in relation to implementation, a total of 11 codes emerged for the qualitative analysis of implementation. When we examined the answers the student teachers gave in the reflective diaries (RD), the video-recordings (VR), and the recordings of the  interactions of the student teachers with the reflective coach (RIWRC), they were seen to mention about the positive contribution of the RC in relation to the development of their implementation. Twenty-six different utterances of the student teachers extracted from the reflective diaries (RD), the video recordings (VR) and the recordings of the interactions of the student teachers with the reflective coach (RIWRC) were given as the examples for a better representation of these 11 codes to show their development in implementation skills.

An average English language lesson should have a proper structure with an appropriate ending or consolidation. Serpil drew attention to her development in forming a structure of lesson as in the following (RD) and (VR):

> *"At the end of the lesson, I gave them homework and I asked about what we learned today by making connection between warm-up and wrap-up parts. I drew a cup on the board. After that, I elicited answers and wrote them into the cup. I could finalize my lesson appropriately and on time. I am very satisfied with my lesson generally."*

Regarding the issue, Melek commented the following (RIWRC) and (VR):

> *"For the first time, I was able to conduct pre, while and post sections of the course properly in my last teaching. I saw a great difference between my first and last teaching performance and I feel more confident now."*

Finally, Beren added the following in relation to forming a structure (RIWRC) and (VR):

*"I was so sorry when I could not receive any responses from the students during the wrap up in my second teaching, but I used your examples in my following teaching, it worked, and the students gave good responses."*

The student teachers expressed how important establishing a balance between discipline and a relaxed working atmosphere was, and the use of appropriate coursebook and supplementary materials was essential in creating that process. For example, Berk, stated (RD):

*"First of all, as a teacher, the students should know that they should respect me as I am a teacher. It means that I should have authority in the class. Meanwhile, while creating classroom rules, the students' ideas should be considered and there should be a democratic classroom environment. Secondly, I should be aware of new materials to draw my students' attention and the lesson should be both funny and informative."*

Bilge mentioned about managing to use appropriate coursebook and supplementary materials (RD):

*"I have examined that it is possible to address all types of learning styles through different materials and effective planning. Then, I have learned that it can be efficient if the teacher can give or ask real life examples in order to help the students make connection with real life. Then I have learned different kind of strategies in terms of encouraging the students to talk more during the lesson. Finally, I have learned that showing how much progress the students have acquired makes the students see what they did. In this respect, they can be more confident and enthusiastic for further learning."*

Beren indicated that she learned how to use structured board work, good quality visuals in terms of the development of her instructional skills through the RC program (RD):

*"I can prepare my lesson plan based on different learning styles/outcomes. Besides visual aids, I can make use of other things like toys, puppets etc. And I can plan and implement activities not only for individuals but also for pairs and groups. Using structured board work, good quality visuals work."*

Mentioning about her development about using structured board work, good quality visuals, Melek stated (RD) and (VR):

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*"I opened a video related to days of week. Then I taught them the days of the week with flashcards and sticked the flashcards on the board. I wanted them to close their eyes and found the missing one. I generally used visual and audio aids in my class and there was also a kinesthetic type in this activity. Later, I wanted them to work with their friends and they interacted with each other. I gave them a limited time to write the dialogue. While they were writing, I monitored and helped the students who had some problems. I tried to create learner autonomy in this teaching. Besides I gave them homework related to the topic."*

The student teachers, through the videos they watched during the RC program, said that they had progressed about giving instructions. Fatma gave an example on her development in using focused, clear, brief instructions (RD):

*"After watching these bad teaching examples, I have learned that first of all, we have to greet the students and give them the content and goal of the lesson. It means a proper and creative beginning would be excellent in means of taking the students' attention. I have learned that while giving instructions as teachers we should give one instruction at a time. Also, we must give instructions before we distribute the handouts. And most importantly while giving instructions we shouldn't use unnecessary words and the instruction should be clear. Accordingly, a good instruction with any confusion will be blocked beforehand."*

Deniz indicated her development about giving instructions as (RD):

*"I have also learned the importance of instruction. The teacher gave too poor instruction that even I couldn't even understand what the students would do. She changed her mind while giving instructions. It wasn't clear, understandable and she talked very fast. One of the teachers came in class, there were some students who made noise and threw something on them. The teacher did not do anything to stop them. She just watched it. It seemed that they didn't care about their teacher. If I was in her place, I would warn them strictly and change their seat places and I would ask questions to make them be active in class."*

When we examined the effect of the RC on the development of employing different question types and using multiple approach in correction with the ESL/EFL oral error feedback videos we watched during the RC program, the student teachers expressed their satisfaction. For example, as Beren stated (RD):

> *"There are also various ways to correct students. We can directly point out the error or we can ask questions to make them notice the mistake. We can show it to them a mistake has been made with our gestures or facial expressions or just say "sorry?" or "excuse me?" We can give an explanation and then wait for them to correct their mistakes."*

> *"Today, I have learned the importance of asking different questions to the students not only take their attention to the lesson but also make them aware of their mistakes".*

Serpil mentioned about her development in using appropriate time allocations for a better time management (RD) and (VR):

> *"While they were studying on the worksheets, I monitored them and helped individually. I gathered answers and gave them feedback but I didn't want the answers of the second part by considering the time management and I gave it as homework because I had prepared this extra part, if I had extra time."*

Melek described this process (RIWRC) and (VR):

> *"I did not expect to see such a big change in my teaching. I managed to encourage the students in terms of the effectiveness of the activities, however, I suffered transition and pacing problem and there was no link among the parts of the activities. Within this context, I feel happy as I was able to create a difference in my last teaching performance."*

The student teachers seem to have learned how to use multiple approaches in correction and give more constructive feedback through the RC program. For example, Berk mentioned about his development in giving constructive feedback (RD):

> *"Before watching these sample videos, I did not know the importance of feedback. I mean I was not aware of the fact that giving feedback could change a lot of things. For example, I realized that when the teacher gave feedback in*

*a bad manner, the student didn't want to listen to the teacher, and she got nothing from this feedback. The teacher did not speak in constructive way and he just spoke in accusing way. From this feedback, the student could not learn her strengths and weaknesses. She was just blamed about something and also, another student came to the room and the teacher talked to her a lot. His body language was very bad as if he didn't pay attention and he did not value his student. I mean when we give feedback, we should think that whether the students can learn something from us or not and we should consider that by giving feedback, we can push the students to think and find the answers rather than telling the right answer."*

*"Another important point is that we should be constructive not to be destructive while giving feedback".*

Fatma reflected this process (RIWRC) and (VR):

*"I am better now in using the appraisal language and I saw it advantages on the part of the students."*

Serpil added her developmental level in using multiple approaches in correction (RD):

*"After I saw the sample videos, I decided to apply the different types of feedback to enrich the quality of my classes. I generally use the direct feedback, but I think it is not enough. Also, I will consider my students' feelings while I am talking about their mistakes. I will try to be careful about their problems and to solve them together. It is very important for me to be both a friend and an authority to my students. I want them to understand the distinction while I am giving them feedback."*

Bilge stated that she had learned six types of correction in using multiple approaches in correction (RD):

*"With this purpose, I have learned that while giving feedback, I should emphasize on strengths of the students and apprise them for their success, and I should mention about weaknesses without blaming them. Moreover, I have learned that there are six types of correction, which help the teachers correct the students without harming their feelings and confidence. Some of them include direct correction, clarification, repetition, and self-correction. In this*

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*respect, I have realized that there are different ways of correcting the students instead of giving correct answer directly."*

For the sake of establishing a balance between discipline and a relaxed working atmosphere, Aysun shared her experience (RD) and (VR):

*"Today, I saw that beginning a lesson with a warmup activity is really important because it creates a positive classroom atmosphere and help us prepare the students for the lesson. The warmup activity that I used in the class includes fun, and I also used an activity which includes silly question with the target structure. These two activities were the ones that took the attention most. I understood the pros of the fun element from today's lesson. After the incidents in my first teaching experience, I did my best to have a positive atmosphere in the class, one of the things that I did in my second experience was calling my students with their names. Most importantly, I think, I got used to it because I do it unconsciously. When I compare my first teaching and my last teaching, I see the differences clearly. However, in this lesson, I was so confident and prepared to anticipated problems that I felt that I would be a good teacher who could see the pros and cons of herself."*

Regarding the same issue, Melek commented (RIWRC) and (VR):

*"I also noticed that in my first teaching performance I followed each step I had planned very carefully but it created a very mechanical and boring learning environment. I was able to do it more naturally in my last teaching, which relaxed both me and the students."*

Another student teacher, Fatma, proposed the use of diaries in creating an inclusive environment (RD):

*"As these diaries are our mirrors, the students' mirror is nothing but the teacher. If the teacher is happy, the students are happy. Therefore, if the teacher is motivated, the students will feel secure and they will get motivated as well. Keeping a diary will help me get happy and motivated; this will create a peaceful environment. And the best place to teach is a peaceful classroom with the confident students in it. Even if this method would be helpful to my teaching, I think I would prefer to record my classes with a camera because keeping a diary for every class would take too much time of my personal life."*

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Melek pointed out that the teachers should prepare activities to enable the students to take responsibility for their own learning, and that they should provide learner autonomy to create an inclusive environment. She further commented (RD) and (VR):

*"I can do more practice before the lesson because when I am ready for the lesson, I feel more confident and this affects my teaching. Sometimes, when I ask a question to them, they might not understand the question or know the answer. So, I can think about various questions to encourage them to speak. By considering the discipline problems, I encountered in my previous lesson, I can develop some ways to overcome them in my next lesson. As a result of this, I can create more effective environment, in which all students actively learn and participate the lesson. I can prepare activities that enable the students to take responsibility for their own learning and I can enable learner autonomy. I can use different error correction types which would enable the students learn and aware of their mistakes."*

Beren also underlined the importance of creating an inclusive environment offering the use of pictures, body language, asking different questions (RD):

*"It's good to have a routine in the class but from time to time teachers should try out different things to make their students more interested in the lesson. In my last lesson I went from one place to another, asking some questions such as "What's next?", "Are there more of them?" and I saw that I could take the students' attention more. Employing a variety of pictures, using efficient body language and motivating the students, I tried to ask different questions and I could create an interactive classroom environment I think."*

Lastly, the student teachers shared their experiences and thoughts about demonstrating learner-centred practices. Melek stated that the teachers should see the students as individuals and use appraisal language if they want them to take active part in the lesson (RD):

*"I have learned that the teachers need to pay attention to the students while giving feedback. They need to spare their proper time and take care of them as individuals. Feedback should be given in interactive way. The teachers should take the learner's opinions about their teaching and ask some questions like*

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*"What would you expect your teaching? What actually happened? What were your strengths and weaknesses?" Furthermore, the teachers should firstly mention about the learners' strengths otherwise, they can feel weak and lose their self-confidence. Moreover, while giving feedback, the teachers should give concrete examples in order to help them understand their mistakes easily. The other important point is that the teachers should indicate why they are here and talk about their goals. Also, the students should know what they are talking is secret between them and the teacher. The teachers should use appraisal language."*

Regarding demonstration of learner-centred practices, Berk suggested that the teachers should be aware of their students' ability and encourage them to communicate face to face (RD):

*"I can benefit from whatever I learned from the videos during my teaching. First, time management of the teacher is very important, and, in the video, the teacher uses time very well and he knows his students' ability to finish the activities. So, I should be aware of my students' ability and I should manage the time according to this issue. Secondly, in the video, the students are sitting convenient to communicative way. Also, I should use my body language well and I should be confident in front of the classroom. Thirdly, the teacher used board very effectively. I learned that it could affect the teaching very much and I should improve my board skills. As a conclusion, I learned that the lesson should be conducted systematically and there should be no disconnectedness."*

Deniz described a lesson as perfect in terms of learner-centeredness as long as students gain autonomy. She shared it with the following experience (RD):

*"The first time I watched the video, I wasn't surprised. Because, it was a very usual and perfect lesson. The teacher used all the lesson sections like warm-up, lead-in, presentations, practices and wrap-up. Also, the most remarkable thing in the video was instructional strategies like pair work or group work. From the beginning of the lesson, learning outcomes could be understood. The teacher used every step of Bloom's taxonomy and it was very surprising for me. I didn't expect all the steps could be used in just one lesson. I was thinking that it was impossible but not. The teacher used all steps perfectly in his lesson.*

*Also, he used all the learning styles; visual, verbal and logical are the most remarkable ones. Before this video, I was thinking that it was impossible to use every learning styles, again. This was the other thing that I have learned. The other thing was the learner autonomy. To develop this, he asked many questions during his lesson. He developed his students' critical thinking. During the lesson, the students were very active, and teacher helped them every time. It was a perfect student-centered lesson."*

The examination of the qualitative data collected through this study also show that the RC program impacted the student teachers' development of instructional skills together with the overall impact of the process on their practice teaching. It could be seen that the student teachers perceived that the RC program positively impacted their development of instructional skills. To be able to explore the possible effect of each source of instructional skills given in the SATPLR, the frequencies and percentages of source occurrences based on codes extracted from the qualitative data sources are reported in Table 4.14. The percentages were calculated within each theme.

**Table 4.14:** Frequencies and percentages of three sources of the SATPLR

| Themes | Codes | f | % |
|---|---|---|---|
| Attainments in Planning | -Timing | 7 | 46.66 |
| | -Exploring learner needs | 2 | 13.33 |
| | -Activating the students' existing knowledge of topic | 1 | 6.67 |
| | -Incorporating all of learning types into their next lessons | 3 | 20 |
| | -Integrating steps of Bloom's Taxonomy | 1 | 6.67 |
| | -Using a variety of resources | 1 | 6.67 |
| Total | | 15 | 100 |
| | | | |
| Attainments in Personal and Professional qualities | -Developing awareness about strengths and weaknesses through diaries | 3 | 23.08 |
| | -Building rapport, posture and showing presence | 4 | 30.77 |
| | -Having language proficiency and awareness | 2 | 15.38 |
| | -Having attitude to self-development | 4 | 30.77 |
| Total | | 13 | 100 |

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| Themes | Codes | f | % |
|--------|-------|---|---|
| Attainments in Implementation | -Forming a structure (an appropriate ending/consolidation of a lesson) | 3 | 11.54 |
| | -Using appropriate coursebook and supplementary material | 2 | 7.69 |
| | -Using structured board work, good quality visuals | 2 | 7.69 |
| | -Using focused, clear, brief instructions | 2 | 7.69 |
| | -Employing different question types | 1 | 3.85 |
| | -Using multiple approaches in correction | 3 | 11.54 |
| | -Using appropriate time allocations | 2 | 7.69 |
| | -Giving constructive feedback | 3 | 11.54 |
| | -Establishing a balance between discipline and a relaxed working atmosphere | 2 | 7.69 |
| | -Creating an inclusive environment | 3 | 11.54 |
| | -Demonstrating learner-centered practices | 3 | 11.54 |
| Total | | 26 | 100 |

*Note.* Based on ELTE-DELP (2014)

The results indicated that for the student teachers, the codes in attainments in planning, especially on "timing" were the most frequently mentioned one. Seven out of 15 utterances concerned timing and time management (46.66 %). This means that the student teachers developed their time management skills through the RC program. This is also an indication of the impact of the RC for the development of time management skills of the student teachers. Employing such a RC program during a pre-service EFL teacher training program could provide the student teachers with an important skill before beginning their teaching career as teachers acquire time management skills over time. Time management helps teachers prioritize their work after preparing a list of daily tasks down and helps them get more things done in less time. When they map out their tasks and time, they could understand how much time they could put into the task.

In terms of attainments in personal and professional qualities, the RC program seems to have developed the student teachers' attainments most in relation to "building

rapport, posture and showing presence" and "having attitude to self-development" (61.54 %). In other words, eight out of 13 utterances concerned these two codes. This indicates that the student teachers learned how to employ reflection and reflective thinking into their teaching practices. This is also a good progress for the student teachers as they have learnt that encouraging positive attitude in their process of learning could both ensure an enjoyable experience and motivate them to develop their reflective skills. They learned much about their students' needs, interests and aspirations through developing rapport with them.

The results also revealed that for the student teachers, the codes in attainments in implementation, especially on "forming a structure (an appropriate ending/consolidation of a lesson)", "using multiple approaches in correction", "giving constructive feedback", "creating an inclusive environment", and "demonstrating learner-centered practices" were the most frequently mentioned ones of the SATPLR (57.70%). In other words, 15 out of 26 utterances concerned that the implementation skills impact of the RC program on their overall development of classroom management skills. It can clearly be seen that the RC program implemented as a coaching and mentoring tool significantly affected the student teachers' development of instructional skills specially on the classroom management skills. This is also supported by the quantitative and qualitative data results of the first research question in our study revealing that efficacy in classroom management was highly valued by the student teachers and it supported them to increase their feeling that "I could manage", which could also be associated with the mastery of experience emphasized in Bandura's (1977) four sources of efficacy. That was particularly the focus of the 15-hour training and PC sessions of our RC program and it was reflected in their last teachings.

Naturally, there are different roles a teacher plays in a typical classroom, however, managing a class is the most important one because teaching and learning effectively can only take place in a well-managed class, in which both learners and teachers do not suffer from disorderly and disrespectful behaviors, rules and procedures.

Overall, the examination of data sources about the development of instructional skills of the student teachers provides us with rich data and sufficient proof about their development in instructional skills, specially in gaining a competence about implementation of these skills. It is clearly seen that utterances of the student

teachers in their reflective diaries, the video recordings, and the recordings of the interactions of the student teachers with the reflective coach reflect the level of their development and soundproof about the positive contribution of the RC in relation to development of their implementation skills.

Both quantitative and qualitative data gained for this research question also support each other in many ways in terms of the effects of the RC program on the student teachers' instructional skills. For example, when we examine the quantitative data about the student teachers' attainments in implementation in Table 4.12., we see that it is in the first order with mean difference between the pre-test and post-test (17.75). When we examine the frequencies and percentages in the qualitative data in Table 4.14., the student teachers' attainments in implementation is still in the first place (with 26 utterances under this theme). We also see the similar results for the other two sub-dimensions of the instructional skills.

To have a better understanding, we looked at each item and code in detail. For example, Item 2 (learners' needs) with an average mean rank (4.50) and Item 4 (techniques) with an average mean rank (4.00) under planning skills in the quantitative data in Table 4.9. could well be associated with high percentages (33.33%) of codes "exploring learner needs" (13.33%) and "incorporating all learning types into their next lesson" (20%) under planning skills among the most referred codes in the qualitative data in Table 4.14.

When we compare the quantitative and qualitative data gained based on the student teachers' attainments in personal and professional qualities, they also seem to support each other. It could be seen that Item 12 (attitude to self-development), for example, having high average mean rank (4.50) in the quantitative data in Table 4.10. also shows up with a high percentage of (30.77 %) among the most referred codes in the qualitative data in Table 4.14.

Furthermore, in terms of the student teachers' attainments in implementation, Items 13 (structure) and 25 (environment) with the high mean ranks (4.50) in the quantitative data in Table 4.11. again, shows up with a high percentage of (11.54 %) codes "forming a structure (an appropriate ending/consolidation of a lesson)" and "creating an inclusive environment" among the most referred codes in the qualitative data in Table 4.14. Within this framework, both quantitative and qualitative data

results reveal that the RC program impacted the student teachers positively on their development of instructional skills.

## 4.6. Results of the Analysis of the Research Question 3

The data about the third research question (Are the student teachers satisfied with the reflective coaching program conducted?) are presented and discussed totally based on the qualitative analysis gained through the reflective coaching training evaluation form filled out by the student teachers and the recordings of the interactions of the student teachers with the reflective coach.

For this research question, RCTEF and RIWRC were examined with a focus on the student teachers' satisfaction with the RC program implemented. A total of three themes covering 22 codes emerged for the qualitative analysis of the RCTF:(1) the student teachers' perception of their satisfaction of the RC in their development of instructional skills, (2) the student teachers' perception of their satisfaction of the RC in their development of sense of efficacy, and (3) the student teachers' perception of their satisfaction of the RC in their overall development. A claim was made for each of the three themes, and data were presented to support the claim discussing all possible connections with current research. Three themes and 22 codes generated can be seen in Table 4.15.

**Table 4.15:** Themes and codes generated in relation to the student teachers' perception of their satisfaction with the RC program

| Themes | Codes | Data sources |
|---|---|---|
| The student teachers' perception of their satisfaction of the RC in their development of instructional skills | -Organizing a structured lesson plan<br>-Building rapport with students<br>-Showing presence, having an appropriate style and voice<br>- Having a good command of English and language awareness<br>-Developing the learners' personality<br>-Focusing on self-development<br>-Using appropriate techniques of class management in well-organized lessons<br>-Using variety of materials<br>-Encouraging students to express themselves | - Reflective coaching training evaluation form (RCTEF)<br><br>-Recordings of the interactions of the student teachers with the reflective coach (RIWRC) |

**Table 4.15 (continued):** Themes and codes generated in relation to the student teachers' perception of their satisfaction with the RC program

| Themes | Codes | Data sources |
|---|---|---|
| The student teachers' perception of their satisfaction of the RC in their development of sense of efficacy | -Dealing with the most difficult students<br>- Helping students think critically<br>-Helping students value learning<br>- Fostering student creativity<br>-Improving the understanding of a student who is failing<br>- Using a variety of assessment strategies<br>- Providing an alternative explanation when students are confused<br>- Making expectations clear about student behavior<br>- Getting students to follow classroom rules | - Reflective coaching training evaluation form (RCTEF)<br><br>- Recordings of the interactions of the student teachers with the reflective coach (RIWRC) |
| The student teachers' perception of their satisfaction of the RC in their overall development | -Expressing the level of satisfaction with the training sessions of the RC<br>-Expressing the level of development with instructional skills in the TSES<br>-Explaining the most beneficial part of the RC<br>-Giving recommendations for developing future training programs | |

### 4.6.1. Theme 1: The student teachers' perception of their satisfaction of the RC in their development of instructional skills

After the examination of the data sources given in Table 4.15 under Theme 1, the student teachers' perception of their satisfaction of the RC in their development of instructional skills, a total of 74 utterances emerged for the qualitative analysis of instructional skills. When we examined the answers of the student teachers in the RCTEF and the RIWRC, they were seen to mention about the positive contribution of the RC in relation to development of their instructional skills. Seventy-four different utterances of the student teachers extracted from the RCTEF and the

RIWRC were given as the examples for a better representation of these nine codes to show their development in instructional skills.

When we examined the answers of the student teachers in terms of organizing a structured lesson plan, Bilge, for example, put including different intelligences in her lessons to forefront in her experience showing that she realized the importance of being clear in defining objectives. Bilge stated her thoughts as in the following quotes in her (RCTEF):

> *"I think during my practicum I have developed my skills in motivating and pushing the students during my classes. I have learned how to incorporate different intelligences into my lessons. But I have figured out that I need to work on my feasibility more as I could not include some of the activities that I had prepared to my lessons."*

Another student teacher, Aysun, stated that using different resource is essential. According to her, a teacher should shape his or her lesson plan considering the needs of students. To support this argument, she said in her (RCTEF):

> *"In terms of aims and objectives, I have realized that I was able to reflect my expectations and I have taken into account my students' needs and wants as well. I have tried to make use of a variety of resources to be more effective with the aim of being clear and understandable for each of the learners in the class during the process of teaching practices."*

It was seen that the student teachers tried not to put each detail in their lesson plans, and they could shape them later. This might be quite favorable on behalf of the efficiency of teaching experience. For instance, Fatma put emphasis on the fact that writing all of things on the paper could be meaningless (RCTEF):

> *"Before the teaching experiences, I was aware of the importance of preparing plans for the lessons. My lesson plans, which were conducted for micro teachings, were very detailed. After my teaching experiences, I realized that a detailed plan was not necessary. Of course, we should plan our lesson, and we should get prepared for the anticipated problems before the lesson, but we can do it considering our own way because each lesson is shaped by the students' answers and attitudes in the lesson."*

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It was also seen that the student teachers learned how flexible they should have been during the preparation of lesson plans through the RC program. Within this context, Berk added that a teacher could add different intelligences to his or her lesson plan. He stated his comments in the following sentences (RCTEF):

> *"For my first lesson, I prepared a lesson plan that included lots of information about the lesson. However, I realized that it was not so significant that all of the teachers should prepare it. I mean of course it is important to go to school well-prepared. But I don't believe that writing all of things on the paper is meaningless since classroom is a living environment and something could go wrong. Therefore, I prepared my last two lessons, but I didn't write lesson plan and I am happy. Because I didn't think about "What can I write on the paper?" I thought "What can happen during the lesson?""*

Fatma stated how she could foresee many things while planning her lesson (RIWRC):

> *"I could not foresee what changes I could pass through, but I could see them now in my practices. For example, I could foresee many things while planning my lesson now."*

Another striking contribution of the RC program, according to Melek, in terms of preparing effective lesson plans was that she learned how to help her students develop their autonomy (RCTEF):

> *"I always value planning part and before the lesson, thinking about learner's needs, activities, preparing material is very important. When I look at overall of the term, I have developed in terms of aims and objectives, techniques and feasibility. I think, my strongest side is planning part."*

Putting emphasis on preparation of a lesson plan according to predictable problems, Serpil added (RCTEF):

> *"I really had no problems with lesson plans since I've been writing them for a long time. Maybe I could have put more work on the learning outcomes. At first, timing was a little bit of problem so there were times I couldn't do what I wanted to do or was left with free time. But I got better progressively. Especially in my last lesson I did my best."*

Deniz, to support the argument above, stated that they learned how to develop objectives and feasibility through the reflective coaching (RCTEF). She further said:

*"I prepared my lesson plan according to the students' needs and interests. Also, I tried to do communicative activities involving group and pair work because I wanted them to learn from each other and take their own responsibility. My aim was to help them develop their autonomy. I succeed it in my last teaching. Furthermore, I started to do opening part of my lesson with an aim. I associated their existing knowledge with a new topic. I managed to implement my last two lessons in given time. I gave an importance of using the visual and real materials in each lesson. They generally found my activities enjoyable and I motivated them to the lesson with my feedback."*

Finally, Beren outlined this progress with her following statements:

*"This part was a challenge for me. Especially, understanding the needs of the students and changing the plan accordingly is a very useful skill for a teacher. At first, I couldn't do that because the classroom environment is different all the time. But now, I can prepare my lesson plan according to predictable problems that can happen in the classroom. This provides me classroom management and effective language teaching."*

From the extracted statements of the student teachers based on their answers they gave about the development of planning skills, it is clearly indicated that the RC program helped their lesson plan development overall. This is also supported by the significant differences and changes in the planning skills of the student teachers as reported in the quantitative analysis of the planning sections of the SATPLR.

As far as building rapport with students is concerned, the examination of the answers indicated that the student teachers gained a positive contribution of the RC program in terms of building rapport with students.

Bilge, for example, put creating positive atmosphere during the lessons to forefront in her experience showing that she realized the importance of creating positive atmosphere. Bilge stated her thoughts as in the following quotes in her (RCTEF):

*"I believe during my lessons I showed interests in the students and after a while they started to feel confident and tried to join to my classes. There were*

*no problems in my classes when it came to group work. Every student participated in group/peer works willingly."*

As perceived by Aysun, the RC program helped her to be eager to listen students' opinions concerning to their interests (RCTEF):

*"I have improved myself in listening to the students' opinions concerning their interests, wants and expectations from the lesson. I have observed that I managed to create positive atmosphere during the lessons."*

Fatma wanted to draw our attention to another critical issue. Based on her in-class observations and gains from the RC program, she underlined that it was important to greet her students at the beginnings of the lessons to establish a good rapport. Related to that she stated (RCTEF):

*"To create a positive classroom atmosphere, establishing rapport is important. I establish rapport by greeting my students at the beginnings of the lessons, and I ask them how they are. Before my teachings, I was aware of these, but I was not aware of the importance of calling students by their names while establishing rapport. After my teachings, I am aware of the importance of it."*

Berk put the focus on establishing a good relationship with students saying (RCTEF):

*"Establishing rapport was one of my biggest concerns about the lesson since I believed that successful teaching and learning environment could be built easily with the help of good relationship. I used my students' names. I tried to make them feel cared. I have gradually improved about this issue."*

Melek discussed how she dealt with the problems of fairness (RCTEF):

*"In my lessons, I try to be careful about fairness; for example, while choosing students raising their hands, I try not to choose the same students and give them some time to express themselves. I love group and pair works but my internship days, I couldn't benefit from pair works so much. When I choose group work, classroom management is a little bit hard for energetic classes."*

Serpil indicated that all the PC sessions had a great impact on her development of giving feedback, using students' names and using appraisal language (RCTEF):

*"Although it can be improved, overall, I did a good job e.g. giving feedback, using students' names and using appraisal language etc...."*

Deniz stated that the reflecting conversation during the PC sessions helped her define ways to better herself regarding establishing a good relationship with her students (RCTEF):

*"I had a good relationship with my students. They always listened to me carefully and respected me. I treated them as individuals. I can say that there was a positive classroom atmosphere in my class. I used the names of my students by calling them."*

Finally, Beren agreed with her friends stating (RCTEF):

*"I am using eye contact more and prepare my students to the lesson by using different kinds of questions and making connections between their daily life and the lesson."*

Overall, it can be clearly maintained that the RC program impacted the development of the student teachers' skills in building a good rapport with the students.

As to the development of showing presence, having an appropriate style and voice, the student teachers stated that they had gained a positive contribution of the RC program regarding these issues.

Bilge, for instance, underlined the importance of paying attention to her outfit. She stated her opinions as in the following quotes (RCTEF):

*"I generally pay attention to my outfit. Because I think a teacher should be presentable and confident in her clothes. I also care about my voice during lessons. I try to take the students attention and be loud enough to show them that there is a tutor in the class."*

Aysun stated that the RC program had a great impact on the development of her verbal and non-verbal language (RCTEF):

*"I have improved my verbal and non-verbal language and I could draw my students' attention to the point with my posture, voice, intonation. I have tried to make positive interaction and to be clear while communicating with the students. Moreover, I have observed that I improved my classroom management skills in terms of controlling the class."*

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Fatma indicated that she developed herself as how to control her voice (RCTEF):

*"Our posture and voice really affect the lesson. Students can understand different things by looking at our posture. Therefore, we need to control our posture and attitude, and we need to look confident. Also, we need to control our voice in the lesson. When I look at my experiences, I can see the benefits of controlling my voice in the class. Controlling our voice is one of the ways that we can get our students' attention."*

Berk further addressed in what ways he changed regarding his weaknesses and strengths (RCTEF):

*"When I looked at my first lesson, it can easily be seen that I have changed a lot. During my last two lessons, I felt myself as a teacher of the classroom."*

Melek underlined how she should use her body language (RCTEF):

*"I think, I can use my voice effectively. I always try to speak slowly and clearly for the students to understand me. Also, I make use of my body language as much as I can."*

Serpil stated how she noticed her problems in speaking (RCTEF):

*"The tone of my voice/the volume was okay, but I could've spoken slower."*

Deniz discussed how she developed her posture and its reflections on her body language (RCTEF):

*"Actually, in my first teaching, I felt a bit nervous and this reflected on my teaching or my presence. Then, when I was well-prepared, I felt so confident and my posture was so good. I often changed my tone of voice in order to draw my learners' attention. My language was clear, and I often used my body language."*

Finally, Beren expressed the ways she felt comfortable (RCTEF):

*"I feel myself much more comfortable when I am teaching. I pose, change my tone of voice and approaches according to the classroom atmosphere."*

Overall, the RC program seems to have provided the student teachers with a comprehensive understanding of their weaknesses and strengths in showing presence, having an appropriate style and voice.

The other developmental area that the student teachers expressed their satisfaction through the RC program was having a good command of English and language awareness. Regarding this issue, we have examined their statements. Bilge, for instance, stated that L1 should not be used in the first place (RCTEF):

*"I tried to use English more during my lessons. I only used L1 to explain things after I tried every way to explain it. In some cases, I used L1 to be sure that everything was clear to the students. And I think it was effective not to use L1 in the first place."*

Aysun discussed how important providing the students with more awareness of different cultures and customs around the world was (RCTEF):

*"I have realized that I tried to be efficient concerning the way of being model and the way of asking to do something for the lesson. Through examples of festivals from different cultures, I tried to make my students more aware of different cultures and customs throughout the world."*

Fatma argued that it was not important what you said but how you said it while giving the instructions (RCTEF):

*"In my teachings, I generally try to be clear in terms of my instructions and pronunciation because the students pay attention to what I said and how I said. Therefore, I can make my students notice the target structure by using intonation with my voice."*

Berk stated how he noticed his development in his language proficiency (RCTEF):

*"When I compare my first lesson with last two lessons, there is a big difference about language proficiency. Because I used too much Turkish during my first lesson, but I used English totally in my last lesson. Actually, I did not know how to be an adequate model both linguistically and culturally for the students. My lessons were like teaching English in a funny way. There was nothing about language awareness."*

Melek described the process of presenting adequate models both linguistically and culturally of the target language (RCTEF):

> *"I could not present adequate models both linguistically and culturally of the target language because it was difficult for me to do this for this level of the students. But I have learned how to make it real for my future classes."*

On the other hand, Serpil stated how she realized that switching to Turkish was a big mistake (RCTEF):

> *"Most of the time I switched to Turkish, which was a big mistake, but I managed to change it at last. I've learnt that it's not that big of a challenge to speak in the target language. A number of techniques and props can be used to aid for the students' learning concerning the language the teacher uses."*

Deniz described how she managed this part (RCTEF):

> *"In my last teaching, I succeeded this part in my class. I showed them a desert and a pole picture. Then I said while desert is the hottest place in the world, pole is the coldest place in the world."*

Finally, Beren argued how she created a balance between the use of L1 and L2 (RCTEF):

> *"I am using English in my class more often on the contrary to my previous teachings. I used their mother tongue when I couldn't get answers but now, I can get answers by using further explanations and questions. Of course, my instructions are appropriate for their language level."*

From these statements of the student teachers, it can be seen that the RC program seems to have provided them with a power to change their commands of English and language awareness.

Developing the learners' personality was the other developmental area that the student teachers expressed their satisfaction through the RC program. Their statements reveal a clear difference in their development between their first and last teachings. Bilge, for instance, expressed her happiness regarding her development (RCTEF):

> *"During my classes I did my best to motivate the students to express their ideas about specific subjects. And I think I succeeded in developing some students' self-confidence in using English to express their ideas and beliefs."*

Aysun pointed out the importance of intellectual development (RCTEF):

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*"In terms of intellectual development, I have observed that I tried to contribute to the development of the learners' personality by giving feedback and comments on their works, opinions and feelings as well."*

Fatma evaluated her progress from the point of her future teaching implementation (RCTEF):

*"Before the teaching experiences, actually I did not prepare for my lesson by taking this into consideration. However, with the help of my friends who did this in their classes, I saw the ways that could be used in my classes. In my further teachings, I will definitely try to develop my students' personalities."*

Berk summarized how he managed to develop the students' intellectual development (RCTEF):

*"During my lessons, I tried not to teach just English but also different information from real life like breaking news, famous people etc. But especially I succeeded it in my last lesson, and I was able to develop the students intellectually with my activities."*

Melek stated in what ways she would develop the learner's intellectual, moral, emotional and social development (RCTEF):

*"I was aware that I needed to improve myself in terms of enhancing the students' intellectual, emotional and moral development. This was very hard for me because some topics were not suitable for these and I couldn't integrate them into my lesson plan. But, in my future teachings, I will try to develop the learner's intellectual, moral, emotional and social development. But still I did everything that I could. Because in my internship days, whenever I saw some bad behaviors among the students, I warned them and explained them why it was wrong, and they shouldn't do. I encountered these things both in my lessons and break times so much."*

Additionally, Serpil confessed that she would need more time to develop (RCTEF):

*"I'm afraid I wasn't efficient enough; this is probably one of the main things I'm going to work on."*

Deniz also stated that she would plan her future lessons by concentrating on their needs (RCTEF):

*"I tried to understand my students and planned my lesson by concentrating on their needs. During the lesson, I enabled them feel successful with my positive feedback."*

Beren put it in clear way and maintained (RCTEF):

*"I will focus on their social needs in their daily lives."*

Overall, it can be maintained that the RC program impacted the development of the student teachers' skills in developing the learners' personality.

Focusing on self-development was another target area for the development of the student teachers in terms of understanding of reflection. The student teachers confessed that they really had learnt what more they would have done to develop their reflective skills. Addressing realization of their strengths and weaknesses, Bilge maintained (RCTEF):

*"During my practicum I have realized my strengths and weaknesses. And I have tried to plan my lessons according to my strengths which are speaking a lot and motivating the students to communicate in L2."*

Regarding this issue, Aysun stated (RCTEF):

*"I have tried to be sufficient in order to help my students realize their strengths and weaknesses and I have improved myself to help my students work on their weaknesses by themselves."*

Similarly, Fatma indicated (RCTEF):

*"During my teachings, I was aware of my weaknesses and strengths, and I tried to develop them."*

On the other hand, Berk confessed about his development in enhancing autonomous learners (RCTEF):

*"Before my teachings, I thought on how to develop myself and our students. So, I planned my lessons in a way that I could learn something from these lessons and my students. But honestly, I was not very successful to enhance autonomous learners. However, I think that I am aware of my weaknesses and strengths totally and I am flexible."*

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Berk also described how he was able to overcome some problems regarding this issue (RIWRC):

*"I was able to overcome my main problems of time management, sharp transition, lack of coherence and link within my activities, inability to create a learner-based classroom and use of English effectively."*

Melek summarized her developmental level on this issue (RCTEF):

*"At the beginning of the term, I wasn't aware of my own strengths and weaknesses. But, as I watch myself in the videos, I figure out what are my strong and weak sides. In my future teachings, I can use video or voice recording in my lessons to see my weaknesses and to improve myself."*

Focusing on the effectiveness of the reflective diaries, Serpil described their contribution to their awareness of self-reflection (RCTEF):

*"I wrote journals thinking that they would help me in a lot of ways, they were good for self-reflection and I will keep writing. There were other ways we've learnt to improve one's teaching e.g. action research, audio recording, video recording, observing other colleagues and writing lesson reports."*

Underlying their awareness of self-reflection, Deniz stated (RCTEF):

*"I began to be aware of my own weaknesses and strengths and I thought in what ways I should develop my weaknesses. Then I began to speak English, changed my teaching style, found some techniques and implemented them in the class. I did it successfully."*

Finally, Beren described in what ways she benefitted from the reflective diaries (RCTEF):

*"I am writing reflections for my own teaching and I will record myself almost every time when I am teaching. These techniques gave me the power to see and observe myself in a mirror."*

When we examined these statements of the student teachers, it can be seen that the RC program seems to have enabled them an awareness on focusing on self-development towards their development of reflection.

As to the development of the student teachers in using appropriate techniques of class management in well-organized lessons, we have found out very clear indicators of their development in these areas among their statements.

Bilge described how she exhibited classroom management behaviors to make the students take their attention to the lesson (RCTEF):

*"I think I am good at managing a classroom. But I did not have any problematic students during my classes. I generally try to manage the classroom with trying to take their attention to the lesson. When the lesson is interesting enough the students don't deal with other things."*

Similarly, Aysun emphasized on preparing well-organized lessons (RCTEF):

*"I have become sufficient in terms of preparing well-organized lessons and I have improved my teaching skills in a smooth and clear way."*

Fatma described this progress in a detailed way (RCTEF):

*"Before my teaching experience, I did not expect that I would have difficulties in terms of classroom management, but in my first teaching, I had. Since I did not think enough about anticipated problems, I had no idea on what to do in the class when I encountered with some problems. However, thanks to this bad experience I was well prepared against anticipated problems, and almost had no problems about classroom management. In the class, I try to balance my voice, and have eye contact with the students during the lesson. Moreover, I monitor my students during the activities. These help me see the things going around the class, and I can stop it before it causes a problem."*

Regarding building a warm relationship with students, Berk commented (RCTEF):

*"I tried not to be friend, but I behaved them friendly and I tried to build warm relationship so that they feel relax while they are speaking. Because of this, I did not encounter with such a big problem that make me feel nervous. I tried to be seen 50% friend and 50% teacher."*

Focusing on the use of natural transitions between activities, Melek stated (RCTEF):

*"At the beginning, I wasn't using natural transitions between activities, but in my last two teachings, while preparing my lesson plans, I focused on transitions and I achieved this. Classroom management was my biggest*

*problem, I was not even aware of noise in the class. After I watched my teachings, I thought about this problem, I prepared different materials, I warned the students who were talking in the class. So, I was able to solve this problem."*

Serpil expressed the difficulty of dealing with this issue and stated (RCTEF):

*"It was difficult in the beginning and I didn't know how to deal with it. But as time passed by, I got a grip of it by being aware of what each student did in the class, using props and warning them etc."*

Additionally, Deniz described how she dealt with this issue (RCTEF):

*"For my last two teachings, I planned my lesson with an opening that would help them activate their existing knowledge. Then I tried to do natural transitions between activities, and I did an ending part appropriately. Also, I used the given time effectively."*

Finally, Beren gave recommendations on how to overcome the noise problem (RCTEF):

*"The noise in the classroom has always been a challenge for me. But I tried different techniques in my lesson to see what is working or not. Now, I include the correct techniques into my lessons, and they work. Also, the time management is very important. Now, I can set time for each of my activity and try to manage the problem effectively."*

It is not surprising to see that the student teachers expressed their satisfaction with what they learned through the RC program to be able to use appropriate techniques of class management in well-organized lessons as they stated in their developmental areas.

The student teachers claim that they have achieved the same level of progress in using variety of materials through the RC program as well as in using appropriate techniques of class management in well-organized lessons. To be able to show this link, the following statements of the student teachers could be taken as indicators of their progress.

To address this progress, Bilge indicated how she utilized those materials when needed (RCTEF):

*"During my classes I tried to use various kinds of materials to take the students' attention. I try to design my materials according to face validity. My idea about teaching is if the materials, subject or anything related to lesson are interesting most probably most of the students will pay attention to it."*

Similarly, Aysun commented (RCTEF):

*"I have observed that in order to meet the aims and objectives I made use of variety of materials such as PPT, online links, and videos in the lesson."*

Additionally, Fatma described the ways in which she used (RCTEF):

*"In my teachings, I tried to use different materials and techniques to reach the students with different learning styles, and to enrich my lesson. Before these experiences, I knew that I would use different techniques and materials, but I did not know that they would work in the class. Now, I am aware of the advantages and disadvantages of the techniques and materials that I used. In my further teachings, I will use or not use them according to these experiences. To give an example, I knew that I should use target language in the classroom, but I was afraid that it might cause problems in the class. However, now I know that I can use English in my lesson as long as it is clear."*

Berk put emphasis on using GTM and Turkish (RCTEF):

*"In my first lesson, it is obvious that there were no different teaching skills and materials. I used GTM and Turkish a lot and as a teacher I talked more than the students. However, during my last two lessons, I did not use Turkish and I tried to teach something inductively and I believe that I am successful.*

On the other hand, Melek underlined the importance of planning (RCTEF):

*"While planning lesson, I take time off mostly material preparing. I like using my own materials in my lessons. So, this is one of the strengths, I think. Because, while preparing materials, I try to be careful to meet the learners' needs, appropriate for their age and level, attractive for the learners."*

Addressing how to implement different styles, Serpil commented (RCTEF):

*"I think the materials I used were sufficient. Realia, videos, audio files, toys, flashcards and worksheets and I used them effectively and smoothly. Though, I can implement different styles as well."*

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From the point of using flashcards to teach students new vocabulary, Deniz indicated (RCTEF):

> *"I generally used flashcards to teach them new vocabulary. I asked them to watch a video about the topic. Also, I brought visual and real objects to draw their attention. Furthermore, I used the board effectively in my last two teachings."*

Focusing on planning again, Beren stated (RCTEF):

> *"I am always ready for my lessons in terms different kinds of materials. But applying them is very important. Sometimes they are not working as I thought. Now, I prepare my lesson plans accordingly and change the activities when I have trouble."*

The statements above could be seen as the indicators of progress for the student teachers in using variety of materials, they gained through the RC program.

A sufficient level of progress was also achieved in encouraging students to express themselves among the student teachers. This progress could be obtained among the utterances of them.

Stressing on the importance of creating a respectful environment, Bilge presented her comments as in the following (RCTEF):

> *"I think during my lesson the classroom has respectful environment. Till this time no one has disrespected me or any of the students. In my classroom environment the students felt confident and tried to speak and participate to my classes."*

In relation to the same developmental area, Aysun stated (RCTEF):

> *"I have observed that I created positive environment for the students with the aim of decreasing affective filter of my students and encouraging them to express their opinions and feelings during the lesson."*

In addition, Fatma described how she managed to create a positive learning environment (RCTEF):

> *"In my teachings, I tried to create a positive atmosphere. The activities, materials, techniques and questions that I used in the class were based on this.*

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*In other words, I tried to create environments that my students can involve communicatively and willingly."*

Following Fatma, Berk also put emphasis on the flexibility of creating that sort of learning environment (RCTEF):

*"As a 17-year student, I have always thought that classroom environment should be flexible and relaxing. Therefore, I tried to make my students feel relax and feel free to attend the lesson. I believe that I am successful about this issue."*

Regarding the same issue, Melek further added her comments (RCTEF):

*"In my classes, there are always some students who are hard to reach. They are far from the class and don't even listen to me. I tried to speak to them and made them participate in the lesson. I ask some questions in my lessons and prepare activities that help them speak more. I encouraged them to speak and participate in the lesson."*

Within the same context, Serpil described how she helped them to encourage for active participation (RCTEF):

*"The environment was almost friendly all the time but again, in the beginning there were students murmuring and not listening here and there. Later it was both friendly and rather calm. I helped them when they had a problem and encouraged/motivated them to participate in the lessons."*

Addressing the importance of using group and pair work to provide interaction among the students, Deniz put the following statements (RCTEF):

*"I tried to get all of students involved in the lesson especially for my last lesson I succeeded it. Most of the students were eager to participate to the lesson and they loved my activities and learned the topic. There was a positive environment in my class. I used group and pair work to provide interaction among the students."*

Finally, Beren reflected in what ways a democratic class could be created through her following statements (RCTEF):

*"The classroom atmosphere must be democratic, and all of my students can feel themselves relaxed. That's why, I motivate them all the time and remind that mistakes are natural, they don't need to be afraid."*

Providing additional opportunities for the student teachers encouraging students to express themselves through the RC program seems to have helped to embed democratic classes into the schools. The student teachers achieved this to a certain extent through a combination of training during the PC sections and efficient feedback sessions. This is reflected and supported in the comments given above.

### 4.6.2. Theme 2: The student teachers' perception of their satisfaction of the RC in their development of sense of efficacy

For the purpose of interpreting the results gained about the development of sense of efficacy of the student teachers, the utterances used by them in the RCTEF and RIWRC were examined, and it was seen that the student teachers mentioned about the positive contribution of the RC in terms of development of their sense of efficacy. This is also supported by the significant differences and changes in the development of sense of efficacy of the student teachers as reported in the quantitative analysis of the TSES.

After the examination of data sources given in Table 4.15 under Theme 2, the student teachers' perception of their satisfaction of the RC in their development of sense of efficacy, a total of 18 utterances emerged for the qualitative analysis of sense of efficacy. These different utterances extracted from the RCTEF were given as the examples for a better representation of these nine codes to show their development in sense of efficacy.

When we examined the answers of the student teachers in terms of dealing with the most difficult students, Aysun, for example, maintained that improved teaching skills would work better concerning with difficult students (RCTEF):

*"I have noticed that I have improved my teaching skills concerning with difficult students in the class in order to facilitate effective learning environment."*

Fatma explained that more teaching experience would be needed to cope with the problematic students. This was particularly evident in her following comments (RCTEF):

> *"With the help of teaching experiences, I can say that I see what I can do when I face with problematic students. Now, I know what I should do to decrease disruptive behavior and to establish rapport for the sake of classroom management."*

Similarly, Deniz explained that they must create group activities, provide students with some autonomy to use their own responsibility, and motivate them with positive feedbacks. This was clearly identified in her comments (RCTEF):

> *"I tried to get my difficult students involved in the lesson by creating group activities providing them to take their own responsibility and by motivating them with positive feedbacks. Besides I tried to control their disruptive attitudes with my verbal and nonverbal behaviors or with the picture."*

Furthermore, time was spent during the RC program for the discussions about the setting of the class to deal with the tough students. This is identified in Beren's comments below (RCTEF):

> *"When I encounter some tough students who always cause trouble in the class, I can change their seats and use different techniques."*

As could be seen from the comments of the student teachers, dealing with the most difficult students is not an easy task, and it requires more teaching experience. However, they said they had developed some strategies in managing with this issue and benefitted from the RC program to evaluate these changes for their learners.

Moreover, the sense of efficacy, was such that they felt encouraged and supported to engage in deep reflections with their friends and the reflective coach to develop their teaching in helping students think critically. This was illustrated best in Aysun's comment (RCTEF):

> *"I have realized my improvement concerning using different types of questioning techniques from first teaching practice to the last one. Moreover, I have tried to develop the students' critical thinking during the lesson through preparing creative class activities."*

Fatma commented about how the RC supported them to diversify materials that can help their students to think critically and to foster their creativity (RCTEF):

> *"Moreover, I diversified my materials that could help my students to think critically and to foster their creativity."*

Additionally, Deniz described the ways how she could get her difficult students involved in the lesson (RCTEF):

> *"I tried to get my difficult students involved in the lesson by creating group activities providing them to take their own responsibility and by motivating them with positive feedbacks."*

Finally, Beren focused on creating tasks and activities to help students' mental development (RCTEF):

> *"I use creative activities because of their mental development."*

The student teachers, during the RC program, identified that they were very open to engaging with them to reflect and use whatever they learned as a 'sounding board' and share their successes and failures in a trusting way to develop their sense of efficacy. All of them commented that they had informal conversations with their friends and the reflective coach about their failures in a way that they never would have in their previous schools. This was evident in their comments given above.

As far as helping students value learning is concerned, Aysun commented that they continued to develop their ability to help their students value learning in following ways. She commented (RCTEF):

> *"I noticed during my teaching practices that students realized how much I cared about their needs, wants, opinions, and most of them eventually valued the learning, the effort by participating to the activities and by expressing how they felt about the lesson."*

The PC sessions during the RC program seems to have helped them develop agentic practices as their understanding of how to help students value learning.

Fostering student creativity was another target area to develop for the student teachers. The student teachers identified that the RC program had helped them to reflect more on aspects of their practice and how it affected students in fostering

creativity. PC sessions encouraged them to think of activities that would better engage their students. This is reflected in the Aysun's following comment (RCTEF):

*"I have observed that I have made use of creative activities such as brainstorming, discussion in order to foster their creativity during the lesson."*

Regarding this issue, Deniz argued that they could develop and use an efficient appraisal language (RCTEF):

*"I provided them with a belief that they could do it by using appraisal language."*

The student teachers identified that engaging with the students in their classes, creating different activities, and using an efficient appraisal language were the key components in effective teacher reflections.

As to improving the understanding of a student who is failing, Aysun presented a very clear and precise way to deal with slow learners (RCTEF):

*"I have realized that I tried to learn reason behind my students' low mood by asking how they feel or what the problem is and then I tried to take their attention with enjoyable activities such as games and songs in order to have them to be more eager to learn and to be more ambitious."*

Dealing with slow learners or learners failing to keep up the pace of the class is not an easy task. The student teachers in our study reflected their progress about it in other developmental areas as well.

Another feature of the data was the way the student teachers engaged with the reflective coach to use a variety of assessment strategies. Understanding how to have an impact for particular assessment and evaluation was important in our RC program. For the sake of development of assessment strategies, Aysun commented (RCTEF):

*"In terms of assessment, I have realized that I have improved myself in terms of applying different types of error correction from my first practice to the last one."*

Berk associated what he learned in using assessment strategies with his development of sense of efficacy (RCTEF):

*"I have not been well-informed about sense of efficacy before this term during my four year of education. But now, I think that sense of efficacy scale is one of the best ways to revise our teaching since it includes lots of topics to examine."*

The student teachers identified that they developed their ability and skills to evaluate the student products more objectively.

Providing an alternative explanation when students are confused was identified as another area to develop during the RC program. This topic could be stressful and as a result and they wanted to work on addressing this area with their reflective coach.

Aysun stressed on simplifying her language and using a more effective body language to deal with this issue (RCTEF):

*"I have noticed that I have tried to simplify my language and increase my body language to be clear when my students are confused."*

Similarly, Deniz followed the same strategy (RCTEF):

*"I used my body language and mimics to help them understand the instructions and always asked them if they comprehend or not."*

This area to develop looks to be a common problem among the experienced teachers as well. It could be gained through their insight into their colleagues' strengths and effective professional relationship.

Making expectations clear about student behavior, just like the above-mentioned area that should be included in all coaching programs to support teachers to reflect deeply into their practice, both individually and in teams. Aysun mentioned about her progress (RCTEF):

*"From my first teaching practice to the last one, I have realized that I have become clearer in terms of expressing my expectations about student behavior."*

Even though there is one utterance solely based on this area, the student teachers discussed it in the contents of other developmental areas.

The last code identified in the student teachers' perception of their satisfaction of the RC in their development of sense of efficacy was getting students to follow classroom rules. Sustainability in getting the rules followed is as important as

identifying the rules. Aysun summarized the difference between her first and last teaching performance focusing on being clear and precise in following rules (RCTEF):

> *"From my first teaching practice, to the last one I have improved myself to make myself clear in terms of class rules or my demands through giving reasons and asking their opinions while moving from one activity to the next one."*

As a result of the interpretation of the statements of the student teachers, they expressed their positive feelings regarding their development in their sense of efficacy. This, therefore, enabled them to mostly focus on this development of sense of efficacy as observed in their utterances. Overall, the RC program seems to have impacted the development of the student teachers' sense of efficacy providing them with a comprehensive understanding of their developmental areas together with their lesson reflection abilities.

### 4.6.3. Theme 3: The student teachers' perception of their satisfaction of the RC in their overall development

In this section, we wanted to explore the effectiveness of the RC and level of satisfaction of the student teachers together with their recommendations to help develop new RC programs. To this end, we examined the statements of the student teachers in the reflective coaching training evaluation form (RCTEF) and the recordings of the interactions of the student teachers with the reflective coach (RIWRC). We employed and interpreted the utterances of the student teachers under the theme, the student teachers' perception of their satisfaction of the RC in their overall development and four codes 1. expressing the level of satisfaction with the training sessions of the RC, 2. expressing the level of development with instructional skills in the TSES, 3. explaining the most beneficial part of the RC, and 4. giving recommendations for developing future training programs emerged in the RCTEF.

After the examination of data sources given in Table 4.15 under Theme 3, the student teachers' perception of their satisfaction of the RC in their overall development, a total of 44 utterances emerged for the qualitative analysis of their satisfaction with the RC.

All the student teachers responded to these questions, and their responses are given respectively. It was seen that the student teachers benefitted from the RC program in many different ways. We will discuss them below together with the interpretation of the statements of the student teachers. As far as expressing the level of satisfaction with the training sessions of the RC program is concerned, Bilge, for instance, stated that the RC helped her most discover her strong and weak points as described below in her utterances (RCTEF):

> *"It was above my expectations. Because my first semester was waste of time for me and I did not have too much expectation for this semester also. But then I saw how I improved my teaching skills with the effective feedback sessions. It was very useful for me."*

Bilge further added the following comments (RIWRC):

> *"Teacher, do not take me wrong, but I did not expect to develop this much when we first met you. Because, the first part of this course, school experience was a huge failure and disappointment for us. We learnt almost nothing; we can say. The instructor of that course used to invite us to her room and asked about any problems we suffered. We were not given a chance to express our problems even though we underlined the importance of those problems. I personally believe that I have developed in a significant level and I benefited mostly from your feedback sessions, my teaching performances, 15-hour training program, and discussions. Time passed very quickly, and we enjoyed it. We thank you for your efforts to develop ourselves and our teaching philosophy."*

Similarly, Aysun agreed with Bilge in discovering her weaknesses. This is reflected in her comment (RCTEF):

> *"The training sessions during the teaching practice met my expectations in terms of realizing my weaknesses and improving them. The training assisted me in reflecting on my teaching and it provided me to learn different strategies & techniques to use in my future lessons."*

When asked their satisfaction about the RC, Fatma commented (RCTEF):

> *"Yes, it did. I learned a lot from my experiences. Before the lesson, I expected to see what I can do with the things that I learned, and also wanted to see how*

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*well I can do with them. Thanks to this program, I saw my weak and strong parts."*

Fatma also added the following descriptions (RIWRC):

*"I feel I have developed a lot and I owe you many thanks to create awareness on our strengths and weaknesses."*

Beren presented how she was able overcome some of the problems and developed (RIWRC):

*"I managed to overcome these problems spending much time for my lesson plans, I listened to your suggestions and installed each detail in my lesson plan and followed them smoothly. I feel I am much better in planning my lessons. I wish we could spend more time with you as we believe we would develop more."*

Berk's satisfaction is particularly obvious in his comment below (RCTEF):

*"Before this term, I wanted that this term should be informative for me. So, I can say that it was like I had expected since I learned lots of things and I saw different students' types and I feel myself experienced. Also, you gave us very beneficial feedback and we had a chance to revise our teaching and improve ourselves. We watched our friends' teachings and gave feedback to them. As another words, we learned from each other. In this teaching practice lesson, I learned how to be a good, successful, and prepared teacher."*

Berk further added the following regarding the same issue (RIWRC):

*"To confess, we were very scared when you first gave us many responsibilities and tasks because we did not expect this much development in us. However, as we moved ahead, we realized we were progressing step by step and I personally was very happy to implement all those tasks. I am now very happy personally and thank you so much. I learned a lot through this type of teaching practice."*

Agreeing with her friends, Melek reflected it (RCTEF):

*"Yes, actually it was more than I expected. At the beginning of the term, I was just teaching in my internship days, but then I've learned many things from my*

*teaching videos and my teacher. Watching myself from videos and taking feedback my teacher gave me the opportunity to improve myself."*

She added further comments (RIWRC):

*"We thank you very much indeed for creating a great awareness on us about how to be an effective language teacher."*

Addressing the lack of coaching programs like this, Serpil identified this in her comments (RCTEF):

*"I'd love it more if we could have been with you since the beginning of the first semester. Other than that, it was definitely constructive and practical and helped me to improve myself."*

In describing the changes in her, she reflected the following (RIWRC):

*"Teacher, to confess, I did not expect such a huge change and I feel so happy and proud. Because, it happened in a very short time. We thank you so much for what you contributed to our development."*

Furthermore, Deniz described the benefits of the training sessions (RCTEF):

*"I think the training sessions went very well. Firstly, we watched some videos related to good lesson, giving feedback and bad lesson. Then it was so beneficial to discuss about how good lesson should be, what we shouldn't do during the lesson and how feedback is given effectively. I have learned what I should do or what I shouldn't do thanks to this program. In addition to this, we talked about our teachings as individual. It was so helpful to take detailed feedback about my teachings. I began to be aware of my mistakes. Also, I took my teacher's suggestions into consideration on my teaching and I improved myself."*

She further added (RIWRC):

*"Teacher, I cannot describe how I feel happy now thanks to your efforts and I learnt and developed much. We all realized how prejudiced we were, and we managed to overcome many problems and we are all open to change now and believe nothing is impossible as long as you have a desire to do something. I am so happy now I have changed a lot when I look at the items in the SATPLR."*

Finally, Beren stated how she progressed in motivating herself (RCTEF):

*"The teaching practice lesson with this program gave me motivation. I used to feel myself desperate when I have a trouble situation. Now, I know how I can motivate myself. I don't need to think that I cannot achieve my goals even if I have problems. I need to find my problem and try to solve them."*

To sum up, the student teachers identified how the coach/coachee relationship was a critical element for them in identifying and committing to the change they identified with their coach. Having regular feedback sessions with the coach helped them both professionally and personally.

When we examined the statements of the student teachers form the stand point of expressing the level of development with instructional skills in the TSES, there was a consistency among student teachers in that they viewed the RC program as complementing development with instructional skills that they attended. They identified that the RC allowed them to reflect on the professional development, how they might implement this new learning into their teaching and finally to reflect on the benefits and changes that they had made for their learners.

This is evident in these comments. For example, Bilge put it in the following way (RCTEF):

*"As we reflected our teaching in means of sense of efficacy, we had the chance to see in what ways we improved. I saw that even it is not enough I improved my skills in asking further questions to students. And I developed myself in setting up some classroom rules. The best way to set rules is to warn the students before the lesson starts and showing them that you obey the rule as a teacher, and this is an effective way that I've experienced during my practicum."*

This sort of development was also evident in Aysun's comments (RCTEF):

*"I think thanks to the teaching practice lesson, I developed my instruction skills regarding classroom management, self-confidence and I improved my teaching skills concerning transitions between the activities, being patient, error correction, using different question techniques etc."*

Fatma identified that this was occurring in the following comment (RCTEF):

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*"I think I developed a lot. Actually, I cannot say that I was weak in terms of knowledge because I knew what to do and when to do. However, because of being inexperienced, I did not know how to do. With the help of the teachings and my teacher's feedbacks, I learned a lot, and developed myself especially about posture, self-confidence and classroom management."*

With a similar focus on this development, Berk described it as (RCTEF):

*"After our first lesson, our teacher gave us Teachers' Sense of Efficacy scale to fill it and thanks to this, we learned how to revise our teaching professionally. Also, after our teachings we wrote journals about sense of efficacy for each of them. We had a chance to revise our teachings item by item. Therefore, I looked deeply inside my teachings and I focused on the items that I was not very good at. As a consequence, I could improve myself items by items."*

Berk further commented (RIWRC):

*"Teacher, I was feeling great especially after my last teaching performance. I was feeling as the real teacher of that class and it made me feel self-confident."*

Melek, stressing on classroom management and being aware of self-development, commented (RCTEF):

*"I think, in terms of classroom management and being aware of self-development, I developed so much. Also, I figured out that helping students think critically and encouraging them to they can do well in school are not so difficult and impossible. I learned that I could prepare my lessons according to different learner types and help them think critically."*

Serpil's comments clearly highlighted this (RCTEF):

*"I motivated and tried to encourage students that they can do well, even if they can't it's okay to make mistakes -I'd help them. The recording of my first teaching showed me that the noise was too much to understand a thing. So, I used different techniques and was more aware of what was going on in the class and tried to calm them whenever I can. There were always some problematic students and I paid close attention to them. At first students were asking me to speak in Turkish but in my last lesson that wasn't a problem. I*

*spoke in English as much as I could. The more time passed the more different types of learning styles I tried to implement in the lesson."*

Furthermore, Deniz reflected it in her comments (RCTEF):

*"Firstly, I focused on my weaknesses and my aim was to encourage students to use the target language. I added my plan most of questions to provide them to think critically. Also, I did group and pair work activities that help them develop their cooperative skills. I tried to motivate my students by giving them positive feedback or with my enjoyable activities. Thanks to my good relationship with them and a picture that means silence, I managed to keep my class quiet."*

Deniz also included what changes she witnessed in her (RIWRC):

"*I noticed a great difference between the first and last teaching performance, teacher. I did not feel as a teacher after my first teaching performance and I did it as if it were a compulsory task. Because nothing went right, and I was disappointed. Having listened to you after my first teaching, I tried to do whatever you had suggested me to do. I corrected many things, I believe, and I feel as a teacher. This was a great feeling. One striking change on me was that I was definitely more confident, which made me solve many problems. Later I saw that students were respecting me, and they were calling me as teacher, and they were able to use a few English words. They even came to me asked me to do the following lesson with them again, which motivated me truly."*

Finally, Beren admitted that she had a long way to go saying (RCTEF):

*"I am not perfect still, but I changed and improved my style of teaching. That's why I am better than before."*

Generally, there was a consistency in the responses to their development in their instructional skills. Developing a "coaching culture" was identified during the RC program as being a process which would target the development of instructional skills and this was evident in the comments given above.

The student teachers unanimously agreed on the fact that they benefitted from the RC in general. However, they did not ignore to explain the most beneficial part of the RC

in the following ways. Bilge described her most developed part as her reflection skills (RCTEF):

*"This teaching practice with this program helped me to discover my strengths and weaknesses. Watching myself after every lesson and evaluate myself was really effective. And receiving some feedbacks from my friends and teacher (privately) has developed a self-consciousness in me. I gained confidence class after class and applying the things that I have learned helped me to internalize the newly learned things. Also, with this practice I had the chance to work on my weaknesses."*

Bilge further added the following comments (RIWRC):

*"I personally believe that I have developed in a significant level and I benefited mostly from your feedback sessions, my teaching performances, 15-hour training program, and discussions."*

Aysun followed Bilge commenting on her reflection ability (RCTEF):

*"I think the teaching practice lesson with this program helped me to be more confident after realizing my weaknesses and improving them. By reflecting on my teaching practices, I became more aware of my progression from the first practice to the last one."*

She gave a brief description of the changes she observed (RIWRC):

*"Teacher, we learnt many theoretical issues and things during our four-year education here, but we did not know anything about their practical sides. We did both theoretical and practical parts together with you and I cannot believe the level of development in me. I did not even dream it. I can see that difference when I watch the video-recording of my teaching performances. We have also learned from our friends. We spent a fruitful time together and learned too much."*

Similarly, Fatma commented in the same way, and it was evident that the RC program achieved its objective towards creating a reflective learning environment to a certain extent (RCTEF):

*"I had an opportunity to see my weaknesses and strengths, and I developed myself facing them."*

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Berk's comments also provided a proof for beneficial topics (RCTEF):

*"As I said, we had a chance to revise our teachings and also our friends' teachings. We learned from each other. Also, we discussed very beneficial topics such as good teacher, bad teacher, giving effective feedback and error correction during our training sessions. So, it gave me a chance to improve myself in the way of being a good teacher or bad teacher, I learned how to give effective feedback and different types of error correction. It means that I learned lots of information with the help of our discussions and your feedback."*

Berk added the following to tell what changes he witnessed in him (RIWRC):

*"I believe that the feedback sessions, individual meetings with you, sample lessons we watched during our training program really contributed to our development in seeing us as a teacher and I have witnessed each level of that development in me."*

Melek described it as in the following (RCTEF):

*"I learned about my strengths and weaknesses and I learned how can improve these. Taking effective feedbacks from my teacher, video recordings and writing journals help me to see my improvement."*

Serpil described how this worked in her classes giving examples (RCTEF):

*"A lot of ways, basically. How to use time effectively, how to address problems occurred in the class and solving them, making on-spot decisions, catering different learning styles, giving feedback more effectively, acting as a real teacher, trying different techniques and styles, achieving smooth transitions, attracting students' attention, creating a learner-friendly environment etc."*

Deniz commented about another progress (RCTEF):

*"I have learned that it is first and the most important thing to become more self-confident and I tried to develop my presence in the class. I have benefited about how I should start the lesson, how I can develop students to think critically, what I can do to provide smooth transitions between my activities. Besides I have learned how I can manage the discipline."*

Beren put her comments as in the following (RCTEF):

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*"I see different classes and students. I am experienced now in terms of preparing lesson plans, giving instructions, presenting the topic of the lesson, applying activities, ending my lesson or responding different situations that can happen in the lesson."*

The responses given above could be taken as clear indicators of how the RC impacted the student teachers to identify new areas of development as well. Furthermore, these areas are reflected in their statements.

For the sake of identifying new areas of development, the student teachers also gave recommendations for developing future training programs to understand the effect of future coaching programs. They explained the different ways that they evaluated the RC. This was particularly evident in the following comments.

Bilge underlined a very striking fact (RCTEF):

*"I think the amount of reflection papers could be reduced. As a supervisor, you should assign some jobs for the students-teachers to do according to their lacks after their first video."*

Another recommendation was clearly identified in Aysun's comments (RCTEF):

*"I think the structure of the lesson during the program was great in terms of aims, activities, environment, interactions, demands, and resources. I think the length of the meetings can be improved in terms of setting max meeting time and not exceeding."*

Fatma commented on taking oral and written reflection together (RCTEF):

*"I think you don't need to take oral and written reflection together. The videos that we watched were useful for us, but written reflections for the videos are not necessary, I think."*

However, Berk described how happy he was with the RC program (RCTEF):

*"I know you didn't have a chance, but I suggest you going to student teachers' school. Because, teachers want students to do impossible things since they do not know the schools and students. Actually, I am writing these sentences without being aware of what I should write since your lessons were very beneficial for me honestly. Therefore, I am sorry, but I do not know how you should improve your program. I think your program is good enough."*

Melek agreed with Berk and described it (RCTEF):

*"I don't have three tips because you are the best! ☺ Maybe, I can say that instead of writing journals, lesson reports can be used for saving of time because sometimes writing could take so much time for me."*

Serpil stressed on watching the students-teachers live in the class (RCTEF):

*"I think it was good overall, so I do not have anything to suggest. Maybe at least one time you should watch the students-teachers live in the class."*

Another recommendation is identified in the comments of Deniz (RCTEF):

*"I think training session was so effective for me. Recording video is also helpful to see myself and my strengths or weaknesses during the lesson but maybe you could have watched our teachings for one time."*

Finally, Beren described how difficult video recording for them was (RCTEF):

*"Video recording is very hard for us because we don't have enough space in our phones. More importantly, when we have a problem about the recording, we need to record the lesson again. This possibility affects our stress level. Apart from that, the program was very useful for me."*

As far as the satisfaction the student teachers of the RC program implemented is concerned and when qualitative analysis gained through the reflective coaching training evaluation form filled out by the student teachers is examined, it can be seen that the RC program impacted three target areas of development: instructional skills, sense of efficacy, and overall development through the RC program in positive ways. To be able to explore the possible impact of each source of each developmental area given in the Reflective Coaching Training Evaluation Form (RCTEF), the frequencies and percentages of source occurrences based on 22 codes with three themes extracted from qualitative data sources are reported in Table 4.16. The percentages were calculated within each theme.

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**Table 4.16:** Frequencies and percentages of three sources of the RCTEF

| Themes | Codes | f | % |
|---|---|---|---|
| The student teachers' perception of their satisfaction of the RC in their development of instructional skills | -Organizing a structured lesson plan | 9 | 12.16 |
| | -Building rapport with students | 8 | 10.81 |
| | -Showing presence, having an appropriate style and voice | 8 | 10.81 |
| | - Having a good command of English and language awareness | 8 | 10.81 |
| | -Developing the learners' personality | 8 | 10.81 |
| | -Focusing on self-development | 9 | 12.16 |
| | -Using appropriate techniques of class management in well-organized lessons | 8 | 10.81 |
| | -Using variety of materials | 8 | 10.81 |
| | -Encouraging students to express themselves | 8 | 10.81 |
| Total | | 74 | 100 |
| The student teachers' perception of their satisfaction of the RC in their development of sense of efficacy | -Dealing with the most difficult students | 4 | 22.22 |
| | - Helping students think critically | 4 | 22.22 |
| | -Helping students value learning | 1 | 5.55 |
| | - Fostering student creativity | 2 | 11.12 |
| | -Improving the understanding of a student who is failing | 1 | 5.55 |
| | - Using a variety of assessment strategies | 2 | 11.12 |
| | - Providing an alternative explanation when students are confused | 2 | 11.12 |
| | - Making expectations clear about student behavior | 1 | 5.55 |
| | - Getting students to follow classroom rules | 1 | 5.55 |
| Total | | 18 | 100 |
| The student teachers' perception of their satisfaction of the RC in their overall development | -Expressing the level of satisfaction with the training sessions of the RC | 15 | 34.09 |
| | -Expressing the level of development with instructional skills in the TSES | 10 | 22.73 |
| | -Explaining the most beneficial part of the RC | 11 | 25 |
| | -Giving recommendations for developing future training programs | 8 | 18.18 |
| Total | | 44 | 100 |

The results revealed that the student teachers benefitted equally in their development of instructional skills considering each code given. In other words, 74 utterances were distributed equally for these nine codes under the theme 1. However, two codes

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"organizing a structured lesson plan" and "focusing on self-development" came to the for showing a slight percentage difference (1.35%). This could be justified by the fact that the student teachers spent more time within RC program on how to begin lessons considering prerequisite learning as well as providing goals with a short statement before planning a lesson. The other code 'focusing on self- development' has been a continuous goal in our RC program and they have learnt that focusing on self-development is one of the most effective ways to keep growing as a person. This is also something that is supported by all quantitative and qualitative data within our study. All data unanimously show that the student teachers placed self-development to the forefront claiming that they must do more for themselves on a regular basis.

Moreover, these results clearly reveal that the student teachers benefitted from the RC in their development of instructional skills in an effective way. The results could also be associated with the quantitative results gained for the second research question in such a way that, the student teachers developed themselves in instructional strategies focusing on important considerations given in items like item 7 (rapport), and item 8 (presence) with a high mean rank of 4.00, Item 11(commitment to the learners' personal growth) and item 12 (attitude to self-development) with a high mean rank of 4.50 in Table 4.10 and item 13 (structure framework and progression) with a high mean rank of 4.50 in Table 4.11. As could be seen, all quantitative and qualitative data build consensus on the fact that the student teachers made an observable progress in the development of their instructional skills.

Meanwhile, as far as their satisfaction of the RC in their development of sense of efficacy is concerned, it can be seen that the two codes "dealing with the most difficult students" and "helping students think critically" were the most frequently referred sources of the RCTEF (44.44 %). In other words, eight out of 18 utterances were related to these two codes. That is to say, the RC program helped the student teachers develop these skills in a clear way. Because they were given priority in our RC program. This result could also be associated with the quantitative results gained for the first research question in such a way that the student teachers most referred to these two codes in the TSES meaning that they developed best in them. For example, item 1 (getting through to the most difficult students) with a high mean rank of 4.50 and item 2 (helping students think critically) with a high mean rank of 4.00 in Table

4.2. came to the forefront among the others. It is all because the student teachers were taught that coping with the most difficult students would be a great barrier in their future teaching unless they applied the right instructional strategies. In a similar way, helping their student think critically was emphasized more through the RC program and they were constantly told that they would need to develop their own reflective skills before they would help their learners think critically. Therefore, both quantitative and qualitative results could be considered coherent in this way.

Finally, regarding their satisfaction of the RC program in their overall development, the two most mentioned codes under this theme are "expressing the level of satisfaction with the training sessions of the RC" and "explaining the most beneficial part of the RC" (59.09%). In other words, 26 out of 44 utterances concerned these two codes and the majority of the student teachers considering these results indicated that they were extremely satisfied with the RC program conducted. They indicated the characteristics of the training sessions of the RC program prepared them for their desired career and goals and contributed to their overall satisfaction.

It also clearly shows that all the student teachers benefitted from the RC program in their overall development stating that they were all satisfied with the RC program. This could holistically be associated with the quantitative results gained for the first and second research question in such a way that the overall development of the student teachers in instructional skills and sense of efficacy through the RC program.

The fact that there was a significant difference between pre and post test results also supported that the student teachers acted as genuinely as possible in sharing their reflections. From this point of view, the RC program enabled a very effective reflective learning environment, in which they really witnessed their own development as well as that of their friends. A student teacher, Fatma's point of view on this issue supported this interpretation (RCTEF):

> *"This teaching practice with this program helped me to discover my strengths and weaknesses. Watching myself after every lesson and evaluate myself was really effective. And receiving some feedbacks from my friends and teacher (privately) has developed a self-consciousness in me. I gained confidence class after class and applying the things that I have learned helped me internalize*

*the newly learned things. Also, with this practice I had the chance to work on my weaknesses.”*

Berk, addressing the same issue indicated that (RCTEF):

*“We had a chance to revise our teachings and also our friends’ teachings. We learned from each other. Also, we discussed very beneficial topics such as good teacher, bad teacher, giving effective feedback and error correction during our training sessions. So, it gave me a chance to improve myself in the way of being a good teacher or bad teacher, I learned how to give effective feedback and different types of error correction. It means that I learned lots of information with the help of our discussions and your feedback.”*

Lastly, Deniz supported the creation of this reflective learning community saying (RCTEF):

*“I think, in terms of classroom management and being aware of self-development, I developed so much. Also, I figured out that helping students think critically and encouraging them to they can do well in school are not so difficult and impossible. I learned that I could prepare my lessons according to different learner types and help them think critically. I learned about my strengths and weaknesses and I learned how I could improve these. Taking effective feedbacks from my teacher, video recordings and writing journals helped me to see my progress.”*

The student teachers explained the reflective coach’s support of coaching in a number of ways. They expressed that the RC program gave the opportunity to gain self-confidence, better self-awareness and to explore their borders. These outcomes are definitely in parallel with the expected outcomes of the RC program. Within this framework, the RC program seems to have contributed not only to development of the reflective abilities of the student teachers but also to their pedagogical insights. There was a consistency among the student teachers in that they viewed coaching as complementing professional development that they attended. They all identified that the PC dialogues and conversations made them reflect on the professional development, how they might implement whatever they learned into their future teaching, and finally reflect on the benefits changes that they had made for their

students. This is evident in almost each utterance of the students as discussed in results section.

Overall, as could be seen from the utterances of the student teachers, the RC program seems to have made substantial changes in their teacher identity development providing them with a comprehensive teaching philosophy development. The student teachers expressed their satisfaction and happiness with the RC program and its impact on them both professionally and personally. It is true that they could be coached a range of teaching teams and individuals. A core feature of the RC program was developing them into coaching roles as well. Because they are expected to develop coaching roles and programs and implement them in their school context. This was achieved by partnering with a reflective coach to a certain extent, however, developing their ability to coach groups of teachers in their school would impact effective formation of coaching cultures in schools.

## 4.7. Results of the Analysis of the Research Question 4

The data about the fourth research question are presented and discussed totally based on the qualitative analysis obtained from the diary of the reflective coach. In other words, some extracts from this data source given above are reported to support the qualitative analysis. The fourth research question posed was: What are the gains of the coach during the reflective coaching program?

The diary of the reflective coach was examined meticulously with a focus on her gains through the RC program and a total of two themes covering 12 codes emerged for the qualitative analysis of the diary of the reflective coach: (1) the reflective coach's attainments in relation to what she learned and (2) the reflective coach's attainments in relation to what she can do with what she has learned to improve her coaching skills. A claim was made for each of the two themes, and data were presented to support the claim discussing all possible connections with current research. Table 4.17. illustrates the two themes and 12 codes generated in relation to the gains of the reflective coach.

**Table 4.17:** Themes, codes and data sources generated in relation to the gains of the reflective coach through the RC program

| Themes | Codes | Data sources |
|---|---|---|
| The reflective coach's attainments in relation to what she learned | -Importance of effective communication<br>-Importance of trustworthiness, relaxed and sincere atmosphere<br>-Importance of discourse<br>-Importance of never ended self-reflection<br>-Importance of adjusting flexibility<br>-Importance of listening attentively | -Reflective coach's diary (RCD) |
| The reflective coach's attainments in relation to what she can do with what she has learned to improve her coaching skills | -Developing emotional intelligence<br>-Developing the ways to build trust/good rapport<br>-Developing the ways to give quality feedback<br>-Developing a coaching and teaching philosophy<br>-Reshaping beliefs about future coaching program development<br>-Developing listening skills | |

### 4.7.1. Theme 1: The reflective coach's attainments in relation to what she learned

Following the examination of the data sources given in Table 4.17 under Theme 1: the reflective coach's attainments in relation to what she learned, a total of six codes emerged for the analysis. When we examined the utterances that the reflective coach wrote in her reflective diary (RCD), the reflective coach was seen to mention about the positive contribution of the RC in relation to her development. Twenty different utterances of the reflective coach extracted from her reflective diary (RCD) were given as examples for a better representation of these six codes to show what she learned.

Emphasizing the importance of effective communication in implementing a RC program, the reflective coach stated that establishing a communication channel among the coach and the student teachers during the RC program was very useful for

them to give them an opportunity to let the student teachers express themselves (RCD):

*"I realized how effective it was to give student teachers time and opportunity to express them to establish a good communication channel and an unprejudiced beginning would give both parties a good path to follow."*

She further added the following comments (RCD):

*"I have discovered once again how important the quality of interaction and communication between the reflective coach and student teachers was."*

The coach also realized that expressing oneself clearly would ease the communication process (RCD):

*"One clear thing I noticed after meeting with each student teacher was that we developed a kind of relationship just like doctor and patient or psychologist and client one. What made me happy was that they had all listened to me very attentively for 2-3 hours even though they spent a tiring day at school. I felt that they would listen to me more and more. They even began to share their private issues as well. They talked about their expectations for future, their families, and themselves. I was happy to see that they were aware of what they wanted to do. The first day we met, they just talked about being appointed as a teacher, they now put some other important career plans on their agenda like doing M.A. here in Turkey or abroad or working abroad. They were really valuing my recommendations and they asked many questions about my career, my plans and what I had done after graduation. I might have become a role model for them."*

The following two quotes reflect the level of awareness of the reflective coach she developed in terms of effective communication in making the RC program more profitable (RCD):

*"I remember spending six to seven hours talking and discussing with my student teachers with no break times and I did not feel tired at all. I did not impose them to do anything. I sometimes forget about my study and wanted to help them develop professionally. I believe my never-ending energy, passion, love for my job, enthusiasm, belief and trust in them helped them work together collaboratively and enthusiastically."*

She continued underlining the importance of trustworthiness, relaxed and sincere atmosphere in implementing a coaching program (RCD):

*"I realized how important it was to create a nonjudgmental and confidential environment."*

She emphasized the need to meet people in a natural and friendly atmosphere (RCD):

*"I knew that meeting them in a natural and friendly atmosphere would ease us and I saw how right I was right in that."*

Additionally, she described how this environment was established and how important it will be for future implementations in the following two statements (RCD):

*"I have apprehended that establishing trust between the reflective coach and student teachers played a key role in all efforts and I must keep it in mind in my future studies as well."*

*"I grasped that some little human touch made life more meaningful. For example, having tea and cake with them both comforted and motivated them. Building a good rapport, being sincere, making eye-contact, smiling motivate them greatly."*

She maintained that establishing such an environment has contributed a lot to her and student teachers' motivation (RCD):

*"We were able to establish a very good relationship with my student teachers. It was like a teacher-reflective coach relationship rather than a student-teacher relationship. I was feeling like I had been giving a seminar to teachers not students. They were so happy when I was treating them as teachers. They were feeling as teachers. I was really fascinated with their willingness and concentration in listening to me for about 2-3 hours. Interaction was always a highly valued thing and we were all very happy. I believe that I was able to manage to do that trusting them and making them feel it and I reminded them every second that they could do it. Motivating them using the right language and sincere words created a great impact on them."*

Using the right discourse was another critical issue in the quality of the coach/coachee relationship for both parties in identifying and committing to the change they identified together. She described it as in the following (RCD):

*"I have learned how important to choose the right words at the right time. If I express myself clearly, I have more chances to convince the other people."*

She also mentioned how it worked to encourage the student teachers to look ahead (RCD):

*"I have realized how important the discourse I would use while giving feedback during post-conference sessions was in encouraging the student teachers to look ahead."*

Verbal persuasion was another skill she developed (RCD):

*"I comprehended how verbal persuasion among coaching skills was important."*

Another great development the reflective coach has maintained was that she gained self-reflection. The importance of never ended self-reflection could play a key role in establishing all types of relations. The reflective coach reflected her development in the following comments (RCD):

*"I have now noticed that I should see reflection as a part of my lifestyle continuously evaluating myself. The more a reflective coach questions him or her, the more benefits s/he provides support with student teachers."*

She additionally maintained that in order to reshape one's weaknesses, s/he must comprehend the meaning of learning better (RCD):

*"I have learned that a reflective coach should begin by looking at him/herself first and s/he should not cease to learn. We could really realize all our weakness during the course of time as long as we comprehend the meaning of learning better."*

She further commented about her development in the process of continuing self-reflection (RCD):

*"I noticed that it was so effective to give them the appendix J (Reflective Coaching Training Evaluation Form). Because, I mentioned about the importance of reflection throughout my treatment and wanted to see the weak and strong parts of the treatment to evaluate the impact of it and make changes in the future studies based on the feedback I would receive. I realized how important it would be to get feedback about it."*

She also reflected her development in the following utterances and stated how adjusting flexibility was important and helped her ease the implementation of the RC program (RCD):

*"I found out that how having flexibility was important for them as student teachers and for me as a reflective coach to implement whatever planned. This type of flexibility was also required for overcoming the prejudice mentioned above. Unless otherwise, they would not want to be a part of this study and proceed reluctantly. Their desire to continue willingly was my priority."*

In terms of the formation of contents of the program, she maintained that student teachers' opinions should also be important (RCD):

*"Before meeting the student teachers, I had prepared a simple, clear training program based on my readings on reflection, novice teacher and student teacher. However, having met the student teachers, I decided to include them for the formation of contents of the program as their opinions were important. They approved the program in general. They said they had problems with implementing tasks and activities for adult learners and they failed to motivate them. So, I decided to install a different teaching context for adult learners into the lesson plan. Doing so, I have learnt that listening to them, asking their involvement and even asking them evaluate me would have enormous contribution to the quality of professional development."*

The reflective coach stressed that all procedures should be implemented together with their volunteer participation (RCD):

*"I had planned my treatment before meeting the student teachers, however, I reshaped the content and procedures taking their needs into consideration. I realized that a treatment would not be easy to implement as planned. Because each student teacher had a different need and they would develop in different areas. Fortunately, I did it after meeting and interacting with them, I had the chance to know them better. Because they take you a model as a reflective coach and it is a procedure to implement together with their volunteer participation. To do it, they should respect you. I also told my student teachers that they had to consider their learners' needs just as I did it for them. Based on this point, I realized that a reflective coach had to be flexible as well."*

She also reflected her development in the following utterances and stated how listening attentively helped her ease the implementation of the RC program (RCD):

*"I have noticed how listening attentively was important as a reflective coach. When the student teachers came to my office, I let them express themselves as much as possible. Because they had too many things to share and wanted someone to listen to them. Having seen that someone listened to them attentively relaxed them. I listened to them for about one and half hour and they were ready to listen to my recommendations."*

She further commented about her development as a listener (RCD):

*"To confess, I really believed in them and felt they could do it and supported them throughout the training. From the initial stages of this treatment, I tried to help them overcome their prejudice and get to know them well. I can now see clearly from their nonverbal language and their facial expressions that they were very happy with their progress. I all tried to lead them to face their weaknesses, anxiety and helped them see how to manage them. They saw my sincere efforts and they got motivated to achieve some development both in themselves and their friends. This process finally helped them feel they were valuable. Within this context, I learnt that listening attentively, asking questions and creating awareness were incredibly important to carry out a volunteer-based study."*

As seen in the reflective coach's attainments in relation to what she learned during the RC program, the RC is seen to have contributed positively to the reflective coach's development in the critical examination of what other ways she could develop a coaching program. Furthermore, whatever she learned from the RC program implemented is also related with the comprehension of how educational leaders utilize coaching to create a valuable effect on improving the practice of teachers.

### 4.7.2. Theme 2: The reflective coach's attainments in relation to what she can do with what she has learned to improve her coaching skills

Following the examination of the data sources given in Table 4.17 under Theme 2: the reflective coach's attainments in relation to what she can do with what she has learned to improve her coaching skills, a total of six codes emerged for the analysis.

When we examined the utterances, the reflective coach wrote in her reflective diary (RCD), she was seen to mention about the positive contribution of the RC in relation to her development of coaching skills. Seventeen different utterances of the reflective coach extracted from her reflective diary (RCD) were given as the examples for a better representation of these six codes to show what she can do with what she has learned to improve her coaching skills.

As perceived by the reflective coach, the RC helped her development of coaching skills firstly developing her emotional intelligence. She stated it in the following comments (RCD):

> *"I felt that I could develop my emotional intelligence better if I could give student teachers whom I met the first time an opportunity to express them freely."*

Regarding future coaching skills in terms of her emotional intelligence development, she further stated (RCD):

> *"I totally believe that improving my empathy ability with understanding what student teachers feel can absolutely create impact on their efficiency to help them find out more practical solutions to the problems."*

She further added the following comment (RCD):

> *"I found out that I would be better in leading them when I discovered their capacity and skills. I thought I should be an attentive listener and a good observer. To do that I must develop my empathy skills by the help of emotional intelligence. I feel I must develop myself more in this direction."*

The reflective coach maintained that she must employ some more strategies in building trust/good rapport (RCD):

> *"I have also figured out that I must develop some more strategies based on what is written in my diary to be able to establish trust and rapport between us."*

She further emphasized that building a good rapport is strong instrument to change some teaching behaviors (RCD):

> *"Each student teacher has some beliefs and they bring their beliefs to the classroom and their beliefs affect how they teach in the class. These beliefs*

*come from their experience that they have had different teachers throughout their life. Their past experiences with their teachers play a key role in shaping their professional identity. They will also build new beliefs and new teaching philosophy with me and I feel that building a good rapport is a strong instrument to do that. Because, we try to change some teaching behaviors and we should begin to change their thoughts and false thoughts. Within this framework, I can think about some techniques to build a good rapport between me as a reflective coach and student teachers."*

Based on her in-class observations and gains from the RC program, the reflective coach wanted to draw our attention to another critical issue, which was developing the ways to give quality feedback (RCD):

*"To be able to give quality feedback, I believe, I must refresh what I know about human psychology, what people think when they hear about their performance, and I must do more reading and integrate these with what I know about reflection. This is important on developing my reflective skills as well. I have learnt that we cannot change people, rather they must begin to change their opinions first. To do this, we should develop empathy and try to understand the other people. We must also have a sound theoretical background in psychology, and I feel I must develop more and more."*

She continued addressing the importance of getting to know them not only about their academic backgrounds but also about their feelings and psychological mood while giving quality feedback (RCD):

*"I should also try to get to know them not only about their academic backgrounds but also about their feelings and psychological mood because it is so important while giving feedback to choose the right words."*

Underlying the significance of developing a coaching and teaching philosophy, the reflective coach stated (RCD):

*"Learning is something, which has no ends and there is nothing perfect, in other words, there is always a better of something. We could really realize all our weakness during the course of time as long as we comprehend the meaning of learning better. And it means I will be more equipped for my further*

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*coaching studies when I reshape my weak parts with the experience of this study.”*

She further maintained that any training program should teach them how to integrate the theory with practice (RCD):

*“One clear problem throughout the treatment I observed was the student teachers sometimes failed to integrate the theory they had gained during their four-year education with the practice. They often used the word ‘impossible’ for some tasks. However, when we examined the sample lesson discussing based on theory, they were convinced that it could be applicable, and they understood that there was a bridge between theory and practice in reflection as well. I discovered that making discussions using examples made their comprehension better even though they had prepared well. I observed that they were good in reading and comprehending however, they failed to integrate theory with practice.  I believe that giving concrete examples and making discussions using them eases the process of implementing anything planned. For my future coaching implementations, I will definitely use this method and employ sample lessons and even include my own lessons.”*

The following comments reflect in what ways she could develop coaching and teaching philosophy for future coaching programs (RCD):

*“As a reflective coach, I am aware that whatever I asked student teachers to do for their development, I myself should have developed them much before they did it. I also realized that I myself had to do all I asked them to do in my teaching. In other words, I should have experienced them in my real classrooms. It was all the same for some feelings. If you wanted them to show you respect, you had to show them respect first. And this is the key component in reshaping coaching and teaching philosophy.”*

Underlying the importance of reflection and reflective practice in different contexts and meeting experienced coaches, the reflective coach stated how it would help her do it throughout her life (RCD):

*“Reflection is a never-ending process and I must do it throughout my life. I believe that it will be very helpful for me to contact some experienced reflective*

*coaches in other countries and see what they are actively engaged with and what they are exactly doing."*

She added that she must experience many different teachings and learning contexts to be able to plan and implement the prospective RC programs (RCD):

*"I believe now more that I was born for this job. I must continue my career as a reflective coach and to do it I must experience many different teachings and learning contexts. Observing these contexts at the levels of primary and secondary schools, high school and university and preparatory schools of universities would benefit in many ways. Because, a reflective coach should learn more and more in all these different contexts covering different organizational cultures."*

The reflective coach's opinions about reshaping beliefs about future coaching program development were given in her following statements (RCD):

*"I find myself in the process of implementing a training program and I feel I will review and develop a better training program listening to them as a reflective coach based on their comments."*

She added that much more time is needed to get to know the participants better to proceed properly (RCD):

*"I now feel that showing the differences between the teaching performances of the student teachers is a great asset in creating awareness about the strengths and weaknesses of them and it accelerates the development process. I also believe that we should spend much time (one or two weeks at least) observing them to be able to get to know them specially in their efforts to guide a conversation with them. In my future studies, I will spend much more time to get to know better to proceed properly."*

She recommended the planning and implementation of the prospective RC programs (RCD):

*"I believe that for our prospective reflective coaching programs, we must see all stakeholders in schools from teachers and students to the principals and discuss how to prepare coaching programs and what to employ in them. Because, each stakeholder has a different expectation and outcome and they*

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*must be involved in all stages of prospective coaching and teacher development programs."*

Finally, developing listening skills is a key component in implementing a quality coaching program. The reflective coach put forward her opinions as in the following statement (RCD):

*"If I want to be an efficient reflective coach, I believe, I must be a good listener. Doing so, I will be able to learn more and solve problems more efficiently. I have also seen that I learned more about body language and gestures in making themselves understand. Listening will be an essential skill for my prospective reflective coaching processes."*

She additionally maintained that any training program should include some important elements such as staying positive, being sincere, listening without prejudice (RCD):

*"I have witnessed that staying positive, being sincere, listening without prejudice, paying attention, using body language, making eye contact are some of important part of listening and I feel I must develop more to establish good communication links."*

As far as the gains of the coach during the RC program are concerned, the reflective coach seems to have gained important attainments in developing importance of effective communication, trustworthiness, relaxed and sincere atmosphere, discourse, never ended self-reflection, adjusting flexibility, and importance of listening attentively under the theme of the reflective coach's attainments in relation to what she learned. These developments were seen in her coaching skills such as developing her emotional intelligence, developing the ways to build trust/good rapport, developing the ways to give quality feedback, developing a coaching and teaching philosophy, reshaping beliefs about future coaching program development, and developing listening skills under the theme of the reflective coach's attainments in relation to what she can do with what she has learned to improve her coaching skills.

To be able to explore the possible impact of each source of each developmental area for the reflective coach, the frequencies and percentages of source occurrences based on 12 codings with two themes extracted from qualitative data sources are reported in Table 4.18. The percentages were calculated within each theme.

**Table 4.18:** Frequencies and percentages of two sources of development for the reflective coach

| Themes | Codes | f | % |
|---|---|---|---|
| The Reflective coach's attainments in relation to what she learned | -Importance of effective communication | 4 | 20 |
| | -Importance of trustworthiness, relaxed and sincere atmosphere | 5 | 25 |
| | -Importance of discourse | 3 | 15 |
| | -Importance of never ended self-reflection | 3 | 15 |
| | -Importance of adjusting flexibility | 3 | 15 |
| | -Importance of listening attentively | 2 | 10 |
| Total | | 20 | 100 |
| The Reflective coach's attainments in relation to what she can do with what she has learned to improve her coaching skills | -Developing emotional intelligence | 3 | 17.65 |
| | -Developing the ways to build trust/good rapport | 2 | 11.76 |
| | -Developing the ways to give quality feedback | 2 | 11.76 |
| | -Developing a coaching and teaching philosophy | 5 | 29.42 |
| | -Reshaping beliefs about future coaching program development | 3 | 17.65 |
| | -Developing listening skills | 2 | 11.76 |
| Total | | 17 | 100 |

The results indicated that for the reflective coach's attainments in relation to what she learned, two codes "importance of trustworthiness, relaxed and sincere atmosphere" (indicated by the fact that five out of 20 utterances were related with this code with a representation of 25%), and "importance of effective communication" (four out of 20 utterances are related with this code, 20%) were the most frequent ones. These results give a clear message. The primary goals of the coaches should firstly be to build teamwork, self-esteem, trustworthiness, and to create a sincere atmosphere for an effective mutual relationship. Because coachees generally have difficulty seeing their weaknesses and problems and they avoid facing them unless a relaxed and trustworthy environment is created. Hereby, creation of such an environment is a must in establishing a coach and coachee relationship, which requires a good working interaction and effective communication. This would be a key component in admitting mistakes openly and honestly as an indicator of our integrity, which is essential part of reflection and we tried to integrate into our RC program through feedback sessions during the PC sessions and the results mainly

supported us. This is also the indication of the fact that any training program should give priority to these two crucial elements.

On the other hand, as far as her attainments in relation to what she can do with what she has learned to improve her coaching skills is concerned, it can be seen that "developing a coaching and teaching philosophy" was the most referred one (29.42 %). One of the strengths of this study was that the reflective coach seems to have developed her coaching skills specially in her teaching philosophy. This result is supported by the fact that five out of all 17 utterances of the reflective coach were related with this code, which would mean that she gave priority on developing a coaching and teaching philosophy. Development of this philosophy depends on her self-reflection as a reflective coach. Throughout the study, she also emphasized that the student teachers should see the reflection as their lifestyle if they want to be an effective teacher. And she personally believes that all educators should have a never ended self-reflection. Meanwhile development of coaching and teaching philosophy is an essential tool for guiding how she would coach and providing her with some clear guidelines on the objectives to pursue.

"Developing emotional intelligence" (17.65%) and "reshaping beliefs about future coaching program development" (17.65%) are the other two codes having high percentages. Six out of 17 utterances are related with them. These results again underline the importance of never ended self-reflection, which is a part of the reflective coach's life philosophy. Self-reflection requires to face even one's own beliefs which the reflective coach constantly told her student teachers that they should learn to face their beliefs and be flexible in reshaping them. Within this context, it would also help her to reshape her coaching philosophy as well. Having emotional intelligence is another important tool for the reflective coach to provide an effective communication with her student teachers so that development of emotional intelligence would be a great asset to inspire, motivate and raise the sense of efficacy of them in the coaching processes.

Overall, the RC program seems to have made substantial changes in her teacher identity development providing her with a comprehensive teaching philosophy development. Furthermore, it is evident that a consistency among the student teachers and the reflective coach appeared in that they both regarded reflective coaching as complementing professional development. Both parties also maintained

that their interactions during the treatment taught them how to reflect on the personal and professional development and on the benefits and changes that they had made for their learners.

## 5. CONCLUSION

This chapter presents a summary of our study giving remarkable results and conclusions gained through the results laid out in the fourth chapter as well as major findings in relation to the literature, major quantitative and qualitative research results as well as benefits for practitioners and ends with the discussion of overall impact of RC and recommendations for further research.

The aim of this study was to investigate the effects of the RC on the development of the student teachers' sense of efficacy and instructional skills presenting the results of how RC as a powerful mentoring tool could affect the teacher sense of efficacy of the student teachers of English and the development of their instructional skills. RC as a powerful supervisory and mentoring tool had positive effects on the student teachers' development of teacher sense of efficacy and instructional skills. Based on the quantitative data analysis, the student teachers had an increase in teacher sense of efficacy measured by the TSES, and they had an increase in their development of instructional skills measured by the SATPLR; these developments were supported by the analysis of the qualitative data.

The results in this study have also clearly revealed that the student teachers, are more likely to suffer from different problems and obstacles during their initial years of teaching. For prospective English language teachers, positive and meaningful coaching experiences fostering the teacher sense of efficacy development could actually affect their overall teaching performance.

### 5.1. Major Results Associated with the Literature

The results gained based on each research question are supported by the previous studies encountered in the literature. Within the scope of the results of comparable content studies conducted, this study has similar findings in terms of investigating the impact of reflective practice on the development of student teachers' efficacy

(Ballinger & Bishop, 2011; Gilson et al., 2012; Hobson et al., 2009; Kennedy & Smith, 2013; Tabancali & Çelik, 2013), and instructional skills (Carter & Francis, 2001; Donnelly & Fitzmaurice, 2011; Franke & Dahlgren, 1996; Kennedy & Smith, 2013; Marable & Raimondi, 2007; McIntyre & Hagger, 1996) presenting the results of how RC as a powerful mentoring tool could affect the teacher sense of efficacy of student teachers of English and the development of their instructional skills. From this perspective, as a result of this study, RC as a powerful supervisory and mentoring tool has proven to create a positive impact on the participants' development of teacher sense of efficacy and instructional skills. This study also differs from the other similar studies in a way that they focus on either development of sense of efficacy or instructional skills whereas our study targets the development of both of them.

As well-known, almost 45 % of novice teachers leave their jobs during the first five years (Smith & Ingersoll, 2004). The key question comes out here asking what really could be done to minimize this number. Coaching and mentoring have been offered as a professional development means to support those novice teachers together with student teachers to develop their teacher sense of efficacy and instructional skills when they begin their career (Ballinger & Bishop, 2011; Hobson et al., 2009). The results gained from this study correlate with some of the studies conducted to show the impact of guided reflective practice to develop efficacy beliefs (Poole & Okeafor, 1989; Poole et al., 1989). For the purposes of professional development of teachers, coaching and mentoring, therefore, have been cited as a productive and useful means of professional development (Carter & Francis, 2001; Franke & Dahlgren, 1996; Göker, 2006; Marable & Raimondi, 2007; McIntyre & Hagger, 1996; Su, 1992). Self-confidence and efficacy beliefs are also believed to develop by means of guided reflective practice facilities for teachers (Gilson et al., 2012; Tabancali & Çelik, 2013; Yeh, 2006), behaviors of learning communities (Kennedy & Smith, 2013), microteaching (Donnelly & Fitzmaurice, 2011), self-study, and mentoring (Sibbald, 2008). It can be argued that coaches could be motivated more by student teachers or teachers with high efficacy who think that development in teaching is profitable. In other words, the coaches, like the consultants of curriculum searched by Alpert et al. (1979), can be more sensitive to the needs of "well patients" --teachers least needing help.

Albeit having a limited sample size, this study indicated how reflective coaching could be strong professional development tool to develop both instructional skills and sense of efficacy of student teachers offering critical perceptions for policy makers and teacher educators. Like some of the studies, it has also advocated the use of reflective coaching to ease reflective learning and teaching among student teachers who need to develop their reflective practice in different learning and teaching contexts (Farrell, 2008; Klassen & Durksen, 2014; Nguyen, 2017; Richards, 1990; Schön, 1983). Within this framework, results indicate that reflective coaching practices have proven to be efficacious to contribute to the quality of teacher education programs. As discussed earlier in the chapter of literature review, many different conceptions in teacher education programs have been utilized to encourage student teachers to reflect on their teaching in more meaningful and effective ways. However, this study mainly examined how a RC model for student teachers would facilitate their reflection during their teaching practice for the purposes of encouraging reflective practice. To this end, this study is expected to provide teacher trainers with a basis for evaluating the student teachers' beliefs in their capacity, skills and abilities to comply with the standards described in their teacher education curricula.

Overall, almost all the student teachers stated that they gained a positive contribution from the RC program in terms of helping them manage with different disruptive behaviors in classroom smoothly.

These results could also be associated with Bandura's (1977) four sources of efficacy beliefs. For example, results gained under efficacy in student engagement could be interpreted in parallel with mastery of experiences (specially mastery through autonomy), achieving something in conducting a task seems to have built a self-belief in student teachers at the times even when they failed. For example, the student teachers, following their first teaching, thought they would also fail in their second teaching. However, they were able to build a strong self-belief after the discussions and implementation of the PC sessions. This was clearly observed, and they indicated their efficacy development in the obtained data.

As to the vicarious experiences (confidence from observing success in peers and modelling this behavior), the student teachers developed them after watching sample videos during the 15-hour training program. In addition, they learned from each

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other. They had the chance to share whatever they had learnt from each other. This led them to develop a feeling "I could do", and it was easy to observe this scene of self-confidence among them. It was also observed the ways they did verbal persuasion (confidence from influential people like parent, teachers, coaches...etc.) as the third source. The researcher as their reflective coach continuously tried to make them feel "they can manage" in her tasks and activities implemented during the RC program, and she tried to strengthen their beliefs and capabilities. Their awareness about their weaknesses and strengths gained thanks to her feedback sessions during PC sessions enabled them the feeling they could do more and more, and this helped them develop their preparedness to teaching.  Finally, for the emotional and physiological states (the state of self-influence on self-efficacy) as the fourth source, the student teachers were able to avoid stress reactions and tensions affecting their confidence. During their preparation for the first teaching, there were the exhibited behaviors as signs of vulnerability, and they were quite hesitant thinking that they would have poor performance. The 15-hour training program and the first PC discussions helped them get rid of prejudice about their efficacy, and they reflected this development during their second and third teaching sessions. They began to feel themselves as real teachers not teacher candidates after the RC program.

Finally, there are also other studies conducted about mastery experiences of teachers giving a more specific focus on teachers' development of self-management experiences. This study has similar results with some studies. For instance, Mulholland and Wallace (2001) maintain that mastery experiences of teachers meaning their accomplishments with their students installed in pre-service teacher programs could have a great impact on development of TSE of student teachers. Within this framework, our study results are consistent with what is maintained by Bandura (1997), Woolfolk Hoy and Spero (2005) and Tschannen-Moran and Johnson (2011) that efficacy beliefs appear to remain consistent over time once they are established.

The quantitative results as well as the qualitative ones gained through this study support this type of change revealing that the student teachers perceived the RC program affected their development of their teacher sense of efficacy during their mastery experience; this makes the RC a powerful mentoring tool in increasing teacher sense of efficacy in any teacher preparation program.

## 5.2. Overall Impact of the Reflective Coaching

Increased levels of reflection and an ability to engage with others at all levels of the organization are important elements of effective coaching environments. Within this context, the RC program implemented in this study seems to have increased the levels of reflection for both sides. Indicators of these developments are evident in the results discussed within the study, and both parties felt totally supported and safe to openly identify areas they were trying to develop in. Another aspect of learning environment created through the RC program was in that they developed a belief in their ability to solve their own problems through regular reflective conversations. The student teachers maintained that it was through regular planned and spontaneous conversations with their reflective coach that they were able to constantly refine and make positive changes to their teaching practice. Such changes were observed and discussed in the results in the reflective coaching approach that the reflective coach began to take with her student teachers. The ones experiencing positive benefits from the RC program have been found in this study to assimilate a reflective coaching mindset into their future teaching practice. According to Schön (1987), what makes the experienced teachers different from the beginning ones is their ability to think about what they are actually doing while they are doing it. It is also what Schön (1987) proposes. He mentions about "reflection-on-action" and "reflection-in-action", the latter implying conscious thinking and modification while on the job. This is something targeted in our study as well. The more the student teachers are exposed to reflection-on-action the more they would benefit in reflection-in-action. By doing so, the student teachers would learn how to foresee the anticipated problems and offer and cope with them more easily. That was the point we observed in the last teaching episodes of our student teachers and they easily offered solutions to the prospective problems.

The most striking result showed the impact of the RC program on student teachers both personally and professionally. In this way, the RC program could be recommended as a powerful mentoring means to be implemented not only in EFL teacher preparation programs but also in many contexts of teacher preparation. It can clearly be seen that it has the capacity to increase student teachers' teacher sense of efficacy, which is evident from the results of this study.

Overall, the RC program created significant differences on the student teachers' reflective thinking and practice, their development of both teacher sense of efficacy and instructional skills. Findings are believed to contribute to their reflective capacity in different learning and teaching contexts. The RC program is also believed to provide both the student teachers and the teacher trainers with insight and feedback towards becoming reflective practitioners. They were highly satisfied and agreed that effective teaching and learning strategies were evident in and important for implementation. The objective of any pre-service teacher program should not be just teaching the student teachers how to conduct a lesson professionally but to grow them personally. This process requires loving their jobs and appreciating what they will do for a living. It seems that through the RC program, that process was more than accomplished.

In summary, the RC program implemented in this study clearly reveals that the function of reflective coaching as a means to develop collaborative teams both improves organizational efficiency and interpersonal behaviors. Employing reflective and cognitive factors, it reveals a great impact on development of teachers' reflective and personal practice skills. The results gained through this study suggest that relationships and communication are the fundamental bases for building and maintaining an effective reflective coaching culture. Within this framework, the RC program seems to have made substantial changes also in their teacher identity development providing them with a comprehensive teaching philosophy development.

Overall, there was a consistency among the student teachers and the reflective coach in that both parties viewed RC as complementing professional development that they attended. Both parties identified that their interactions during the treatment allowed them reflect on the personal and professional development, and they all agreed that whatever they learned through the RC program introduced new learnings, and they would implement them into their teaching and finally to reflect on the benefits that they had made for their learners.

## 5.3. Implications

The discussions made through this study are more likely to contribute to the literature on mentoring student teachers in TEFL by presenting an approach to increase teacher

sense of efficacy of student teachers. Within this framework, the use of RC programs as a strong mentoring tool to support EFL student teachers during their teaching practice was focused. In particular, the results gained from this study offer implications for student teachers and teacher trainers in TEFL. However, teacher trainers can also benefit from the results of this study. It could be utilized in all pre-service teacher education programs between a student teacher and a teacher trainer as an avenue for developing teacher sense of efficacy before student teachers begin their career. That is to say, a hoped long-term benefit could be raised the rates of retentivity of EFL teachers. The discussion parts of this study are also worthful as student teachers often come across with unique struggles during the early years of their teaching.

## 5.4. Recommendations for Further Research

This study was a fourteen-week study conducted with a small sample size and three phases of RC. However, longitudinal studies with different sample sizes and more than three phases within pre-service teacher education could be needed to be able to see a bigger picture of the efficacy beliefs development for student teachers (Woolfolk Hoy & Spero, 2005). In other words, any further investigation of the effectiveness of RC on both student teachers and teachers in different contexts like social studies, mathematics, language arts would reveal more productive results. Moreover, studies on the impact of RC could be conducted employing other variables like formation of teacher identity and philosophy. Another recommendation is that similar studies could be conducted over a longer period of time to create a more powerful effect on their teacher sense of efficacy.

The specific results gained from this study could reveal a new benefit of RC assisting student teachers with becoming more aware of different populations with their needs. More studies could be needed to find out this potential effect and to determine any subject specific difference among student teachers in different subject areas and different grades. Our study exclusively centered on TEFL student teachers' development of sense of efficacy and instructional skills and in literature; it can be seen that novice teachers trained in reflective or cognitive coaching scored significantly higher on a scale of teacher efficacy (Gusky & Passaro, 1993; McCormack & Thomas, 2003). Other longitudinal studies could be conducted to

investigate the impact of RC on teachers already working in their development of instructional skills as well.

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**APPENDICES**

**APPENDIX A:** Permission Letter Taken from the Institute of Social Sciences of Istanbul Aydın University

**APPENDIX B:** Permission Letter Taken from the Faculty of Education of Çanakkale Onsekiz Mart University

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
Eğitim Fakültesi Dekanlığı

Sayı : 68203582-044-E.1800171475
Konu : Mübeher ÜRÜN GÖKER'in
Anket Uygulama İstemi

23/11/2018

DAĞITIM YERLERİNE

İlgi : Öğrenci İşleri Daire Başkanlığının 09.11.2018 tarihli ve 93130991-044-E.1800163266 sayılı yazısı.

İstanbul Aydın Üniversitesi Sosyal Bilimler Enstitüsü öğrencilerinden Mübeher ÜRÜN GÖKER'in, "Effects of Reflective Coaching on Pre-Service EFL Teachers Instructional Skills and Sense of Efficacy'" başlıklı doktora tezi çalışması kapsamında Fakültemiz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı öğrencilerine anket uygulama istemi Fakültemiz Bilimsel Araştırmaları Değerlendirme Kurulu tarafından incelenmiş ve uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

*e-imzalıdır*
Prof. Dr. Salih Zeki GENÇ
Dekan

DAĞITIM LİSTESİ
Gereği:
Öğrenci İşleri Daire Başkanlığı

Bilgi:
Yabancı Diller Eğitimi Bölümü

**APPENDIX C:** Permission Document for the TSES

**COLLEGE OF
EDUCATION AND
HUMAN ECOLOGY**

THE OHIO STATE UNIVERSITY
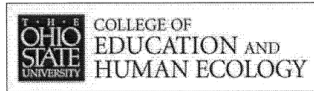
ANITA WOOLFOLK HOY, PH.D.

PROFESSOR
PSYCHOLOGICAL STUDIES IN EDUCATION

Dear

You have my permission to use the *Teachers' Sense of Efficacy Scale* in your research. A copy the scoring instructions can be found at:

http://u.osu.edu/hoy.17/research/instruments/

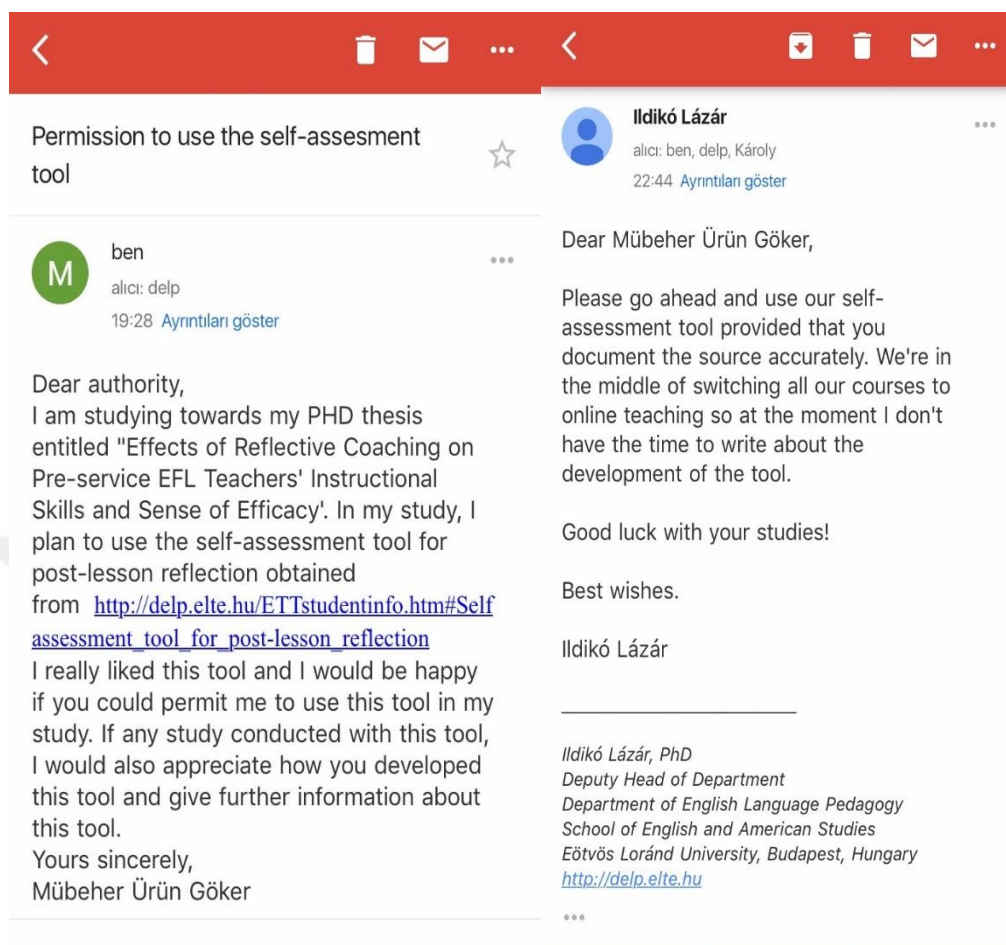Best wishes in your work,

*Anita Woolfolk Hoy*

Anita Woolfolk Hoy, Ph.D.
Professor Emeritus

COLLEGE OF EDUCATION
29 WEST WOODRUFF AVENUE
COLUMBUS, OHIO 43210-1177

WWW.COE.OHIO-STATE.EDU/AHOY

PHONE  614-292-3774
FAX      614-292-7900
HOY.17@OSU.EDU

**APPENDIX D:** Permission Document for the SATPLR



Permission to use the self-assesment tool

**ben**
alıcı: delp
19:28 Ayrıntıları göster

Dear authority,
I am studying towards my PHD thesis entitled "Effects of Reflective Coaching on Pre-service EFL Teachers' Instructional Skills and Sense of Efficacy'. In my study, I plan to use the self-assessment tool for post-lesson reflection obtained from http://delp.elte.hu/ETTstudentinfo.htm#Self_assessment_tool_for_post-lesson_reflection
I really liked this tool and I would be happy if you could permit me to use this tool in my study. If any study conducted with this tool, I would also appreciate how you developed this tool and give further information about this tool.
Yours sincerely,
Mübeher Ürün Göker

**Ildikó Lázár**
alıcı: ben, delp, Károly
22:44 Ayrıntıları göster

Dear Mübeher Ürün Göker,

Please go ahead and use our self-assessment tool provided that you document the source accurately. We're in the middle of switching all our courses to online teaching so at the moment I don't have the time to write about the development of the tool.

Good luck with your studies!

Best wishes.

Ildikó Lázár

_____

*Ildikó Lázár, PhD*
*Deputy Head of Department*
*Department of English Language Pedagogy*
*School of English and American Studies*
*Eötvös Loránd University, Budapest, Hungary*
*http://delp.elte.hu*

**APPENDIX E:** Consent Form

Dear Students,

I am currently doing my Ph.D. on "Effects of Reflective Coaching on Pre-Service EFL Teachers' Instructional Skills and Sense of Efficacy". The fourteen-week of reflective coaching program aims to explore the effects of the reflective coaching on the increase of sense of efficacy and level of perceived development in instructional skills of EFL student teachers before and after the implementation of the reflective coaching program mainly based on principles of reflection and reflective teaching. The ultimate goal is to make the student teachers aware of their weaknesses and strengths in the form of self-analysis as part of reflective practice.

For that reason, it is very important that you express your perceptions, experiences and opinions about the program sincerely. Your identity and individual responses will be kept confidential and used only for research purposes.

Thank you for your cooperation.

Instructor Mübeher Ürün Göker

School of Foreign Languages

Çanakkale Onsekiz Mart University

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CONSENT FORM

I have read and understood the purpose of this study and how my responses and opinions will be used. I agree to participate in this study with my own free will and give my consent to Mübeher Ürün Göker to use the data obtained from the TSES, the SATPLR, the RCTEF, the video recordings, the recordings of the interactions between me and the researcher and my reflective diary to publish for any scientific purpose as long as I remain anonymous.

Name /Surname: _____

Signature: _____

Date: _____

**APPENDIX F:** Plan of the Student Teachers' Reflective Diary

Name: Date:

1) What have I learned?

2) What can I do with what I have learned to improve my instructional skills and sense of efficacy?

**APPENDIX G:** Plan of the Researcher's Diary

Date:

1) What have I learned?

2) What can I do with what I have learned to improve my coaching skills?

**APPENDIX H:** Self-Assessment Tool for Post-Lesson Reflection (SATPLR) (ELTE-DELP, 2014)

The aim of this self-assessment tool is to help you reflect about as many aspects of your teaching as possible. We suggest that you read through the points below after each lesson you teach during your teaching practice and indicate your level of contentment by *5 – excellent, 4 – very good, 3 – good, 2 - fair; needs improvement and 1 – poor* in the third column. Obviously, not all the points below will always be applicable to all your lessons. You can also start using the European Portfolio of Student Teachers of Languages (pdf available at http://www.ecml.at/mtp2/publications) to help you keep track of your progress over time.

| PLANNING | | |
|---|---|---|
| **1. Aims and objectives** | The aims and objectives are clear, feasible and congruent with the syllabus and the learners' needs. The overall aims contribute to the development of the learners' intercultural communicative competence. | |
| **2. Learners' needs** | The planned activities build on learners' existing skills and knowledge and motivate and challenge the learners according to their needs and interests. | |
| **3. Activities** | The activities provide variety to keep students' attention while the steps are coherent enough to contribute to a natural flow of the lesson. There is a good balance of new input and revision/recycling. Back-up activities are in reserve. | |
| **4. Techniques** | Strategies and techniques enhance learning, are appropriate for maintaining interest and cater for a variety of learning styles. | |
| **5. Resources** | When necessary and beneficial, T supplements the textbook with additional instructional materials and uses a variety of resources to facilitate learning. | |
| **6. Feasibility** | T thoroughly and realistically prepared all aspects of the lesson for successful implementation in the classroom within the given timeframe. | |

| PERSONAL AND PROFESSIONAL QUALITIES | | |
|---|---|---|
| **7. Rapport** | T relates to learners showing interest in them as individuals and respecting their diversity of ideas and backgrounds. The positive classroom atmosphere reflects fairness, confidence and collaboration. T tries to benefit from the potential in groups. | |
| **8. Presence** | T is able to hold learners' attention; his/her voice is clear and varied; his/her speech is articulate; T uses space and non-verbal communication to good effect. | |
| **9. Language proficiency** | T has intelligible pronunciation, speaks fluently with accurate vocabulary and grammar. T makes no mistakes when teaching pre-prepared material, self-corrects occasional errors in spontaneous communication. | |
| **10. Language awareness** | T provides learners with both linguistically and culturally adequate models and examples of the target language. T uses L1 selectively and efficiently. | |
| **11.Commitment to the learners' personal growth** | T is able to develop the learners' personality: based on individual needs and special conditions, enhance the learners' intellectual, emotional, social and moral development, and the acquisition of democratic social values through EFL learning. | |
| **12. Attitude to self-development** | T is aware of own strengths and weaknesses; s/he is committed to reflect on his/her planning and implementation in order to develop. | |

| IMPLEMENTATION | | |
|---|---|---|
| **13. (Structure) Framework and progression** | The lesson has a clear beginning, main focus and an appropriate ending/consolidation phase. There is coherence between the stages of the lesson with natural transition between activities. | |
| **14.(Materials) Coursebook and supplementary material** | Coursebook and resource books meet the learning objectives, learner needs, and show relevance to the target language culture. With appropriate additional activities the T skilfully compensates for the shortcomings of the set textbook (if any). | |
| **15. Teaching aids** | Clearly structured board work, good quality visuals and carefully prepared handouts are used (where applicable). | |
| **16. Equipment** | T demonstrates familiarity with ICT tools and other equipment (CD player, video, IWB, computer, internet platforms, etc.) | |
| **17. (Class Management) Instructions** | Focused, clear, brief. In case of complex instructions demonstration and/or examples are used. | |
| **18. Questioning techniques** | T skilfully varies the use of different question types to prompt real communication and makes use of opportunities to provoke longer stretches of answers. T applies various effective techniques for elicitation and checking understanding. | |
| **19. Timing and pacing** | Time allocations are appropriate for activities; T takes into account individual differences. Learners are neither slowed nor rushed, adequate wait times are provided. A good balance between stirrers and settlers is achieved. | |
| **20. Varied interaction and teacher roles** | Varied interaction patterns and adjusted T roles are appropriate for learning objectives and content of activities. T knows when to step back and let students perform, discuss, explain, etc. | |

| | | |
|---|---|---|
| **21. Error correction** | T selects from multiple approaches and a wide range of correction techniques in accordance with the focus of the activity. | |
| **22. Feedback and evaluation** | T gives constructive feedback on the learner's progress and achievements. T is aware of pedagogically sound, fair and systematic procedures to evaluate learners' performance, commitment and effort over time; formal evaluation criteria are clearly communicated to learners. Feedback is formative; steps for further development are laid out. | |
| **23. Discipline** | T is able to establish and maintain a balance between discipline and a relaxed working atmosphere. | |
| **24. (Climate for Learning) Communication** | Meaningful practice is present and genuine communication is generated regardless of the learners' level. T encourages learners to express their ideas and promotes interaction among them. Learner talking time is increased to the possible maximum. | |
| **25. Environment** | T creates an inclusive environment in which all learners actively participate and adapts the physical arrangement of the classroom to reflect lesson needs and to facilitate the grouping of learners for effective interaction. | |
| **26. Learner autonomy** | T demonstrates learner-centred practices to facilitate learning, caters for different learning styles and incorporates ways of developing learning strategies into the lesson. T encourages learners to take responsibility for their own learning. | |

**APPENDIX I:** Teachers' Sense of Efficacy Scale (TSES) (long form) (Tschannen-Moran & Woolfolk Hoy, 2001, p.783)

### Teachers' Sense of Efficacy Scale[1] (long form)

| Teacher Beliefs | How much can you do? | | | | |
|---|---|---|---|---|---|
| Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential. | Nothing | Very Little | Some Influence | Quite A Bit | A Great Deal |
| 1. How much can you do to get through to the most difficult students? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 2. How much can you do to help your students think critically? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 3. How much can you do to control disruptive behavior in the classroom? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 4. How much can you do to motivate students who show low interest in schoolwork? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 5. To what extent can you make your expectations clear about student behavior? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 6. How much can you do to get students to believe they can do well in schoolwork? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 7. How well can you respond to difficult questions from your students? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 8. How well can you establish routines to keep activities running smoothly? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 9. How much can you do to help your students value learning? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 10. How much can you gauge student comprehension of what you have taught? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 11. To what extent can you craft good questions for your students? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 12. How much can you do to foster student creativity? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 13. How much can you do to get children to follow classroom rules? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 14. How much can you do to improve the understanding of a student who is failing? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 15. How much can you do to calm a student who is disruptive or noisy? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 16. How well can you establish a classroom management system with each group of students? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 17. How much can you do to adjust your lessons to the proper level for individual students? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 18. How much can you use a variety of assessment strategies? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |
| 19. How well can you keep a few problem students form ruining an entire lesson? | (1) | (2) (3) | (4) (5) | (6) (7) | (8) (9) |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 20. To what extent can you provide an alternative explanation or example when students are confused? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 21. How well can you respond to defiant students? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 22. How much can you assist families in helping their children do well in school? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 23. How well can you implement alternative strategies in your classroom? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 24. How well can you provide appropriate challenges for very capable students? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |

## Teachers' Sense of Efficacy Scale[1] (short form)

| Teacher Beliefs | How much can you do? | | | | |
|---|---|---|---|---|---|
| Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential. | Nothing | Very Little | Some Influence | Quite A Bit | A Great Deal |
| 1. How much can you do to control disruptive behavior in the classroom? | (1) (2) | (3) (4) | (5) (6) | (7) (8) | (9) |
| 2. How much can you do to motivate students who show low interest in schoolwork? | (1) (2) | (3) (4) | (5) (6) | (7) (8) | (9) |
| 3. How much can you do to get students to believe they can do well in schoolwork? | (1) (2) | (3) (4) | (5) (6) | (7) (8) | (9) |
| 4. How much can you do to help your students value learning? | (1) (2) | (3) (4) | (5) (6) | (7) (8) | (9) |
| 5. To what extent can you craft good questions for your students? | (1) (2) | (3) (4) | (5) (6) | (7) (8) | (9) |
| 6. How much can you do to get children to follow classroom rules? | (1) (2) | (3) (4) | (5) (6) | (7) (8) | (9) |
| 7. How much can you do to calm a student who is disruptive or noisy? | (1) (2) | (3) (4) | (5) (6) | (7) (8) | (9) |
| 8. How well can you establish a classroom management system with each group of students? | (1) (2) | (3) (4) | (5) (6) | (7) (8) | (9) |
| 9. How much can you use a variety of assessment strategies? | (1) (2) | (3) (4) | (5) (6) | (7) (8) | (9) |
| 10. To what extent can you provide an alternative explanation or example when students are confused? | (1) (2) | (3) (4) | (5) (6) | (7) (8) | (9) |
| 11. How much can you assist families in helping their children do well in school? | (1) (2) | (3) (4) | (5) (6) | (7) (8) | (9) |
| 12. How well can you implement alternative strategies in your classroom? | (1) (2) | (3) (4) | (5) (6) | (7) (8) | (9) |

**APPENDIX I (continued):** Teachers' Sense of Efficacy Scale (TSES) (long form) (Tschannen-Moran & Woolfolk Hoy, 2001, p.783)

### Directions for Scoring the Teachers' Sense of Efficacy Scale[1]

**Developers:** Megan Tschannen-Moran, College of William and Mary Anita Woolfolk Hoy, the Ohio State University.

### Construct Validity

For information the construct validity of the Teachers' Sense of Teacher efficacy Scale, see:

> Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education, 17,* 783-805.

### Factor Analysis

It is important to conduct a factor analysis to determine how your participants respond to the questions. We have consistently found three moderately correlated factors: *Efficacy in Student Engagement, Efficacy in Instructional Practices*, and *Efficacy in Classroom Management*, but at times the makeup of the scales varies slightly. With preservice teachers we recommend that the full 24-item scale (or 12-item short form) be used, because the factor structure often is less distinct for these respondents.

### Subscale Scores

To determine the *Efficacy in Student Engagement, Efficacy in Instructional Practices*, and *Efficacy in Classroom Management* subscale scores, we compute unweighted means of the items that load on each factor. Generally, these groupings are:

#### *Long Form*

| | |
|---|---|
| *Efficacy in Student Engagement*: | Items 1, 2, 4, 6, 9, 12, 14, 22 |
| *Efficacy in Instructional Strategies*: | Items 7, 10, 11, 17, 18, 20, 23, 24 |
| *Efficacy in Classroom Management*: | Items 3, 5, 8, 13, 15, 16, 19, 21 |

#### *Short Form*

| | |
|---|---|
| *Efficacy in Student Engagement*: | Items 2, 3, 4, 11 |
| *Efficacy in Instructional Strategies*: | Items 5, 9, 10, 12 |
| *Efficacy in Classroom Management*: | Items 1, 6, 7, 8 |

**APPENDIX I (continued):** Teachers' Sense of Efficacy Scale (TSES) (long form) (Tschannen-Moran & Woolfolk Hoy, 2001, p.783)

In Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education, 17,* 783-805, the following were found**:**

|  | Long Form | | | Short Form | | |
|---|---|---|---|---|---|---|
|  | Mean | SD | alpha | Mean | SD | alpha |
| **OSTES** | 7.1 | .94 | .94 | 7.1 | .98 | .90 |
| *Engagement* | 7.3 | 1.1 | .87 | 7.2 | 1.2 | .81 |
| *Instruction* | 7.3 | 1.1 | .91 | 7.3 | 1.2 | .86 |
| *Management* | 6.7 | 1.1 | .90 | 6.7 | 1.2 | .86 |

[1] Because this instrument was developed at the Ohio State University, it is sometimes referred to as the *Ohio State Teacher Efficacy Scale*. We prefer the name, *Teachers' Sense of Efficacy Scale*.

**APPENDIX J:** Reflective Coaching Training Evaluation Form Prepared by the Researcher

**Reflective Coaching Training Evaluation Form**

Directions: Please indicate your opinions about the Reflective Coaching Program implemented in terms of development of the following instructional skills and sense of efficacy. Feel free to add the issues you find important or aspects you wish to develop. Your answers are confidential.

*Indicate your comments concerning the development of each of the following points:*

1.      *Instructional skills*

| *Planning*: |
| --- |
| Lesson plan: |
| *Personal and professional qualities*: |
| Rapport with students: |
| Presence, style, voice: |
| Command of English and language awareness: |
| Developing the learners' personality: |
| Plans for / Focus of self-development: |
| Environment and atmosphere: |

2.      *Sense of Efficacy*

Directions: Indicate your opinion about each of the 24 statements given in the TSES. Feel free to add the issues you find important or aspects you wish to develop. Your answers are confidential.

3.      *Overall Development*

Comments: Please tell us in more depth..........
1. Did the training sessions run as you had expected? Please explain your answer.



2. How do you think you developed from each of the instructional skill and items given in the TSES?



3. In what ways do you think you have benefited from taking part?



4. What are your top three tips for improving/developing our future training programs?




Thank you. Please return this form to Mübeher Ürün Göker

**APPENDIX K:** Draft of 15-hour Training on Teacher Evaluation and Reflective Coaching Program Prepared by the Researcher

## 15-hour Training Program on Teacher Evaluation and Reflective Coaching Program

This 15-hour training program on teacher evaluation and reflective coaching program for the student teachers from the English Language Teaching Department was organized by Mübeher Ürün Göker. The eight student teachers, aged from 21 to 22, attending B.A. program in ELT, Faculty of Education, Çanakkale Onsekiz Mart University, Turkey participated in the program.

**1. Objectives of the training program**

1. To acquaint the student teachers with on teacher evaluation and reflective coaching for the three main instructional skills with 26 items included in the SATPLR to develop a perspective on the changes in language pedagogy and the strategies to realize them in the classroom.

2. To discuss and refresh the contents of 26 instructional skills under three main skills which are (1. Planning, 2. Personal and Professional Qualities, 3. Implementation).

3. To develop an understanding among the student teachers on the emerging trends in evaluation of each of these skills.

4. To demonstrate and discuss how language classroom processes / activities should be organized to promote language learning (through pair work, group work, assignment, project work, etc.)

5. To enable the student teachers to reflect on materials (including textbooks) in English language teaching and problems faced in the classroom and to discuss ways and means to maximize learning through them.

6. To equip the student teachers to develop materials for language teaching for everyday classroom use and to explore ways of moving beyond the textbook.

7. To train the student teachers on how to conduct action research in their classroom contexts and to make them aware of the uses of action research in language education.

8. To give and obtain feedback on the performance of the student teachers through exploring their strengths and weaknesses.

## 2. The Themes / Topics of the Training

The training program covered almost all the aspects of instructional skills given targeted in the study.

## 3. Inauguration

The training program began with the joint inaugural session with the participation of the researcher and the eight student teachers on March 29, 2019 in her office. The researcher welcomed the student teachers and shared her thoughts and expectations from the training program and the research study to be conducted. The researcher and the student teachers discussed about the 15-hour training program and suitable days for it.

## 4. The Process

The training was participatory, discussion and activity based in order to enable the student teachers think, reflect and critically analyze the ideas / aspect and the methods to be followed. The following strategies and methods were included as planned:

- Watching the video-record of an effective sample course (one hour)
- Discussion on the sample course (two hours)
- Presentation of the lesson evaluation methods (four hours)
- Problems observed in video recorded courses (four hours)
- Video shows on how to give feedback (two hours)
- Presentation on how to write a reflective diary (two hours).

**APPENDIX K (continued):** Draft of 15-hour Training on Teacher Evaluation and Reflective Coaching Program Prepared by the Researcher

The training was conducted within three weeks. The themes were chosen based on the need and initial discussions with the student teachers.

| Week | Date | Place | Task/Activity | Sources |
|------|------|-------|---------------|---------|
| 8 | April 03, 2019 | COMU, Faculty of Education Room B2 7 | Watching the video-record of an effective sample course and discussion on the sample course | Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3 (Part1) https://www.youtube.com/watch?v=GLP5-KulMKs<br><br>Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3 (Part 2) https://www.youtube.com/watch?v=2YgoA_8a0to<br><br>Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3 (Part 3) https://www.youtube.com/watch?v=XK1QPoizwnI<br><br>Teaching 21st Century Skills: Oxford Discover Sample Lesson Level 3 (Part 4) https://www.youtube.com/watch?v=pPDplqOdpSw |
| | April 05, 2019 | COMU, Faculty of Education Room B2 7 | Presentation of the lesson evaluation methods | A PPT presented by the researcher on lesson evaluation methods |

| Week | Date | Place | Task/Activity | Sources |
|------|------|-------|---------------|---------|
| 9 | April 12, 2019 | COMU, Faculty of Education Room B2 7 | Problems observed in video recorded courses | -A sample video-recorded lesson by a student teacher<br><br>-Different sample lessons got from youtube<br><br>-Classroom Reflection Example<br>https://www.youtube.com/watch?v=tjpoxUmI-dA<br><br>-Ineffective Classroom Management<br>https://www.youtube.com/watch?v=XMhIUo2a1iE<br><br>-Bad Lesson Example<br>https://www.youtube.com/watch?v=iW0XsQ4X28s itc Publications<br><br>-An example of bad teaching<br>https://www.youtube.com/watch?v=ApVt04rBU<br><br>-Classroom Management Ms. Gray's Class<br>https://www.youtube.com/watch?v=B4b8GQ-2YfU&t=10s<br><br>-Poor Instructions<br>https://www.youtube.com/watch?v=DJsn7v-Qjak |
| 10 | April 15, 2019 | COMU, Faculty of Education Room B2 7 | Video shows on how to give feedback | Giving Effective Feedback 3 – Unhelpful and Helpful Feedback<br>https://www.youtube.com/watch?v=PRIlnUAKwDY<br><br>-Teacher provides feedback to students - Example 10<br>https://www.youtube.com/watch?v=fGeYPYEBXsg<br><br>Teacher provides feedback to students - Example 16<br>https://www.youtube.com/watch?v=16MsVoBCCHc<br><br>Teacher provides feedback to students - Example 8<br>https://www.youtube.com/watch?v=D9FlwB0BFqQ<br><br>ESL/EFL Oral Error Feedback (test yourself)<br>https://www.youtube.com/watch?v=VFVSQTNUxtc |

**APPENDIX K (continued):** Draft of 15-hour Training on Teacher Evaluation and Reflective Coaching Program Prepared by the Researcher

| Week | Date | Place | Task/Activity | Sources |
|------|------|-------|---------------|---------|
| 10 | April 16, 2019 | COMU, Faculty of Education Room B2 7 | Presentation on how to write a reflective diary | -A PPT presented by the researcher on writing reflective diaries for teachers<br><br>-Reflective Diary Samples:<br><br>Lesson Reflection - Katy's Teacher Work Sample<br>https://sites.google.com/site/katysteacher worksample/v-instruction-and-management-plan/e-planet-survivor/2-lesson-reflection<br><br>Lesson Reflection - Katy's Teacher Work Sample<br>https://sites.google.com/site/katysteacher worksample/v-instruction-and-management-plan/h-let-s-explore-the-solar-system/1-sol<br><br>Student Teaching Experience Reflection - Katy's ...<br>https://sites.google.com/site/katysteacher worksample/vii-student-teaching-experience-reflection |

## 5. Assignments / Activities

Each student teacher wrote a sample reflective diary recording his / her reflections on the content and methods of training and they got feedback on it after a week. They did it through answering the following two questions: 1. What have I learned? 2. What can I do with what I have learned to improve my instructional skills and sense of efficacy?

This training was expected to show how the student teachers would be able to develop a formative evaluation on various aspects of language learning. Their beliefs on various aspects (about language learning and new, emerging strategies, ideas in language pedagogy and the constructivist approach to language learning-teaching) after the training were seen by the researcher.

**APPENDIX K (continued):** Draft of 15-hour Training on Teacher Evaluation and Reflective Coaching Program Prepared by the Researcher

**6. Training Materials**

The student teachers were presented with the following materials:

- The book "Reflective Teaching in Second Language Classrooms" by Jack C. Richards and Charles Lockhart
- Self-evaluation forms
- Teacher evaluation forms on the instructional skills targeted in the study
- Sample reflective diaries
- Online sample videos
- PowerPoint presentations
- Training Materials CD (Sample classroom videos recorded for reflective coaching in different teaching contexts).

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**RESUME**

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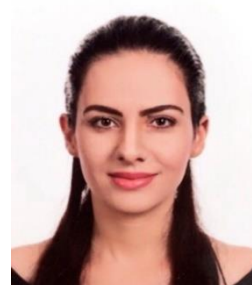
**EDUCATION:**

- **Bachelor:** Eastern Mediterranean University - English Language Teaching Department
- **Master:** European University of Lefke - English Language Teaching Department
- **Doctorate:** Istanbul Aydın University - English Language and Literature Department

**WORK EXPERIENCE:**

- Gazi University-School of Foreign Languages
- Girne American University-English Language Teaching Department
- Artvin Coruh University-International Relations Unit
- Çanakkale Onsekiz Mart University- School of Foreign Language

**LIST OF PUBLICATIONS AND PRESENTATIONS**

- Ürün Göker, M., & Göker, S. D. (2017). Impact of Reflective Coaching on Development of Teaching Skills of Teacher Candidates. *European Journal of Educational Studies.* Indexed in ERIC, *3*(10), 330-344. doi: 10.5281/zenodo.1012405

- Ürün Göker, M. (Appraisal process). Regaining the lost language through the savings paradigm: Implications for second/foreign language acquisition. *European Journal of Education Research, Development and Policy*.

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- Ürün Göker, M. (2017, September 12-15). *Regaining the lost language through the savings paradigm: Implications for second/foreign language acquisition.* Paper Presented at the 3rd International Conference on Lifelong Education and Leadership for All. Porto, Portugal.

- Ürün Göker, M. (2015, May 13-15). *A study on burnout among EFL instructors at the English preparatory schools at universities in North Cyprus.* Paper Presented at the International Congress on Education for the Future: Issues and Challenges, at Ankara University, Faculty of Educational Sciences, Ankara, Turkey.