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Published by
Özgür Yayın-Dağıtım Co. Ltd.
Certificate Number: 45503

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Language: English
Publication Date: 2024
Cover design by Mehmet Çakır
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Print and digital versions typeset by Çizgi Medya Co. Ltd.

ISBN (PDF): 978-975-447-868-6

DOI: https://doi.org/10.58830/ozgur.pub417

Suggested citation:
Köksal, Ö. (2024). *Reflective Teaching Perception of EFL Teachers Who Applied Reflective Teaching Tools in Their Class*. Özgür Publications. DOI: https://doi.org/10.58830/ozgur.pub417. License: CC-BY-NC 4.0

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To my beloved mother,

Foreword

First and foremost, I would like to present my particular gratitude to my thesis advisor, Prof. Dr. Türkay BULUT for her expert guidance and precious support in every stage of this study. It was through her valuable suggestions which encouraged me to start this journey. It was a great chance for me to meet such a great person and to study with her. Without her constant support, vision and patience, it would not be possible to finish this study. I wish to express my special thanks to Asst. Prof. Dr. Hülya YUMRU who assisted me throughout my study. She is also a great advisor who supported me in every step of my PhD education. I am so glad that I have her as an academic advisor. I would like to thank Prof. Dr. Birsen TÜTÜNİŞ for her fruitful remarks and help. I cannot find any words to explain my appreciation to my friends, Gül ULU and Meryem OĞUZHAN, for being helpful, tolerant and supportive and for always being with me. I am also grateful to my colleagues Ahu DERELİ and Şenay KAPLAN in my office for their invaluable opinions and constant encouragement. And my family, I wish to thank my lovely brother, Mustafa Kemal KÖKSAL who deserves the best special thanks for his patience and cuteness throughout the study. And, I am greatly indebted to my mother, Zeynep KÖKSAL, who passed away twelve years ago for teaching me dignity, compassion and to be courageous and to be stand on my feet alone. I am greatly indebted to my husband, Ferman ALGÜL for his continuos encouragement, understanding and patience and to my daughter, Zeynep ALGÜL, for her warm love.

January 2024 **Özge KÖKSAL**

Contents

Abbreviations

CHEA : Council for Higher Education Accreditation

EFL : English Foreign Language

ELT : English Language Teaching

NBPTS : National Board Certification

NCATE : The National Council for Accreditation of Teacher Education

CHAPTER 1

1. Introduction

Teachers, who are at the gateway of information, expertise and values transmitting, are the highest priorities of education system. Every teacher has his/her personal theory of teaching and learning. When teachers engage in reflective practice, they have the opportunity to examine their relations with students, underlying values and abilities as well as their success and failure in a realistic context (Farrell, 2018). Teaching is a demanding multi-faceted profession that places considerable demands on teachers in that they are expected to act efficiently while living up to high standards because the expected role identities are central to the beliefs, assumptions, values, and practices that guide their actions both inside and outside the classroom. All teaching occurs based on an ideology; and the significance or consequences of an educational activity cannot be understood if the power distribution and structure in the wider society is neglected (Zeichner, 1981). Thus, teachers need to consider the factors interplaying with their teaching practices both inside and outside the classroom environment.

Teaching, a profession that is actively inside the community and shapes the future of humanity, always requires the best from teachers. In education, reflective teaching includes critical thinking on past experiences or ongoing ones that are present in classroom settings (Quesada, 2011). Reflective practice is a professional requirement for teaching profession in that by reflecting upon their practices teachers know their subjects and the best ways to teach in diverse specific contexts. Besides, understanding the students and their needs is another requirement for being a teacher; and reflection is a good way to achieve this. Brookfield (1995) states that among the harsh

responsibilities that teachers have, the most challenging and crucial one is getting inside the students' minds.

Hellison (1993) claims that reflective teaching is regarded as a popular concept in the community of education. It has also been pointed out by Gore (1993) that reflective teaching is one of the most popular traditions in teacher training. The term reflective teaching has been widely used as a part of teacher education; whereas, the term is usually used for different purposes and in different meanings (Gore, 1987). It was first defined by John Dewey in 1930s. Dewey described reflection as a proactive and ongoing examination of beliefs and practices with insights into their origins and their impacts (Stanley, 1998). According to Dewey (1933), the purpose of reflective practice is to change teachers' actions and decisions and to explore how it affects the outcomes of those decisions. Since it first came on the stage, it has evolved a lot. However, it is still very effective and will continue to be popular because reflection enables a support and guidance framework that can provide its practitioners with a lifelong learning system. In addition, it has become a recurrent strategy and tool in contemporary teaching settings that supports and enlightens teachers in their practice. Some researchers have also noted that practicing reflection is critical for educators and reflective teaching strategies are attached great importance for instruction and learning (Brookfield, 1998; Scanlan et al., 2002; Schön, 1983).

The aim of reflective teaching and thinking is defined as to aiding practitioners to improve and enhance their teaching (Killion & Todnem, 1991). Although it would not be realistic to make reflective teaching work in every context, different circumstances with different participants might always provide opportunities to use reflective teaching, as reflection is supported not only by teachers' diverse complex pedagogical decisions (Calderhead, 1987), but also because of the concerns about the moral and political dimensions of teaching (Gore, 1987). These differences can be analyzed through research on reflection that can be classified into three main categories: research on teacher training context, student-teachers' cognition and knowledge and those of teachers (Calderhead, 1989).

As cited in Larrivee (2000), Argyris (1990) claimed that when we do not question, test and inquire, our conclusions are bound by our own preferences. This circular process is described as 'reflexive loop' in which data is selected, conclusions are drawn, and actions are taken. This reflexive loop continues until we examine beliefs and hinder those affecting our selections. Asking questions and reflecting on what we are doing for education promotes

curiosity and enables us to think on others' perspectives and adopt joint problem-solving approaches (Berk & Winsler, 1995). Besides, through conversation and communication, the relationships between students and faculty are enhanced, thus providing more opportunities for reflective thoughts (Wubbles & Korthagen, 1990). Therefore, it is an undeniable fact that reflective teaching starts with asking questions, thinking on what is going on and sharing thoughts. Provided that these are done properly, reflective teaching will provide benefits for teachers.

Among many others, Larrivee (2000) also points out the fact that without engaging in critical reflection and continuous voyage of discovery, teachers could be stuck with unquestioned assumptions and judgments. Larrivee (2008) also states: *"although the developmental span for both prospective and practicing teachers will vary considerably, it is important for teachers to progress through the levels of reflective practice to ultimately become critically reflective teachers who pose the important questions of practice."* (p. 344). In addition, critical inquiry and self-reflection are good ways of becoming a critical reflective teacher. The term, critical inquiry, is described by Larrivee (2000) as *"including the conscious consideration of ethical and moral consequences of practices on students*" (p. 294). Brookfield (1995) likens critical reflection to dancing. Two steps are included in this metaphor. The first one is the stance, which is about inquiry and being ready for investigation. The next one is dancing including experimentation and risk.

Reynolds (1998) thinks that critical reflection is different from reflection in four main areas. The first one is critical reflection's interest on examining assumptions. Secondly, it focuses on social aspects instead of individual aspects on which reflection could focus. Next is the focus on power relation analysis, and the final one is emancipation. Reynolds favors critical reflection as it helps teachers be aware of the environment they work in and see the power relationships more clearly.

Critically reflective teaching is a modified version of Cruickshank's method, and the variations of reflective teaching provide three levels of alternatives to traditional way of teaching (Gore, 1987). One of these alternatives is educational, where student teachers can be better prepared for teaching experience and professional development. Secondly, practically reflecting on teaching is effective and not something expensive. Finally, at ideological level, it may help the educational systems to be in line with critical perspectives (Gore, 1987).

The second term, self-reflection is an upper version of critical inquiry that examines personal beliefs and values teachers have about students.

Understanding what is happening and making decision are the ingredients of self-reflection. Teachers who attain higher levels of self-reflection can gradually think in line with the aim of understanding their reaction to students and try to elicit the unconscious responses given to students. With the help of self-reflection, teachers could get rid of their filters hidden in the past and see beyond the blinders of expectations (Larrivee, 2000). If one understands herself/himself, it becomes easier to understand others and self-reflection becomes a significant part of critical reflection (Larrivee, 2008).

Wubbles and Korthagen (1990) outlined three benefits of reflective teaching for education: reflection enhances the quality of relationships between students and faculty; more advanced levels of reflective thinking provide more positive and constructive link for faculty; and reflection plays an important role in reaching the goal of quality learning. In another study by Watts and Coleman (2007), the important role of reflection and its effects on the process of good quality education are emphasized. Zeichner (2007) adds that when reflection is utilized by teachers, improvements might be made in the quality of instruction.

Moreover, national organizations, certification bodies, and accrediting organizations such as National Board Certification (NBPTS), The National Council for Accreditation of Teacher Education (NCATE), Council for Higher Education Accreditation (CHEA) all argue that reflective thought carries considerable importance in teaching as a precious practice for teachers and teacher candidates (Giaimo-Ballard & Hyatt 2012). NCATE (2008), for example, suggests that teachers, teacher educators, and teacher candidates ought to watch and reform the works with reflection in order to achieve improvement.

Teachers generally believe that professional development is something that is done in a top- down way with extrinsic motivations. These are mostly hierarchically organized trainings that are term based and certificate oriented, often on topics generally selected by those in authority. However, teacher development should be optional and continuous and be organized as a bottom-up process. Considering these aspects of teacher development, reflective teaching tools and procedures seem to be the most usable techniques for teachers who want to develop and continue his/her lifelong development.

Reflection in education does not push learners to ask questions about current processes and analyze the teaching habits of a school environment or the potential long-term impacts of a certain classroom study or process. Consideration of the teaching phase and teaching-learning interaction is

the limit of reflection. Knowledge and basic political and ethical values of teaching and society, including educational institutions, are not considered problematic (Tom, 1985). When the inequitable way of society and the role of educational institutions play in keeping this inequality are considered, Cruickshanks's approach to the reflective teaching is confined to asking questions, but these questions are not the urgent ones to be asked (Zeichner & Teitelbaum, 1982).

The main objectives of reflection are to get more clever educators (Cruickshank, 1984), provide students with a full and regulated diagnostic classroom practice, and improve their good routines of thought about education so that they can recognize the teaching incident in a thoughtful, analytical, and objective manner (Cruickshank et al. 1981). The most distinguishing element of reflection is that the substance of the classes is somewhat dissimilar and not an ordinary topic close to the learner (Cruickshank and Applegate, 1981). The target of content-free lessons is that the focus will be directed towards teaching instead of what is covered in the curriculum (Cruickshank et al., 1981).

In order to achieve teaching and learning as intended, dependence on routines and traditional ways of teaching should be departed. When teachers think that what they do, prepare and say is flawless, the need for improvement and advancement in teaching cannot be met. Quality teaching may stem from a continuum in which teachers try, investigate, look back, and find differences or similarities between their classroom habits and their theories in use (Dewey, 1933). Schön (1987) attaches great importance to reflection, stating that skilled colleges should reconsider both theology of exercise and other educational factors interplaying with their syllabus and flex their entities to fulfill reflection as a major component of continuing education. When educational programs do not take reflective practice as a key element, students and teachers gradually fall into the fossilization process. In the light of these claims, reflective teaching tools and procedures might prove more useful than expected. Moreover, Salzillo & Van Fleet (1977) have proposed that schools can become places not only for practicing but also for working in a cultural and social lab where diverse cultures of schools with relationships built within the surrounding community are inquired. In such an environment, it might be possible for reflective teachers to exist beyond their immediate settings and to be elaborators of culture and reproducers.

The aim of this study is to investigate the instructors' level of perception of reflection in their teaching practices and examine reflective teaching tools they employ. Nevertheless, it will be wrong to use ready-made practices

and procedures without trying to add and improve them. Ostorga (2006) claims that as reflection focuses on teaching practices, strategies ought to be developed with the aim of enhancing reflective skills.

As stated above, reflective practice helps teachers abstain from a state of burnout and routine since it is not just a method but a way of living and teaching (Farrell, 2018). There are several versatile paths teachers can take to reflect, and all these methods may prove useful or inefficient in different circumstances and contexts. What reflective teaching provides for teachers is that while deciding what to do and what way to choose, they can make informed decisions by taking into account issues surrounding their teaching practices; and thus allowing learners to get what is best to reach their goals in the learning environment.

Brookfield (1995) states that personal experiences are crucial as a starting point to reflective practice but analyzing critically and reformulating the experiences are also attached great importance. Experience is, of course, essential; however, it is inherently subject to distortion as it is shaped by culture and interaction (Larrivee, 2000).

1.1 Aim of the Study

Wolf (1996) has pointed out that reflection is what allows us to learn from our experiences. It is an assessment of where we have been and where we want to go next. He adds that this requires thoughtful and careful reporting as well as a thorough analysis of teaching practice, philosophy, and experience.

The principal aim of this research is to evaluate the reflection levels of the participating instructors and to find out what reflective teaching tools they use in their teaching practice.

Specifically, the following research questions guide the current study:

- Is the teaching experience (tenure) of the participants a factor affecting their levels of reflective teaching?
- Is the gender of the participants a factor affecting their reflective teaching?
- Does the education background of the participants have any impact on the teaching level?
- Do the participants use reflective teaching tools in their classes?
- What tools do the participants employ when reflecting upon their teaching practices?

- What is the participants' perception of their own reflection?
- How does reflection take place?

1.2 Importance of the Study

It is a fact that strategies used in reflective teaching and tools that are helpful in the process have great implications for education (Brookfield, 1998). They can prove useful in many situations benefitting students, teachers, and teacher educators. According to Dewey (1933), reflection is not something random. On the contrary, it has to dwell on a permanent habit that involves careful thought. Therefore, instead of focusing on a limited part of teaching, it would be wise to embrace a broader perspective of it into account. What teachers use as reflection tools and what methods they select, and why they select them are crucial indicators of their system of teaching. However, without reflecting on their practices, they cannot be regarded as a reflective teacher.

It is a known fact that teachers' methods and teaching tools affect their classroom practices and their way of teaching. There are many studies focusing on the tools of teaching. This study can help understand how English language teachers perceive reflective teaching. It may also help both researchers and practitioners gain new insights so that they can have more reflective classes and provide students with opportunities to be successful.

The participants of the current study are 100 instructors teaching at various foundation universities in Istanbul, Turkey. This is a thesis of limited scope; the collected information is, however, regarded as sufficient.

CHAPTER 2

2. Review of Literature

2.1 The Definition of Reflection

Language teaching field has witnessed considerable change over decades and in the process previous approaches have been instilled by new ideas leading to transformation and blending. Because teaching is a challenging and complicated experience upon which educators must focus and think back (Cruickshank et al., 2006), teachers and teacher trainers try to find new approaches that fulfill their ever-changing needs and aims. One of these approaches that aim to change the traditional way of teaching and guide teachers to new paths of teaching is reflective teaching. Freire (1985) believes education to be too dependent on cultural and traditional contexts that shade teachers' point of views and states that such a limited understanding of education could mislead teachers. Brookfield (1995), who suggests that curriculum and curriculum designers are not neutral, also presents a similar argument. Critical reflection can endow teachers with self-awareness, and reflection could pave the way for ethical thoughts and actions through which it can be possible to see that teaching is something political.

Professional practice is so complex that it is not something foreseeable. It is not enough for teachers just to follow the procedures in order not to get lost in all that complexity. Thus, both reflection in-action and on-action are effective for revising, modifying, and refining their expertise (Benade, 2015).

One of the challenges in contemporary language education is being able to lead teachers, students, and teacher-trainers to adopt reflective thinking by improving their knowledge about useful strategies, through which they can

reflect on their learning and practice. Reflective thinking or the ability to use cognitive means to solve challenging learning situations could be referred as one of the significant elements of the learning process (Boyd & Fales, 1983). Reflective practice starts when teachers adopt the role of reflective practitioners and critically analyze their beliefs about teaching and learning, take responsibility for their actions in the classroom, and go on improving teaching practices (Farrell, 2015).

The problem educators face today is summarized by Larrivee (2000). According to the author, our classrooms are more dynamic and complex. Each day we are losing more and more students because they are neglected, abused, or unprepared to learn. In order to stop this alienation and adequately meet the needs of today's students, teachers should come up with authentic learning communities by *"adjusting the power dynamics to turn power over into power with learners"* (p. 293). Moreover, teachers need to better align themselves with contemporary notions so that they can become effective facilitators, reflective practitioners, and social mediators that can bring solutions to alienation problems. The author concludes with a final remark on flexibility by likening the teachers to fluid in that flexibility is praised and needed in order to able to move many directions rather than be still.

Cruickshank (1987) and Schön (1987) indicate that thoughtful teachers reflecting on their practice on-action and in-action seem more successful and desirable than thoughtless ones who are led by circumstances, authority, and traditions. According to Calderhead (1989), compared to impulsive, random and unplanned action, action depending on reflection is viewed as wiser because it includes justifications and consequences. In order to be a reflective teacher or action researcher, one needs to teach, think back, obtain a holistic picture of what is happening, explore the reasons, find new understandings, and then decide what is next (Black, 2001). In short, reflectivity requires willingness to change and open-mindedness. Dewey (1933) states that quality reflection frees us from routine and impulsive activities, provides visions for our practices, and lets us understand the reasons for doing something while acting. Dewey (1933) adds that cultivating the unrestrainable, unthoughtful exterior activity is not much different from being bounded as it isolates the individual and destroys the defenses against senses and situations.

Though reflective teaching is attached substantial importance by researchers and highly praised, most of the research done so far have focused on the types of methodologies teachers use in their classes and background of students. That is, interaction between students and teachers has received relatively little attention by researchers. Cressey (2006) suggests that as

teaching is a complex process and involves many diverse aspects of our lives, this complex nature of learning should be touched. As a quite challenging process involving variable contexts, teaching makes it necessary for students to care about feelings and emotions, develop reflective skills, and be directed on what and how to reflect (Boud, 1999). Reflection has the power to put students in the center of teaching and learning process, achieve a rationale for their learning, and make logical decisions in the classroom (Kano, 2017).

Over recent years, the importance of and the need for reflective educators have been highlighted as opposed to the traditional way of teaching in teacher education that is thought to be routine, recipe-oriented, and utilitarian. Traditional approaches for teaching and learning are lacking as they do not contribute to raising teachers who can improve both themselves and their schools (Brooker et al., 1993).

It is believed that reflective teachers have certain characteristics that can be outlined as follows:

Reflective teachers

- Ask themselves questions,
- Examine their own practice to plan for improvement,
- Collaborate with other professionals to improve,
- Consider children's perspectives,
- Look for details,
- Examine the environment and
- Are fully engaged in their works.

Reflective teachers continuously ask questions in order to find gaps in their underlying theories or apparent practices. It is quite normal to accept what is given to us and accept traditional ways of teaching without questioning these underlying and often implicit values and beliefs. The process of questioning paves the way for examining practice to plan for improvement. While questioning and reexamining their practices and theories, keeping in touch with colleagues and collaborating with them enable teachers see beyond the end of their nose. Furthermore, reflective teachers care for the feelings and perspectives of their students as these practitioners are attentive to details. Questioning and being open-minded let teachers be eager to search for details. Another major difference between reflective and non-reflective teachers is the environment. Since there are numerous contextual variables affecting the practices in school context, it is not acceptable for a reflective

teacher to disregard the environment. Therefore, their whole attention is on their work, which may be a prerequisite for being a teacher.

When it comes to reflective thinking, there are a variety of definitions that are intertwined and have much in common with little difference. The theory of reflective teaching could be attributed to Dewey (1933), who cautioned against a standardized way of teaching approach to train educators (Zeichner, 1981;82). Dewey (1933) categorized reflection based on thought modes and defined reflection as a vigorous, insistent, and cautious thinking of beliefs or theories within the scope of backing grounds and future solutions. Zeichner (1981-82) demonstrates a comprehensive viewpoint of Dewey's work and a rational approach to it. He focuses almost exclusively on Dewey in *"identifying reflecting as an incorporation of behaviors and expertise in examination practices"* (p. 6), with behaviors of tolerance, accountability and dignity prerequisites for meaningful action. (Dewey, 1933).

Being open-minded is described by Dewey as *"active desire to listen to more sides than one; to give heed to the facts from whatever source they come; to give full attention to alternative possibilities; and to recognize the possibility of error even in the beliefs that are dearest to us"* (p. 29), According to the author, open-mindedness prepares teachers for alternative possibilities, helps them have responsibility and carefully consider consequences, keeps teachers ready for consequences and encourage them to put ideals into practice. As Zeichner (1981) points out, a critical appraisal of issues of the school culture for reflection to exist is highly necessitated. Besides, Edelman (1977) states that the difference between beliefs and perceptions that are dogmatic is essential because dogmatic believers reject change; however, people open to change do their best to think about conflicting evidence. Teacher trainees with a high sense of responsibility question why they are doing something while they are doing it; whereas, consideration of educational consequences of their actions may not be enough (Zeichner, 1981, p. 6). Since there is a strong relationship between schools and social, political, and economic contexts in which they exist, questions must move beyond the limits of classroom and schools.

Danielson (1996) has proposed that reflection is a process where experience is recalled, considered, and evaluated with a greater goal for the future. In addition, Mirzaei et al. (2013) have stated that reflection is a response to past experiences and includes recalling and studying of the experience as a source to prepare a plan and action. Through experiencing, teachers evolve into much more understanding individuals, and could assess their successful and failed practices. Cruickshank & Applegate (1981)

highlight the importance of acquiring inquiry skills as one of the main objectives of reflective teaching. Teaching, learning, and learning how to teach all require effective inquiry skills, which are of utmost importance in reflective thinking. Reflective educators are described as instructors who talk as to what occurred, why it took place, and what more might have been done to improve their achievements (Cruickshank & Applegate, 1981). It is "*a cognitive process accompanied by a set of attitudes in which teachers systematically collect data about their practice, and, while engaging in dialogue with others, use the data to make informed decisions about their practice both inside and outside the classroom"* (Farrell, 2015, p. 123).

According to Pennington (1992), reflective teaching is a mirroring experience that is both input and output for development; and a reflective teacher is someone who consciously and cautiously tends to make educational choices, criticizes a complete range of relevant contextual and analytic factors, actively seeks proof of the outcomes and keeps changing those choices as the situation demands (Simmons and Schuette, 1988). Thiel (1999) defines reflection as a continuous self-evaluation and self-observation cycle with the aim of understanding the effects of them on teachers and students. According to Epstein & Hundert (2002), reflective practice is use of knowledge, communication, emotions, values, and technical skills in order to benefit the community or individuals.

While Gibbs (1998) defines reflective practice as a process in which teachers get to know the theories underlying their actions, reflect on these actions, and improve themselves, Eurat (2002) resembles reflection to flying a plane. Reflection pulls the pilot out of autopilot and gives focus on the process. For example, when faced a problem, if a teacher ignores it or blames the students for the cause of the problem, s/he stays in the auto-pilot, but should reflection occur on teaching, then maybe some dynamics could be changed in order to get more responses or yield more discussions (Surgenor, 2011). According to Race (2002), reflection is seeing the big picture by linking a small part of learning to the wider part so that it is possible to understand what is learned and why it is learned. Cunningham (2001) adds another point of view to the definition of reflection by stating that the aim in reflective practice is not always dealing with a pre-defined problem but observing the practice in general continuously.

As supported by other scholars above, Calderhead (1989) concludes that it is difficult to precisely define what reflection is in teachers' professional development. However, in order to build a common theme, it may be claimed that reflection is the general emphasis on cognition, morality and

affective features of how to teach. It is also suggested that there are a number of terms such as reflective practice, reflection in action, teacher as researcher, inquiry-oriented teacher education, teacher as decision maker, teacher as problem solver and teacher as professional, all of which include some kind of reflection in professional development (Calderhead, 1989).

Basing on Dewey's work on reflection, Rodgers (2002) talks about four criteria on what and reflection is and how it is done:

- Reflecting on a practice is a bridge between one experience with another, providing deeper understandings of the links and connections. It has the power to let learning continue and allow individual progress.
- In a scientific inquiry, reflecting is a thorough and well-planned way of thinking.
- Reflecting has the need to be practiced with cooperation in a community.
- Reflecting needs to value and care for the development of the individual and others in the community.

Additionally, Rodgers (2002) gives six different reflection phases, which are labelled as experiencing, interpreting that experience spontaneously, defining the problems or asking questions, thinking about possible solutions of the problems, collecting the solutions into a hypothesis and testing of that hypothesis. Rodgers (2006) strongly claims that learning cannot be active without the presence of interaction, and experience is the value leading to reflection. According to the author, reflection is a meaning making process that cannot go on without experience and interaction because unless they exist together, reflection lacks the meaning in teaching. Rodgers (2002) outlines three kinds of thoughts: stream of "consciousness, invention and belief" (p. 849). These help the individual consider past experience and move to the next one by comparing and contrasting. A belief system based on these experiences is created. Attitudes and emotions are also effective in reflection.

Reflecting on practice is seen as a crucial element of professional competence to fill the gap between the theoretical and practical usage in any working situation (Mann, et. al, 2009). When educators face with these gaps or difficulties in practice or when things do not go as we planned, it is normal to feel weak or helpless. According to Dewey (1933), these are the keys to learning something by reflecting on them to solve the problems. As a student of Dewey, Schön (1983) refers to this gap as a distinction between technical rationality and tacit knowledge or more simply theory-

practice gap. This is also valid for teaching profession since both learners and teachers have the need to review and reflect on their routines on a regular base to fill in this gap. For the process of teaching to be reflective, it will not be wrong to claim that the more the mismatch between theory and its use is reflected on, the more information will be obtained for reflective analysis (Giaimo-Ballard & Hyatt 2012).

Gore (1987) believes that quantitative methods are of no use for measuring outcomes of reflective teaching and qualitative approaches are considered main tools of measurement. However, as time passes, this earlier limitation of quantitative studies on reflection has been disproved via empirical research using both quantitative and qualitative approaches employed in teacher education literature (Cornford, 2002). The point made by Gore could be supported by the ones unwilling to put their ideology and teaching in scrutiny, but, as Tom and Valli (1990) claimed, without the usage of proper tools and methods, it cannot be possible to clearly state whether the intended goals are achieved.

Although there are some studies intended to assess reflective thinking, these are not capable of doing so, as there is not an agreed upon single definition of reflection among researchers (Rodgers, 2002). Another reason might be that there are some other variables affecting the ability to think reflectively (Bakhtiar & Okechukwu, 2013). Dewey (1938) and Schön (1995) suggested that the process of inquiry is dynamic and changeable because asking questions does not only eliminate the unwanted situations, but also creates novel ones which include new problems for the reflective thinkers. These changes and dynamic process could also be the reason for the failure in measurement studies. Whereas, understanding levels of reflection by students and teachers is necessary to improve the quality of reflective practice. There have been some studies in the literature intended to assess the reflective practices despite the challenges mentioned above. Some of them are cited in Parkes and Kajder (2010) as follows: Both Schön (1983) and Fernsten & Fernsten (2005) are in favor of giving specific questions to the students and let them know what is expected from them so that they could reflect on processes and outcomes. Sparks-Langer et al. (1990) designed a coding scheme and framework to understand the features of a quality reflective practice. As stated earlier, Larrivee (2008) also used a four-step framework to classify the levels of reflection.

As stated earlier in the study, reflective teaching promotes critical thinking, thus enabling a better practice. It is also a process of self-examination and self-evaluation that lets teachers understand, think on and interpret their

teaching practices. Reflective teaching is about the process of teaching that ignores evaluation of teaching and focuses on why we do something rather than how we do it. Traditional ways of learning and teaching depend and focus on the outcome and how we do something; whereas, a reflective teacher asks questions to lighten the way. Furthermore, this process of reflective teaching is like a cycle that continues from the beginning when it fails (Kuit et al., 2001). Every time answers do not provide satisfying results; different questions need to be asked. Additionally, the process of reflection is a multi-dimensional phenomenon in which success or failure may stem from different and independent factors (Mann, et al., 2009).

Reflecting on something does not signal the end of the process; on the contrary, it is the beginning of becoming a reflective practitioner. The main reason for and basis of reflection is a willingness to start the process as a means of improvement and development (Scales et al., 2013). In the beginning of the process, reflecting seems threatening as it makes us face with ourselves and take every responsibility for teaching and learning. That is, we become the learner, teacher, teacher trainer and others watching and criticizing us when we begin reflecting. Elliot (1988) has suggested that both social critique and institutional critique are required in reflective practice by stating:

"Practicing reflection means reflexivity: perception of oneself. But such an awareness brings insights into how institutional structures share and restrict the self in practice. Cognitive processes do not develop self-awareness or knowledge of the social meaning of one's work as a teacher: reflexive and objective analysis. Reflexive practice has the meanings of personal and institutional criticism. The first one cannot exist without the latter." (p. 50)

Asking right questions, keeping various factors in mind, and changing points of view might be quite beneficial in order to be reflective in education. Also, while studying on reflective teaching, it is important not to neglect external variables. For instance, in some societies letting the teachers down, criticizing what they say could be interpreted as impolite and inappropriate. Thus, in order to shed more light on reflection in educational contexts while doing research on the assessment of reflective thinking, social and cultural factors should be considered carefully (Bakhtiar & Okechukwu, 2013).

Dewey (1933) and Zeichner (1981) have suggested that reflective teaching is needed for teachers to remove the perception that realities of everyday are clear and that they need no further inquiry. Contrary to the 'routine action', which is the traditional action defined by authorities and officials, reflective action incorporates careful, persistent, and active state

of knowledge in the context of the supporting principles and further consequences (Dewey, 1933). Moreover, reflective thought requires a state of uncertainty, perplexity, skepticism, cognitive distress, inquiring to overcome concerns, and getting rid of ambiguity (Dewey, 1933: 12).

Dewey, the father of reflective teaching, underlines the differences between routine actions and reflective ones. While routine actions are impulsive, traditional, and authority-based, reflective actions are active, permanent, and well-considered. Dewey puts forward six characteristics of reflective teaching (Pollard, 1997, p.10):

- Reflective teaching is comprised of aims, consequences, means and technical efficiency;
- A teacher is the authority. S/he may use self-reflection or may take comments and suggestions from other educational services;
- A teacher should be open-minded and be responsible for education programs and s/he also studies very eagerly in classes;
- If any teacher wants to be professional or wants to achieve fulfillment, s/he needs to collaborate with their other colleagues;
- A teacher develops competence in teaching;
- A teacher monitors, evaluates and revises his own teaching practice.

Knowing these characteristics of reflective teachers is essential in order to enhance the strategies and approaches of reflective teaching with the aim of helping students learn and apply how to reflect on their learning. Additionally, teachers might need to take some actions. For instance, they ought to improve their understanding of reflective teaching; prepare some tasks for the students to make learning more enjoyable, faster, easier, more transferrable to novel situations, more self-directed; give feedback on the content and practices; and create an environment that is more welcoming for reflective teaching (Kano, 2017). Given the benefits of reflective thinking, Williams & Hough (1981) state that there may be some positive sides of reflective school environment such as thinking and talking analytically about learning/ teaching process, identifying the variables of schooling and being more positive towards teaching preparations.

The appeal of the use of reflective practice for teachers is that as teaching and learning is complex, and there is not a one-size-fits-all approach. Reflecting on different versions of teaching and reshaping past and current experiences will lead to improvement in teaching practices. Reflective teaching is an accessible practice promoting change in the classroom. Price

& Valli (2005) point out that engaging teachers in classroom research and reflection *"will contribute to teachers' understanding that the act of teaching embodies change"* (p. 58).

Following Dewey, Schön's works, 'The Reflective Practitioner (1983), and 'Educating the Reflective Practitioner' (1987) have influenced the ones focusing on reflective teaching. Schön (1983) distinguishes between "reflection-in-action" and "reflection-on-action". The former refers to thinking about what one is doing while acting based on one's professional knowledge base (Rolfe, Freshwater, & Jasper, 2001). Reflection-on-action includes thinking of an action after it is carried out with the aim of developing and expanding one's understanding of a phenomenon and evaluating and examining one's body of knowledge.

Gibbs's (1995) reflective cycle consists of six stages as;

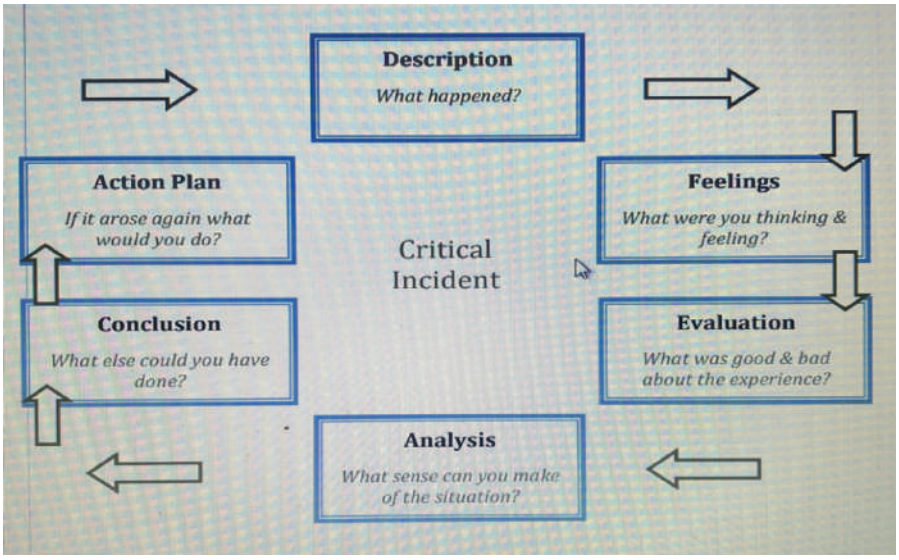

Figure 2.1: Gibbs's Model of Reflective Cycle, 1988, p.46

This model encourages a teacher to think about different aspects of a given situation or event, to evaluate it, and to establish an action plan for dealing with such a scenario should it arise again. In the description stage, the question of what has happened is asked and only a general description is made. For the feelings stage, emotions are elaborated. What is good or bad about the experience is asked in this stage. Then comes the analysis stage where the question of what sense can be made from the situation is asked.

Finally, in the conclusion stage, what can be concluded from this situation is asked and answered. It helps individuals to consider how they think and respond within a given situation and provides insight into self and practice (Johns, 2005). The models developed are recurrent and repetitive, but they continually improve and evolve (Scales et al., 2013). Therefore, for every step taken in this reflective cycle, there is improvement. Similar to Gibbs' framework, Kolb's Experiential Learning Theory also outlines several steps. In Kolb's (1984) four-staged cycle, learners can start at any step, but it is important that the order of four steps does not change. The four steps in this cycle are concrete experience, reflection, abstract conceptualization, and active experimentation.

In theory, it is possible to start from any step in experiential learning model, but generally concrete experience is taken as the main entry point. In concrete experience step, the incident is related to reflection and focus is on action. Next step, reflective observation, is the first reflection stage and involves looking back to the action giving insight into the event. Abstract conceptualization involves the interpretation of actions with connections between them. For the final step, active experimentation, practitioners make predictions about what actions need to be taken for similar events in the future (Surgenor, 2011).

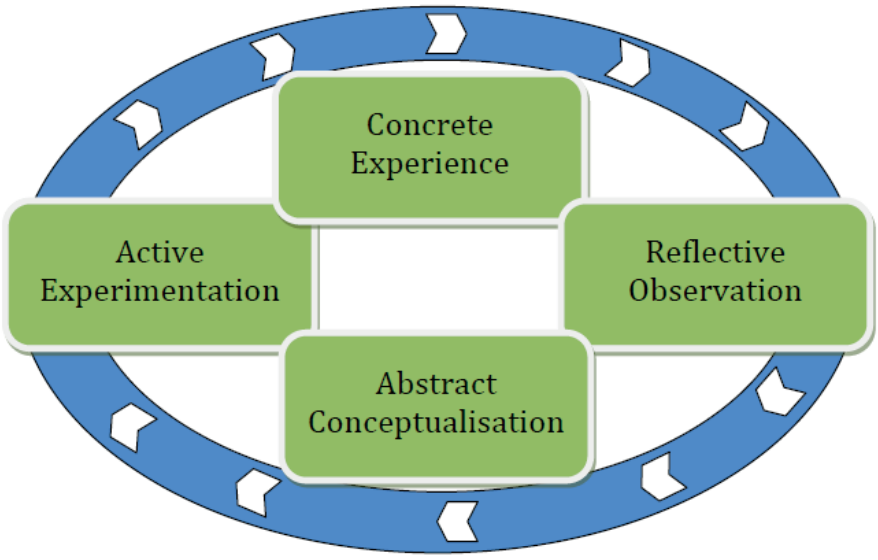

Figure 2.2: Model of Experiential Learning by Kolb, 1984, p.42

Although teachers' feelings were initially ignored in studies focusing on reflective practice, its importance has started to be seen by some scholars. For example, Gibbs (1988) added the feelings into his model 'learning by doing'. Teachers may have different feelings before, during or after a class like confusion, anger, being helpless, or shy. Therefore, the development of emotional intelligence is also important for reflection. For Gibbs (1988), experience alone is not enough for learning. Unless it is reflected on, it is highly probable to forget what is acquired. The feelings and emotions granted by reflecting could benefit us to generalize and understand the concepts. As first developed by Goleman (1995), emotional intelligence promotes the development of self-awareness of emotions, managing, and recognizing them (Scales et al., 2013). Reflection is a good way to develop our emotional intelligence on condition that we reflect on our feelings.

In line with the earlier research on the emotional aspects of reflection, Moon (2004) emphasizes the importance of feelings and emotions in reflection. It is stated that emotion is the subject matter of reflection and could start reflection. Emotions are strong components influencing the process of reflection. Moreover, emotions or feelings not related to the reflection could hinder the way for reflection.

Akbari (2007) points out that teaching with reflection is a critical examination of educational process, the creation of ideas to facilitate teaching, and the application of ideas. It is a method of widening and expanding the number of questions that an educator raises about his/her work by taking a structured and wholistic approach and cooperating with other instructors on a certain topic (Robertson & Yiamouyiannis, 1996). It is a reflection and intervention process dependent on professional experience, a major component of teacher training courses and a trend that mainly affects classroom practice (Wellington, 1991).

As Bakhtiar & Okechukwu (2013) noted in their study where the relationship between the level of students and level of reflectivity were studied, the higher the levels of students are, the better reflective thinkers they can be, such as being more reflective and critical of their own learning process, ideas, beliefs and practices. However, level alone does not necessarily determine the level of reflectivity, but the environment has also an impact on creating a proper learning atmosphere (Song, et al., 2005). Likewise, teachers need to enhance their engagement in reflecting on their practice and use self-evaluation as a means of professional development (Richards and Lockhart, 1994).

For teachers, it is important to learn how to reflect and how to teach students the main aspects of reflection. This is the reason why reflection is considered as a tool that can be in great use for solving problems, organizing, and taking decisions (Darling-Hammond, 2006; Dewey, 1933; Schön, 1983; 1987). According to Cruickshank and Applegate (1981), reflection is a means through which teachers can be helped to think about what has happened, why it has happened, what they could have done to be more effective, and what they would have changed to improve their teaching and teaching performance. Farrell (2015) also states that teaching with reflection is a set of principles and habits that enhance teaching and learning performance.

Siedentop (1988) believes that for reflection to be beneficial, teachers must think about a situation within a context in order to understand and decipher complex relationships between students, teachers, teaching, and learning. That is, reflection cannot occur within abstract thinking about isolated events in teaching. Contexts of teaching and learning set the borders of our reflection. It may be put forward that teachers' interpretations, judgments and voices ought to be considered within their own context (Tsangaridou & Siedentop, 1995). As Doyle (1992) stated, it is generally assumed by researchers that classrooms are artificial places where the performances can be changed with ease by changing the script. However, this assumption cannot be justified because prescriptions fail because of different interplaying variables within the classrooms. Thus, it is more useful to try to understand events as they are created by teachers and students (Doyle, 1992). Lightfoot (1978) suggested that though educators could try to separate the classroom practices and experiences from the surrounding social life, perspectives and opinions of the teachers, and those of students could dominate the atmosphere in general and give a unique shape to the events in progress.

Learning as well as teaching is a long process that is difficult to define as merely good or enough, so there will be always some gaps to fill in by discovering, creating, and reshaping teaching. Teachers have the responsibility to use their expanding knowledge to define the problems emerging in classrooms during teaching with the help of reflection-in-action and reflection-on-action and consequently strive for solving the problems through an ongoing reflection and professional and critical inquiry (Kano, 2017; Boud, 1999). However, teaching is not about teaching our way of thinking. It is more about thinking about the frameworks we have shaped and how they influence our way of teaching.

Ross (1990) gives details about the usage of reflective teaching in a higher education institution. Reflection is described as a way of thinking about educational matters including taking responsibility and making good choices by the faculty members. Reflective training systems are typically pursued to ensure that educators feel accountable for their own professional growth, and this obligation allows programs to identify much more transparent and negotiable targets. For example, teacher educators encounter the challenge to make judgments about whether to develop reflective capability or provide opportunities that lead autonomous reflection for students (Calderhead, 1993). With the purpose of leading preservice teachers to be reflective practitioners, some strategies such as the reflective teaching approach, inquiry activities, reflective writing, supervisory approaches, faculty modeling, and questioning and dialogue are used (Tsangaridou & Siedentop, 1995). Ross (1990) has concluded that it is challenging and time-consuming to prepare reflective teachers, but it is possible to achieve. In another study, where faculty members defined reflective teaching as design inquiry, Noordhoff & Kleinfeld (1990) state that reflective teaching includes four main types of activities: naming the situations, defining goals and valuing their worth, selecting required strategies, and identifying consequences and finally reflecting on effects.

Kuit et al. (2001) asked their participants to define the characteristics of a reflective teacher and collected some answers. Although the responses collected are all noteworthy, the authors also emphasized the fact that they were merely descriptions of how a well-performing instructor ought to be instead of how this teacher could use more reflection. As a result of this apparent failure to thoroughly understand the basic properties of reflective teachers, a striking question is addressed by the authors: How can educators become prepared reflective teachers if they could not get the meaning of the term? Stefani (1997) also agrees with Kuit et al. (2001) in that there is little agreement about what reflection is. To end the complexity of definitions, Boud et al. (1993) takes reflection as a generic term that describes all of the processes involved in exploring experience by means of improving understanding. To conclude, it will be better to describe a reflective teacher as one comparing his/her own teaching against others' teaching and knowledge of educational theory. This process of reflection adjusts and readjusts the teaching theories until the correct description of practice is provided. Liston & Zeichner (1990), on that matter, have claimed that teacher education should aim at developing teachers that can define and articulate their purposes, select the most suitable ways, are aware

of the content, understand students' cultural and cognitive differences, and provide good reasons for their actions.

Reflective teaching is a complex, implicit, and explicit process with various forms, shapes and levels that can be used in language teaching and learning as a tool to understand the nature of language learning and the social conditions influencing this process.

As Schön (1987) has noted, there are three different levels of reflection that start after the experience. The first form includes reporting and describing the reasons for the occurrence of events. As the lowest level of reflection (Richards, 1998), this form of reflection is known as 'random' and 'descriptive'. For this form of reflective teaching, students can see a record of their experiences and reflect upon them. However, Hall (1997) states that students using this level of reflection can explain the material and how it is used, but it is not possible to use this understanding in other contexts. It is also possible to claim that this type of reflection has no use in helping intensive learning and the action of getting information includes emotions, intellect, values and experiences of a learner (Hatton, 2005).

The second one is more deliberate, dialogic and focuses on re-evaluating the former experience and using former knowledge with the aim of evaluating a situation in a more critical way (Kano, 2017). That type of reflection helps learners see the world from a different point of view. In other words, after stepping back, students try to see the pre-existing concepts and replace them with alternative hypothesis (Richards, 1998).

The last form of reflection has a more critical feature that aims to locate ELT in a wider political, social and cultural context influencing teachers, students, learning activities and outcomes (Kano, 2017). Student teachers using this form of reflecting teaching possess deeper levels of learning and evaluate the ELT from three perspectives. Even though these three different forms of reflective teaching seem to differ, the difference exist superficially building on one another and the boundaries might be obscure at times.

Boud et al. (1985) formed a three-stage model in which students reflect on their experience by thinking and describing their experience, then take the feelings into account and get rid of negative feelings and finally get ready for association (relating the new and old information), integration (creating new relationships), validation (assessing the new information for problematic areas) and appropriation (adopting the new information, knowledge or attitudes).

Manen (1977) has categorized three different domains of reflection, namely reflection on techniques, on practices and on critical practices. The first one reflects on the efficacy and quality of the teaching methods used. In order to reflect at this level of reflection, one should question the courses of action in classroom (Brooker et al., 1993). The main goal of this domain of reflection can be summarized as moving the students away from believing that there is only one way of teaching and using technical means to reach the desired goals. Of course, this does not mean overlooking the supervisors' ideas, information, and aid related to teaching needs (Turney, 1982). It may be useful to benefit from supervisors' ideas since they can help student-teachers for teaching plans, practice teaching, and being autonomous in decision making (Brooker et al., 1993).

The second area examines the premises and predispositions for teaching behavior and tests the adequacy of instructional goals. In addition, the focus is on the moral, value and ethical considerations in education. This level of reflective thinking can be promoted in seminars and lectures by examining the assumptions and several strategies might be deployed for pre and post teaching sessions. As can be understood from the general view of this level of reflectivity, students are promoted to ask themselves some questions about what and why they chose at the planning level. As stated by Dewey, being moral makes it necessary for someone to treat professional actions as experimental and look back on these actions to reflect upon. Leitch and Day (2000) supported Dewey by stating that being a reflective practitioner is more than improving the practices. If we claim to be reflective, we need to have some attitudes towards teaching based on a wider understanding of self, morality and society. They associated some actions with these attitudes such as stopping, noticing, examining and analyzing problems and complexities in versatile situations. Tinning (1991) claims that teacher trainers ought to train educators to assess their work's ethical, social and political characteristics.

"*In embracing the discourses of quality pedagogy as the cornerstone for our teacher training, we are at risk of proceeding to train educators who remain unaware of how physical education itself is complicit in creating several unfair social practices constituting most of the current school's systems.*" (pp. 17-18)

The third concerns the incorporation of moral and ethical standards into the concrete action debate and reveals what practices are systematically and ideologically distorted. In their work about promoting reflection, Brooker et al. (1993) mentioned on Manen's third level of reflection. Reflection at the third level is lectures and tutorials. Students are encouraged to question the

influence of schools and teachers' culture to understand the challenges they face. To summarize, the main objective in the reflective approach is to assist practitioners to create their own accounts of practice and to find out their usage. These three levels of reflection of Van Manen can be used in various contexts such as pre-practice teaching and post-teaching conferences. Some of the means to promote reflection might be questioning, pausing, and suggesting (Brooker et al., 1993). The third level is the most wished one and, without interventions or manipulations, is the ideal of deliberative objectivity pursuing valuable academic aims in self-determination, society, and on the basis of justice, fairness, and liberty (Van Manen, 1977).

According to Freidhoff (2008), there are two principles supporting the reflective activities for teachers. These are individually reflecting on a regular and continuous basis, and linking reflections with the beliefs, values, and assumptions. Benade (2015) adds four new principles to Freidhoff's. The first one is having a temporal reflective activity after, before or during the practice. Secondly, there must be an obtrusive situation. For the next principle, reflective practice requires a dimension of ethics. Finally, as a result of the reflection, some emphasis on social justice needs to come out.

To achieve an effective reflection, it has to be public as it is important to be open to peer access and review through interacting with colleagues (Boud, 1999). This can be gained by having conversations and reviewing other studies to facilitate getting, improving, and transforming knowledge about teaching and learning. On that issue, Kano (2017) states that this comes out because of the events occurring in the class that lead teachers to think and reflect on. This makes it easier for teachers to advance towards being a scholar striving for improving him/herself by enhancing their abilities, resources and knowledge and getting more information about their own context (Boud, 1999).

As cited in Larrivee (2000), being a reflective practitioner cannot be described step by step, but it is possible to suggest some ways to ease the process. Three practices are significant to benefit: having enough time to reflect unaided, continuous problem solving, and asking questions on status quo (Larrivee, 1999). The first practice is a possible lead for reflection and others follow the ways for reflection.

Reflecting unaided and having enough time for thinking over the actions enables teachers to keep ready for their actions' consequences on students. Everyday life is full of uncertainties, different feelings, and dilemmas. Taking time to think on actions makes it possible to accept these as the normal processes of life and changing (Larrivee, 2000). Continuous problem

solving can make the classroom a laboratory for continuous experimentation (Larrivee, 2000). An action in the classroom or a practice can be evaluated as right or wrong based on differing contextual factors. Novel understandings, insights, and perspectives provide new decisions and solutions for the problems occurring in classrooms. Finally, asking questions on status quo help teachers find their own truth and keep them welcome new practices. As change is generally associated with conflicts in the school system, cooperation with colleagues is also important for this step. Questioning commonly held assumptions could be threatening in the beginning for the school administration whereas it could help teachers become reflective teachers.

As well as many studies focusing on reflective teaching and practice in the international literature, there are also some studies in Turkey. For example, Fakazlı (2017) examined university teachers' views on reflection. The primary aim of the study was to involve teachers of EFL working at universities in reflecting teaching and clarifying their viewpoints on reflection. Eight instructors participated in the study and got training for two weeks on practicing reflection. Three reflective tools were used for the reflective practices; video analysis, peer sessions, and diary writing. Their perceptions on using reflective tools were collected through a questionnaire and semi-structured interviews. The author concluded that university instructors used different reflective activities to boost professional development, improve teaching, share what is learnt, and strengthen professional ties. Besides, it was also indicated in the study that all the instructors benefited from using reflective practices, and became more conscious about their own teaching sessions in the study. Furthermore, Yıldız (2018) conducted a study that investigated the Effect of Layered Curriculum Supported by Reflective Teaching on Academic Achievement, and Attitude Primary School 4th Grade Science Course. The purpose of Yıldız's study was to investigate the effects of reflective teaching on a layered curriculum. On the study carried out by Yıldız, open-ending questions were used to collect data from students, and it was concluded that there are significant differences between the control group and experimental group, the findings showing that reflective teaching could assist students and teachers for educational purposes. Also, Bener (2015) carried out a study to promote reflection among pre-service teachers via integration of blog activities in a practicum and support and enrich the challenging process of becoming a reflective teacher, and to compensate for the limited meeting hours of the course due to practice teaching responsibilities. For the study, participants were required to present their individual blogs, and complete blog activities for sixteen weeks. By using a

reflective framework, the blogs prepared by the participants were analyzed by the researcher. More comments were also provided for each blog to get more data. The study clearly indicated the potential of integrating blogging into teaching and showed that reflection could be promoted with the help of blog technology.

In addition to these studies, Gökmen (2014) wrote her thesis about the contributions of involvement in collaborative action research and peer observation program to EFL instructors' reflective practice. One of the aims of the study was to investigate the experiences of a group of EFL instructors who were engaged in a twelve-week professional development program including collaborative action research and a peer observation program. Peer observation, action research, and collaborative journal writing as reflective tools were used in the study. Expectations of the participants were collected before the study, which showed that they intended improvement in their teaching. After the study, following points were stated by the author as the main findings of the study: participants understand the shortcomings of teaching profession, are aware of its powerful aspects, gain self-confidence, make self-criticism, consider the results of their actions, and self-reflect with the help of peer support.

To acquire a moral basis for teaching and teacher education, versatile elements of teaching practice cannot be as sufficient by themselves alone. For a teaching and teacher education to be addressed as "good", all the elements in it need to be incorporated. Some of these elements may be as follows: the depiction of the topic, pupil thinking and comprehension, teaching techniques provided by research done by both educators and researchers, and social environments of education.

Gore (1987) proposes two potential positive outcomes of sharing experiences in reflective teaching. First, learners could realize the value of their practical knowledge and stop seeing things unimportant (Elbaz, 1983). They may start to recognize that researchers' knowledge is not so different from that of practitioners (McNeil, 1982). Moreover, learners may understand that the generalizations suggested by researchers are not overarching to be applied to every situation, problem and conflict (Schon, 1983). With these insights, it can be concluded that the more teachers and students experience with reflective teaching, the more they develop their ability to understand their own knowledge. As a result of these processes, they may start to produce what is currently lacking to articulate their knowledge (Smyth, 1984). Cooperation between coworkers is the second possible positive consequence of the common experiences of reflective instruction.

Liston & Zeichner (1991) state that educational traditions involve thoughts and practices that focus on certain instructional goals and qualities. Zeichner and Tabachnick (1991) offer four reflective theoretical traditions that overlap each other in practice. The differences exist when the emphasis is on specific elements in the traditions. The authors label these four traditions as academic tradition, social efficiency tradition, developmentalist tradition, and social reconstructionist tradition. The first one stresses educators' roles focusing reflection on subject matter and conveying it to learners. Shulman (1987) indicates a design of educational rationale and action that is a contemporary reflective teaching variant. The author highlights the quality of the instruction and how it is learned (Zeichner & Tabachnick, 1991). According to Shulman (1987), reflecting occurs when a teacher looks back at the teaching and learning, reconstructs and recaptures the events, accomplishments and emotions. Though the first tradition does not ignore pedagogical principles, developmental stages and students' characteristics, fairness, and academic disciplines form the standards assessing the adequacy of teaching (Zeichner & Tabachnick, 1991).

In the second tradition, the philosophy of social productivity underlines that the information gained from scientific research of education should be related to the program of teacher training (Tsangaridou & Siedentop, 2012). Even though this style of reflective teaching practice does not neglect the social concerns of learning, learner comprehension, or topic matter, the emphasis is on the use of ' standard ' teaching skills and techniques (Zeichner & Tabachnick, 1991).

The third tradition of reflective teaching is built on the assumption that students' natural development should lead the way for the curriculum and how this curriculum is taught. It also places emphasis on connecting students with anomalies and making perfect sense of their involvement (Zeichner & Tabachnick, 1991). Developmentalist reflective teaching reflects upon students without ignoring subject matter knowledge, pedagogical knowledge and political, social, or equity issues unlike the first two traditions.

The last tradition of reflective teaching, public reconstruction, takes education and teacher training as means to form more equal and humanistic community (Tsangaridou & Siedentop, 2012). This type of tradition possesses three main features (Zeichner & Tabachnick, 1991). First, it focuses on the social circumstances under which instructional activities are organized. Therefore, reflection is policy-based and linked to tutoring and culture and thus the focus for reflection is on topics of inequality and oppression. Secondly, teaching with reflection as a community activity

is related to reflection. In relation to the third tradition, teacher trainers try to form 'training environments' where educators back each other up (Zeichner & Tabachnick, 1991). They all share some common features such as maintaining thoughtfulness, looking for alternatives, and evaluating the consequences of actions, and forming a more collaborative, professional teaching profession (Tsangaridou & Siedentop, 2012).

Zeichner and Liston (1990) have distinguished four separate reflective teaching practices: the first one is an academic version that emphasizes the representation of subject matter knowledge to improve understanding of students (Shulman, 1987); the second practice, social efficiency, stresses the usage of particular teaching strategies suggested by research on teaching (Ross & Kyle, 1987); the next one is basically a developmentalist view that gives priority to sensitive teaching directed towards students' needs, thinking, interests, and developmental growth (Duckworth, 1987); and the final one depends on a social reconstructionist paradigm that emphasizes reflection upon the social and political context of schooling to contribute to social justice, greater equity and human conditions in society and education (Beyer, 1988).

According to Larrivee (2000), becoming a reflective practitioner has a series of phases. The first stage is examination in which actions are questioned in order to understand whether they are indeed helping us reach our destination and achieve intended goals. In the second stage, noticing occurs and it helps us understand the patterns in our behaviors. Realization stage comes next, letting us form a desire to change. This desire could create a struggle as we are moving from what we are familiar with to the unknown and conflicts start. Inner conflict can take us to accept, reject or give up. If we could face the conflict, then chaos is created because of the huge pressure from lack of knowledge and familiarity. The next stage enables reconciling where a deeper understanding occurs. In the last stage, it is more probable to see our environment from a different point of view. We indulge in innovative thinking practices and obtain novel resources and techniques to better respond to every aspect of classroom practice. Therefore, the conflicts, uncertainties and chaos let us find our own personal discovery.

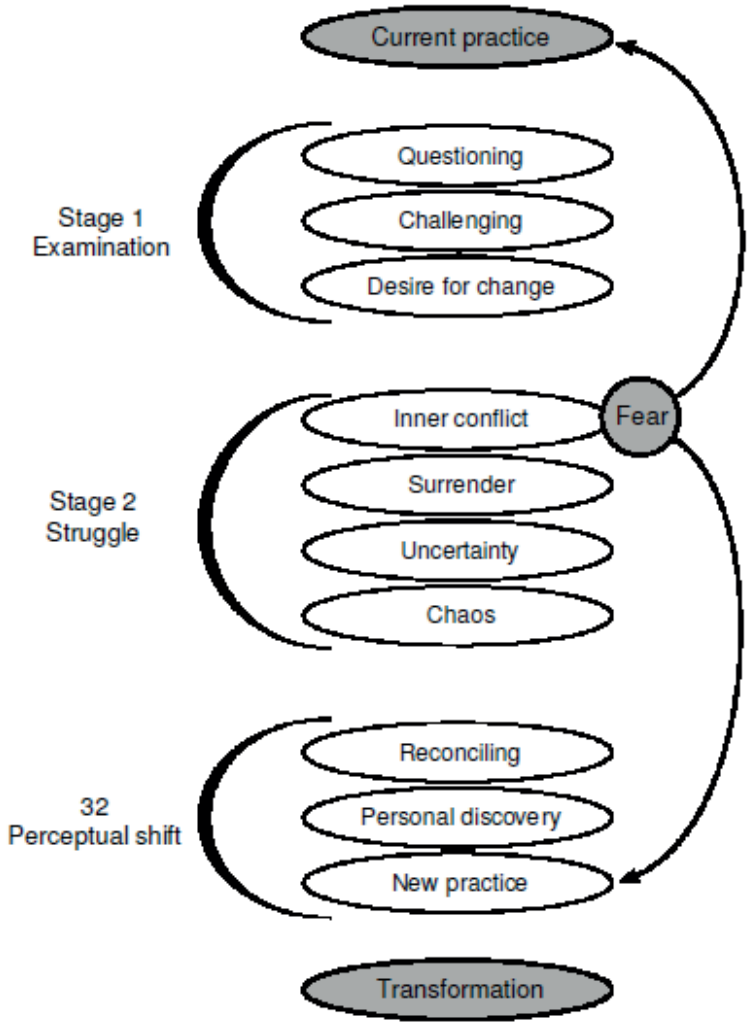

Figure 2.3: Larrivee's Stages in the Critical Reflection Process, 2000, p.305

Another model for reflective practice is the model developed by Rolfe et al. (2001). In this model, three questions are crucial: What, so what, and now what? As in other methods, the first level starts with describing and is followed by developing a personal theory. For the last level, reflecting occurs in order to find ways to improve the situation.

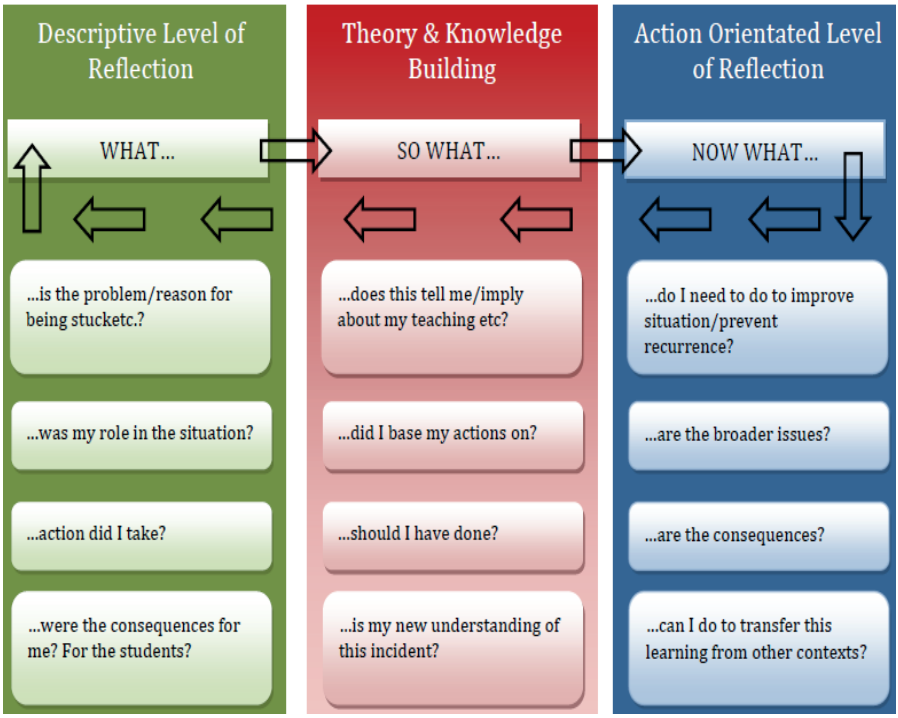

Figure 2.4: Rolfe's Reflective Model, 2001, p.7

The final model is provided by Johns (2000) and labelled as 'model of structured reflection' that focuses on explicitly stating the knowledge we use in teaching. Emotions and feelings are an important aspect of the model as it differentiates this model from others. First, emotions are focused, and then looking out of the situation follows. Five sources of knowledge that are seen crucial in this model are illustrated in Figure 4.

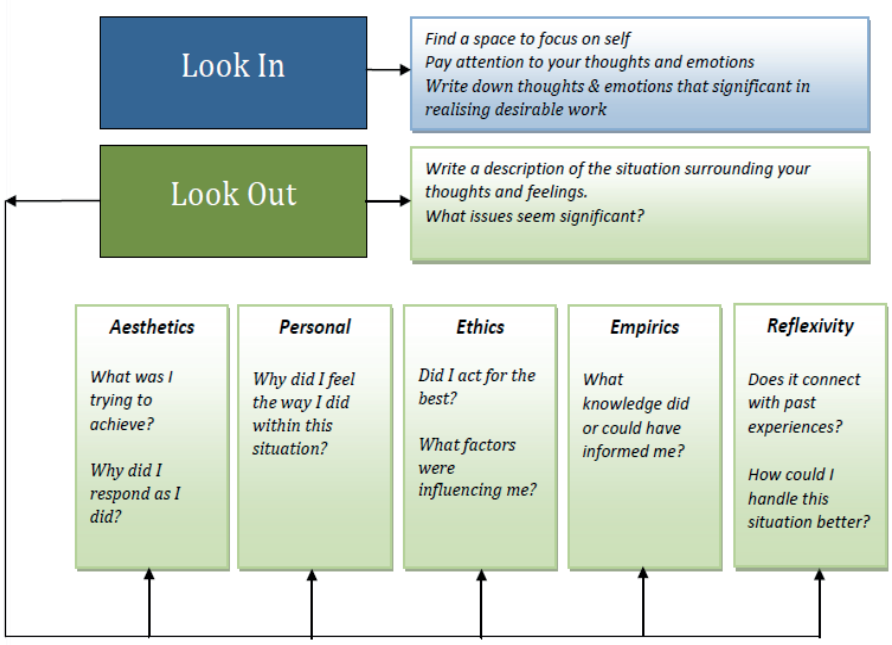

Figure 2.5: Johns' Model of Structured Reflection, 1995, p.228

Hatton & Smith (1995) outline two types of reflection: dialogic and critical reflection. The former refers to a less intensive discourse with the aim of self-exploring an incident. The model of Brockbank & McGill (1998) is a good example for dialogic reflection. In this model, teachers think about the method, information, and theories before the class. After the class, they assess how well the aims are achieved. For the latter, efforts are made to solve a problem within broader cultural, historical, or political values. To move from dialogic to critical reflection, guided reflection developed by Johns (1994) could be useful as it suggests asking lots of questions with the aim of reconsidering the motivation behind teachers' actions.

As cited in Larrivee (2008), there are four levels of reflection: pre-reflection, surface-reflection, pedagogical reflection and critical reflection (Larrivee, 2004). At the pre-reflection level, there is no conscious thinking of alternative answers to students or situations. Teachers could see themselves as the reason of the problems. Since there is no questioning, no adaptation is expected in the level. To lessen the number of the teachers in this level, reflective practice should be included. At surface reflection level, in order to attain the predefined goals, teachers' primary focus is on methods and strategies. For teachers who show surface reflection, what is working is

important and technicality is cared. As the term suggests, taking things at surface value does not include beliefs, values, and assumptions. Surface level choices are made based on performance.

Teachers apply knowledge and belief representing quality in pedagogical level. However, this level is described by other scholars as deliberative, practical, theoretical, conceptual, and comparative (Van Manen, 1977; Day, 1993; Valli, 1997; Jay & Johnson, 2002; Farrell, 2004). In this level, the consistency between theory and practice is essential. Decisions in this level depend on value judgment. At the final level, critical reflection, teachers reflect on ethical and moral consequences of their actions. This level is in constant battle with personal and professional belief system. Both personal practices and social conditions are critically focused. Social justice, equity, and democratic ideals are included in this level. The most important part of this level is acknowledging the unbreakable link between classrooms or schools with the broader political and societal arena. Decisions in this level are based on value judgment (Larrivee, 2008).

For higher levels of professional education, Jay & Johnson (2002) created an outline of reflection with three intertwined dimensions. In the first dimension, description occurs. Following the descriptive dimension, comparative dimension takes alternative perspectives or ideas and reframes them. Finally, in the critical dimension, a new perspective is formed.

Zeichner and Liston (1996) list five levels of reflection that can be used during teaching.

- Rapid reflection – teachers' immediate, continuous and ongoing and self-acting action
- Repair – after the interaction with the students, the behavioral change made by teachers.
- Review – the point of thinking, writing or discussing one aspect of teaching.
- Research – getting more knowledge and consideration by doing research.
- Retheorizing and reformulating –with the help of academic theories, the process of critical examination of teachers' practices or theories by themselves. These 5-R levels of reflection summarize the stages followed by reflective teachers and are also useful for teachers to become aware of their levels of reflection.

Quinn (2000) states that although there are different models, they all include three main processes. These are retrospection, self-evaluation and reorientation. The first one is thinking about a past experience. Evaluation of the actions and feelings makes up the second process and the last one is the alteration as a result of the self-evaluation process.

2.2 Reflective Teaching in Teacher Education

Reflective teaching has great importance and implications for language teaching since teachers intellectually and socially play an important role in influencing their students' thinking and performance in a positive way (Kano, 2017). Teachers, however, often do not pay much attention to professional development activities (Goodlad, 1983) and might not consider professional development in schools as a responsibility. Greene (1979) claims that there is a tendency to show some parts of unexamined reality as normal and unquestionable despite the importance attached to critical thinking and experimental intelligence. That is, in teacher education, reflective skills are taught; however, improving the attitudes for a truly reflective teaching to happen has been often ignored. Research on student teachers' reflection suggests that their reflection level is superficial and far from being satisfactory (Calderhead, 1987). There appear to be some reasons behind this failure (Calderhead, 1989). For instance, they just focus on delivering the lessons instead of what is going on in the classroom and how it is actually going rather than realizing the broader aspects of teaching and questioning the underlying assumptions. Another reason may be the unwillingness of practitioners to be self-critical. Also, their analytical skills might not be good enough to examine their own skills and practice.

Teachers' role in education is highlighted by the Education and Training Inspectorate (ETI) as reflecting on the outcomes provided by students, assessing these outcomes, and deciding whether teachers actually contribute to the improvement in classrooms or not are seen critical. Besides, it is important while reflecting that wider contexts are taken into consideration, lessons' efficiency is analyzed, and novel ways are searched to improve learning. (Education and Training Inspectorate, 2005). According to Dodds (1989), the process of making choices and reflecting ought to be programmatic themes and all features of the program must cater to enhancement of two characteristics of teaching professionals, namely reflection and making choices. Teachers need to be provided with the opportunity to be the students of their own teaching context by making conscious choices and reflecting on these choices.

While there are some minor problems that may hinder a comprehensive understanding of the importance of reflection in teacher education, the concept itself is gradually gaining popularity. For almost two decades, researchers have focused on reflection and its usage in teacher education. On popularity of reflection Osterman (1990) states:

"*Reflective practice has been a surge of interest as a means of professional advance over the past few years. The number of retention and in-service initiatives which integrate reflection activities that use knowledge and reflection to improve professional skills has grown rapidly in the education field*." (pp. 133-134).

In their in-service workshop that reveal the perspectives of participating teachers, Killian & Todnem (1991) have claimed that reflecting is a way of professional and individual development. In that vein, Canning (1991) puts forward the claim that teachers taking part in reflective teaching workshops become reflective practitioners, and "*reflection is an experience which leads them to insight about themselves as actors in their worlds*" (p. 21). Reflection can be utilized by teachers to improve their self-confidence and develop their own teaching styles.

Reflective teaching is useful for professional teacher development because it encourages teachers to search for novel ways of managing the classroom and interact with students from versatile perspectives, based on assessment data (Soisangwarn et al., 2013). It is sometimes claimed that programs directed at endowing teachers with reflective teaching skills are the most famous teacher training programs that prepare teachers to teach without criticizing the schools of today, but it is clear that today's schools play a substantial role for the wider society in the reproduction of social and economic inequalities (Apple, 1979). Russell (1988) points out that early stages of teaching are good at gaining mastery of classroom routines, but more effective teaching practices only take place upon teachers' understanding of their own practices and reflection on their work. This kind of reflection requires some degree of knowledge, certain critical skills and basic practical competence with self-competence. Besides, student-teachers' beliefs have great influence in their gaining an understanding of students from their preservice trainings and in the way, they become teachers (Calderhead, 1989).

As stated by Hacifazlioglu et al. (2017), teachers could feel attached to practices and find new ways for cooperation via active interaction and cooperation. Thus, we can consider reflective practice as a means of professional development (Tutunis & Hacifazlioglu, 2018). In teacher education, mentors try to build relationships with their mentees that are based on mutual respect, trust and professionalism; and these relationships

let mentors develop an understanding which encourages students to reflect and share their experiences (Tutunis & Hacifazlioglu, 2018). As it can be understood above, mentoring and reflection are often interrelated and closely related.

Starting to question processes of learning and teaching forms the departure point in teaching. This initial step is followed by others including finding evidences, interpreting them, sharing the findings, and changing practices (Kano, 2017). One of the key elements in teaching is understanding how people learn, what practices are useful, and what we have learned about teaching. Teachers are expected to see teaching from versatile perspectives rather than their own views to be able to become more reflective (Schulman, 1987). When all the points made so far are considered, reflective teaching helps us shed light on the process of learning and teaching for students, teachers, and student teachers. However, how one is regarded as a reflective teacher remains a crucial question. Soisangwarn et al. (2013) explains that teachers who are critical of their thinking about what has happened during in-class teaching and embrace alternative means of achieving goals are regarded as reflective teachers. Along the same line, Liston & Zeichner (1990) suggest that should teacher trainers let future educators act more wisely and think about their actions, then reflection on beliefs, values, passions, and images can occur.

For Dewey (1933), reflective teaching can be considered as an approach that may be used for teacher training programs and vocational development. To ensure that learning and teaching continue effectively, it is an undeniable fact that educators ought to have required information, skills, and competencies (Rosenberg et al., 2004). According to Gurol (2010), reflective teaching is a method that teacher can use with other methods such as critical thinking, creative and analytical thinking, and metacognition in the learning process. Reflective practice makes it necessary for a commitment towards a change and self-development, and when teachers are really dedicated to do what needed to be done, reflective practice can be very effective for professional growth (Quesada, 2011). Another crucial aspect of teacher education is that a student-teacher should analyze many types of methodologies, strategies, and most importantly reflective inquiries as early as possible in training stage (Quesada, 2011). He adds that "*both mentor and student-teacher share their opinions using synthesis, analysis, evaluation, and reflection, and the problems faced could be solved through reflection-on-action and reflection-in-action*" (p. 7).

Since there are different understandings of the nature of reflective teaching and relatively little is known about reflection and how it is facilitated in

teacher education, teacher educators inevitably face a situation where they must explore and evaluate their own programs, develop strategies, structures, and activities to promote reflection, and discover more about reflection and its development as a result of on-going evaluation.

In both pre-service and in-service teacher education, programs have recently been revised based on reflective teaching concept. However, as there is not a single, well-defined and agreed-upon definition of reflective teaching and its scope. Hence, teacher education programs use Schön's (1983) epistemology of professional practice and Van Manen's (1977) opinions on practical knowledge. These two considerably differ in terms of content, reflection process and ways of development. This being the case, it is clear that Van Manen's (1977) comments on reflection have significantly influenced reflective teaching literature.

Reflections of pre-service teachers are generally descriptive, far from being related to social issues or a theory. Besides, without proper guidance, both experienced and prospective teachers may not be able to reflect critically in order to improve their practices (Larrivee, 2008). However, it is also likely that novice teachers could improve their level or reflection with the help of facilitation and mediation in a supportive environment. With the help of strategically constructed tools, even novice teachers can be aided to achieve higher levels of reflection. This proposition clearly indicates how crucial a role school environment and support from administration and colleagues can play as a facilitator in reflective teaching practices.

Calderhead (1993) proposes that teacher education programs be based upon several goals focusing on the acquisition of a sense of awareness, teaching context and its effects and analytical skills used in teaching. These goals are summarized as follows:

"(1) to enable educators to analyze, discuss, evaluate, and change their own practices; (2) to foster teachers' appreciation of the social and political contexts in which they work; (3) to enable teachers to appreciate the moral and ethical issues implicit in classroom practices; (4) to encourage teachers to take greater responsibility for their own professional growth; (5) to facilitate teachers' development of their own "theory" of educational practice; and (6) to empower teachers so that they may better influence future directions in education." (p. 93)

Creating a teacher education program built upon reflective teaching is a challenging task that requires creation of new practices, implementation of educational innovations and conveyance of aims and purposes of the program to all participants to form a shared purpose (Calderhead, 1993).

When the question of what type of disposition is the best while developing a teacher training program based on reflective teaching is taken into account, it is clear that a balanced view is the best choice because the areas underlying various ideas on reflective teaching are all intertwined (Calderhead, 1993).

As teachers use reflective thinking and teaching in their school environments, they can be viewed as reflective thinkers capable of change and reformation in the school rather than mere teachers or consumers of the curriculum (Zeichner & Liston, 1996). Nevertheless, before introducing reflective thinking to their students, this long process should start with teachers' familiarization with reflective practices, which may be achieved through reflective dialogues with their coworkers (Brockbank & McGill, 1998).

As stated by Kuit et al. (2001), reflection is more difficult when it is done in an isolated process. Therefore, using the help provided by others should always be welcomed whether they are teachers, learners, or teacher educators. Thus, collaboration with other teachers is of vital importance for reflective teaching to be efficient. One common misconception is that reflective teaching is often associated with teachers themselves and their capacity to analyze and evaluate practice as well as the context where practice takes place. However, there is evidence indicating that reflective practice requires a collaborative atmosphere that can facilitate and support practitioners (Zeichner & Liston, 1987). Besides, in his article where dilemmas in reflective teaching are focused, Calderhead (1993) raises the question of whether reflective teaching is more effective in relation to schools/groups of teachers or in relation to individual teachers. Kemmis and McTaggart (1988) state that action research groups must focus on a common concern for their research to be regarded as collaborative researchers, In addition, it has been proposed by Oja & Pine (1989) that teachers using action research gets more reflective and critical about their own teaching and learning process.

In an attempt to make reflective teaching a key component in teacher development, a model composed of five elements can help both pre-service and in-service teachers (Barlett, 1990). In the first stage termed as *mapping*, teachers should observe their beliefs, methodologies and attitudes etc. In the *informing* stage, meaning of teaching process and teachers' aims are questioned. In *contesting* stage, discussions with colleagues are promoted by sharing opinions and thoughts. The fourth stage *appraising* requires finding new ways to teach and create novel ideas to solve emerging problems. In the final stage *-acting* stage-, one embraces a continuous process of practicing, observing, analyzing, and evaluating. What makes Barlett's model a favorable

and important one is that reflection is on the center in every stage promoting professional growth.

A class for teacher training ought to possess two different types of knowledge, as stated by Wallace (1991). The first one is received knowledge -- getting accustomed to the general concepts, skills, theories and research. The other - experiential knowledge- includes practicing and having more chances of reflection on knowledge-in-action. That is, Wallace's (1991) categorization of knowledge types indicate the importance of knowing and experiencing, -theory and practice for teacher education.

According to Applegate (1981), reflective thinking used in staff development programs is intended to make it possible for experienced teachers to practice versatile instructional ways in a non-judgmental and non-evaluative environment with feedback provided by colleagues. The author found in her study that the teachers participating in the program responded well to the reflective teaching strategies.

Reflective model developed by Wallace (1991) can also be applied to pre-service and in-service education. This model includes three stages labelled as pre-training, professional development and professional competence. These stages make this model different from other models as it outlines a continuous cycle of practice and reflection. Besides, reflection is possible before and after practice according to Wallace's model.

Another model by Smyth (1991) presents a reflective practice model that highlights professional empowerment and transformation. This model takes into account social, political and cultural context of teaching. Teachers need to engage in four different forms of action while teaching if they wish to remove the constraining and limiting forces. These four steps are describing, informing, conforming and reconstructing. The model aids teachers "*to use their own capacities to formulate and implement agendas for change*" (Smyth, 1992, p. 135).

There have been many studies in the literature concerning reflection on teacher education and professional development, some of which are noteworthy to mention. For example, Sparks-Langer et al. (1991) presents an in-service program where the aim is to help teachers to reflect on their actions while teaching as well as their consequences and outcomes. The findings in their study showed that teachers' reflection reached to a level where more contextual factors were taken into consideration while instructional events were interpreted. However, the results also showed that the program did not yield levels of critical reflection. In another study

carried out by Wildman & Niles (1987), it was found that discussions, observational trainings, and teachers' analysis of their own teaching video tapes contributed to participants' reflection levels and these reflection tools helped them become reflective practitioners. At the end of the study, the participant teachers' understandings and statements evolved into critical and analytical ones.

Emphasizing the fact that teachers' perspectives of knowledge might enhance reflection, Rovengo (1992) carried out a study that aimed to describe the perspectives of teachers during a course where opportunities of reflection are given. However, attempts to obtain results through this study failed, and it was concluded by Rovengo that "*the desire to foster reflection does not carry with it any easy answer*" (p. 509).

According to Farrell (2007), in the field of language education, there has long been the belief that educators must revise their habits in educating and learning incessantly. This belief underlies design and implementation processes of teacher training plans and has turned into an aspect of educators' profession while they are interacting with reflection (Farrell, 2015). Many years before, Dewey (1933) asserted that educators were avoiding reflection on their studies since their motions were designated within the limits of general beliefs and authorities rather than informed choices and decisions. That dependence on the habits and repeated practices puts teachers inside a prison of burnout (Farrell, 2018). Reflection is seen as a continuous problem solving and decision-making tool to be used (Dewey, 1933), so schools might follow these strategies as a directory to benefit while getting prepared for educational goals.

According to Quesada (2011), EFL and ESL teachers can better adapt to educational system and related processes when provided with opportunities to reflect and talk about their activities in an attempt to enhance learner performance. Schön (1987) claims that teachers need to make more effort to be able to move beyond simply describing or modelling an action and achieve deep learning, which is especially of importance regarding that teachers are highly likely to bring their personal beliefs, values and assumptions about students and/or their teaching practices. Through reflection, professionals in EFL/ ESL setting may have the skills and knowledge to react, examine and assess what they have taught so that they improve their teaching, make necessary change and develop teaching practices (Quesada, 2011).

Brown et al. (1999) claim that reflection ought to involve engagement and proactiveness so that it won't turn into a selfish process. Teachers that

frequently use reflective teaching in their lessons do not apply the same lesson for themselves. Learning and teaching processes are so intertwined that it would be wrong to try separate them by putting borders and walls between. Should teachers have the chance to learn and apply something new in their classes at the same time? Wouldn't it be weird to lose such a chance? This is also valid for language teachers all around the world.

For an ELT/ESL teacher, trying to be a reflective teacher can be a challenging task due to time constraints, so it needs to be considered as an ongoing process. Even a minor step to become a reflective teacher can be indeed valuable. Being open-minded, wholehearted, and responsible at the same time will provide the practitioner with many advantages such as having an interest in listening to others, self-evaluating themselves, and seeking out the truth in order to find solutions (Quesada, 2011).

2.3 Reflective Teaching Tools and Skills

There are several models and methods that can be used in reflective practices, to mention a few, DATA model, model of critical thought, model of learning actively, method of action analysis, method of critical incident, method of idea mapping, and method of narration are common examples. DATA method is described with quart levels of describing, analyzing, theorizing, and acting by Peters (1991). As noted earlier, these four stages can be repeated when the theoretical assumptions do not give accurate and complete explanation of what happened. Imel (1992) supports this view by putting forward the idea that any possible discrepancies between theory and practice are overcome by revising theories and repeating the stages.

Secondly, the critical thinking method is summarized by Brookfield (1987). According to Brookfield, a triggering event is taken as a point of problem; alternative ways of solving the problem are prepared; and insights from new experiences are gained. For the final stage, a synthesis is provided with reflections on what is learnt, which provides a coherent principle.

The experiential learning method is the third method and described by Kolb (1984). Though this method is used for courses for adults, it is also used for reflective purposes. Teaching represents the tangible aspect of Kolb's learning process, and understanding is acquired by conversion of experience. The cycle starts with practical experience and ends with analytical analysis, theoretical conceptualization and productive exploration.

The next method for reflective teaching is called the action research method. Elliott (1981) describes action research as research efforts intended for improving the quality of ongoing action where it refers to the study of

a social situation. McKernan (1996) further adds that action research aims to improve the efficiency of practice by enhancing the understandings of problems and situations by practitioners. "*Action research involves changing aspects of your teaching systematically, using whatever on-the-ground evidence that you can obtain that enables you to judge if the changes are in the right direction*" (Biggs & Tang, 2007, p. 51).

Although there is not much empirical evidence for reflective teaching in physical education literature, Tinning (1987) presents a study where student teachers worked with an issue through action research by cooperating with their peers and supervisors. At the end of the study, they showed improvement in certain teaching aspects which they considered essential; and their understanding of versatile issues also improved.

Kemmis and McTaggert (1998) base their model of action research on the cyclic repetition to prepare, act, watch, and reflect. The first phase begins by describing the problem, hypothesizing the problem condition and establishing a hypothesis and action plan. The next step is acting and observing it. Finally, the whole process is reflected upon. Liston & Zeichner (1990) emphasize the essentiality of the cyclical process of self-reflection, action, observation and reflection that happen in the contexts of teachers, but educators employing action research use such practices and activities more attentively and give their attention to certain occasions. However, Elliott (1988) also indicate the fact that this cycle can sometimes change.

"The teacher changes some aspect of his or her teaching in response to a practical problem, and then self-monitors its effectiveness in resolving it. Through the evaluation, the teacher's initial understanding of the problem is modified and changed. The decision to adopt a change strategy therefore precedes the development of understanding." (p. 28)

The critical incident method focuses on such aspects as the reasons behind the failure or success of an incident (Brookfield, 1990).

The concept map method includes identifying, predicting, comparing and analyzing. It is also suggested that it would be useful as a method of reflecting to ask questions such as 'Are any concepts missing? and 'does any contrasting map come out?' (Deshler, 1990).

The final method for teaching professionals is the storytelling method by Mattingly (1991). The process involves asking questions about the narration such as what happened, why it happened, what were the expectations, what it meant to the participants. This narrative storytelling process lets a sense of experience form and thereby helps reflection.

Farrell (2007) has asserted that there are some ways for teachers through which they reflect such as teaching journals, critical friends, classroom observations, teacher development groups, and action research. Firstly, it is suggested that teachers can settle their own thinking, find out about their practices and beliefs, get more conscious of their teaching styles, and monitor their own practices by writing in a teaching journal on a regular basis (Farrell, 2018). Writing is seen as an important feature of reflective practice (Brookfield, 1995). One way to systematically reflect is keeping a reflective journal. It helps teachers keep track of their development and contributions to experiences (Larrivee, 2000). The author also adds that "*these journals are a perfect way to store frustrations, solving internal conflicts, asking questions, solving problems, recording important events, seeing patterns, naming relations and tracing life patterns and themes"* (p. 297).

Critical friends refer to those teachers that are collaborated with in order to both improve several aspects of teaching and encourage reflection. This type of friendship is different from a consultancy in that the former takes the role of a trusted friend, and the latter focuses on obtaining results in a professional manner. Such an understanding of professional friendship can develop awareness of classroom teaching and reflective abilities in addition to enabling communication in a sympathetic and constructively critical way (Farrell, 2018). However, to be effective and useful, it should be remembered that the focus should be on being critical but friendly.

Teacher development groups might also help teachers be reflective teachers (Farrell, 2014). Gatherings in a teacher development group can let the teachers strengthen what they have and compensate for what they are lacking. Farrell talks about three types of development groups: teacher groups outside the school environment, peer groups within schools, and virtual groups on the internet. As the group moves forward, all the participants may grow professionally and interact with one another.

Another way to ensure improvement in ELT could be reflective inquiry groups. Such groups provide mutual respect, understanding and development for the problems experienced in classrooms. What is essential here is the cooperation and info-sharing between colleagues in order to describe the situation, analyze it and find a solution (Quesada, 2011).

As one of the most applied methods of reflective teaching, classroom observations prove useful for reflective teachers. However, as Richards & Lockhart (1994) state, teachers generally could be unwilling to let their classes be observed because they consider such practices as a way of evaluation. Still, observation during the course of in-class experience is a significant

aspect of reflection since it lets users evaluate what they have done so far and alter their teaching practices when needed (Schön, 1983). Since there are many activities, events, and problems in classrooms, it is quite possible for teachers to overlook some parts and details. Thus, observing a class may aid teachers acquire awareness of what is happening (Farrell, 2018). Observation of the lessons may be conducted individually, with two students or in separate smaller groups. Self-monitoring with or without code systems could be achieved by journal reporting, self-reporting or taking a record of the lessons. By examining what has been penned or has been noticed and seen on the audio recordings later, elements of education that might not have been evident during the class could become perfectly clear and more meaningful to the instructor (Farrell, 2007).

Observing others teach is still another opportunity for reflection thanks to advantages it presents. Joyce and Clift (1984) state that learners and educators without access to this kind of opportunity may not have confidence in their abilities, and this lack of confidence can be evident regarding the unwillingness shown by many educators to let someone observe their classes. In the same manner, observing others teach might have a positive effect on teachers and students on building confidence in their own competences, which can help real life classroom activities and situations (Gore, 1987).

For self-observation, there are four modes of reflection, which are 'reflection to teaching', 'reflection in teaching', 'reflection on teaching' and 'reflection for teaching' (Soisangwarn et al., 2013). Self-observation is something different from passively watching the class and is also a way of focusing and collecting data about teaching (Wajnryb, 1999). Observing themselves provides teachers with a meta-language, which promotes awareness about classroom realities by sharing experiences and information with colleagues, peers and school administrators. Another great aspect of self-observation might be the mutual trust and respect between colleagues, which are of critical significance in educational environments.

Action research involves the investigation of a problem faced by a teacher while teaching. It may be about a particular class, student, teaching method, curriculum or material etc. and convey some solutions that can be applied immediately to practice. On the matter of facing problems or new challenges, Pickett (1996) states that a competent practitioner should learn how to think and take on a new step when faced with an unexpected problem. Teachers should collect concrete evidence about the given problem and then with a cycle of pre-defined procedures find possible solutions. There are certain steps to be followed to carry out an action research: identify the issue, review

the literature, ask questions to narrow the required literature, choose the data to be collected and method to collect data, then collect, analyze and interpret the data and develop, implement and monitor the action plan (Farrell, 2018; 2007).

Teacher role identity is formed by teachers over their careers by constructing and reconstructing their self-image and this can be seen in their professional roles (Farrell, 2018). This identity involves emotions, values and beliefs about teaching; and reflection helps teachers understand themselves since it carries these implicit opinions into a new phase of understanding. As stated above, all these methods can be used in different contexts to carry out reflective teaching and help teachers to improve their teaching skills to be reflective practitioners.

Reflective teaching tools are also versatile and used in different contexts. Five reflective teaching skills stated by Dymoke & Harrison (2008) are observation, communication, judgment, decision-making and team working. Observation tool makes it possible to notice emotions and behaviors of teachers and involves gaining awareness and noting/saving a record to differentiate things from their contexts (Mirzaei et al., 2013). As a long and detailed process, the observation tool helps the teachers understand and see the situation they are in. Some of the ways to do so may be drawing, writing, audio-recording, and photography. Visual and audial records could also be considered feasible for teachers in order to reflect more since they can be used for individual self-assessment and peer assessment (Burns, 1999). These tools can be quite handy to understand what is going on in classrooms; whether they are verbal or non-verbal ones like mimics and facial expressions.

Communication tool can be implemented to reflective teaching in many ways such as keeping a diary or journal and writing a portfolio or e-portfolio. As reflective practice is a continuous and active process (Schön, 1983), educators can ask themselves some open-ended questions and write answers using one of the communication tools above. These questions may include: What did I do? What was I doing? What is going on? What is the reason? and Why? Holly (1989) proposed that writing facilitates the consciousness, which is described as awareness by Dewey. She also indicates that techniques like writing keep teachers ready to find out about their practice, picture classroom life, and reflect on what is experienced. Reflective writing strategies also improve awareness that helps professional judgment. The author also suggests writing as it enables teachers and learners to know themselves and describe the contexts.

For the judgment tool, teachers need to be absolutely clear about a situation and its dimensions. When teachers are also included in the situation or event, precautions should be taken to ensure that judgment process is impartial. As Dymoke & Harrison (2008) have stated, for such situations, what matters most is to have better opinions as it is a waste of time to search for perfect ones.

Decision-making skill can be described as taking some actions in order to reach a desired goal. For decision-making process, reflective practices make it possible for teachers to see the problems and deal with them more easily. It can also be claimed that reflective practices let teachers see the weaknesses and strengths of a chosen action.

Team working skill is one of the most important skills for teachers' reflective teaching practices as most of the time teaching may not be an activity that can be continued alone. Teachers need to cooperate with teachers and participate in teams. This collaboration helps teachers improve reflectivity in teaching in their career journeys.

All these five skills are essential and applicable to the stages of teacher learning. Cruickshank et al., (2006) state that these reflective thinking skills can be improved with interactions by dialogue journals, teaching portfolios, and purposeful discussions. Some of these tools are stated by Dymoke & Harrison (2008) as getting a record of something, drawing, keeping records, photo taking, keeping journal, planning lessons, portfolio, and co-teaching. Tok (2008) puts forward that there are some variables hindering the process of reflection for students; however, some solutions could be implemented to ease the process and change the attitudes towards reflecting such as designing activities in a collaborative, creative problem solving, and understanding atmosphere allowing for more time.

There are several reflective strategies applied by teacher educators to improve the reflective capabilities of preservice teachers. These could be classified into six broad categories: (a) writings, (b) curriculum inquiry, (c) supervisory approaches, (d) action research, (e) ethnography, and (f) reflective teaching (Zeichner, 1987).

Writings help preservice teachers develop an inner perspective about their own classroom practices and they are usually supposed to keep logs, portfolios, or journals during courses. Wallace (1998) states that journals can be very helpful to be reflective because they could not only improve the way teachers present and students receive information but also make it easier for researchers to relate their classroom events using journals. These

writing activities may aid future teachers in focusing their attention on specific aspects of teaching and schooling (Tsangaridou & Siedentop, 1995). According to Stover (1986), writing has the power to help teachers see their own contents of teaching, test their ideas, and form structures and schemes for their future classrooms. Maas (1991) outlines a process where he used different forms of writing with student-teachers to help them to reflect on all aspects of their teaching and notes that this process had a positive influence on students.

There is some ongoing discussion on the benefits of e-portfolios for teacher education (Barton, 1993). According to Parkes and Kajder (2010), the main benefits of e-portfolios are integration, explicitness, authenticity, and critical thinking. However, while reflecting on e-portfolios, students need some help from their teachers, Fernsten & Fernsten (2005) state teachers can help students by providing a supportive and safe environment, providing sufficient and strategic response examples, and giving models, definitions and feedback in a shared discourse. When these expectations and needs are met by teachers, e-portfolios could be helpful in reflective teaching. Through e-portfolios, students can get the opportunity to show how their reflective practices allow for improvement and growth. Parkes and Kajder (2010) claim that by constantly reflecting, students select, reflect, and connect, which in turn presents more opportunities for further development.

Likewise, Bolin (1988) found that student journals helped teacher candidates become more deliberate about their teaching, and similarly, Oberg (1990) claims that the action research journal affects students positively. Furthermore, Richert (1990) in the study with 12 preservice teachers enrolled in the Stanford Teacher Education Program, gathered data from self-report interviews about the processes of reflection and concluded that partner reflection and portfolio reflection are particularly helpful for reflection. Professional development journals are written records of experiences and emotions about planning, preparing, and teaching/learning (Scales et al., 2013). These journals can contain general accounts of learning sessions and critical incidents. As it is written about you by yourself, it is a way of dialogue with yourself. Thus, commenting on the actions and not being discreet might be valuable for reflection process. For these journals to work as planned, they should be reviewed regularly. They carry high importance as they may prove useful for continuous professional development.

It is teachers who apply the curricula in education but how many of them could give voice in the planning process is debatable. Curriculum inquiry gives this chance to teachers by teacher educators in order to let teachers

become future decision makers (Zeichner, 1987). The process of curriculum inquiry approach starts with the theoretical knowledge about curriculum; is followed by analyzing actual curriculum and finalized by developing its materials into a new curriculum. The curriculum inquiry approach is useful for prospective teachers to be more reflective teachers (Zeichner & Liston, 1987), yet these depend solely on the instructors' and students' comments.

Supervisory approaches can also effectively develop reflective abilities and are also used by teacher educators. By using these methods, educators can help new teachers focus on the theory and practice of education and evaluate their instructional successes and learning experiences more objectively (Tsangaridou & Siedentop, 1995). Cohen (1981) and Gitlin et al., (1984) believe that supervisory model is helpful in stimulating reflection. Without understanding the relationship between theory and practice, being a fully potential reflective practitioner is almost impossible. In the same vein, some claim that in order to teach effectively, educators need a valuable background information; whereas others put forward the idea that theory cannot guarantee a satisfactory performance in teaching. However, both theory and practice are necessary, and balance is required while teaching (Quesada, 2011). It is stated by Collin (1996) that some teachers are not sure about the value of theory and skeptical about its usage because of their lack of information on how to use it. Dahlin (1996) also argues that we can no longer say "nothing works" because by reading and reflecting we need to understand their 'why's and 'how's for our theory and practice. Teachers sometimes show reluctance to accept the activities in the classroom as they are because it is easy to accept current circumstances as given, unchangeable and beyond critique, says Beyer (1984). What we need is to fill this gap by reflecting and acknowledging the connection between theory and practice.

Richert (1990) comments on this balance and reflection as follows:

"The ability to reason what and why you are doing — evaluating previous actions, present circumstances, and expected outcomes — is key to good training, constructive rather than habitual practice. As the moment in the instructional cycle that educators stop caring about their work and make note of it, analysis affects how you develop as a student by affecting how well you are able to learn from one's experience." (p. 509)

To summarize, understanding the link between theory and practice brings many benefits like flexibility, self-awareness, and practicality. Moreover, it gives teachers an advantage when they have much more time for reflecting, application and backing-up activities (Florez, 2004).

McCutcheon & Jung (1990) define action research as "*systematic inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of the inquiry*" (p. 148). In educational action research, the steps are planning, action, observation, and reflection; yet, these steps are applied in a system of cycle (Kemmis & McTaggart, 1988). Tinning (1987) points out that although the steps of action research seem simple and not challenging, it can prove useful by helping teachers reach and exceed their potentials for professional development.

Noffke and Brennan (1991) also support the use of action research in improving critical and reflective teaching. Moreover, Gore (1991), with an action research project, states that action research has given positive results for both student-teachers and supervisors as it enabled systematic reflection about teaching and schooling.

Ethnography is another method that can be utilized to boost teacher reflectivity. For this method, preservice teachers visit different schools and critically work on versatile aspects of teaching and schooling (Zeichner, 1987). Prospective teachers may start to understand the way schools operate by observing them on-site as cultural laboratories available for critique, interpretation, and discussion and gain insights into how these institutions operate (Beyer, 1984). Teitelbaum and Britzman (1991) suggest that ethnographic strategies become a part of courses for methods studies to help preservice teachers improve their reflection and claim that students' class discussions, journals and verbal feedback provide great opportunities for students to reflect upon and discuss educational goals and practices.

Reflective teaching is the last strategy designed to motivate teachers to improve their reflective abilities (Cruickshank, 1987). It is an effort to enhance teachers' wisdom through preservice teaching so that they can be observed, measured, and examined in order to increase subsequent performance (Cruickshank, 1985). In one of the studies of Cruickshank et al. (1981), the authors aimed to find out if reflective teaching enhanced self-expression in teaching or learning, formed positive attitudes towards education, and promoted knowledge of teaching variables. To collect data, some instruments were used such as stem completions, belief scales, attitude scales, responses to videos and semantic differential scales. It was concluded in the study that reflective teaching might be useful as an alternative technique in teacher education.

Action research, a popular methodology, has been used in many countries for decades. For example, in the U.S.A, during the 1950s several experienced teachers were encouraged to take part in various types of action research

examples (Corey, 1953; Shumsky, 1958). Moreover, according to Beckman (1957), much effort was made to teach learners how to carry out action research in teacher training programs. Action research approach has been a guide and a systemic dimension to the contemplation process for decades in order to help learners deal with problems either proactively or reactively.

According to Wallace (1987), action research is a generic term that includes plenty of strategies, the primary goal of which is to make improvements in some practical situation. This research approach is one of the several tools essential for reflective teaching. However, as teaching mostly occurs in classrooms, carrying out action research may be the most convenient one for teachers and student- teachers. Action research is described by Kemmis & McTaggaert (1988) as a form of cooperative self-reflective inquiry carried out by participants in a social situation with the aim of understanding practices, improving justice and rationality of social practices, and figuring out the situations where practices are carried out. Another comment on action research comes again from Kemmis & McTaggart (1988). The authors define action research as a form of collective self-reflective study into the social setting of the participants with the aim of improving the equality and morality of social practices, their interpretation of such practices and the circumstances in which they are carried out. Action research is a continuous and repetitive process that may necessitate multiple studies rather than a single, one-time approach as it may not be possible to reveal what is intended within the time period of a single course. It is a recursive process with several sessions to understand the negative or positive aspects of learning or teaching English (Quesada, 2011). As teachers are both observers and actors in the classrooms, they can act and reflect on an issue if they consider it as a problem. Thinking about the problem and striving to find new ways to solve it could prove crucial for being a reflective practitioner in schools and broader academic life.

Liston & Zeichner (1990) state that there are several means of reflection, and action research is one of them, and it enables future teachers to start thinking about their actions and issues in classroom. The authors also state that it is important for them to understand how existing working conditions and school policies encourage or constrain their future goals. It is claimed that reflective teaching ought to emphasize giving good reasons for educational acts (Listons & Zeichner, 1990). Also, these rationales should cover aims, purposes, and values of education and provide practitioners awareness of alternative cultural and societal frameworks. All in all, action research is a good way to put these rationales into practice (Liston & Zeichner, 1990).

Cruickshank and Applegate (1981) state that reflective teaching requires a collaborative action research, which can help EFL/ESL teachers to strengthen their decision-making processes by planning, observation, critical thinking, reflection, and intervention. On that matter, Ross (1997) adds that collaboration in action research is a strong way of personal development since teachers are challenged to find their own solutions, which is more effective than having ideas that are challenging to realize.

Kemmis & McTaggart (1982) list the benefits of action research as:

- Monitoring problematic situations critically and practically
- Being able to think systematically about what happens in the classroom
- Researching the complicated, difficult and real circumstances
- Using action for possible improvements
- Monitoring and evaluating the outcomes of the action for incessant improvement,
- Using action and reflection to have a nonrigid approach
- Finding novel ideas and turning them into action (burns, 1999, pp. 16-17).

2.4 Obstacles and Drawbacks in Reflecting Teaching

Although there are claims regarding the usefulness of reflective teaching (Elbaz, 1988; Richert, 1991), there is still a need for further studies to produce evidence that will prove these claims. Despite the emphasis put on reflection, existing literature on reflective teaching remains mostly theoretical (Calderhead, 1989), and most of the empirical studies on reflective teaching is still immature (Zeichner, 1987). Elbaz (1988) states any claim that reflective teaching has confirmed benefits is groundless as empirical evidence and further studies are needed for justification. Therefore, qualitative and quantitative studies that can confirm these mostly theoretical claims and assumptions are valuable and can contribute to reflective teaching literature.

Cruickshank (1987) and Schön (1987) has made it clear that reflective teaching is a valuable asset and contributed a lot to the literature by their seminal works, however there are still many fundamental issues open to further examination such as what teachers should reflect on and what types of criteria in reflecting should be embraced (Richardson, 1990). Therefore, the literature still welcomes academic interest and endeavor that can provide answers to these questions and fill in the gap existing in the literature.

About the flaws in reflective teaching, Cornford (2002) has stated that there are two basic ones. The first one is the weaknesses that can be found in early major journal and books, and the second one is the attention it has attracted without any empirical evidence of its efficacy. In addition to these basic ones, Cornford (2002) also states that the cognitive limitations of human brain might be regarded as another weakness as it leads to forgetting. It is suggested that being critical does not guarantee that students will remember it in the future. Although there are some ways for addressing this problem like keeping diaries or other records (Hatton & Smith, 1995), suggesting permanent solutions that are valid for an extended period of time is still a big challenge for reflective teaching.

Calderhead (1991) says *"few terms have been so widely and readily adopted in teacher education as reflective teaching. Its use has grown rapidly during the last decade, though its meaning has become obscured by its application to various forms of training"* (p. 153). Despite the fact that most of the literature pays attention to reflective strategies, the application of reflective methods and processes does not receive equal scholarly interest in the literature, and there are limited amount of research intended to examine how teachers use the process of reflection (Giaimo-Ballard & Hyatt 2012).

Finlay (2008) suggests that reflection could be so strong that it might affect the teachers emotionally and further claims that this influence might also be negative.

"Questioning the assumptions on which we act and exploring alternative ideas are not only difficult but also psychologically explosive. It is like laying down charges of psychological dynamite. When these assumptions explode…the whole structure of our assumptive world crumbles. Hence, educators who foster transformative learning are rather like psychological and cultural demolition experts." (Brookfield, 1990, p. 178)

There are several reasons outlined in the literature for the problems in reflective teaching. The main reasons for insufficient reflective teaching in ELT and in general may be teachers' not being able to express opinions freely and having inadequate positive perception of the usefulness of reflective teaching as well as relatively less experience to indulge in reflective practices (Kano, 2017). As it is clear from the statements of Kano, without understanding reflection thoroughly and experimenting with it, it seems improbable to fully benefit from reflective teaching. Thorpe (2000) also points out the fact that when teachers become reflective, they encourage their students to be reflective and to do critical evaluation. In this regard, it can be claimed that reflection leads to self-knowledge and plays a crucial

role in the professional practice development. However, this encouragement in reflection ought to be sustainable so that reflection becomes a part of teaching. Kuit et al. (2001) notes that we are often able to focus on a recent and upsetting event, but we never follow our study as our training seems to be commonplace. In their study, everyone chose the negative incidents for reflection; however, no one preferred a smooth and good incident to reflect on. This might show that there are still some misconceptions about reflection.

Rodgers (2002) outlines four problems with reflective teaching. It is believed that reflection does not have clear distinctive elements that will make it different from other kinds of thoughts and it is challenging to assess a skill with so many different definitions. Furthermore, the influence of reflecting in professional development and teacher education on teachers and students may be challenging to research. Finally, another problem is that reflection loses its value due to being vaguely defined.

Another common mistake in the literature that is associated with reflective teaching is that researchers often try to measure the quality of reflection by separating it from direct action. Nevertheless, teachers do their job within certain contexts of classrooms, and it is not simple to detach thought from action (McNamara, 1990). In other words, reflection is bounded by the context and one fails to understand it when the context, the reality, is disregarded. On that matter, Clandinin & Connelly (1987) asserts that investigators are inclined to separate actions from thoughts, but for reflection to continue, it is better to consider action, thinking and contexts as an inseparable whole.

According to Tsangaridou & Siedentop (1995), there is another important concern in reflective teaching literature; the emphasis is on prescription rather than description. These prescriptions to a large extent depend on political and philosophical discourses of scholars. For instance, it is claimed that educational practice will lead to meaningful change when theories of action are clearly shown and tested through critical reflection (Tinning, 1988). This assumption is supported by reconstructionist scholars that encourage teacher educators to promote moral, social and political aspects in teachers' works (Tinning, 1991). For example, those who carry out classroom interaction studies might claim that people are thinking when they are interacting, and actions flow from thought. The point, however, is that these two are not necessarily done simultaneously.

Although reflective teaching can provide potential positive effects in teaching, there are some factors hindering immediate implications. For

example, a single experience with reflective teaching is not likely to form critically reflective teachers. To achieve the intended outcomes, consistency is a must, and support is needed throughout pre-teaching process and at in-service training (Gore, 1987). Another difficulty in reflective teaching may be that before students agree that they need reflective teaching, they need to forget and change much of their learning. Finally, as educational institutions such as schools and universities are not completely ready for reflective teaching, structural changes must be done in relation to teachers' roles and their work (Gore 1987). Therefore, before fully concentrating on how to teach being reflective, some background changes are needed for the stage to be set for the performers; namely teachers.

For the educators' part, teachers are so busy and occupied that while claiming reflective teaching is beneficial, they should keep such factors as time constraints in mind. Thus, the educators should be informed actualists about reflection and understand who is able to perform it or when/how often it can be applied (Farrell, 2018). It would be noteworthy to indicate that reflection needs time and opportunities as teachers in different contexts and from various backgrounds show variance in adopting and carrying reflective practices. In other words, some contexts may not allow teachers to come together and reflect on their practices, which leads them to individual practices. Therefore, it might be unreasonable to expect all educators to focus at all moments and periods of their instruction. (Farrell, 2018). Every context is unique and should be taken into account separately.

Structures in education may pose another constraint for teachers in the path for reflection. Buchmann (1986) states that teachers are not mere counselors for career, social workers or adults caring for children; they also focus on the details of the educational program and presuppose the knowledge of the subject. That is, teachers must respect the limitations caused by the structures of their disciplines, and they may be constrained by these very structures and may not have the opportunity to use methods, content procedures or organizational procedures though they consider them essential. Besides, in a challenging system that requires honest and fair relations, teachers have to make some decisions not so simply resolved (Liston & Zeichner, 1990).

Professional concerns are about when reflection is practiced badly. According to Loughran (2000), on such cases, reflecting can only rationalize practices of teachers. When there is no criticism or questioning, reflection has the potential to cause prejudices and malpractice (Boud & Walker, 1998). Pedagogic concerns are about the readiness for reflection and the possibility

to cause students to avoid reflection. Novice teachers need to first examine their own theories and practices, then see the missing parts in them. That is, they need time to have some experience in order to be developmentally ready for reflection.

Jackson (1968) pictures a pessimistic future for the achievement of reflective teaching and is doubtful about the efficiency of teachers even if they have the required skills for reflection. He explains his point of view as follows:

"Unless instructors pursued much more thorough understanding of their environment, focused on greater reason in their conduct, were fully open-minded in their analysis of pedagogical choices, and deep in their perceptions of the human condition, they might well earn more praise from intellectuals, but it is unlikely that they would perform more effectively in the classroom. In contrast, it is highly probable that such grace samples, if any, would in fact have a dual of a time dealing with second graders or kindergarten students." (p. 151)

Even one of the early supporters of reflective teaching, Zeichner, began to consider it and its associated terms nearly meaningless (Zeichner, 1993). Zeichner (1981) states that lack of reflective teaching is an expected result of the rapid change in education and in such a chaotic environment, reflection and teaching are considered as noncompliant. Katz (1974) explains lack of reflective teaching based on teacher concerns, which are thought to hinder the way for reflection. Fuller & Brown (1975) points out three different levels of concerns: individual concerns, teacher related concerns and student-based concerns. It is claimed that teacher trainees are so busy with progress and individual concerns that they fail to reflect until their needs are met. From this perspective, there is a mismatch between the nature of reflection and concerns of students, which will most probably result in failure like swimming against the tide. Zeichner (1981) highlights one of the gaps in reflective teaching literature by claiming that there are numerous descriptions and analyses of inquiry skills and problem-solving capabilities necessary for inquiry; nevertheless, using these skills will merely provide a routine if they are not accompanied with a certain quality of mind.

Tsangaridou & Siedentop (1995) suggest that a major gap in research on reflective teaching is the lack of firm evidence as to whether reflective teaching training affects subsequent practice, and there are three main questions to be addressed: *"Can teacher education alter the reflective capacity of pre- and in-service teachers in a significant way? What is the relationship between the changes in reflective capacity with changes in teaching? Is a more reflective teacher necessarily a better practitioner?"* McNamara (1990) claims that

there are no empirical studies indicating that reflective teachers are better practitioners; therefore, scholars need to base their claims on some empirical studies addressing the positive effects of reflective teaching and the possible relationships between reflectivity and good practices.

Educators seem to assume that reflective thinking learned via reflective practice would be retained, generalized, and/or transferred in ordinary settings. No evidence exists to confirm this assumption. Evidence does suggest that teachers learn to think and talk about teaching events and enjoy and value reflective teaching practices. It is not known, however, whether these reflective practices indeed change their teaching practices (Tsangaridou & Siedentop, 1995, p. 228). Therefore, further evidence is needed to be able to claim that reflective teaching has positive effects on teaching, learning or teacher training.

Chandler et al (1990) states that training for reflection does not necessarily improve skills. One of these training programs developed by Cruickshank et al (1981) did not provide results for pre-service teachers. It included the use of micro-teaching, modelled performance and videotaped feedback of the performances, but it lacked attention to initial learning from models, sufficient practice, and effective performance feedbacks (Cornford, 2002). Although some evidence can be found that reflective teaching can provide enhanced ability in some studies (Stoiber, 1991), we cannot find clear evidence that these can be used for performances with superior practical teaching (Cornford, 2002).

Brookfield (1995) states that there might be positive effects of reflective practice; whereas, it is not always possible for everyone to end up as empowered. This is usually true for the teachers with little time because of the overwork they have. Ash (2002) supports Brookfield's claims by stating that novel teachers may refrain from reflecting on their practices since they are not ready to reflect on critically or constructively. Another important problematic area is emphasized by Boud & Walker (1998). The authors indicate that reflection can end up into a mechanical way where students follow a recipe totally different from the true reflection where there are many uncertainties and problems occur.

The processes that are selected and applied for reflective teacher education could be based on false assumptions. That is, most of the programs of reflective teaching may be assuming that students know and apply the knowledge and skills required for critical thinking. In some cases, these skills could be missing or need to be developed (Cornford, 2002). What we need is to

ensure that our students have the required skills and knowledge beforehand, if not, provide them with these before starting reflective teaching.

As Calderhead (1993) described, there are some dilemmas on reflective teaching for teacher education. One of these is called as "*the role of gatekeeper versus facilitator*". The former is the traditional way in which teacher educators control, guide and ensure the quality of the process; whereas the latter is at odds with the former since it has its roots in reflective teaching where critical appraisal and awareness is more welcome. Moreover, apart from being at odds with each other, the former role can hinder the latter by making learners reluctant to discuss their concerns openly.

Cornford (2002) states that thinking and critical analysis are two crucial parts of learning, but what really matters is to encourage these skills in technical teaching skills, underestimated in most of the reflective teaching paradigms because they are considered as technicality by some (Gore, 1987).

2.5 Types of Reflection

Schön (1983), contrary to his mentor Dewey, proposes that teachers not only focus on their actions after they have finished them, but also reflect on them during their research; which is often referred as reflection-in-action. As stated earlier, practitioners stop in the middle of the practice during reflection-in-action and then adjust their methods in order to develop their practice (Schön, 1983). He comments on the difference between reflection-in-action and other kinds of reflection by emphasizing its immediate significance for action. Moreover, Schön (1983) also helps us question what teachers would do if their usual works had no use due to unpredictability and if they had to act in a different manner in the middle of an action. Schön's notion of reflection-in-action is useful to support the importance of coaching, which is quite important for the first periods of schools and discussion between student teachers and teachers on teaching (Russell, 1988). Basically, reflection-in-action perspective indicates that we can think about carrying out something while we are doing it as well (Schön, 1983).

Giaimo-Ballard & Hyatt (2012) state that in reciprocal reflection-in-action, reflection is done by participants on knowledge when it is difficult to designate feedback, which is considered invaluable. Additionally, through preparing questions for feedback, teachers could inquire and challenge their current paradigms. Schön (1987) describes this process as *double-loop reflection,* and sees it as a significant way of reflecting allowing for an increased level of knowledge which may pave the way for a shift in the frames and implementation of strategies. On condition that double-loop

learning occurs, the underlying values or dispatches are critically examined by the participants and changes are made in their actions (Schön, 1987).

Despite the fact that in-class teaching experience is generally unpredictable and fast-paced, Elliott (1977) claims that teachers outside of the classroom have influence on it to some extent, and Dewey (1975) states on that matter that reflection aiming development of practicing does not necessarily occur inside the borders of the classroom to make a difference. Thus, reflecting during the practice could be done before or after the process so that one has more time, thinks thoroughly and makes considerate decisions.

Theory is only of use when it is applied and developed in practice, and the real environment for theories to be made, applied, and tested is practice (Scales et al., 2013). Therefore, it can be suggested that reflection-in-action and reflection-on-action may be the best procedures to see if theory lives up to practice.

Schön (1983) states that as reflection requires looking back after the action, reflecting in action may be too difficult for teachers given the diverse demands existing in the classroom like finishing the lesson on time. According to Schön (1987), experienced teachers could develop self-monitoring skills and adapt their practices, but inexperienced ones lack the knowledge and skills, so they tend to stick to the rules and procedures. Reflection-on-practice could assist the latter by letting them take time to think and see from a distance. Still, it can be beneficial for both experienced and novice teachers.

Pickett (1996) states that reflection-on-action occurs when a person draws implicit interpretations and perceptions that s/he retains and exposes to examination in order to gain a deeper appreciation of teacher / learner positions, motives, and behaviors.

Ross (1990) has investigated the works of Schön on reflection-on-action and identified five parts of reflective thinking;

- Facing a new educational problem or dilemma,
- Creating a response to this problem by finding out the similarities with different occasions and problem's unique aspects
- Framing the question, not reframing
- Finding the consequences of the possible solutions, experimenting with the problem
- Examining the consequences of the applied solution and analyzing it with the desired or unwanted consequences.

To make this possible, practitioners need to be aware of their actions, goals, assumptions, behaviors as well as attitudes of their students, coworkers, and teaching community (Quesada, 2011).

Reflection-in-action happens if the problems are faced and analyzed as they arise during the practice (Schön, 1983). Such reflection has the power to inform teachers and show them what steps they will take next. However, reflection-on-action, as stated by Reid (2004), could be done before or after the practice., Reid (2004) adds another one to these two well-known reflection types: reflection-for-action, which involves the planning process for future depending on previous reflection. Similar to others, it could also be carried out collaboratively. Teachers are suggested to consider some points before the practice such as the resources they have, the duration of the lesson, adaptation of resources for different learning styles, and questioning the reason why this particular topic is being taught (Grushka et al., 2005).

Although there are many who got inspiration from Schön's work, there are some opposing to his ideas. Eraut (2004), for example, states that the work lacks clarity. Boud & Walker (1998) state that the context of reflection in Schön's work is not available. Greenwood (1993) points out that Schön's work attach so much importance to reflection-on-action that reflection-before-action loses its values.

As the previous discussion indicates, Schön's works dwells on Dewey's works, so it can be claimed that reflection-on-action paves the way for reflection in action, and both of them could be applied to help instructors decide upon their prospective teaching; which can be referred as reflection-for-action (Farrell, 2018).

CHAPTER 3

3. Methodology

3.1 Introduction

Scholarly interest in reflective teaching has grown considerably over decades and the topic itself has become an indispensable part of research focusing on ways to improve teaching and student learning. In line with the increasing interest in reflective teaching by researchers and practitioners, it has also been the focus on many studies in Turkish context partially as a result of innovations in language learning and growing demand for it. When all the changes and trends are taken together, the efficiency of educational activities directed at improving teaching and learning also in ELT/EFL contexts, reflective teaching can be regarded as an important asset that can contribute positively to overall quality of language education, which can justify further research into the topic. In addition, the literature review also addresses that there are still gaps requiring empirical evidence. Therefore, the current study is carried out to investigate the level of reflection that Turkish instructors indulge in at language preparatory schools at different foundation universities in Turkey, examine the reflection tools employed by these instructors and provide insights into how reflection takes place. Considering that such issues as language teachers' perceptions of reflective teaching and their knowledge of reflective teaching tools as well as teaching processes and the quality of education have arisen as prominent areas of research in recent years in ESL/EFL fields, it is justified that investigation of reflective teaching practices in foreign language teaching settings at Turkish universities may provide valuable insights into the topic and contribute to the literature. Additionally, Turkish higher education context also presents

a unique setting in that it is one of the few settings where students receive intensive language education.

In this part of the study, the participants, the instruments, the setting and the data collection procedures are presented. In the current study, which is designed as a mixed-method study, (1) the participating instructors' level of reflection and possible variance in reflection levels based on several variables; (2) the reflection tools used by the participants; and (3) how reflection takes place will be investigated through quantitative and qualitative research methods and via data collection tools including a questionnaire and semi-structured interviews. Therefore, a mixed method design is found most appropriate to achieve the intended outcomes of the study. Mixed methods research is the approach which involves both qualitative and quantitative data to present a more detailed understanding of a research problem (Creswell, 2017). While quantitative studies are valuable studies providing a holistic picture of the case, qualitative studies, on the other hand, allow for an extended and deeper understanding of the subject. There are various kinds of mixed methods research designs that are commonly used in educational research. Convergent parallel design, explanatory sequential design, exploratory sequential design and embedded design are the four basic types, and transformative design and multiphase design have recently begun to be widely used (Creswell & Plano-Clark, 2011).

Table 3.1: Research Approaches

Quantitative Methods	**Qualitative Methods**	**Mixed Methods**
Pre-determined	Emerging methods	Both pre-determined and emerging methods
Instruments based on Questions	Open-ended questions	Both open-ended and close ended question
Performance, attitude, observational and census data	Interview, observation, document and audio-visual data	Multiple forms of data
Statistical analysis	Text and image analysis	Both statistical and text analysis
Statistical interpretation	Themes, patterns interpretation	Across databases interpretation

Source: Creswell, 2014, p.45

As detailed and summarized by Creswell (2014), mixed methods approach enables researchers to make use of both quantitative and qualitative data collection tools and to employ both statistical and text analysis.

3.2 Research Questions

Based on the literature review and aims of the current study, the main guiding research questions of the study are formulated as follows:

- Is the teaching experience of the participants a factor affecting their levels of reflective teaching?
- Is the gender of the participants a factor affecting their reflective teaching?
- Does the education background of the participants have any impact on their reflective teaching level?
- Do the participants use reflective teaching tools in their classes?
- What tools do the participants employ when reflecting upon their teaching practices?
- What is the participants' perception of their own reflection?
- How does reflection take place?

3.3 Participants

As discussed above, the current study was designed as mixed-methods study, the first phase of which is the quantitative study and it was followed by the qualitative one. For the quantitative part, the participants of the study were 100 instructors employed in eight different higher education institutions in Turkey. The participant selection procedure was as follows: First, we sent an e-mail to the preparatory schools of eight foundation universities located in Istanbul. In the e-mail, the aims of the study were explained, and instructors were invited to participate in the study. Overall, 100 instructors responded and volunteered to participate in the study. The participants consisted of 35 males and 65 females. The characteristics of the participants are presented in Table 3.2 and detailed in the following parts of the study.

As for the qualitative phase, the participants were selected using convenience sampling and maximum variation sampling methods. The participants of the qualitative study were 10 instructors from one of the foundation universities in the quantitative study and these participants were also selected from those who participated in the quantitative study. Further

information about the participants in the qualitative study are presented in the following sections of the study.

Table 3.2: The Distribution of the Participants and Their Characteristics

		N	*Percent*
Field	ELT	52	52,0%
	ELL	28	28,0%
	Translation department	9	9,0%
	Other	11	11,0%
Gender	Male	35	35,0%
	Female	65	65,0%
Degree	BA	51	51,0%
	MA	45	45,0%
	PhD	4	4,0%
Delta	No	92	92,0%
	Yes	8	8,0%
Celta	No	80	80,0%
	Yes	20	20,0%

As seen in the table 3.2 as for the departments, 52% of the participants (52) were from English Language Teaching departments, 28% of them (28) were from the English Language and Literature Departments, 11% (11) were from other departments, and 9% of them (9) were from Translation Department. It is also noteworthy to mention that the participants from English Language Teaching Departments receive their teaching certificate as a part of their undergraduate program while others are required to get additional certification in addition to their undergraduate degrees. However, it is also important to note that this is the legal procedure effective in Turkey today.

The distribution of the participants by gender is 35% (35) for the male participants and 65% (65) for the female participants. The distribution of their degree of education shows that 51% (51) had a BA degree, 45% (45) had an MA degree and just 4% (4) had a PhD degree. It is seen that more than half of the participants did only undergraduate degree while almost half of them continued their academic studies and obtained postgraduate degrees. As for the participants having received additional certification, only 28 % of them (28) had CELTA or DELTA certificates while the rest did not have any such certification.

When the participants' years of experience are examined, the mean is 12 years with a standard deviation of 9. It is a relatively high standard deviation which means that the participants were not homogeneous in terms of their years of experience. However, this variance in their years of experience presented an opportunity for the researcher to take tenure as another variable and the participants' level of reflection was also examined in terms of tenure in order to find out whether this variable interplayed with the participants' level of reflection.

3.4 Instruments

3.4.1 Reflective teaching questionnaire

The data for this study were collected through the reflective teaching questionnaire (see Appendix A) and semi-structured interview questions (see Appendix B). First, the questionnaire was administered to all instructors in the quantitative phase. Next, 10 participants in the qualitative study were interviewed about reflective teaching perception and reflective teaching tools.

With the aim of defining participants' point of views about their reflection and their use of reflective tools, a questionnaire including 53 items on a five-point likert-scale ranging from 1(never) to 5(often) was used to measure the levels at which teachers reflected on their practice. The questionnaire was developed and validated by Larrivee (2008) to assess teachers' reflective level. This instrument encompasses four levels: pre-reflection (items 1-14), surface reflection (items 15-26), pedagogical reflection (items 27-39), and critical reflection (items 40-53).

The first section covered 14 items on how educators immediately react to learners and class circumstances without contemplating possible solutions explicitly. This section of the questionnaire deals with teachers' knee-jerk reactions to learners' possession of issues and their recognition of themselves as victims of situations. They take things for granted and do not change their instruction based on the comments and expectations of learners. Sadly, this group includes those seeking educational careers. Finding ways to promote their reflective practice growth is especially valuable (Larrivee, 2008).

The next part is made up of 12 items that highlight techniques and approaches used to accomplish predetermined objectives. Educators are thinking about what works instead of recognizing the importance of goals as ends in themselves. The word technical was used most for this stage (Schön, 1983; Valli, 1997). It is also known as descriptive (Jay & Johnson,

2002). The word surface has been chosen by the author to represent a wider scope than technological issues, thereby connoting that at this stage of contemplation principles, attitudes, and perceptions that are "beneath the surface" are not considered.

The items in the third part, pedagogical reflection, explore whether the respondents apply the body of knowledge of the profession and popular ideas about best activities are reflected. This stage of reflection receives perhaps the most criticism and is subject to considerable disagreement in terms of its structure and classification in the literature. Practical, theoretical, analytical, deliberative, and comparative are the names used by different leading researchers (Van Manen, 1977; Day, 1993; Valli, 1997; Jay & Johnson, 2002; Farrell, 2004). The term 'pedagogical' was used because it is a broader term, incorporating all the other terms to signify a greater level of interpretation focused on educational expertise, theory and implementation of these. In pedagogical reflection, educators focus on instructional targets, the ideas that are important for methods and the relations linking abstract concepts and reality. The educators participating in pedagogical meditation seek to clarify the theoretical foundation for classroom experience and promote continuity between theory (practice and theory) and the theory used (the real practice in the class) (Larrivee, 2008).

The last dimension in the questionnaire, critical reflection, comprises of 14 items. The consequences of morality and ethics of their teaching activities on students are commented on by teachers at this point. Critical reflection requires testing casual and teaching belief systems. Educators who are consciously analytical focus their efforts on their own experience both internally and externally and on the social circumstances in which lessons are held. Students are concerned with equality and social justice issues arising from school or other contexts and try to align their work with democratic ideals. Recognizing that the discipline of classroom and education could not be differentiated from the common social and political contexts, critically reflective educators seek to become fully aware of consequences of their actions' continuum. In the literature, the word critical reflection has the most agreement as a degree of contemplation exploring the legal, financial, and political implications of one's action.

Self -reflecting usage or criticism of belief system is considerably complex. Despite the fact that some do not consider this dimension, others see it as rooted in the essential reflection. In addition, some conceive of self-reflection as a distinct entity. Hatton and Smith (1995) refer to this form of reflection as dialogical; Valli (1997) as intimate, and Day (1999) as intrapersonal, all

emphasizing the dimension of self-dialogue. Cole and Knowles (2000) also differentiate between positive and reactive investigation. The fundamental critical analysis is the idea that the theories behind all action are unclear. Reflexive inquiry is analogous to self-reflection and is characterized as a reflective inquiry within the framework of inner lives with the aim of connecting personal lives with academic careers and recognizing personal (including early) effects on professional practice.

Based on the assumption that knowing oneself is a requirement for understanding others, the conceptualization of self-reflection as a vital aspect of critical reflection is important. Therefore, all democratic values and self-reflection are included in the critical reflection. Self-reflection includes exploring the effects of practices on students and their experience of one's views and beliefs, perceptions and opinions, social experiences, and social conditioning (Larrivee, 2005). This requires a thorough examination of values and beliefs, reflected in the experiences of teachers and students ' aspirations. Beliefs about the ability and desire of students to learn, perceptions about the actions of students, particularly those from different ethnic and social backgrounds, and requirements formulated based on the instructor's own value system influence the actions of teachers (Larrivee, 2008).

A brief summary of each level of reflection is presented in table 3.3.

Table 3.3: Different Levels of Reflection

Level of Reflection	Characteristics
Pre-reflective	Teachers respond to classroom situations in automatic ways, take things for granted without questioning, and do not modify their teaching style in relation to students' feedback.
Surface	Teachers focus on methods and strategies used to achieve predetermined goals.
Pedagogical	Teachers consider the theories underlying teaching methods, the instructional goals, and the relationship between theory and practice. They attempt to develop connections between their espoused theory (what they believe they do) and their theory in use (what they do in the actual practice).
Critical	Teachers examine ethical and social implications and significance of the classroom actions.

Source: Taken from Ansarin, Farrokhi & Rahmani, 2015, pp.140-155

3.4.2 The semi structured interview

For the qualitative phase of the current study, data was collected through semi-structured interviews conducted individually with ten participants. As indicated by Robson (2002), the reason behind semi-structured interviews was to explore and analyse in greater depth. Therefore, it is well adapted to explore teachers' views and viewpoints on more complex and sensitive issues and add to the quest for more clarity and response information (Barriball & While, 1994). Semi-structured interviews often provide useful insights to maintain data reliability and test the quality of participant responses to the queries in the instruments listed above (Gordon, 1975, as quoted in Barriball & While, 1994). The questions were given to the respondents in advance before they were questioned in order to maintain their awareness of the interview process (see Appendix B). The qualitative phase of the study is documented in detail in the following parts of the report, with special reference to the participant selection, sampling methods, data collection and analysis and reliability and validity. Therefore, the discussion here is limited.

3.5 Data Collection Procedure

The data collection procedure started in the first term of the academic year of 2018-2019. Once the research questions were decided upon and formulated, the researcher conducted a literature review for questionnaires about reflective teaching. Based on the literature review and the research questions, the questionnaire that was developed and validated by Larrivee (2008) was found most appropriate to apply the participants to assess their reflection level. The quantitative data collection procedure was followed by statistical analysis of the data obtained. Then, the qualitative phase began with the selection of the participants. The present study offered a mixed type of design, aiming at observing the participants in their own contexts without any intervention or treatment. Thus, it is generally accepted that the terms validity and reliability are of greater concern in quantitative studies, in which all the levels, variables and factors are to be strictly controlled to secure the internal and external validity (Dörnyei, 2007).

The quantitative data collection lasted three weeks. For the study, the reflective teaching questionnaire was administered to the participants to find out how they evaluated themselves as reflective educators and if they knew about different tools used for reflective teaching. The aim of this questionnaire was to investigate whether teachers had the perception of reflection level in their teaching practice, and if so, examine what reflective teaching tools they used, so that a general framework would be obtained

about the participants regarding their knowledge on reflective teaching. Then, the participant responses were collected within three weeks. Although 110 volunteer teachers gave feedback, 10 instructors had to leave the study for personal reasons. After that, the researcher sent the questionnaire to the volunteering participants and they answered all the questions in the questionnaire within a week. All the data collected were entered manually in SPSS (version 26) analysis program and appropriate tests were carried out.

In addition to this, this study was a mixed type one, using pure verbal data to understand the phenomenon and to answer the research questions. Thus triangulation, as a research technique to secure trustworthiness of the study, was used to assess the quality of the data. Other necessary modifications can also be used in order to improve security of study. As a matter of fact, qualitative studies generally possess little or no validity problems, not mentioning the external validity flaws, which stem from the administration process or a wrong decision of the researcher (Dörnyei, 2007). The reason why qualitative studies are strong in validity is that they take the phenomenon from various perspectives in a detailed way, sample real life to discuss and learn for the real life. This being the case, appropriate means were applied in order to ensure reliability and validity of the qualitative study, which is detailed in the later sections of the study.

In the following sections of the study, quantitative and qualitative findings are presented. Based on the framework developed by the researcher, first quantitative findings are presented and discussed, and it is followed by a detailed account of the qualitative findings.

CHAPTER 4

4. Data Analysis

4.1 Analysing the Quantitative Data

4.1.1 Pre-reflection level analysis

Table 4.1: Pre-Reflection Level

		N	*Mean*	*Std Dev*
Gender	Male	35	2,09	0,63
	Female	65	1,73	0,43
Field	ELT	52	1,91	0,57
	ELL	28	1,70	0,42
	Translation	9	1,91	0,59
	Other	11	1,90	0,53
Experience	0-5	27	1,84	0,37
	6-10	29	1,96	0,64
	11 more	44	1,79	0,54
Degree	BA	51	1,77	0,57
	MA	45	1,95	0,49
	PhD	4	1,77	0,28
Delta	Yes	8	1,95	0,65
	No	92	1,84	0,53
Celta	Yes	20	1,88	0,76
	No	80	1,85	0,47

At the pre-reflection level, teachers do not adapt their teaching style to students' feedback or classroom situations. They simply react automatically, rather than question situations as they arise.

When the pre-reflection level results are examined in general, it is seen that the means are low, which indicates that the participants' pre-reflection levels are low. Regarding that this is the first level of reflection and teachers indeed fail to apply reflection, the low mean scores can be evaluated positive. Additionally, when the descriptive statistics, namely the mean scores, are considered in terms of the variables of the study, it is seen that the means are close, indicating that there may not be any significant variance in the reflection at this level.

This being the case, when the mean scores are analyzed individually, it is seen that the mean scores of the male teachers are higher than those of the female with the means 2.09 and 1.73 respectively. This indicates that the male participants have higher pre-reflection levels compared to those of the female participants.

When the departments that the participants graduated from are considered, the differences are not substantial though those graduating from ELL departments have relatively lower pre-reflection levels. Similarly, the mean scores of the participants based on their years of experience do not vary substantially in the pre-reflection levels. This might be an interesting finding considering the previous literature indicating that novice teachers may find it more difficult to reflect on their classes.

Finally, the data analysis also reveals that the mean scores of the participants in the pre-reflection stage are quite similar in terms of the last degree received and certification held.

4.1.2 Surface reflection level analysis

A surface level of reflection occurs when teachers set out with predetermined goals that they wish to achieve and then select methods and strategies to accomplish them.

When the surface reflection levels of the participants are examined, it is seen that the average reflection mean scores of the participants in terms of all variables are higher than those of pre-reflection levels. The higher mean scores indicate that the participants are more occupied with surface reflection. When the mean scores are analyzed independently based on the variables, it is evident that the male participants' mean score is higher than that of the female teachers. According to the departments they graduated

from, it was revealed that the participants who completed the Translation department had the highest surface reflection level. Then, respectively, graduates of the English literature department are followed by the English language department. The lowest level of reflection was observed in the participants from other departments. However, the mean scores are quite close suggesting that gender and department may not significantly affect surface reflection levels of the participants.

Table 4.2: Surface Reflection

		N	*Mean*	*Std Dev*
Gender	Male	35	2,65	0,65
	Female	65	2,50	0,52
Field	ELT	52	2,52	0,61
	ELL	28	2,55	0,52
	Translation	9	2,87	0,39
	Other	11	2,50	0,61
Experience	0-5	27	2,77	0,42
	6-10	29	2,55	0,60
	11 more	44	2,42	0,60
Degree	BA	51	2,51	0,63
	MA	45	2,62	0,51
	PhD	4	2,43	0,18
Delta	Yes	8	2,49	0,69
	No	92	2,56	0,56
Celta	Yes	20	2,48	0,70
	No	80	2,57	0,53

When the surface reflection levels of the participants are examined based on their years of experience, the surface reflection level is the highest for 0-5 years (2.77). As can be seen in the table, this is followed by 2.55 of the participants with 6-10 years of experience. Teachers with 11 years and above experience have the lowest surface reflection level (2.42). It is concluded that the surface reflection level scores decrease as the experience increases. These findings can be interpreted in two ways. First, reflection increases over time when the participants have more years of experience when the existing literature are taken into consideration. However, a better understanding of the finding can be possible when higher levels of reflection mean scores are examined. If the participants' mean scores of pedagogical and critical

reflection levels are increasing with years of experience, then it means that experience plays a significant and positive role in achieving higher levels of reflection. If not, then it can be claimed years of experience does not affect level of reflection.

As can be seen in the table, the participants with the highest means for the surface reflection level are those who hold a master's degree, and this is followed by those who completed their undergraduate degree. The lowest mean score is by those who have a doctorate. When the surface reflection level is examined for teachers with or without Celta and Delta certificates, a total of 28 out of 100 participants had certificates. Considering these 28 people, it can be said that those who have Delta and Celta certificates are less reflective than those who do not. However, the mean scores are quite similar for both groups and this may indicate that the variance is not significant.

4.1.3 Pedagogical reflection level analysis

More in-depth reflection takes place at the pedagogical level. Here, teachers apply theoretical understanding of teaching methods to their intended goals. To do this, they consider the connections between their theory of teaching and their practice in the classroom.

Table 4.3: Pedagogical Reflection

		N	*Mean*	*Std Dev*
Gender	Male	35	4,10	0,56
	Female	65	4,33	0,44
Field	ELT	52	4,31	0,52
	ELL	28	4,20	0,45
	Translation	9	3,98	0,39
	Other	11	4,31	0,53
Experience	0-5	27	4,29	0,44
	6-10	29	4,25	0,48
	11 more	44	4,23	0,54
Degree	BA	51	4,32	0,50
	MA	45	4,16	0,49
	PhD	4	4,38	0,43
Delta	Yes	8	4,21	0,43
	No	92	4,25	0,50
Celta	Yes	20	4,17	0,64
	No	80	4,27	0,45

When the pedagogical reflection level table is examined, it is seen that the mean scores are high, with the lowest mean score being 4.10. When the means of the participants are compared to those of pre-reflection and surface reflection levels, pedagogical reflection level is substantially higher. The descriptive data suggests that the participants of the study are reflecting on their practices at pedagogical level. Regarding the importance of reflection on teaching and learning and its contributions that have been outlined in the literature, the participants' mean scores of pedagogical reflection are promising.

When the variables are concerned, female teachers have more pedagogical reflection level (4.33) compared to that of the male participants (4.10). When the departments that all the teachers graduated from are examined, it was found that the means of both the graduates from both English Language and Teaching and other departments were high, having the highest pedagogical reflection level (4.31), which is followed by the English Language and Literature department and graduates of translation department respectively (4.20, 3.98). When the years of experience of both male and female teachers were examined, it was found that the highest means were for those having between 0 and 5 years of experience, followed by 6-10, and the lowest reflective level is 11 years and over.

As can be seen in the table, the highest score among the participants for the pedagogical reflection level section is for those who have completed their doctorate studies. The lowest score is that of the instructors who have a master's degree. When the pedagogical reflection level is examined for teachers with or without Celta and Delta certificates, a total of 28 people out of 100 hold these certificates. When 28 people are considered, it is seen that those who do not have Delta and Celta certificates have more pedagogical reflective levels than those who do.

4.1.4 Critical reflection level analysis

Critical reflection, the most insightful level of reflection, is when teachers also consider ethical and social issues that may be at play within the classroom. In the questionnaire, critical reflection subdimension is the highest possible reflection level.

Table 4.4: Critical Reflection

		N	*Mean*	*Std Dev*
Gender	Male	35	3,95	0,50
	Female	65	4,05	0,49
Field	ELT	52	4,03	0,52
	ELL	28	3,99	0,39
	Translation	9	3,75	0,41
	Other	11	4,19	0,59
Experience	0-5	27	3,97	0,40
	6-10	29	4,10	0,49
	11 more	44	3,98	0,54
Degree	BA	51	4,08	0,51
	MA	45	3,92	0,44
	PhD	4	4,14	0,63
Delta	Yes	8	3,77	0,50
	No	92	4,03	0,49
Celta	Yes	20	3,84	0,57
	No	80	4,06	0,46

When the Critical reflection level table is examined, it is seen that the female participants have more critical reflection level than the male ones with scores of 4.05 and 3.95 respectively.

When the departments where all the teachers graduated were observed for levels of critical reflection, it was found that the graduates of other departments had the highest pedagogical reflection level, which was followed by the English Language and Teaching department, English Language and Literature and Translation departments.

When the experience of both the male and female teachers are examined, it is seen that the highest means are for those having between 6 and 10 years of experience, followed by those teaching for 11 years and over, and the lowest reflective level is 0-5 years' experience. Although there doesn't seem to be a linear order of reflection for those teaching more than 11 years and 6-10 years, those who are the least experienced have the lowest means for critical reflection. This can suggest that experience can be interplaying with and increasing critical reflection levels. The same pattern can also be observed for surface reflection and pedagogical reflection.

As can be seen in the table, the participants with the highest mean scores for the critical reflection level are those having done their PhD. This is followed by that of those having undergraduate degrees. The participants who have a master's degree have the lowest mean scores.

When the critical reflection level is examined for teachers with or without Celta and Delta certificates, a total of 28 people out of 100 hold these certificates. When 28 people are considered, it is seen that those who do not have Delta and Celta certificates have more pedagogical reflective levels than those who do. This is also an interesting finding as these certificates are supposed to contribute to the overall quality of teaching yet it seems that they do not increase reflection.

4.1.5 Findings on reflection levels

In this survey there are a total of four reflection levels as "pre-reflection, surface reflection, pedagogical reflection and critical reflection". Each level includes 14, 12, 13 and 14 items, respectively. In Table 5, distribution of the participants' evaluations is given for each item according to categories of "never and rarely", "sometimes", "usually and often". In addition to this, the distribution of participants' evaluations is given separately from often to never (see, Appendix C).

Table 4.5: The Distribution of Participants' Evaluation

		N	*Percent*
R1Pre1	Never and Rarely	62	62,6%
	Sometimes	29	29,3%
	Usually and often	8	8,1%
R2Pre2	Never and Rarely	75	75,0%
	Sometimes	18	18,0%
	Usually and often	7	7,0%
R3Pre3	Never and Rarely	86	86,9%
	Sometimes	7	7,1%
	Usually and often	6	6,1%
R4Pre4	Never and Rarely	81	81,0%
	Sometimes	16	16,0%
	Usually and often	3	3,0%

Table 4.5 (cont.): The Distribution of Participants' Evaluation

		N	*Percent*
R5Pre5	Never and Rarely	50	51,5%
	Sometimes	32	33,0%
	Usually and often	15	15,5%
R6Pre6	Never and Rarely	88	88,9%
	Sometimes	9	9,1%
	Usually and often	2	2,0%
R7Pre7	Never and Rarely	81	81,8%
	Sometimes	14	14,1%
	Usually and often	4	4,0%
R8Pre8	Never and Rarely	90	90,9%
	Sometimes	7	7,1%
	Usually and often	2	2,0%
R9Pre9	Never and Rarely	93	94,9%
	Sometimes	4	4,1%
	Usually and often	1	1,0%
R10Pre10	Never and Rarely	65	66,3%
	Sometimes	22	22,4%
	Usually and often	11	11,2%
R11Pre11	Never and Rarely	75	76,5%
	Sometimes	19	19,4%
	Usually and often	4	4,1%
R12Pre12	Never and Rarely	70	70,7%
	Sometimes	20	20,2%
	Usually and often	9	9,1%
R13Pre13	Never and Rarely	83	83,8%
	Sometimes	14	14,1%
	Usually and often	2	2,0%
R14Pre14	Never and Rarely	75	77,3%
	Sometimes	15	15,5%
	Usually and often	7	7,2%
R15Sur1	Never and Rarely	78	79,6%
	Sometimes	16	16,3%
	Usually and often	4	4,1%
R16Sur2	Never and Rarely	57	58,2%
	Sometimes	29	29,6%
	Usually and often	12	12,2%

Table 4.5 (cont.): The Distribution of Participants' Evaluation

		N	*Percent*
R17Sur3	Never and Rarely	55	56,1%
	Sometimes	34	34,7%
	Usually and often	9	9,2%
R18Sur4	Never and Rarely	29	29,3%
	Sometimes	40	40,4%
	Usually and often	30	30,3%
R19Sur5	Never and Rarely	68	69,4%
	Sometimes	22	22,4%
	Usually and often	8	8,2%
R20Sur6	Never and Rarely	74	76,3%
	Sometimes	22	22,7%
	Usually and often	1	1,0%
R21Sur7	Never and Rarely	65	66,3%
	Sometimes	26	26,5%
	Usually and often	7	7,1%
R22Sur8	Never and Rarely	58	59,2%
	Sometimes	33	33,7%
	Usually and often	7	7,1%
R23Sur9	Never and Rarely	15	15,3%
	Sometimes	24	24,5%
	Usually and often	59	60,2%
R24Sur10	Never and Rarely	26	26,8%
	Sometimes	53	54,6%
	Usually and often	18	18,6%
R25Sur11	Never and Rarely	10	10,2%
	Sometimes	21	21,4%
	Usually and often	67	68,4%
R26Sur12	Never and Rarely	51	53,7%
	Sometimes	35	36,8%
	Usually and often	9	9,5%
R27Ped1	Never and Rarely	2	2,0%
	Sometimes	14	14,3%
	Usually and often	82	83,7%
R28Ped2	Never and Rarely	1	1,0%
	Sometimes	3	3,1%
	Usually and often	94	95,9%

Table 4.5 (cont.): The Distribution of Participants' Evaluation

		N	*Percent*
R29Ped3	Never and Rarely	2	2,0%
	Sometimes	4	4,1%
	Usually and often	92	93,9%
R30Ped4	Never and Rarely	3	3,1%
	Sometimes	26	26,5%
	Usually and often	69	70,4%
R31Ped5	Never and Rarely	4	4,1%
	Sometimes	21	21,4%
	Usually and often	73	74,5%
R32Ped6	Never and Rarely	1	1,0%
	Sometimes	16	16,3%
	Usually and often	81	82,7%
R33Ped7	Never and Rarely	6	6,1%
	Sometimes	11	11,1%
	Usually and often	82	82,8%
R34Ped8	Never and Rarely	1	1,0%
	Sometimes	16	16,2%
	Usually and often	82	82,8%
R35Ped9	Never and Rarely	0	0,0%
	Sometimes	12	12,1%
	Usually and often	87	87,9%
R36Ped10	Never and Rarely	1	1,0%
	Sometimes	7	7,1%
	Usually and often	91	91,9%
R37Ped11	Never and Rarely	0	0,0%
	Sometimes	12	12,1%
	Usually and often	87	87,9%
R38Ped12	Never and Rarely	2	2,0%
	Sometimes	9	9,2%
	Usually and often	87	88,8%
R39Ped13	Never and Rarely	0	0,0%
	Sometimes	11	11,2%
	Usually and often	87	88,8%
R40Cri1	Never and Rarely	0	0,0%
	Sometimes	31	31,3%
	Usually and often	68	68,7%

Table 4.5 (cont.): The Distribution of Participants' Evaluation

		N	*Percent*
R41Cri2	Never and Rarely	2	2,0%
	Sometimes	20	20,2%
	Usually and often	77	77,8%
R42Cri3	Never and Rarely	1	1,0%
	Sometimes	11	11,2%
	Usually and often	86	87,8%
R43Cri4	Never and Rarely	8	8,2%
	Sometimes	30	30,9%
	Usually and often	59	60,8%
R44Cri5	Never and Rarely	3	3,0%
	Sometimes	13	13,1%
	Usually and often	83	83,8%
R45Cri6	Never and Rarely	5	5,1%
	Sometimes	24	24,2%
	Usually and often	70	70,7%
R46Cri7	Never and Rarely	3	3,1%
	Sometimes	21	21,4%
	Usually and often	74	75,5%
R47Cri8	Never and Rarely	3	3,0%
	Sometimes	32	32,3%
	Usually and often	64	64,6%
R48Cri9	Never and Rarely	4	4,0%
	Sometimes	28	28,3%
	Usually and often	67	67,7%
R49Cri10	Never and Rarely	6	6,0%
	Sometimes	32	32,0%
	Usually and often	62	62,0%
R50Cri11	Never and Rarely	1	1,0%
	Sometimes	34	34,3%
	Usually and often	64	64,6%
R51Cri12	Never and Rarely	7	7,1%
	Sometimes	28	28,3%
	Usually and often	64	64,6%
R52Cri13	Never and Rarely	2	2,0%
	Sometimes	16	16,0%
	Usually and often	82	82,0%
R53Cri14	Never and Rarely	1	1,0%
	Sometimes	10	10,0%
	Usually and often	89	89,0%

If the participants' responses to the items in the questionnaire are evaluated in general, it seems that the participants' responses for the critical and pedagogical reflection are positive, indicating that they perceive themselves as teachers reflecting upon their practices pedagogically and reflectively.

4.1.6 Comparing reflection levels

The Reflective Teaching Questionnaire is a 53-item scale consisting of four levels (Pre-reflection, surface reflection, pedagogical reflection and critical reflection). It is a five-point Likert Scale where 5 stands for often, 4 for usually, 3 for sometimes, 2 for rarely and 1 for never. The means of each level were calculated based on the corresponding items out of 5.00. Then, the variables of the research are represented by each level. Distribution of each variable (level) was tested for normality by using One Sample Kolmogorov-Smirnov Test and it was seen that all variables were normally distributed. So, parametric tests were used for comparisons.

A bivariate correlation analysis is carried out and the results are given below.

Table 4.6: The Relationships Between Levels

		Correlations			
		Pre reflection	***Surface reflection***	***Pedagogical reflection***	***Critical reflection***
Pre reflection	Pearson Correlation	1	,646**	-,452**	-,350**
	P		,000	,000	,000
	N	100	100	100	100
Surface reflection	Pearson Correlation	,646**	1	-,331**	-,378**
	P	,000		,001	,000
	N	100	100	100	100
Pedagogical reflection	Pearson Correlation	-,452**	-,331**	1	,663**
	P	,000	,001		,000
	N	100	100	100	100
Critical reflection	Pearson Correlation	-,350**	-,378**	,663**	1
	P	,000	,000	,000	
	N	100	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

According to Table 4.6, there is a high positive and significant correlation between pre-reflection and surface reflection (r=0,646; p=0,000<0,05). When pre-reflection scores are increasing, surface reflection scores are also increasing. This can be interpreted as an expected outcome as these reflection levels are the lowest ones and can be interconnected. There is a negative and significant correlation between pre-reflection and pedagogical reflection (r=-0,452; p=0,000<0,05). When pre-reflection scores are increasing, pedagogical reflection scores are decreasing. This is an important finding of the study though one can expect such a correlation. Teachers who are at pre-reflection level may not be involved in reflective practices in the real sense while those who have high pedagogical reflection levels reflect upon their practices.

There is also a negative and significant correlation between pre reflection and critical reflection (r=-0,350; p=0,000<0,05). When pre-reflection scores are increasing, critical reflection scores are decreasing. This negative correlation is also expected as critical reflection is the most intensive reflection level where underlying assumptions and wider political and societal implications of teaching are questioned and considered while teaching.

There is a negative and significant correlation between surface and pedagogical reflection (r=-0,331; p=0,001<0,05). When surface reflection scores are increasing, pedagogical reflection scores are decreasing. The findings also indicate that there is a negative and significant correlation between surface and critical reflection (r=-0,378; p=0,000<0,05). When surface reflection scores are increasing, critical reflection scores are decreasing. Finally, there is a positive significant correlation between pedagogical and critical reflection (r=0,663; p=0,000<0,05). When pedagogical reflection scores are increasing, critical reflection scores are also increasing.

4.1.7 Comparing the Participants' Properties to the reflection levels

In the following tables, the participants' properties are compared based on their mean scores in four reflection levels. If the property has two categories, the independent samples t-test is used. If the number of categories is greater than two, One-Way ANOVA is used for comparisons. Therefore, appropriate analytical tests were conducted and the results are presented.

Table 4.7: The Distribution of the Participants' Departments

		N	*Mean*	*Std. Dev.*	*F*	*p*
Pre reflection	ELT	52	1,91	0,57	0,977	0,407
	ELL	28	1,70	0,42		
	Translation	9	1,91	0,59		
	Other	11	1,90	0,53		
	Total	100	1,85	0,53		
Surface reflection	ELT	52	2,52	0,61	1,034	0,381
	ELL	28	2,55	0,52		
	Translation	9	2,87	0,39		
	Other	11	2,50	0,61		
	Total	100	2,56	0,57		
Pedagogical reflection	ELT	52	4,31	0,52	1,266	0,290
	ELL	28	4,20	0,45		
	Translation	9	3,98	0,39		
	Other	11	4,31	0,53		
	Total	100	4,25	0,49		
Critical reflection	ELT	52	4,03	0,52	1,392	0,250
	ELL	28	3,99	0,39		
	Translation	9	3,75	0,41		
	Other	11	4,19	0,59		
	Total	100	4,01	0,48		

According to One-Way ANOVA results in Table 4.7, there is not a statistically significant difference between the participants' mean scores of four reflection levels as p values are greater than 0,05. Therefore, the findings indicate that department is not an effective factor on reflection levels.

In Table 4.8, the participants' mean scores in four reflection levels are shown in terms of the variable gender.

Table 4.8: The Distribution of the Participants' Gender

	Gender	*N*	*Mean*	*Std. Deviation*	*t*	*p*
Pre reflection	Male	35	2,09	0,63	3,384	0,001
	Female	65	1,73	0,43		
Surface reflection	Male	35	2,65	0,65	1,253	0,213
	Female	65	2,50	0,52		
Pedagogical reflection	Male	35	4,10	0,56	-2,324	0,022
	Female	65	4,33	0,44		
Critical reflection	Male	35	3,95	0,50	-0,994	0,322
	Female	65	4,05	0,49		

The results indicate that there is a significant difference between the male and female participants in terms of the mean scores of pre reflection (t=3,384; p=0,001<0,05). The means of two groups are 2,09 and 1,72, respectively. So, the males' pre reflection level was higher. Another significant difference has been observed in pedagogical reflection level (t=2,324; p=0,022<0,05). The males and females' mean score are 4,1 and 4,3 respectively. So, the females' pedagogical reflection level is higher compared to that of the male participants.

In Table 4.9, reflection levels are compared based on the degree of the participants.

Table 4.9: The Distribution of the Participants' Degree

		N	*Mean*	*Std. Deviation*	*F*	*p*
Pre reflection	BA	51	1,77	0,57	1,391	0,254
	MA	45	1,95	0,49		
	PhD	4	1,77	0,28		
	Total	100	1,85	0,53		
Surface reflection	BA	51	2,51	0,63	0,519	0,596
	MA	45	2,62	0,51		
	PhD	4	2,43	0,18		
	Total	100	2,56	0,57		
Pedagogical reflection	BA	51	4,32	0,50	1,324	0,271
	MA	45	4,16	0,49		
	PhD	4	4,38	0,43		
	Total	100	4,25	0,49		
Critical reflection	BA	51	4,08	0,51	1,546	0,218
	MA	45	3,92	0,44		
	PhD	4	4,14	0,63		
	Total	100	4,01	0,49		

According to One-Way ANOVA results in Table 4.9, there is not a statistically significant difference between the participants' mean scores of four reflection levels in terms of the last degree obtained. Therefore, the findings indicate that degree is not an effective factor on reflection levels.

In Table 4.10, the participants' mean scores were compared in terms of having/not having Delta certificate.

Table 4.10: The Distribution of Participants' Delta Certificate

	Delta	*N*	*Mean*	*Std. Deviation*	*t*	*p*
Pre reflection	No	92	1,84	0,53	-0,516	0,607
	Yes	8	1,95	0,65		
Surface reflection	No	92	2,56	0,56	0,347	0,730
	Yes	8	2,49	0,69		
Pedagogical reflection	No	92	4,25	0,50	0,232	0,817
	Yes	8	4,21	0,43		
Critical reflection	No	92	4,03	0,49	1,480	0,142
	Yes	8	3,77	0,50		

According to the independent sample t-test results in Table 4.10, there is not a statistically significant difference between the participants' mean scores of four reflection levels in terms of having a Delta certificate, which suggests that having a Delta certificate is not an effective factor on the reflection levels of the participants.

In Table 4.11, the mean scores of the participants holding a Delta certificate and those of the ones that do not have this certificate are compared.

Table 4.11: The Distribution of the Participants' Celta Certificate

	Celta	*N*	*Mean*	*Std. Deviation*	*t*	*p*
Pre reflection	No	80	1,85	0,47	-0,212	0,833
	Yes	20	1,88	0,76		
Surface reflection	No	80	2,57	0,53	0,643	0,522
	Yes	20	2,48	0,70		
Pedagogical reflection	No	80	4,27	0,45	0,849	0,398
	Yes	20	4,17	0,64		
Critical reflection	No	80	4,06	0,46	1,808	0,074
	Yes	20	3,84	0,57		

According to the independence samples t-test results in Table 4.11, there is not a statistically significant difference between the participants' mean scores of four reflection levels in terms of having a Celta certificate, which indicates that having a Celta certificate is not an effective factor on the reflection.

To see the relationship between participants' experience and reflection levels, one-Way ANOVA is used and the results are given in Table 4.12.

Table 4.12: The Distribution of the Participants' Experience

		N	*Mean*	*Std. Deviation*	*F*	*p*
Pre reflection	0-5	27	1,84	0,37	0,985	0,377
	6-10	29	1,96	0,64		
	11 +	44	1,79	0,54		
	Total	100	1,85	0,53		
Surface reflection	0-5	27	2,77	0,42	3,281	0,042
	6-10	29	2,55	0,60		
	11 +	44	2,43	0,60		
	Total	100	2,56	0,57		
Pedagogical reflection	0-5	27	4,29	0,44	0,099	0,906
	6-10	29	4,25	0,48		
	11 +	44	4,23	0,54		
	Total	100	4,25	0,49		
Critical reflection	0-5	27	3,97	0,40	0,595	0,553
	6-10	29	4,10	0,49		
	11 +	44	3,98	0,54		
	Total	100	4,01	0,49		

According to Table 4.12, the only significant difference is observed in surface reflection level in terms of experience ($p=0,042<0,05$). When the experience is increasing, surface reflection is decreasing.

When all the results of the quantitative analysis are considered, it seems that reflection levels of the participants do not show significant variance in terms of the majority of the variables. The only differences observed in the mean scores of the participants are in terms of gender and experience though these variables are only effective in certain reflection levels. Other variables including degree, certification and department graduated from does not seem to play a significant role in the participants' levels of reflection. These findings of the current study are interesting in that as one can assume that

these variables may indeed contribute to higher levels of reflection. For example, graduates of ELT department are provided with more courses and have more opportunities to practice teaching compared to those from other departments that only receive an intensive program to be certified teachers. Similarly, certifications such as Celta and Delta are valid internationally and are gaining popularity in Turkish contexts for a while. However, it seems that they do not increase reflective teaching levels. Finally, post graduate education in the forms of master's degree and PhD can help practitioners of education gain new insights into their teaching experience and are expected to contribute positively to reflective teaching practices. However, the findings of the current study show that postgraduate education does not necessarily increase reflection levels, which raises important questions and areas open to further research.

4.2 Qualitative Phase

The present study was embedded in nature and performed in two phases. In the first phase, quantitative data analysis revealed what variables interplayed or did not interplay with the participants' reflection and thereby, provided answers to certain research questions. The second phase, the qualitative phase, was conducted to gain insights into how reflection took place and what tools of reflection were employed by the participants. In line with the mixed method design of the current study, the qualitative phase was intended to provide a more holistic and comprehensive account of reflective teaching and complement the findings of the quantitative analysis.

In this part of the study, the main guiding questions of the qualitative study, selection of participants, data collection and analysis, reliability, and validity issues, and findings are presented in the following sections.

4.2.1 Rationale for qualitative phase

The quantitative analysis conducted within the scope of the current study outlined certain general conclusions regarding the interplay between certain variables and the participants' level of reflection in ELT settings. More specifically, the quantitative phase of the current study aimed at testing whether teaching history, academic background and gender of the participants significantly affected their reflective teaching. It seems that the participants' level of reflection upon their teaching is not significantly affected by such variables except for a few. The quantitative study also outlined the level of reflection by the participants. Quantitative findings suggest that the majority of the participants showed relatively high levels of reflection, namely pedagogical and critical reflection. The participants'

showing higher levels of pedagogical and critical reflection may indicate that they tend to consider the underlying assumptions of their teaching methods and instructional goals; question the compatibility of their espoused theory and its practical implications; and take the macro-level social and ethical implications of their in-class activities into consideration. Regarding this, the rationale for qualitative study was to explore how this reflection took place and what tools were employed by the participants, with a special reference to potential inhibiting and enabling factors.

4.2.2 Qualitative research questions

In line with the findings from the quantitative phase and earlier studies in the literature, the rationale for the qualitative study is to explore and analyze how reflection takes place in ELT context. More specifically, the current qualitative study was guided by three main research question:

- How does reflection take place?
- What tools do the participants employ when reflecting upon their teaching practices?
- What is the participants' perception of their own reflection?

As well as these three guiding research questions, the researcher also intended to seek answers to certain sub-questions:

- Is the selection of tools by the participants affected by certain factors such as gender, academic background and teaching history? If so, how does it happen?
- What factors interplay with the participants' selection of tools for reflection?
- To what extent are the participants aware of their own reflection?

In order to find answers to the main guiding questions and sub-questions, the researcher designed a questionnaire and conducted face-to-face, individual, in-depth semi-structured interviews. Information about the participants, data collection and analysis procedures and other details about the qualitative phase are presented in the following part of the paper.

4.2.3 The participants

The participants for the qualitative phase were selected through convenience sampling and maximum variation sampling methods, respectively. The participants were selected among the ones that partook in the quantitative study. The researcher included the participants employed in

her own institution. Although convenience sampling has certain limitations discussed in the literature (Etikan, Musa, & Alkassim, 2016), it also provided certain advantages for the current study. Since the participants were easily accessible on-site, and the researcher was also present in the same institution all the time, it allowed the researcher to identify potential participants that could provide rich data and to conduct interviews and follow-ups more than once. Additionally, the researcher was an insider, which is thought to have increased interaction between the researcher and the participants, thus allowing for a sincere and confidential atmosphere. The researcher also employed maximum variation sampling as it is thought to be the most appropriate in that selection of the participants were based on the variables in the quantitative study. The quantitative findings indicated that certain variables such as experience and gender interplayed with reflective teaching in different levels. Therefore, it was justifiably assumed that including participants that showed maximum variation regarding these variables as well as the faculty graduated could provide a more comprehensive understanding of reflection and outline possible variations in the participants' employment of various reflection tools and how they reflected upon their teaching.

The researcher did not identify a specific number of participants. Regarding the fact that many scholars suggest a more dynamic approach to sampling process in qualitative analysis, the researcher continued the sampling process till data saturation was reached. That is, the sampling process was maintained until emerging codes and categories repeated itself and no new insights were provided by the participants. Overall, 10 participants were included in the study. In order to preserve anonymity and confidentiality of the participants, all personal identifiers were removed, and each participant was given pseudo-names. Information about participants are presented in Table 4.13.

Table 4.13: Information About the Participants

No	Pseudonym	Faculty graduated	Last degree achieved	Tenure (Years)	Gender
1	Elif	English Language and Literature	Bachelor's degree	20	Female
2	Gizem	English Language Teaching	Doctorate	4	Female
3	Çetin	English Language Teaching	Master's Degree	5	Male
4	Savaş	English Language and Literature	Master's Degree	15	Male
5	Alp	English Language Teaching	Master's Degree	23	Male
6	Fikret	English Language Teaching	Bachelor's Degree	25	Male
7	Serap	American Culture and Literature	Bachelor's Degree	8	Female
8	Derya	Translation Studies	Master's Degree	20	Female
9	Esin	English Language Teaching	Bachelor's Degree	10	Female
10	Zerrin	English Language and Literature	Bachelor's Degree	19	Female

4.2.4 Data collection

The data for the qualitative phase were collected through semi-structured, uninterrupted interviews. Each interview took about 30 minutes. The researcher contacted the potential participants by e-mail, phone and in person and invited them to take part in the study. Those who showed willingness to participate in the study was contacted again and they were provided with a document presenting the aim of the study and the interview questions in advance. Then, the participant and the researcher met, and interviews were conducted. Digital voice recording was used upon the consent of each participant and the data were transcribed verbatim. The second follow-up interview was conducted with some participants when the researcher needed to ask for clarification and elaboration of emerging issues.

When the interviewees showed up, they were first informed about the interview procedure. As well as providing a written consent form and briefing, the researcher also gave a verbal explanation. The researcher also indicated

that the interviewees had the right to leave the interview any moment without giving excuses and choose to leave any questions unanswered. The interviews were carried out in English. As all the instructors were fluent in English, the researcher assumed that language barrier would not be a problem to overcome. Still, the interviewees were also assured that they could opt for interviews in their native languages so that any potential inhibiting factor could be taken under control.

The data were collected through semi-structured interview questions prepared by the researcher under the supervision of her advisor. Several steps were followed to formulate interview questions. First, literature review was conducted so that the analytical framework was drawn for the study. Based on the literature review, the qualitative research questions and the main guiding questions for the qualitative phase were determined. The interview questions, then, were formulated based on the research questions. Following the formulation of interview questions, the researcher took expert opinion in order to assess the appropriateness of these questions. The researcher contacted three experts including the thesis supervisor and two other faculty members who are knowledgeable about qualitative study and the researcher's area of interest. Based on the expert opinion, several changes were made in the initial questions in order to increase comprehensibility and eliminate possible misunderstandings and ambiguities. This step was followed by a small-scale pilot study. The researcher carried out two interviews with her colleagues. These interviews were recorded by digital recording and transcribed. Then, the researcher read and reread the transcripts. It was decided that the interview questions were appropriate, clear and to-the-point. This being the case, the researcher also adopted a dynamic data collection approach, which enabled her to tailor the interview questions according to emerging issues and patterns. The researcher also outlined several probing questions in case further clarification was needed in the data collection process. The interview questions were presented in the appendices.

4.2.5 Data analysis

The first step in the qualitative data analysis is to determine the basic concepts that will guide the researcher to obtain findings from raw data. This process is often called coding or content analysis, which is based on in-depth examination of the data. The procedure is then followed by the researcher's dividing the data into meaningful parts and labelling the emerging issues. As qualitative analysis is often directed at achieving comprehensive and deep understanding of a phenomenon and deals with massive amounts of data, researchers need to gain familiarity by reading and rereading the whole

data set (Patton, 2014). This recurrent reading of the raw data helps the researcher to obtain the essence of the data and to move beyond superficial deductions. In the literature, several scholars define the qualitative data analysis procedure and suggest certain classifications of the steps (Creswell & Creswell, 2017; Wellington, 2015). Although the labels they use may differ, and the steps can differentiate to a certain extent, one can also see a pattern. Based on the most acknowledged classifications in the literature, the researcher employed a seven-step analysis procedure, as outlined below:

- Transcribing the data,
- Holistic reading and rereading of the whole data set,
- Reading of the data set in order to determine meaningful parts,
- Organization of the data set based on emerging meaningful parts,
- Initial coding of the meaningful parts,
- Grouping of codes and determining categories and themes,
- Documentation of the findings.

In line with these steps, the researcher first listened to all the interviews to gain familiarity with the data. Then the recordings were transcribed verbatim. An inductive content analysis was carried out to identify emerging themes and categories following the reading and rereading of the whole data set. The inductive approach rests on the assumption that the emerging themes and categories are strongly tied to the data itself, and the coding process allows for more flexibility as the researcher is not bounded by pre-existing codes, categories or themes (Elo & Kyngäs, 2008). Therefore, the researcher developed a coding framework and set the schedule. Line by line coding enabled the researcher to identify words and phrases that are meaningful. Excerpts by the participants were also highlighted. The researcher then shared the initial codes with the participants in order to check the accuracy of the codes. Based on the participants' reflection, certain labels were changed, new ones were added, and some were preserved. The coding procedure went on until the researcher and the participants reached consensus, and data saturation was reached. In addition, the researcher also consulted two experts from the field and presented the codes along with excerpts from the interviews. The experts also gave feedback and checked the appropriateness and accuracy of the codes. Then, the researcher identified themes and categories. The emerging themes and categories were also shared with the participants and experts. Then, final themes and categories were reached, and the data analysis process was completed. Table 4.14 and Table

4.15 show how the researcher coded the content and reached the categories and themes.

4.2.6 Reliability and validity

Both quantitative and qualitative studies must be based on certain scientific principles such as objectivity, consistency and appropriateness. However, the tools and methods to ensure the reliability and validity may differ. While the concepts 'reliability and validity' are used in quantitative research without hesitation, qualitative studies are often associated with a different jargon. In this regard, Miles and Huberman (1994) outlined five evaluative criteria for qualitative studies. These are;

- Objectivity/confirmability
- Reliability/dependability/auditability
- Internal Validity/Credibility/Authenticity
- External Validity/Transferability/Fittingness
- Utilization/Application/Action Orientation (pp. 278-280)

Creswell and Miller (2000) identify several validity procedures based on the lens of the researcher, the lens of study participants and lens of people external to the study. The scholars also identify three paradigms that underlie these procedures as postpositivist or systematic, constructivist and critical. Based on this classification, they outlined several validity procedures including triangulation, member checking, audit trial, thick description, and peer debriefing. In the current study, some of these procedures were applied. Triangulation in data sources was one of the tools that was employed by the researcher. The use of maximum variation sampling following convenience sampling method allowed the researcher to achieve a more comprehensive account of the phenomenon, enabling the inclusion of multiple perspectives regarding year of experience, age, educational background. Furthermore, the researcher also provided thick descriptions for the whole qualitative phase. Participant selection, sampling method, data collection and analysis procedure and categories and themes were detailed as much as possible. Finally, member check and audit trial procedures were also a part of the validation process. The researcher took expert opinion for the formulation of qualitative research questions and applicability of emerging codes, categories, and themes. The researcher also shared the data set with emerging codes and categories with the participants during and aftermath the coding process and received feedback. These procedures are thought to be adequate and to have contributed to the overall quality of the research.

Table 4.14: From Codes to Categories and Themes (Sampling Coding)

Sample Codes	Categories	Theme
Producing ideas	Reflection before teaching	HOW REFLECTION TAKES PLACE
Planning in advance		
Goals		
Learning objectives		
Before class		
Planned goals		
Staying on track		
Developing strategies		
Lesson preparation		
On-site observation	Reflection during teaching	
Dynamic approach		
Student needs		
Tailoring		
Emotional barriers		
Different learning needs		
Student preparedness		
İn-class reflection		
Unexpectedness		
Activity diversification		
Thinking back then	Reflection after teaching	
Self-reflection		
Unsystematic		
Limited		
İnner reflection		
What could have been different?		
Self-assessment		
Brief		

Table 4.15: Sampling Coding

Excerpts from Dataset	Sample Codes
I do not do it systematically[1], but I think about my classes everyday like *in my mind*[2] 'was it good? Was it bad? Or if something *happened how could have I done it differently*[3]? So I assess it but not in a systematic way.	[1] unsystematic [2] remembering [3] retrospective [4] interaction
I talk to my colleagues like if they have the same problem[4] or I talk to myself what I can do differently so I always do it when I have really bad days or really good days to see what I did wrong or right.	[5] peer collaboration [6] student feedback [7] video recording [8] objectivity
We *have a teaching partner for every class. So, we generally talk to that teacher before or after the class like how the students are doing and what we can do so*[5].	
Oral assessment[6] is very important for me. You know when students raise his hand and say something	
I get *oral feedback and rarely written feedback*[6] but most of the time generally since it is easier to do, I get oral feedback.	
I sometimes *voice record my teaching and relisten to it afterwards ı find it helpful*[7]. This practice also increases your self-awareness	
When you record your teaching, you have the chance to observe yourself in *a more objective way*[8], and there is no way to forget what has happened in a class you have taught. It conveys easily the harsh but helpful truth about your teaching.	

4.2.7 The Role of the Researcher

The role of the researcher in qualitative research designs is of critical importance. In order to be able to achieve a critical insight into participant experience, the researcher must overcome his/her assumptions and maintain objectivity both during data collection and data analysis processes (Moustakas, 1994). Therefore, any biased intervention or guiding is strictly avoided. In the current study, the researcher herself was an instructor employed in a foundation university. The participants of the qualitative study were selected among those who already partook in the quantitative study. These participants were also instructors and colleagues working in

the same higher education institution. Regarding this, the researcher's being an insider might be evaluated as a factor that may inhibit the objectiveness of the study. However, being an insider indeed helped the researcher both during the data collection and analysis phases. Familiarity with the academic environment and research setting, close relationships with the participants and professional and academic background of the researcher allowed her to better make sense of the data and enabled a prolonged interaction with the participants. For example, the follow-up interviews were conducted with ease. Consequently, the researcher tried to take every possible precaution to preserve objectivity and her being an insider is thought to have contributed to validity of the study.

4.2.8 Findings

In this part of the paper, emerging themes and categories are presented. Based on the data analysis conducted, four major themes and several categories were identified. The first theme *'how reflection takes place'* refers to the timing of the reflection. Under this theme, it was explained that reflection took place before, during and after teaching. The second theme *'reflection tools'* stands for the various tools that the participants employed in their teaching experience. Here, data analysis revealed that peer observation, video recording, student feedback, retrospective thinking and consulting the internet and other academic sources were the tools that were used by the participants. Each of these tools were identified as distinct categories. The third theme *'inhibitors/enablers'* includes four categories coded as strict curriculum, workload, work environment and flexibility, which outlined factors that inhibited or enabled reflection. The fourth and final theme *'perceptions of reflective teaching'* is an overarching theme outlining a holistic picture of the participants' overall perception of their own reflectivity based on the findings in the previous themes.

Table 4.16: Emerging Themes and Categories

Themes	Categories
Theme 1: How Reflection Takes Place	Reflection before teaching Reflection during teaching Reflection after teaching
Theme 2: Reflection Tools	Peer collaboration Video recording Student feedback Retrospective Thinking Internet & Academic Resources
Theme 3: Inhibitors/Enablers of Reflection	Strict Curriculum Workload Work environment Flexibility
Theme 4: Perception of Reflective Teaching	-

4.2.8.1 Theme one: How reflection takes place

Data analysis revealed that reflection on teaching by the participants occurred in three main ways. The majority of the participants stated that they put emphasis on pre-teaching reflection, and it was an indispensable part of what they called 'good and effective teaching'. The data suggest that the participants were often engaged in lesson planning and consider it the first step of reflection. However, the most intensive reflection was during teaching when the participants are actively teaching in classroom environment. Finally, even though it was quite limited and not done in a systematic and well-designed way, some reflection also took place after teaching.

Reflection before teaching

Nine out of ten participants stated that they planned their lessons before teaching. The participants stated that lesson planning was the most important and first step of a good lesson, and indeed provided them many benefits. The participant responses revealed that reflection upon teaching before lesson basically focused on goals of the lesson. The participants stated that the goals of the lesson were more important than the activities and materials used, and student learning was also defined as attaining the learning objectives of lesson. Therefore, they believed that careful planning based on the objectives

of the lesson not only helped them keep track of what would be covered but also contributed to the effectiveness of the class sessions.

In my opinion, good lesson is a lesson when a majority of your students achieve the planned goals at the end of your lesson. The majority of the students feel like they are both happy and they also learn something. That is a good lesson to me. (Serap)

It helps me to stay on track. (Gizem)

Some participants stated that planning activities without considering the main objectives of the class could sometimes fail to attract students' interest or did not match up with the goals of the class.

When I start writing down the activities right away without thinking much on the purpose, they happen not to integrate well enough. So, in the end, what I do in class does not stitch well and does not provide a meaningful frame and context for my students. (Gizem)

Because otherwise your aim in your mind might not be compatible with the needs of the students before I go in the class. (Esin)

One participant also indicated that planning beforehand was a critical phase in that it allowed the teacher to take the students' needs and background information into consideration. Such an approach is regarded to be helping the instructors assess students' weaknesses and needs and contribute to the overall quality of the lesson.

Another participant stated that planning ahead was essential and helpful as it helped her manage time and enabled her to use time efficiently. She also indicated that reflection before lesson was based on goal orientation. For this participant, pre-lesson reflection covered many aspects including activity selection, revision of previous units, and preparation for upcoming ones.

Yes, it is important, especially to use our time efficiently because we have only four hours in class teaching. In order to use our time efficiently, in order not to lose even one minute. I try to make a careful planning beforehand by keeping the purpose of my lesson in my mind all the time in order not to go to other size, you know, perverted. (Derya)

Many of the participants stated that purpose was more important than the activity. It seems that goal orientation during the pre-teaching reflection phase contributed to greater flexibility. In this stage of reflection, the participants often addressed and thought through the main objectives of each lesson, considered their students' needs and learning outcomes and

diversified their teaching with the integration of different activities that are thought to be more helpful.

Before the class, I think the purpose is more important than the activity. So, if I do not like the activity, I just look at the purpose and change the activity. Just a target vocabulary is the purpose of the lesson and if I do not like the activity, I just change the activity, so the purpose is more important for me. By purpose, I mean the learning objectives. So, if we learn a new grammar topic that they have or new vocabulary, I just look at it or if they need to improve their notetaking skills, that becomes my purpose and if I do not like the listening or the listening for notetaking or the notetaking techniques, worksheet then I change it but I stick to the purpose or the learning objective of the lessons. (Çetin)

While it is clear that some pre-reflection took place before in-class teaching and the most significant part of this reflection seemed to be goal-orientation (taking the main objectives of the lesson into consideration), the participants based their pre-teaching reflection on different points. They used the official syllabus prepared by the testing and material office as the basis when they determined the objectives of the class. The participant responses suggested a reliance on the syllabus in the pre-reflection stage. Two participants stated that they reflected on their teaching mostly based on their previous experiences and intuitively knew what was needed to be done.

I generally do but you know I trust in my experience. If there is not a readymade plan, I follow the plan otherwise I sometimes do not. (Çetin)

You know it has been years. So, I always plan my teaching activities. It depends on the class. I try to. (Elif)

Another important finding is that how the participants reflected upon their teaching before the lesson differentiated to some extent, from very detailed planning to more superficial preparation for the class. While some instructors took notes, arranged the activities that would be used, recorded their voices; others adopted a softer approach including imagining the lesson, teaching in their mind or just having a glance at the topic and general learning objectives.

Though data analysis shows that reflection for lesson was an integral part of overall reflection on teaching, and pre-teaching reflection was employed by the majority of the participants, how it is carried out and the extent of pre-reflection may vary. The participant responses also show that pre-teaching reflection had many benefits and help them in various ways.

Reflection during teaching

This category refers to the most intensive reflection by the participants. The data analysis reveals that the participant instructors reflected upon their teaching during the in-class experience in a dynamic way. Claiming that classroom environment has a more dynamic and changeable nature than it has been assumed, most participants need to change their teaching in a way that caters to the needs of the students. Though planning in advance is found useful by the participants, it does not guarantee that the teaching aims and activities will be executed as they have been planned due to many factors.

I try to be flexible during the lessons. I mean you go into the classroom with some ideas and some teaching aims in your mind. But sometimes when you go into the classroom, things might not go as you planned them, so things might change in the classroom. Students might be in a different point you expect them to be so even though I go to the classroom with some aims in my mind if it is necessary, I change them during the lesson. I find an opportunity to teach something extra that might happen as well. Then I use that option and I go with that if I feel like I have the right conditions to teach something other than what I have planned. (Serap)

Students' level of readiness interplay with their teaching in the classroom environment. The participants (n=3) seem to take emotional unreadiness of the students (nervousness anxiety, lack of motivation) into consideration, and even learning aims can be slightly altered based on their emotional responses. Most participants believe that good teaching not only endows students with the skills required but also makes them happy. Therefore, the participant responses revealed that they tended to act in a quite dynamic way that enabled them to reflect instantly on their teaching and configure their teaching activities accordingly.

Sometimes, I plan an activity. I walk in the class but then the students do not understand or are bored in the class whatever they are not interested in. Then I totally change the thing. I combine an activity which I have always done it with different ways in a different lesson. (Esin)

Because sometimes I can feel that the students might be bored, might be stressed. the content of the lesson might be boring, so I have to change the method and style and the flow shifting from one activity to another with different fun activities I support. (Fikret)

The participants were also asked about whether they would change their teaching activities in class time based on students' needs. The responses by the participants revealed that they usually altered their approach to teaching

in relation to student needs, interests, and readiness. One factor that was often taken into consideration by the participants was the student interest. While it is clear from the data analysis that the participants came to the classroom environment with predetermined learning objectives, the data also suggest that they put special effort to associate these learning objectives with students' areas of interest. The implementation of videos, personal examples, games, unorthodox teaching activities, music, and pair work/ teamwork were some of the ways that the participants utilized while reflecting upon their teaching. As aforementioned above, the participants approach to teaching is made up of goal-orientation rather than a very fixed one. Therefore, they seem to reconsider their teaching instantly and dynamically during teaching and shape activities in line with student attitude towards them.

I try to develop strategies tailored for my students' needs. I once noticed a group of students are keen on playing video games in their free time. I tailored the assignments accordingly and guided them on how to learn more vocabulary while playing the video games. (Gizem)

I think the whole issue is about exploring students' learning styles and needs and then designing a learning plan accordingly. (Gizem)

I try to increase their engagement by doing something unexpectedly.

Just open a video or sometimes an anecdote comes to my mind and I try to share my personal experience with the students. So, sometimes I make use personal anecdotes sometimes I make use of some videos (visual materials) sometimes I let the students become the teachers of the class. I make use of teaching strategies which encourage peer teaching, peer to peer teaching, pair work, group work. So, from time to time we have to change it. It is not going to be a monotonous lesson and when you insert a change, it also makes the learning permanent because they will remember that change and change will help them consider their knowledge. (Derya)

Four of the participants stated that they made use of technology and diversified their teaching by means of mobile applications thought to allow for gamification.

Students like using their phones. So, I use some applications, so they get answers to the questions on their phones. I use technology to maximize their learning. Also, in choosing reading, I try to choose the topics they like so they will be more motivated and interested. (Çetin)

Good teaching happens when the barriers between the instructor and the students are overcome. Therefore, some emphasized that during active teaching, they were also involved in on-site observation that would allow

for more recognition of student attitude towards learning. Most participants stated that personalization of learning materials was important for effective teaching as it was thought to contribute to the attractiveness of lessons. Thus, the participants highlighted the importance of getting to know their students. Being aware of their life stories and interests are seen crucial in that information about such things facilitates a more dynamic approach in the classroom environment and connects what is to be taught with the students' real life experiences, which in turn play a positive role in attaining learning objectives.

I try to personalize my examples on the board, and I try to do a lot of communicative activities in the class and at the end of the class I make my students personalize these examples. I mean to give an example. I try to use all the techniques that I am good at and that is necessary while teaching but students may have different ways of learning a language so after I get know them and get to know how they learn the language. I try to find ways to teach everybody the same technique that would help them understand better In terms of the needs, I try to figure out their needs while they are teaching or writing. Also, I asked them some questions about their needs and I do need analysis before trying any new techniques. (Alp)

Finally, the participant responses also reveal that level of recognition of the students' different learning styles and expectations are thought to be an important factor in reflection. All the participants interviewed stated that they seemed to be aware of the fact that students had different learning styles, and in-class teaching was shaped in relation to these differences. In order to maximize the student involvement, the participants seem to have paid special attention to different learning abilities and learning styles and configured their teaching accordingly by combining elements intended to attract the students.

Everybody learns differently in a different way because all people are different. All students are different. Some people have different capacity for listening and for learning Some people have capacity for seeing and learning and we know that according to this information, I plan my lessons differently. (Zerrin)

Consequently, it can be claimed that most reflection took place during active teaching. Compared to the reflection before teaching, here the main consideration for reflection was the feasibility of materials and techniques used by the participants. The participant instructors thought through learning objectives before class sessions. However, the real teaching is affected by many contextual variables. Therefore, reflection during teaching is claimed to be more intense, more dynamic and more flexible and happen in the classroom environment. The data analysis shows that the participants

seem to have adopted an 'ends justify the means' approach in their teaching as the primary consideration of the participants was to maintain student involvement and attain learning objectives. The data also shows that reflection during teaching happened more intuitively rather than in a systematic way. That is, the participants seem to have observed the students, reconsidered the material and technique, and altered them instantly when they felt the need to do so.

Reflection after teaching

The final stage of reflection occurs after teaching, though it was quite limited and done in an unsystematic way. Seven out of ten participants stated that they reflected upon their teaching after class while the rest did not reflect on teaching at all. Among the ones that were involved in reflection after teaching, data analysis showed that it was mostly carried out in the forms of brief sessions of reconsideration and retrospective analysis of the lesson while some participants also reported to make use of student feedback at times.

Not in a formal way. But I think about teaching, think about the reaction of the students, their questions and then try to evaluate myself. (Esin)

Self-assessment is a beneficial tool to improve yourself as a teacher. I also try to get feedback from my own students. (Serap)

The participants stated that they did not employ any formal assessment of their teaching after class. Reflection after class then was, to a large extent, limited to thinking through the lessons retrospectively with a special focus on what worked and what did not do so. While some participants highlighted the importance of assessing themselves after class and associated it with the qualifications of being a good teacher, their responses also revealed that they did not bother to assess themselves after each class.

Most after teaching reflection occured in a very limited and informal way. The participants stated that they sometimes made use of the notes that they had taken during the class hour, got oral feedback from the students or just thought about the highlights of the lesson.

I have never thought about it because after I finish the class, I remember the lesson. I remember most of the highlights of the lesson. I try to remember it. And I try to understand what I have done wrong (Derya)

Not formally but I think about my lesson if it was a good one or not. If the students learnt everything was very well or not. I think about that. If I find myself ineffective, I try to support it. (Zerrin)

Three of the participants acknowledged that evaluating themselves after class could indeed benefit both the instructor and the student and led to self-improvement. However, after class reflection was carried out in a softer way compared to the previous reflection types. When the participant responses were analyzed, it was found that the former two reflection types were given priority and seen crucial aspects of good teaching. This being the case, the data also suggest that the participants sometimes used some evaluative tools such as peer review, video recording, oral and written feedbacks from students in order to reflect upon their teaching and assess the effectiveness of their teaching. These and other tools were employed at times to be able to mirror areas that need developing. However, how often and to what extent these tools were used by the participants show that they were not used in a systematic way that might suggest a pattern. In other words, these tools were used by the participants, but the researcher did not observe a pattern about the frequency of their usage.

To summarize, the researcher identified three themes that enlighten the reader about how reflection took place. The first type of reflection is the reflection before teaching. In this kind of reflection, the participants are mostly involved in deciding teaching materials, techniques and activities and do not actually question the objectives of the lesson. Here, goal orientation dominates the reflection as they seem to take the formal aims of the lesson for granted. The second type of reflection is the reflection during teaching, and it is most intensive and dynamic reflection type. This reflection occurs during active teaching in the classroom environment and happens when the participants pay special attention to contextual factors. Compared to reflection before teaching, which is more planned and systematic, the reflection during teaching is done more intuitively and by on-site observation of students' responses to teaching. While a great deal of flexibility and dynamism is evident in this type of reflection, it is mostly about teaching activities and techniques, not about goals. Finally, the lowest amount of reflection happens after teaching. The data shows that this kind of reflection is quite limited, non-systematic and based on retrospective reconsideration of the lesson, focusing on what has worked and what has not gone well.

4.2.8.2 Theme two: reflection tools

Under this theme, the researcher outlined the reflection tools that were employed by the participants. The data analysis revealed that the participants made use of different reflection tools. However, the analysis of the data also suggests that these reflection tools were mostly used in a non-systematic way. The researcher identified six reflection tools:

- Peer collaboration
- Video recording
- Student feedback
- Retrospective thinking
- The internet
- Academic sources

Each of these reflection tools are detailed in the following section of the thesis as distinct categories.

Peer collaboration

Peer collaboration is a reflection tool that was widely used by the participants. It refers to several aspects including peer observation of some lessons, exchange of ideas between partner teachers and instantaneous collaboration among staff.

Some participants stated that they were sometimes observed during teaching by other instructors/coordinators and evaluated by them based on a rubric. Some others stated that they organized mini teaching sessions that were held with peers. These participants stated that this was insightful and contributed to their overall development as a teacher, identifying areas that were open to improvement.

Listening to my colleagues' experience really helps me to figure out new ways and techniques to improve my teaching. I have been observed by my coordinators and colleagues many times on a rubric. They provided me with many insightful feedbacks and ideas to improve my teaching. (Gizem)

We used to the peer observation, also micro teaching sessions were held, and we got our peers' and we got our coordinators' feedback on our performance (…) this is also one way of collaboration other than sharing worksheets, other than exchanging ideas. This is also a helpful way. (Derya)

However, it seems that these were not held regularly and in a systematic way.

All the participants pointed out the fact that they collaborated most with their teaching partners. The teaching partners are the other instructors that teach the same class. The data analysis showed that the participating instructors were often involved in exchange of ideas with their teaching partners and reflected upon the overall performance of the class. During these times of exchange of information, the participants could have the opportunity to benefit from each other's experiences.

Actually, we have a teaching partner for every class. So, we generally talk to that teacher before or after the class like how the students are doing and what we can do so. These talks give me some ideas. It contributes to my improvement (Çetin)

Usually with my partner teacher, the teacher I share my classes with. During the breaks after school, I always talk to him. We share our ideas, our strategies with each other. We give each other feedback. (Serap)

We collaborate with other staff during the meetings. (Elif)

Other participants stated that they worked in a team and acknowledged the importance of teamwork. These participants revealed that the staff came together during meetings and discussed issues regarding teaching. In such settings, people had the chance to voice their ideas, offered solutions to existing problems and interacted with each other. The participants believe that teamwork and interaction with other members of their community contributes to their teaching and helps them learn continuously. One participant also highlighted the importance of collective intelligence.

I believe in collective intelligence which means we cannot know everything by ourselves, so we always need feedback from others. Based on Lewis's collective intelligence, we should share ideas and we should cooperate so that we should add more things to our current knowledge. (Derya)

Video recording

Four participants told that they video-recorded their classes and watched the recordings aftermath. These participants value video recording as a self-assessment/self-reflection tool that can help them improve their teaching. Though they do not use this reflection tool regularly, they suggest that it is one of the beneficial ways to reflect upon their teaching. An interesting finding of the study is that another four participants also thought that video recording of their lesson was beneficial and fruitful though they had not tried it yet.

I have not made use of videos yet due to time and technical issues although I believe it is a good way to evaluate one's teaching. When you record your teaching, you have the chance to observe yourself in a more objective way, and there is no way to forget what has happened in a class you have taught. It easily conveys the harsh but helpful truth about your teaching. (Gizem)

Sometimes I record myself. I mean some of my students record while I am teaching, I can watch it afterwards and I evaluate myself and see my short comings and that area to improve. (Alp)

The benefits of video recording stated by the participants were that it helped increase awareness, allowed for objective evaluation and prevented any loss of information.

Contrary to the general positive attitude towards video recording as a reflection tool, one participant also stated that video recording was not an objective reflection tool and he opted for peer observation.

Student feedback

Among the reflection tools employed by the participating instructors, the most commonly and intensively used one is the student feedback, in the forms of oral and written feedback. Seven out of ten participants stated that they used student feedback as a reflection tool. While the data analysis reveals that there was no pattern indicating the regular use student feedback as a reflection tool, it was found that student feedback was used more intensively than other reflection types except for retrospective thinking. However, retrospective thinking was not a solid reflection tool and rested heavily upon inner insights of the instructors. Thus, student feedbacks can be regarded as a more valid reflection tool.

From the responses, it was evident that student feedback was collected as oral or written feedback. While some participants carried out surveys or collected short pieces of written feedback, others tried to elicit feedback through after class student responses in the forms of question & answer sessions. Still, some others received student feedback in more subtle ways such as observation.

I get oral feedback and rarely written feedback, but most of the time since it is easier to get oral feedback (Serap)

I think the whole issue is about exploring students' learning styles and needs, and then designing a learning plan accordingly. I form focus groups to take their feedback regularly. I also hold one to one meetings with my students to get to know more about their strengths and weaknesses when it comes to learning English. (Gizem)

Asking questions and getting their responses (…) so it is a short feedback section. I collect their writing papers and give feedback all the time. (Derya)

I can get some feedback during the lesson through my experience. I mean I can see what is happening. (Alp)

I sometimes give them time to answer the questions in the classroom or sometimes tell them to go home and answer the questions at home. (Serap)

Student feedback is seen a crucial element of reflection by the participants as the participants think that it unearths how students respond to lessons and contribute to teacher empowerment and quality of the classes.

Another type of student feedback can be stated as student assessment. While the previously discussed student feedback was directed at revealing student attitude towards lesson, this type of student feedback was related to the extent to which students attain leaning objectives. When the participants were asked about whether they used any assessment tools to measure learning outcomes, most of them stated that they did not include any personally prepared assessment tools and rest heavily on formal assessment mechanisms prepared by the testing and material office. These formal assessment tools, midterms, finals, quizzes and student portfolios were employed by the instructors to measure student performance and used by the participating instructors as means of reflection. As well as these formal assessment tools, five of the participants also stated that they used other assessment tools such as internet and mobile applications, short quizzes and writing assignments.

Sometimes I do mini quizzes. It is also nice to keep up with their improvement and create more areas where they need more practice. (Derya)

I make use of tests, quizzes, worksheets, oral questions. (Zerrin)

I did not use any assessment tools. Normally, we have midterms and final exams at our university. Those are the main tools that we use while we are assessing our students. But other than that, I sometimes just give some pop quizzes and they have some writings by which we can assess these writing skills. But other than that, I do not use any formative tools to assess their progress or level (Savaş)

I talk to them, so it is mostly instinctive (Çetin)

In my current position, I actually do not use any assessment tools. I do not use tools I personally prepared because we have got testing and assessment department, and that means we usually use the tools they prepare for us (Serap)

Two participants also claimed that they did not have time to make use of any feedback tools due to heavy workload and tight schedule. These participants stated that they used the objectives in the syllabus and did not allocate any class time to obtain student feedback.

Retrospective thinking

The concept retrospective thinking refers to the participants' inner reflection of their teaching practices in this study. The analysis revealed that this more subtle reflection mechanism was employed by the participants frequently compared to other reflection tools. The majority of the participants

stated that they thought about their lessons retrospectively, tried to remember it and elicited what had worked and what had not matched up with the student interests and expectations. In that sense, retrospective thinking, as a reflection tool, happens after lessons and is carried out individually. One can justifiably assume that the reason why retrospective thinking is more common than other reflection tools lies in its easy application. The other reflection tools require planning, organization, time and effort while retrospective thinking gives the participant flexibility to assess their teaching in a way not constrained by time and space. However, the objectivity of this reflection tool and the potential implications of it can be questionable as it is an inner reflection type.

(…) Not very often but sometimes I think about what went well, what could have been improved more. I make such a mini section like an inner development with myself. (Derya)

I do not do it systematically, but I think about my classes every day in my mind 'Was it good? Was it bad? Or if something happened how could I do it differently? So, I assess it but not in a systematic way. (Çetin)

Internet and Academic Resources

When the participants were asked whether they followed current trends and contemporary topics in ELT world, nine of them confirmed that they did or tried to do so. The participants stated that it was important to be aware of global developments and current trends and topics in their area of work as they acknowledged the fact that the world was ever-changing. Being able to follow what is going on was often associated with gaining advantage to attract student interest.

The main means of keeping up to date was stated as the internet and academic resources. Social media platforms, internet websites, webinars, academic databases were referred to as platforms used by the participants. Two participants (one of them completed his PhD and the other one is taking PhD classes) stated that they had received/were receiving a course on current trends in ELT and they made use of their academic studies in their professional lives. This finding may suggest a relationship between academic degree and reflection.

I think it really helps me to catch up on what is going on regarding ELT. Following current ELT topics increases my awareness on what is changing in the ELT world globally. It also provides invaluable insights into how new methodologies can be applied or how the existing ones could be modified depending on the conditions. (Gizem)

Especially from Facebook pages, ELT pages. I try to follow a lot of methods as well as new conferences or webinars. If you teach something innovative. I try to watch it and just try to take down notes in my notebook. I have a diary that I keep. (Derya)

I follow current topics in ELT. Actually, I am doing my PhD now. I have a class on current issues in ELT, so we read articles about the latest topics and as homework we write research journals at PhD. So, in writing the journals we have to look at the studies that are up to date, so that is how I follow the current topics. (Çetin)

I do follow the current topics about the teaching profession.

I try to attend some seminars, give some presentations and read articles regarding my profession.

Most of the time I do. But sometimes I do not follow because of my schedule I have. (Alp)

Yes, I sometimes do because it is necessary for our students' attention. You must be familiar with the current topics; otherwise you probably lose their attention and it affects the flow of the lesson negatively. (Fikret)

Although the researcher directed some probing questions to the participants that are intended to reveal how these tools are used, they did not elaborate on how the internet and academic resources were translated into in-class teaching. Still, some participants stated that these tools were helpful in that they helped them learn more about emerging methodologies and the existing ones were modified.

4.2.8.3 Theme three: Inhibitors/enablers of reflection

Under this theme, the researcher identified factors that seem to be inhibiting and enabling teacher reflection. Both the quantitative and qualitative data analysis revealed that the participants in the current study showed higher levels of reflection. However, some participants also made it clear that they were not involved in reflection as much as the others. In order to obtain a more comprehensive understanding of reflection upon teaching, the researcher also tried to gain insights into the factors that could reduce reflection.

Workload

Workload seems to be the primary reason for the reduction of reflection. Two of the participants were found to reflect upon their teaching minimally and both stated that they had about forty hours of lessons every week and it was impossible to reflect upon their own teaching while running from

one class to other one. These participants stated that they did not follow current trends in ELT, used ready materials and did not allocate any of the class time for student feedback. Their reflection, if any, was only limited to retrospective thinking. Though more research is needed to confirm these results, the findings of the current study at least indicated a potential relationship between reduced reflection and heavy workload.

We do not get a chance to collaborate with other members of staff to improve ourselves at our university due to our workload. Probably, if we have 10 or 15 hours of teaching a week in our spare time we can get together and discuss what we can do to improve ourselves or to improve curriculum. Bur at present, we have to 40 or 50 hours workload, which does not really allow us to get together and discuss any issues together to improve either ourselves or the curriculum in general. (Savaş)

During my busy schedule, I go from class to class with short breaks in between. So, I do not have an opportunity to reflect on my teaching practice in an attempt to develop myself, but I think it is necessary to observe my teaching. (Savaş)

I think we teach 20 hours. it is too much. I think 12 to 15 hours would be better to do this. (Zerrin)

However, when you have a busy schedule, it is not always easy to do so. (Serap)

Strict Curriculum

Another inhibiting factor was found to be strict curriculum. Six of the participants stated that they needed to follow a very intensive program in one-year English preparatory program, and the program was very tight. As it may be the case in many English preparatory schools at universities, the school where the current study was undertaken also provides an intensive course regarding the low level of the students and the expected outcomes from the program. Therefore, the participating instructors emphasized that they tried not to fall behind the schedule all the time. Since the main motivation is to follow the schedule applied school-wide, it may hinder reflection.

We have a very strict curriculum to follow and there are hundreds of subjects to be covered. This is a problem that leads to lower levels of reflection. (Savaş)

University level prep school is an intensive one. We have difficulty keeping up with the curriculum. (Alp)

This assumption is also justified by the earlier results of the study presented above sections. While the participants are generally involved in reflection before and during teaching, each reflection also has its own limitations. As discussed above, the participants do not question their

underlying assumptions of the goals of their teaching and do not alter these. On the contrary, they are highly goal oriented and take the objectives in the formal syllabus for granted. The most intensive reflection took place during teaching, and this reflection focused on materials and methodologies rather than goals. While it is beyond the scope of the current study to offer causal links and generalizable patterns, it can modestly be suggested that strict curriculum can partially explain at least why more reflection is not happening.

Work environment

From the participant responses that highlight the importance of peer evaluations and teamwork, it can be claimed that the environment where the participating instructors are employed may be allowing for more reflection. Most of the participants did not voice any hesitation or concern over peer evaluations and acknowledged the fact that learning from others' experiences could help them improve their teaching skills. Considering the fact that the participants embraced more collaboration with other staff, it can be claimed that there existed a supportive work environment that enabled the participating instructors to interact with each other and evaluate their teaching.

Some participant responses also revealed that peer evaluations were valued more than individual reflections as they were seen more objective.

Observing oneself is not an objective thing because you always think that you are a good teacher, but you may not be so. Therefore, I sometimes allow my colleagues to assess to observe me and to talk about my weaknesses and strengths and I invite them to my class to assess me. (Fikret)

Teachers should do it because it is a very good way to improve ourselves so when I have a bad day with the students, I talk to my colleagues like if they have the same problem or I talk to myself what I can do differently (Çetin)

In line with this, it can be claimed that the participants may be working in an institution where tension among staff is reduced, and collaboration is encouraged. The participant responses that highlight the importance of teaching partners in their reflection on teaching also confirm the existence of such an environment.

Flexibility

This final category refers to the participating instructors' independence in being able to include materials in their lessons. Many participants stated that they prepared alternative exercises and activities, enriched materials and

integrated games, videos, music and technology into their in-class teaching. Basing their selection of learning materials and resources on the diverse needs and skills of their students, the participants often associated good teaching practice with attaining learning objectives and creating a positive classroom environment. Therefore, they paid a great deal of attention to needs analysis and recognition of students' interests. As they were endowed with some flexibility in their selection of materials, resources and methodologies, the participants' reflection before and during teaching was more intensive. In that sense, this flexibility is regarded as an enabler of reflection.

Everyone has a different type of learning. So, I change my strategy according to the students' understanding. If they cannot understand anything then I change my strategy. I use new one, new worksheet. I use a new strategy to teach the topic. (Zerrin)

I always try to engage the students with different strategies. Some lessons will be unexpected for them, so sometimes I make music, sometimes I make video or sometimes I myself sing a song to make awareness about a topic or about a title whatever being told or whatever is going to be taught. So, I try to use different strategies only using the board, only doing exercises or doing booklets will not be helpful for our student. (Derya)

We collaborate with other staff during the meetings. (Elif)

Listening to my colleagues' experience really helps me to figure out new ways and techniques to improve my teaching (Gizem)

4.2.8.4 Perception of reflective teaching

This final theme is indeed an overarching theme referring to the general perception of the participants over their reflection upon teaching. Therefore, this theme is to a large extent dependent upon previous themes. When the findings presented under the previous themes are taken into consideration, the participants' awareness of their level of reflection can be claimed to be relatively high. In other words, they seem to know how much they reflect upon their teaching and what areas of reflection can be improved. Even those who reflected minimally show awareness of their own situation. Most participants clearly stated that goal orientation was the primary focal point for reflection in the pre-teaching reflection stage. Their responses also indicate that the most comprehensive reflection takes place during active teaching in the classroom environment; and this kind of reflection is mostly based on students' needs, interests and emotional responses. Here, diversification of materials within the boundaries of the learning objectives of the lesson is highlighted. Finally, the kind of reflection following the lesson was the one

that was not paid equal attention by the participants. While most of the participants stated that after class reflection was valuable and provided many insights into their teaching and professional career, it was also evident that they were not involved in a systematic evaluation of their teaching practices either individually or organizationally.

When it comes to the impact of such variables as gender, tenure, department and degree, the findings did not yield any significant variance in the participants' reflection practices except for a modest proposition that academic studies involved in can help interaction with the ELT world and help the participants follow current trends and topics in their areas of study. However, only those doing their PhDs stated that they benefited from their academic studies. Based on these implications of the current study, it can be claimed that the participants' perception of their own reflections is to a large extent shaped by their individual preferences. In other words, both the extent of reflection and timing of it and the tools employed are decided individually. This being the case, the findings can also suggest that some contextual variables can inhibit or enable more reflection. As stated above, increased workload and strict curriculum seems to be serving as an inhibitor while the flexibility spared for the participants in shaping their in-class activities and a supportive and positive work environment where tension among the staff is reduced can increase reflection. Furthermore, such a work environment can also allow for the implementation of some reflection tools. In the current study, peer observations were highlighted.

While the majority of the participants were found to be highly reflective upon their teaching, the findings also indicate certain limitations and boundaries. While reflection for activities, materials and methodologies based on student experience, interest and responses was quite intensive especially during teaching reflection stage, it can also be claimed that the participants did take the learning objectives for granted. That is, they did not question the learning objectives in the official syllabus and rested heavily on them while shaping the rest. Such an approach may suggest that the participants' level of reflection is somewhere between surface and pedagogical reflection. They were found to focus on methods and strategies in order to attain the predetermined learning objectives and sometimes connect the theory and reality; however, the instructional goals, ethical and social implications of their classroom practices were not reflected much. None of the participants stated that there was a need to change the curriculum or question its content. This may suggest either a consensus over the effectiveness and appropriateness of instructional goals or a bounded approach to reflection where goals are maintained while the means to achieve them are apt to change.

Another aspect of reflection that took relatively less consideration by the participants was student assessment. While real classroom teaching received greater reflection and was given priority by the majority of the participants, student assessment was carried out mostly by formal assessment tools designed and administered by and under the supervision of the testing office. Although there were some participants that stated that they made use of pop-quizzes, mobile applications and other short assessment tools, there were rare and not administered in a systemic way. It is an interesting finding of the current study as effective teaching was often defined as students' attaining instructional goals and having positive attitudes towards lessons. While a great deal of effort was put to ensure that classroom environment was fruitful and fun, the same cannot be claimed for the assessment part. It can be assumed that either the formal assessment tools are seen adequate by the participants or their understanding of reflection is to a large extent limited to pedagogical and methodological aspects of teaching.

CHAPTER 5

5. Conclusion

The current study aimed at examining several aspects of reflective teaching. Employing a mixed-method research design, the study was carried out to (1) reveal the participants' perceptions of their levels of reflection based on the typology in the questionnaire (pre-reflection, surface reflection, pedagogical reflection and critical reflection, (2) assess the interplay of certain variables (gender, experience, degree, department and certification with these levels of reflection, (3) gain insights into how reflection takes place, and (4) reveal what reflection tools are used by the participants while they reflect on their practices. In order to achieve these, the study was completed in two phases: first, the quantitative study and then the qualitative phase. The findings revealed that the participants' perception of their reflection levels is positive, and that they reflect on their teaching practices pedagogically and critically, as confirmed by the quantitative analysis. The quantitative results also indicated that the variables examined did not significantly affect the participants' levels of reflection except for gender and experience, which also do not affect the participants' levels of reflection at all four reflection levels. The qualitative analysis conducted, on the other hand, informed us that reflection took place in three different ways: reflection before teaching, reflection during teaching and reflection after teaching. This being the case, the findings indicate that there does not seem to be a pattern; that is, not all the participants reflect on their teaching in a systematic and organized way. The qualitative findings also confirm that there are multiple reflection tools used by the participants; however, the selection of these tools is mostly based on individual preferences. Finally, the qualitative findings also show that there are certain contextual factors such as work environment, flexibility and workload which can either constrain or enable reflectivity. When

both the quantitative and qualitative findings are considered together, the current study has some important implications for both future research and practitioners. In this part of the study, the results of the study are discussed in relation to previous literature and suggestions for both practitioners and researchers are presented.

Several studies in the literature suggest that different reflective tools can contribute to reflective teaching practices. Among the tools that are favored by the researchers, peer mentoring partnership is claimed to support individual teachers in their journey to become reflective teachers (Rose, 2007). Other scholars suggest teaching journals, surveys and questionnaires, recordings and observations are also effective tools to obtain feedback (Pacheco, 2005; Richards & Lockhart, 1996; Wallace & Bau, 1991). In Fatemipour (2013), the teacher diaries were found to be the most efficient reflection tools, followed by peer observations, student feedback, and audio recordings. Fatemipour (2013) indicates that obtaining data through such tools is valuable, yet it fails to contribute to reflection if teachers fail to fully understand the effectiveness of the tools they opt for. The current study also revealed that the participants used different reflection tools. The findings indicate that the student feedback is the most common reflection tool utilized by the participants although the participants also make use of various other reflection tools such as peer observations, video recording, teaching diaries, and retrospective thinking. It seems that student feedback is often valued over other types of reflection tools, especially as immediate reflection during teaching, perhaps due to its dynamic nature. Allowing for reflecting immediately and on-site, student feedback can be claimed to be an effective and efficient reflection tool.

5.1 Overall Remarks

The current study also identified peer collaboration as a distinct reflection tool, which seem to be different from peer mentoring as in this case, it is not mentoring but collaboration and mutual interaction among staff. Additionally, one interesting finding of the study was that the participants also referred their retrospective thinking about the classes they had as a reflection tool. The concept retrospective thinking in this study refers to a more superficial type of reflection tool where reflecting is carried out in mind. In that sense, it can be thought more of an immediate evaluation of classroom practice as to what has been good and what has gone wrong. Some participants also indicated internet and academic sources as tools for reflection, which were mainly utilized during reflection for teaching phase. Using academic resources as a reflection tool is of interest in that the

participants' postgraduate studies might be integrated into their reflective practices. While the quantitative findings did not indicate any significant difference based on degree, postgraduate studies of the participants may have contributed to their reflection by providing them with academic sources that could be used for reflection.

The current study contributes to the literature on reflection tools by adding new reflection tools, namely, retrospective thinking and internet & academic resources. However, it has also been confirmed in the findings that the participants also make use of popular reflection tools. However, the participant responses also revealed that not all reflection tools were favored by all the instructors. For example, some participants claimed that video recordings were useless as it allowed for self-reflection, which was subjective. All in all, the current study provides two other reflection tools and they can contribute to more increased reflective teaching. However, the effectiveness of these tools is open to further research and debate. As for retrospective thinking, concerns can be justifiable as it is not evident and permanent; it may be subject to forgetting; and it can also be a shortcut when teachers do not desire to systematically reflect on their practices. Since these new tools arose in the qualitative phase of the current study, the findings are limited, and further research is needed to investigate whether these tools are available in different contexts. Moreover, future research can also investigate the effectiveness of these and other reflection tools.

The findings of the current study are also compatible with the earlier studies on reflective teaching in Turkey. Tok and Dolapçıoğlu (2013) found in their study that learner-centered instruction was interpreted as one of the reflective teaching practices by their participants. In that study, the participants highlighted the needs of the students and implementation of various activities based on these. The current study also made it clear that student needs and multiple intelligence types of the student were taken into consideration and classroom activities, materials and methodologies were designed accordingly. While the learning outcomes in the official curriculum were taken-for-granted, the outcomes were achieved through different means that are compatible with and cater to student needs. Student needs and different learning styles were particularly taken into consideration in reflection before teaching and reflection during teaching stages.

The quantitative findings of the current study showed that the participants' perception of their reflective teaching was positive as confirmed by the mean scores in pedagogical and critical reflection levels compared to low pre-reflection and surface reflection levels. Critical reflection is an overarching

theme including questioning and analyzing taken-for-granted assumptions, routines and justifications (Carrington & Selva, 2010; Larrivee, 2008). Therefore, critical reflection requires open-mindedness, rigorous thinking, focusing and multiple perspectives into problem solving (Dewey, 1933; D. A. Schön, 1987). Other scholars suggest that a transformative process is required so that reflection can be critical (Brookfield, 2009). That is, what makes reflection critical is a change in the curricula as well as teachers' underlying assumptions. In order to be called critically reflective teachers, change is needed in classroom. Considering the qualitative findings of the study, the current study shows that student needs are taken into consideration and different learning styles of the students are valued by the majority of the participants. The findings also indicate that in-class teaching is shaped in a way that relates to student experience. However, what participants understand from critical reflection is open to discussion. When the earlier works on critical thinking are examined, it can be claimed that it is not easy to critically reflect on teaching as it necessitates substantial change and effort. The participants in the qualitative study, on the other hand, did not elaborate much on their critical reflection. For example, they did not seem to question the officially implemented curriculum in their school and seem to take it for granted. They also did not reveal their opinions on such issues as societal implications of their teaching, diversity, equality and wider political context. Therefore, there seems to be a mismatch between the theoretically formulated notion of critical reflection and the participants' definition of critical reflection. One explanation for this gap comes from Burbank, Ramirez, and Bates (2016). In their qualitative case study, Burbank et al. (2016) found that the participants had difficulty translating their broader understandings into classroom practices and seeing themselves through those lenses. While the findings of the current study are limited in scope to draw such conclusions, it might be claimed that critical thinking of the participants may not be always reflected on classroom practices. Additionally, the intensive curriculum and workload can also be a reason for this gap. As most higher education level English preparatory classes are designed in a way to provide students with an appropriate level of English to follow their departmental studies, technicality and learning outcomes might be given priority. Considering the time constraints and the instructors' workload, critical reflection can be disregarded or become secondary. However, these claims need to be empirically tested and validated by further research.

On the levels of reflection, Larrivee (2008) outlines that there are three distinct levels of reflection in the literature:

"(a) an initial level focused on teaching functions, actions or skills, generally considering teaching episodes as isolated events; (b) a more advanced level considering the theory and rationale for current practice; and (c) a higher order where teachers examine the ethical, social and political consequences of their teaching, grappling with the ultimate purposes of schooling." (Larrivee, 2008, p. 342)

The author also based her four-level reflection assessment tool on these three widely recognized levels of reflection. While the quantitative findings of the study indicated that the participants' mean scores in pedagogical and critical reflection levels were higher, the qualitative findings seem to indicate that what the participants did for the purpose of reflecting was more related to surface reflection. This gap and difference may suggest that teachers may be regarding their reflective practices more positively than they indeed are. It can also be claimed that they may not be informed about the theoretical framework and interpret the concepts individually based on their own understandings. Therefore, reflection on reflective thinking and teaching can be offered as a solution as it may allow teachers to better evaluate their reflective teaching skills.

The findings of the current study contribute to the literature in several ways. First, there is still need for further research into teachers' definition and perception of reflection as their insights are specifically noteworthy to achieve a better understanding of reflectivity in ELT settings. Valdez, Navera, and Esteron (2018) found in their research that reflection was defined as being learner-centered and it was mostly carried out by the instructors to facilitate learning and to evaluate themselves. They also identified several contextual factors inhibiting reflection including workload. The findings of the current study also identified certain inhibiting and enabling factors and thus contributed to the existing literature with its findings.

Several studies observed a positive correlation between teachers' assessment literacy and their level of reflection (Ashraf & Zolfaghari, 2018). Based on the findings of these studies, increased assessment literacy leads to higher levels of reflection. The findings of the current study showed that the participants' reflection was to a large extent limited to in-class experience. The relative insufficiency of focus on assessment can be a factor interplaying with the level of reflection, though more research is needed to confirm this modest proposition.

D. Schön (1938) indicates that reflection involves reflection-in-action and reflection-on-action, the former of which refers to reflection during teaching and the latter stands for reflection after teaching. Thompson and

Pascal (2012) complements the missing aspect suggesting reflection-for-action (Soodmand Afshar & Farahani, 2018), which is the equivalent for pre-teaching reflection in the current study. The compatibility of the findings of the current research with those in the literature is noteworthy. The current study, in that sense, shows a similar pattern in Turkish ELT setting. In the current study, reflection before teaching was mostly related to teacher preparation which shows itself as material and methodology selection and general readiness for classes. Reflection during teaching, on the other hand, was quite dynamic, immediate and to-the-point to relate teaching with student needs and experience. However, reflection after teaching seems to be done not regularly and superficially.

In another study, Marzban and Ashraafi (2016) found a positive relationship between higher degree and level of reflection and suggested that higher academic degrees impacted reflection. Contrary to the findings of this study, the current study did not yield any such relationship. It is an interesting finding that postgraduate education did not significantly influence the participants' level of reflection. The qualitative findings of the study suggest that those taking/having taken master's/PhD courses seem to try to integrate their postgraduate academic studies with their classroom practices. However, the results did not yield any concrete evidence for the positive effects of postgraduate studies on the reflection levels of the participants. When the increasing emphasis in the literature on reflective thinking and reflective teaching is considered, one can expect positive implications of degree and further academic studies on reflective teaching experience. While the current study can only provide modest suggestions with its limited scope, it can also be suggested that postgraduate programs may have more emphasis on reflective teaching both theoretically and in practice and encourage practitioners to implement their academic skills, backgrounds and gains into their teaching practices. To this end, action research can yield fruitful outcomes.

It is also noteworthy to state that the participants in the qualitative phase of the current study seemed to be involved in reflection individually though they also acknowledged the value of collaboration and interaction with other staff members. Some participants also stated that their work environment provided a positive atmosphere valuing collaboration, colleague support and teamwork. In such settings, reflection and collaboration can be combined and this may lead to enhanced reflection in cycles. In the literature, such collaborative activities as writing common assessments, joint lessons and evaluations done together are referred as ways to implement instructional change and support the improvement of more effective pedagogical

skills (Saunders, Goldenberg, & Gallimore, 2009). Furthermore, when collaboration is understood beyond regular meetings organized for routine work, it can have important benefits for both teachers and students. Therefore, Murray (2015) discusses an innovative approach to reflection called collaborative reflective teaching cycles, which goes beyond individual reflection cycle and enables mutual learning. Regarding the findings of the study that the participants enjoyed collaboration and cooperation, it can be claimed that such an approach can be welcome and lead to more widespread, organization-wide reflection. It may also help the participants to question the curriculum and infuse it with values reflected upon in the classroom as the findings indicated that the participants' reflective practices were mostly directed at materials and methodologies rather than learning outcomes and assessment.

5.2 Implications and Suggestions for Future Researchers and Practitioners

The current study has certain implications both for researchers and practitioners as well as decision makers and program designers.

First, the current study showed that reflection take place in three ways: reflection before classes, reflection during teaching and reflection after teaching. As the data obtained are qualitative and limited in scope, further research can be carried out as large-scale quantitative studies that can produce generalizable results and test whether the modest findings of the current study are shared at large.

Furthermore, the quantitative findings of the study also produced interesting findings indicating that the variables tested in this study did not have a significant effect on the participants' levels of reflection, except for the few interacting with the participants' reflection at different levels. Other researchers can investigate these and other variables through comparative studies and experimental ones, and test whether such variables as gender, degree, tenure etc. play a role in levels of reflection. Further research is needed to have a more holistic understanding of reflection. The findings of the current study showed that reflection often occurred individually, which suggest that individual preferences of teachers about their reflection might be more effective in their levels of reflection and selection of reflective tools.

Another area that calls for further research may be the effectiveness of reflection and reflection tools on student achievement and learning outcomes. While it was clear from the findings of the current study that the participants had positive perceptions of their levels of reflection, to what

extent it contributes to student learning is a fundamental question that needs to be tested. Therefore, future researchers can also investigate the potential relationship between reflective teaching and student outcomes through experimental research designs.

Based on the previous literature on reflective teaching and the findings of the current study, further research can be directed at large-scale quantitative studies that are intended to measure the levels of reflection in higher education level ELT/EFL settings. Future studies can also be designed as single and multiple case studies in institutions reputable for their language education and investigate teacher reflectivity and provide insights into their stories.

As for the practitioners of education, one suggestion that can be made based on the findings of the current study is that teachers can make use of more than one reflection tools as each can be effective for different reflection types. Furthermore, a more systematic and organized reflection can be better than random and unorganized ones as reflection is an ongoing process. Decision makers in school environments can also play a positive role in creating more concrete reflection systems; encourage reflection and create support systems that will enable more effective reflection by teachers that can improve the quality of teaching and learning. The current study also found that several contextual factors interplayed with reflection by enabling/constraining reflection by teachers. Thus, it is also suggested that both school administrations and educators become aware of such contextual variables.

Finally, although the findings of the current study indicated that degree was not so effective a variable interplaying with the participants' levels of reflection, postgraduate education in ELT context is thought to have important implications for reflective teaching. Therefore, reflective teaching can be given more emphasis while designing postgraduate courses, which can help educators build bridges between their academic studies and courses and their classroom practices.

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Appendix

Appendix A: Survey

Reflective Teaching Questionnaire

The purpose of this study is to assess your level of reflection as a teacher. Thank you very much for the time you are devoting to this research project.

****

Are you a graduate of English Language Teaching Department?
English Language and Literature Department
Translation Department
Other (please specify)

Years of teaching experience:_____

Gender:_____

Is your degree: BA MA PhD

Have you ever taken any certificates such as Delta or Celta? _____

E-mail Address:_____

For each indicator, please select the rating that best represents the current state of your practice. Use O (often), U (usually), S (sometimes), R (rarely), or N (never).

LEVEL 1: Pre-reflection	O	U	S	R	N
1. I perform in a survival mode, reacting automatically without consideration of alternative responses.					
2. I function based on preset standards of operation without adapting or restructuring based on students' responses.					
3. I do not support beliefs and assertions with evidence from experience, theory or research.					
4. I am willing to take things for granted without questioning.					
5. I am preoccupied with classroom management, control and student compliance.					
6. I ignore the interdependence between teacher and students' actions.					
7. I view student and classroom circumstances as beyond my control.					
8. I dismiss students' perspectives without due consideration.					
9. I see no need for thoughtfully connecting teaching actions with student learning or behavior.					
10. I discuss problems simplistically or unidimensionally.					
11. I do not see beyond immediate demands of a teaching episode.					
12. I attribute ownership of problems to students or others.					
13. I fail to consider differing needs of learners.					
14. I see myself as a victim of circumstances.					
LEVEL 2: Surface Reflection	**O**	**U**	**S**	**R**	**N**
15. My analysis of teaching practices is limited to technical questions about teaching techniques.					
16. I modify teaching strategies without challenging underlying assumptions about teaching and learning.					
17. I do not connect specific methods to underlying theory.					
18. I support beliefs only with evidence from experience.					

19. I provide limited accommodations for students' different learning styles.					
20. I react to student responses differentially but fail to recognize the patterns.					
21. I adjust teaching practices only to current situation without developing a long-term plan.					
22. I implement solutions to problems that focus only on short-term results.					
23. I make adjustments based on past experience.					
24. I question the utility of specific teaching practices but not general policies or practices.					
25. I provide some differentiated instruction to address students' individual differences.					
26. I tend to follow orders rather be innovative because I do not want to get in trouble.					
LEVEL 3: Pedagogical Reflection	**O**	**U**	**S**	**R**	**N**
27. I analyze relationship between teaching practices and student learning.					
28. I strive to enhance learning for all students.					
29. I seek ways to connect new concepts to students' prior knowledge.					
30. I have genuine curiosity about the effectiveness of teaching practices, leading to experimentation and risk-taking.					
31. I engage in constructive criticism of one's own teaching.					
32. I adjust methods and strategies based on students' relative performance.					
33. I analyze the impact of task structures, such as cooperative learning groups, partner, peer or other groupings, on students' learning.					
34. I have commitment to continuous learning and improved practice.					
35. I identify alternative ways of representing ideas and concepts to students.					
36. I recognize the complexity of classroom dynamics.					
37. I acknowledge what students bring to the learning process.					
38. I consider students' perspectives in decision making.					
39. I see teaching practices as remaining open to further investigation.					
LEVEL 4: Critical Reflection	**O**	**U**	**S**	**R**	**N**

40. I view practice within the broader sociological, cultural, historical, and political contexts.					
41. I consider the ethical ramifications of classroom policies and practices.					
42. I address issues of equity and social justice that arise in and outside of the classroom.					
43. I challenge status quo norms and practices, especially with respect to power and control.					
44. I observe myself in the process of teaching.					
45. I am aware of incongruence between beliefs and actions and takes action to rectify.					
46. I acknowledge the social and political consequences of my teaching.					
47. I am an active inquirer, both critiquing current conclusions and generating new hypotheses.					
48. I challenge assumptions about students and expectations for students.					
49. I suspend judgments to consider all options.					
50. I recognize assumptions and premises underlying beliefs.					
51. I call commonly-held beliefs into question.					
52. I acknowledge that teaching practices and policies can either contribute to, or hinder, the realization of a more just and humane society.					
53. I encourage socially responsible actions in the students.					

Appendix B: Interview Questions

Reflective Teaching Questionnaire

Name: _____

Please answer the following questions to the best of your ability or current knowledge. Your participation is voluntary and you may choose not to answer any of the questions. The information you provide will be kept confidential in a protected file.

1. Do you follow current topics about the teaching profession?

2. Do you think through the purpose of your lesson, plan teaching activities before your class?

3. Do you use different strategies to maximize student learning in the class?

4. Do you take into consideration your students' learning styles and their needs throughout teaching?

5. Do you assess yourself after your class?

6. Do you change your teaching method to increase their engagement during the lesson if your students need?

7. Which assessment tools do you use while evaluating your students?

8. Do you have a chance to examine your own practice to improve yourself? If no, do you think it is necessary to observe your own teaching?

9. Do you collaborate with other staff to improve yourself throughout the academic year?

Appendix C: Frequency Distribution with Five Points (O, U, S, R, N)

		N	Percent
R1Pre1	Never	22	22,2%
	Rarely	40	40,4%
	Sometimes	29	29,3%
	Usually	7	7,1%
	Often	1	1,0%
R2Pre2	Never	35	35,0%
	Rarely	40	40,0%
	Sometimes	18	18,0%
	Usually	6	6,0%
	Often	1	1,0%
R3Pre3	Never	46	46,5%
	Rarely	40	40,4%
	Sometimes	7	7,1%
	Usually	5	5,1%
	Often	1	1,0%
R4Pre4	Never	44	44,0%
	Rarely	37	37,0%
	Sometimes	16	16,0%
	Usually	3	3,0%
	Often	0	0,0%
R5Pre5	Never	22	22,7%
	Rarely	28	28,9%
	Sometimes	32	33,0%
	Usually	11	11,3%
	Often	4	4,1%
R6Pre6	Never	66	66,7%
	Rarely	22	22,2%
	Sometimes	9	9,1%
	Usually	1	1,0%
	Often	1	1,0%
R7Pre7	Never	43	43,4%
	Rarely	38	38,4%
	Sometimes	14	14,1%
	Usually	3	3,0%
	Often	1	1,0%
R8Pre8	Never	63	63,6%
	Rarely	27	27,3%
	Sometimes	7	7,1%
	Usually	1	1,0%
	Often	1	1,0%

R9Pre9	Never	77	78,6%
	Rarely	16	16,3%
	Sometimes	4	4,1%
	Usually	1	1,0%
	Often	0	0,0%
R10Pre10	Never	29	29,6%
	Rarely	36	36,7%
	Sometimes	22	22,4%
	Usually	7	7,1%
	Often	4	4,1%
R11Pre11	Never	34	34,7%
	Rarely	41	41,8%
	Sometimes	19	19,4%
	Usually	4	4,1%
	Often	0	0,0%
R12Pre12	Never	34	34,3%
	Rarely	36	36,4%
	Sometimes	20	20,2%
	Usually	6	6,1%
	Often	3	3,0%
R13Pre13	Never	50	50,5%
	Rarely	33	33,3%
	Sometimes	14	14,1%
	Usually	2	2,0%
	Often	0	0,0%
R14Pre14	Never	45	46,4%
	Rarely	30	30,9%
	Sometimes	15	15,5%
	Usually	6	6,2%
	Often	1	1,0%
R15Sur1	Never	33	33,7%
	Rarely	45	45,9%
	Sometimes	16	16,3%
	Usually	4	4,1%
	Often	0	0,0%
R16Sur2	Never	20	20,4%
	Rarely	37	37,8%
	Sometimes	29	29,6%
	Usually	9	9,2%
	Often	3	3,1%
R17Sur3	Never	23	23,5%
	Rarely	32	32,7%
	Sometimes	34	34,7%
	Usually	8	8,2%
	Often	1	1,0%

R18Sur4	Never	12	12,1%
	Rarely	17	17,2%
	Sometimes	40	40,4%
	Usually	24	24,2%
	Often	6	6,1%
R19Sur5	Never	30	30,6%
	Rarely	38	38,8%
	Sometimes	22	22,4%
	Usually	7	7,1%
	Often	1	1,0%
R20Sur6	Never	25	25,8%
	Rarely	49	50,5%
	Sometimes	22	22,7%
	Usually	1	1,0%
	Often	0	0,0%
R21Sur7	Never	23	23,5%
	Rarely	42	42,9%
	Sometimes	26	26,5%
	Usually	6	6,1%
	Often	1	1,0%
R22Sur8	Never	18	18,4%
	Rarely	40	40,8%
	Sometimes	33	33,7%
	Usually	6	6,1%
	Often	1	1,0%
R23Sur9	Never	6	6,1%
	Rarely	9	9,2%
	Sometimes	24	24,5%
	Usually	44	44,9%
	Often	15	15,3%
R24Sur10	Never	7	7,2%
	Rarely	19	19,6%
	Sometimes	53	54,6%
	Usually	16	16,5%
	Often	2	2,1%
R25Sur11	Never	1	1,0%
	Rarely	9	9,2%
	Sometimes	21	21,4%
	Usually	52	53,1%
	Often	15	15,3%
R26Sur12	Never	18	18,9%
	Rarely	33	34,7%
	Sometimes	35	36,8%
	Usually	8	8,4%
	Often	1	1,1%

R27Ped1	Never	1	1,0%
	Rarely	1	1,0%
	Sometimes	14	14,3%
	Usually	42	42,9%
	Often	40	40,8%
R28Ped2	Never	1	1,0%
	Rarely	0	0,0%
	Sometimes	3	3,1%
	Usually	44	44,9%
	Often	50	51,0%
R29Ped3	Never	0	0,0%
	Rarely	2	2,0%
	Sometimes	4	4,1%
	Usually	34	34,7%
	Often	58	59,2%
R30Ped4	Never	1	1,0%
	Rarely	2	2,0%
	Sometimes	26	26,5%
	Usually	43	43,9%
	Often	26	26,5%
R31Ped5	Never	2	2,0%
	Rarely	2	2,0%
	Sometimes	21	21,4%
	Usually	44	44,9%
	Often	29	29,6%
R32Ped6	Never	1	1,0%
	Rarely	0	0,0%
	Sometimes	16	16,3%
	Usually	51	52,0%
	Often	30	30,6%
R33Ped7	Never	0	0,0%
	Rarely	6	6,1%
	Sometimes	11	11,1%
	Usually	44	44,4%
	Often	38	38,4%
R34Ped8	Never	0	0,0%
	Rarely	1	1,0%
	Sometimes	16	16,2%
	Usually	33	33,3%
	Often	49	49,5%
R35Ped9	Never	0	0,0%
	Rarely	0	0,0%
	Sometimes	12	12,1%
	Usually	48	48,5%
	Often	39	39,4%

R36Ped10	Never	0	0,0%
	Rarely	1	1,0%
	Sometimes	7	7,1%
	Usually	34	34,3%
	Often	57	57,6%
R37Ped11	Never	0	0,0%
	Rarely	0	0,0%
	Sometimes	12	12,1%
	Usually	36	36,4%
	Often	51	51,5%
R38Ped12	Never	1	1,0%
	Rarely	1	1,0%
	Sometimes	9	9,2%
	Usually	52	53,1%
	Often	35	35,7%
R39Ped13	Never	0	0,0%
	Rarely	0	0,0%
	Sometimes	11	11,2%
	Usually	44	44,9%
	Often	43	43,9%
R40Cri1	Never	0	0,0%
	Rarely	0	0,0%
	Sometimes	31	31,3%
	Usually	38	38,4%
	Often	30	30,3%
R41Cri2	Never	1	1,0%
	Rarely	1	1,0%
	Sometimes	20	20,2%
	Usually	40	40,4%
	Often	37	37,4%
R42Cri3	Never	1	1,0%
	Rarely	0	0,0%
	Sometimes	11	11,2%
	Usually	40	40,8%
	Often	46	46,9%
R43Cri4	Never	3	3,1%
	Rarely	5	5,2%
	Sometimes	30	30,9%
	Usually	37	38,1%
	Often	22	22,7%
R44Cri5	Never	1	1,0%
	Rarely	2	2,0%
	Sometimes	13	13,1%
	Usually	45	45,5%
	Often	38	38,4%

R45Cri6	Never	1	1,0%
	Rarely	4	4,0%
	Sometimes	24	24,2%
	Usually	47	47,5%
	Often	23	23,2%
R46Cri7	Never	0	0,0%
	Rarely	3	3,1%
	Sometimes	21	21,4%
	Usually	41	41,8%
	Often	33	33,7%
R47Cri8	Never	0	0,0%
	Rarely	3	3,0%
	Sometimes	32	32,3%
	Usually	38	38,4%
	Often	26	26,3%
R48Cri9	Never	0	0,0%
	Rarely	4	4,0%
	Sometimes	28	28,3%
	Usually	46	46,5%
	Often	21	21,2%
R49Cri10	Never	1	1,0%
	Rarely	5	5,0%
	Sometimes	32	32,0%
	Usually	45	45,0%
	Often	17	17,0%
R50Cri11	Never	0	0,0%
	Rarely	1	1,0%
	Sometimes	34	34,3%
	Usually	49	49,5%
	Often	15	15,2%
R51Cri12	Never	0	0,0%
	Rarely	7	7,1%
	Sometimes	28	28,3%
	Usually	40	40,4%
	Often	24	24,2%
R52Cri13	Never	0	0,0%
	Rarely	2	2,0%
	Sometimes	16	16,0%
	Usually	31	31,0%
	Often	51	51,0%
R53Cri14	Never	1	1,0%
	Rarely	0	0,0%
	Sometimes	10	10,0%
	Usually	27	27,0%
	Often	62	62,0%

Appendix D Ethics Approval

Evrak Tarih ve Sayısı: 02.04.2021-9139

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı : E-88083623-020-9139
Konu : Etik Onayı Hk.

Sayın Özge ALGÜL

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 01.04.2021 tarihli ve 2021/04 sayılı kararıyla uygun bulunmuştur.
Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Alper FİDAN
Müdür Yardımcısı

Dağıtım:
Sayın Dr.Öğr.Üyesi Alper FİDAN
Sayın Ecehan ŞİMŞEK
Sayın Merve AKBULUT
Sayın Gülfidan ERDOĞAN
Sayın Yeşim TİMİSİ
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ISBN 978-975-447-868-6