

DEVELOPING REFLECTIVE TEACHERS:
A STUDY ON PERCEPTION AND IMPROVEMENT
OF REFLECTION IN PRE-SERVICE TEACHER EDUCATION

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ABSTRACT

DEVELOPING REFLECTIVE TEACHERS: A STUDY ON PERCEPTION AND IMPROVEMENT OF REFLECTION IN PRE-SERVICE TEACHER EDUCATION

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This study is a detailed examination of reflection in pre-service teacher education. It focuses on the process of the promotion of reflective thinking in teacher education. Within this process, it considers pre-service teachers' perceptions on becoming reflective and their focus of attention throughout their practicum. In relation to these, it analyzes pre-service teachers' improvement in reflection by focusing on various methods of promotion for reflectivity.

This is a case study that was conducted in the form of an action research in qualitative research paradigm. The participants were 30 pre-service teachers in an undergraduate teacher education program of English language at Eastern Mediterranean University, Famagusta, North Cyprus.

Data collection consisted of weekly guided journal entries, tape-recorded reflective interactions and interviews, assignment on videotaped microteaching, questionnaires and observations.

The findings of the study indicated that the pre-service teachers perceived that the collaboration had an important role in the promotion of reflection. The reflective

process enhanced their self-awareness towards their teaching, which contributed to their professional identity development as teachers. It was found out that the pre-service teachers felt enthusiastic about reflection and that they valued guidance within the reflective process.

It was indicated that the pre-service teachers focused primarily on the instructional processes, motivation, and on classroom management while reflecting on their experiences, while having emphasis on effective teaching so that desired objectives are achieved.

The study revealed that there was a developmental process in pre-service teachers' reflectivity in this course. Towards the end of the course, they incorporated their theoretical background and considered contextual factors in reflecting on their experiences, while these factors were limited to learners' ages, language levels, and learning styles. Despite the fact that journals attracted reservations from some pre-service teachers, the findings indicated that they distinctively promoted reflectivity throughout the process.

Keywords: Reflection, pre-service teacher, practicum, microteaching, peer feedback.

ÖZ

YANSITICI DÜŞÜNEN ÖĞRETMEN YETİŞTİRME: HİZMET ÖNCESİ ÖĞRETMEN EĞİTİMİNDE YANSITICI DÜŞÜNMENİN ALGISI VE GELİŞTİRİLMESİ ÜZERİNE BİR ÇALIŞMA

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Bu çalışmanın amacı hizmet öncesi öğretmen eğitiminde yansıtıcı düşünmenin geliştirilmesini araştırmaktır. Araştırma çerçevesinde öğretmen adaylarının yansıtıcı düşünmeyi nasıl algıladıkları ve bu süreç boyunca hangi konular üzerinde yansıtıcı düşündükleri çalışılmıştır. Tüm bunlarla bağlantılı olarak yansıtıcı düşünmeyi teşvik eden farklı yöntemlerin, öğretmen adaylarında bu düşünce modelinin geliştirilmesi üzerine olan etkileri incelenmiştir.

Bu çalışma nitel araştırma paradigması çerçevesinde gerçekleştirilen ve eylem araştırması desenini içeren bir durum çalışmasıdır. Çalışma örneklemi Kuzey Kıbrıs'ta bulunan Doğu Akdeniz Üniversitesi'nde İngilizce Öğretmenliği Bölümü'nde lisans eğitimi alan ve son sınıfta okuyan 30 öğretmen adaydır.

Yönlendirme eşliğinde tutulan haftalık günlükler, banda kaydedilmiş yansıtıcı etkileşimler ve görüşmeler, öğrencilerin kısa derslerinin video kayıtlarının analizi, anketler, ve gözlemler bu çalışmanın veri toplama yöntemlerini oluşturmaktadır.

Çalışmaya katılan öğretmen adayları yansıtıcı düşünmeyi içeren uygulama sürecinde işbirliğinin önemli bir rol oynadığını belirtmişlerdir. Bu sürecin kendi

öğretme biçimleri üzerinde farkındalık yarattığını, yani öğretmen olarak kendi kendilerini tanımaya ve bununla birlikte mesleki kimliklerinin oluşmasına yardımcı olduğunu algılamışlardır. Öğretmen adayları genel olarak yansıtıcı düşünme sürecini olumlu olarak değerlendirmiş ve bu süreç boyunca kendilerine sağlanan yönlendirmeyi gerekli bulmuşlardır.

Öğretmen adayları uygulama sürecinde yansıtıcı olarak düşünürken öğretim yöntemleri, öğrenci güdülenmesi ve sınıf yönetimi gibi konulara yoğunlaşmışlardır.

Uygulama dersi boyunca öğretmen adayları yansıtıcı düşünmede bir gelişme kaydetmişlerdir. Akademik dönemin sonuna doğru, yansıtıcı olarak düşünürken kuramsal bilgilerini ve kısıtlı bir biçimde olsa da durumsal etkenleri gözönünde bulundurmaya başlamışlardır. Günlük tutmanın, bazı kaygılara rağmen, yansıtıcı düşünmeyi geliştiren etkili bir yöntem olduğu ortaya çıkmıştır.

Anahtar Kelimeler: Yansıtıcı düşünme, hizmet öncesi öğretmen eğitimi, uygulama dersi, akran değerlendirmesi.

. . . Always keep Ithaca in your mind.
To arrive there is your ultimate goal.
But do not hurry the voyage at all.
It is better to let it last for many years;
and to anchor at the island when you are old,
rich with all you have gained on the way . . .
(Cavafy, 1911)

To my parents and to Erdem

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TABLE OF CONTENTS

PLAGIARISM	iii
ABSTRACT	iv
ÖZ	vi
ACKNOWLEDGMENTS	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xv
LIST OF FIGURES	xvi
CHAPTER	
I. INTRODUCTION	1
1.1. Background to the Study	1
1.2. Purpose of the Study	9
1.3. Significance of the Study	9
1.4. Definition of Terms	11
II. REVIEW OF LITERATURE	12
2.1. Conceptual Framework of Reflection	12
2.1.1. Early Conceptualization of Reflection	12
2.1.2. Metacognitive Nature of Reflection	15
2.2. Underlying Philosophies of Reflection	15
2.2.1. Reflection and Critical Theory	16
2.2.2. Reflection and Constructivism	17
2.3. Typologies of Reflection	18
2.3.1. Van Manen's Typology of Reflection	18
2.3.2. Major Operationalizations of Reflection	20
2.4. Teacher Education and Reflection	22

2.4.1. Reflective Teacher Education	22
2.4.1.1. Reflective Writing	23
2.4.1.2. Collaboration for Reflection	25
2.4.1.3. Reflective Dialogue	27
2.4.1.4. Guidance for Reflection	28
2.4.1.5. Roles in Reflection Process	29
2.4.2. Major Focuses in Reflective Teacher Education	31
2.4.2.1. Improvement of Reflection	31
2.4.2.2. Content of Reflection	32
2.4.2.3. Perceptions on Reflective Programs	33
2.5. Criticism towards Reflection	35
2.6. Summary	37
III. METHOD	39
3.1. Overall Research Design	39
3.2. Context	41
3.3. Course Implementation	42
3.3.1. Practical Experience	43
3.3.2. Course Procedure	45
3.3.3. Course Components	47
3.3.3.1. Class Interactions	47
3.3.3.2. Weekly Journals	48
3.3.3.3. Reflective Interviews	49
3.3.3.4. Assignment on Videotaped Microteaching	50
3.3.4. Course Assessment	51
3.3.5. Instructional Environment	52
3.4. Researcher Role	53
3.5. Data Sources	54
3.5.1. Course Participants	55
3.5.2. Documents	55
3.5.2.1. Weekly Journal Entries	55

3.5.2.2. Tape-recorded Interactions	56
3.5.2.3. Assignment on Videotaped Microteaching	57
3.5.2.4. Researcher Diary	57
3.6. Data Collection Instruments	57
3.6.1. Perception Questionnaires	58
3.6.1.1. Mid-course Perception Questionnaire	58
3.6.1.2. End-of-course Perception Questionnaire	58
3.6.2. Reflective Interview Schedules	59
3.6.3. Peer Observation Form	60
3.6.4. Peer Interview	61
3.7. Data Collection Procedures	61
3.8. Data Analysis Procedures	64
3.8.1. Content Analysis	66
3.8.2. Evaluation of Reflection	68
3.9. Trustworthiness	70
3.10. Limitations of the Study	75
IV. RESULTS	78
4.1. Pre-service Teachers' Perceptions of a Reflective Course	78
4.1.1. Authentic Teaching Experiences	80
4.1.2. Guidance in Reflection	84
4.1.3. Self-awareness	87
4.1.4. Roles in Reflective Practicum Course	91
4.1.5. Class Atmosphere	93
4.1.6. Development of Competence	97
4.1.7. Reservations on Reflective Practicum Course	98
4.1.8. Suggestions on Improvement of Course	102
4.2. Content of Pre-service Teachers' Reflections	105
4.2.1. Instructional Processes	106
4.2.2. Increasing Learner Motivation	114
4.2.3. Assessment of "the Teacher"	118

4.2.4. Classroom Management	122
4.2.5. Development of Insight	125
4.3. Ways to Improve Pre-service Teachers' Reflection	128
4.3.1. Weekly Journals	128
4.3.2. Assignment on Videotaped Microteaching	134
4.3.3. Class Interactions	138
4.3.4. Reflective Interviews	142
V. CONCLUSIONS AND IMPLICATIONS	150
5.1. Conclusions	150
5.1.1. Collaboration	151
5.1.2. Guidance	153
5.1.3. Self-awareness and Construction of Professional Identity ...	156
5.1.4. Enthusiasm and Reservation	158
5.1.5. Conceptual Level of Reflection	160
5.1.6. Content of Reflection	166
5.2. Implications for Practice	171
5.3. Implications for Further Research	174
REFERENCES	176
APPENDICES	190
A. Weekly Journal Guidelines – Original Version	190
B. Weekly Journal Guidelines – Modified Version	191
C. Post-observation Reflective Interview Schedule	192
D. Post-microteaching Reflective Interview Schedule	194
E. Guidelines on Videotaped Microteaching Assignment	196
F. Mid-course Perception Questionnaire	197
G. End-of-course Perception Questionnaire	199
H. Peer Observation Form	203

I. Index for Data Sources and Data Collection Instruments	205
J. Sample Coding for Perceptions	206
K. Coding Index for Perceptions	207
L. Sample Coding for Content	209
M. Coding Index for Content	210
N. Sample Rating	212
O. Three-dimensional Analysis	213
P. Sample Peer Observation Notes	214
Q. Inter-rater and Inter-coder Reflections	215
R. Sample Auditor Feedback	217
S. Peer Feedback Guidelines	218
T. Sample Case for Seminars	220
U. Sample Reading Material for Weekly Themes	221
V. Sample Lesson Plan for Seminars	222
X. Turkish Summary	224
Y. Curriculum Vitae	232

LIST OF TABLES

TABLE

3.1. Time Ordered Course Implementation and Data Collection Procedure	63
3.2. Journal Keeping Process by Weeks	65
3.3. Taxonomy of Reflection	69
4.1. Reflection in Weekly Journals in Percentage	129
4.2. Comparison of Reflection in Journals and Assignment on Videotaped Microteaching in Percentage	135
4.3. Comparison of Class Discussions and Peer Feedback	139
4.4. Comparison of Post-observation and Post-microteaching Interviews in Percentage	142
4.5. Summary of Developmental Process of Reflection	146

LIST OF FIGURES

FIGURE

3.1. Visual Description of Research Design	76
4.1. Pre-service Teachers' Perception on a Reflective Practicum Course, Thematic Categories	79
4.2. Summary of the Results	149

CHAPTER I

INTRODUCTION

*Know thyself: the unexamined life is
not worth living.*

Socrates

This study aimed to develop insight into pre-service teachers' experiences of a reflective practicum course. The purpose of the study was multifaceted, in that it focused on how pre-service teachers perceived a reflective practicum course; what they reflected upon; and in what ways they improved their reflective thinking throughout the course process. Within this context, the views of pre-service teachers on their experiences; the experiences they identified as important; and how they improved their reflection were explored.

1.1. Background to the Study

Dewey, in his now classic works, elaborates on teacher education, and he presents the reflective approach as an alternative to the then existing models of teacher education (1910; 1933). In these works, Dewey made a criticism that teacher education is dominated by technical orientation, in which candidate teachers were guided to acquire and master technical skills, and where utmost importance was given on how to teach, without considering principles or philosophy in their practice. It is interesting to observe that Dewey's diagnosis on this problem in teacher education at his time is still valid in our time as well. There is a concern

that teachers are trained as “skilled technicians” who are limited in their behaviours and alternatives, and who base their actions on habit rather than careful thought (Valli, 1997, p. 70). This fundamental shortcoming in teacher preparation is often related to traditional approaches to teacher education.

Research indicated the deficiencies of technically oriented models, such as technical-rationality model which is based on the notion that “professional activity consists in instrumental problem solving made rigorous by the application of scientific theory and technique” (Schön, 1983, p. 21). One of the many studies that points out the need for change from technical-rationality model towards a model that encourages internalization was conducted by Zeichner and Tabachnick (1981). This study indicated the challenges novice teachers faced when they go to schools. According to this study, what pre-service teachers learn at universities is “washed out” during student teaching and in-service teaching periods (p. 7). The attitude of these novice teachers was observed to have changed from progressive to traditional, as their liberal attitude at university tended to be replaced by a more traditional one.

Furthermore, Korthagen (2001a) elaborates on various studies on the change of novice teachers’ attitude during their experience in the first year of their profession; so much so that, what novices learned in pre-service education disappeared even during their field experiences. In relation to this, he points out the gap between theory and practice that is created during teacher preparation by traditional teacher education programs. Korthagen also explains that practicing teachers regard theories as being incompatible with their practice, and therefore, novices who struggle to implement what they learned in university in practice schools are easily demotivated in this discouraging environment. Consequently, a novice teacher, having graduated from a traditional teacher preparation program, would face challenges in school environment, due to the weaknesses of his/her program and the influences of his/her colleagues.

In relation to this, Kagan (1992) argues that unless novice teachers are guided to reflect on their experiences, their inexperience in the field will lead them to develop survival strategies to cope up with the difficulties of the classroom. These strategies are not necessarily grounded on the knowledge they learned in university courses, but they function to help them survive in classroom context.

Another factor that has a negative influence on field experience in a traditional teacher preparation program is that pre-service teachers do not normally have sufficient exposure to authentic experience, and when they have the opportunity, they are preoccupied with worries in relation to survival. For example, it is stated that in such cases, often, pre-service teachers are worried about the grades they aim to obtain. Inevitably, this prevents them from taking risks, such as trying out innovative ideas during the practicum experience (Bullough et al., 2003).

On another note, Korthagen (2001a) voices concerns of a group of stakeholders in teacher education – pre-service teachers, graduates, teacher educators, and politicians – in different parts of the world explaining their dissatisfaction with teacher education. He points out that in most cases, teacher education is found to be too theoretical, and consequently, various certification programs, which have experiential and practical orientations, are offered to newly graduates. These programs stand to compensate the theoretical programs; however eventually, this situation creates an imbalance in teacher education.

Experiences and findings similar to the aforementioned studies have increased the attention towards approaches that provide opportunities for practice and create internalization in prospective teachers. In this respect, Korthagen (2001a) voices the concerns for a more constructivist view of teacher education in which “the teacher develops his or her own knowledge in a process of reflection on practical situations, which creates a concern and personal need for learning” (p. 15). Here, the emphasis moves from mastery of skills and of competences toward “inquiry-oriented activities, interaction among learners, and the development of reflective skills” (Korthagen, 2001a, p. 15). Within this framework, drawing from the

teachings of Dewey, concerns over the incorporation of ethical, empirical, theoretical, and practical principles were accepted to be crucial in inquiry (LaBoskey, 1992).

Furthermore, discussions over the perpetual debate on ‘good teaching’ created an additional urge for change in teacher education. In this context, criticisms were made by various researchers that in teacher education there was extensive emphasis on theory for technical proficiency. This emphasis was viewed as an important problem to deal with, since it failed to promote good teaching in a sufficient manner (Bullough & Gitlin, 1991; Colton & Sparks-Langer, 1993). Further to this, there has been a growing interest towards quality education (Biggs, 1999; 2001). Having this idea in mind, in different parts of the world, various initiatives were put into action for the betterment of teacher education. For example, in the United Kingdom (UK), the growing public profile of education triggered attention to how to train teachers best for their profession (Calderhead & Shorrock, 1997). This raised attention for undertaking innovative methods, such as school-based teacher education, and therefore, more value was placed on practical component of teacher preparation. Within this context, a form of partnership was created between teacher education faculties and teachers in schools in order to develop cooperation, and to combine theory and practice in teacher education. In the United States (US), professional development schools (PDS) were developed. These schools aim to integrate theory and practice within the framework of reflective practice (Korthagen, 2001a).

Besides the deficiencies of traditional and behaviouristic approaches in teacher education, the new century triggered the requirements for a new type of personality,

. . . someone who can work in a team, adjust to the fast-changing reality and demands of the surrounding world, exhibit tolerance and listen to differing views, and keep an open and critical mind, internalizing the ever-growing flow of information and reflecting on both personal and professional levels. (Beed, Ridgeway, Brownlie, & Kalnina, 2005, p. 166)

Consequently, this signals the requirements of a new type of teacher, who can meet the needs of the society and take it even further. This is evident in the roles of educators, who act as facilitators, supporters, and mentors who promote sharing, problem solving, decision making, and risk-taking. Similarly, students have become active participants who ask questions, participate in learning teams, show curiosity, and share reflections (Beed, Ridgeway, Brownlie, & Kalnina, 2005). Within this context, Colton and Sparks-Langer (1993) describe future's schools as "restructured communities of learning requiring empowered, reflective decision makers" (p. 45). In parallel to this, it was stated in a recent study that in changing times, important challenges are placed upon teachers, and therefore, on teacher education. For example, today, increasing number of heterogeneous classrooms which accommodate diverse backgrounds, for instance, require teachers to place primary emphasis on learners' social needs, by understanding their contexts better (Howard, 2003). This, consequently, creates a need to have teachers who are free to make judgments on the content and processes of their work (Zeichner & Liston, 1987).

Also, it was indicated that concepts such as 'lifelong learning' and 'learning communities' have important implications on education (Reid & O'Donoghue, 2004). They entail flexibility, dynamism, change and managing uncertainty, which require an inquiry-oriented teaching and teacher education. As Wenzlaff (1994) states, lifelong learning is in the nature of reflection, since it contains constant self-analysis and urge for growth.

Supporting this argument, Kagan (1992) draws attention to the complex nature of teaching, stating that "Classroom teaching appears to be a peculiar form of self-expression in which the artist, the subject, and the medium are one" (p. 164). She emphasizes that most of the time teacher education programs with traditional orientation fail to prepare teachers for this multifaceted profession. After reviewing several empirical researches on learning-to-teach, Kagan came to a conclusion that pre-service and novice teachers need to be guided to reflect on their behaviours, beliefs, and image as teachers. In this respect, teacher education

programs that prepare teachers as reflective practitioners would play an important role in answering the needs of tomorrow's societies.

Korthagen (2001a), also, stresses the importance of the promotion of critical reflection within school-based teacher education programs, since reflective thinking helps prevent prospective teachers from settling in traditional educational patterns that exist in schools. A reflective program that involves school-based practice would encourage novice teachers towards reflecting "under the guidance of a more experienced colleague and developing one's own insight into teaching through the interaction between personal reflection and theoretical notions brought in by teacher educators" (p. 12).

Calderhead (1987) relates reflection to the endeavours to professionalize teaching, underlining that reflective practice has a vital role in the development of professional skills, like in any other profession. Further to this discussion, it was stressed that through reflection, it becomes apparent that teaching is a profession which entails artistry and intuition, together with technical skills (Brubacher, Case, & Reagan, 1994).

To summarize, the factors, such as increasing attention towards the improvement of quality in teacher education; endeavours for the betterment of teaching as professional status; and growing interest towards the impact of thinking on behaviour, contributed to the growth of attraction towards reflection in teacher education (Valli, 1997).

Furthermore, the attempts to empower practicing teachers to take charge of their profession and to establish their presence in research on teaching also has a considerable role in the consideration of reflection in teacher education (Lyons & LaBoskey, 2002). As a matter of fact, together with this interest, substantial research has been conducted, placing teachers into the position of researcher and inquirer in their own practice (Dinkelman, 2000; Freese, 1999; Minnet, 2003). Within this context, practitioners are engaged in inquiry-oriented research that is

qualitative and interpretive in the form of action research, case studies, ethnographies, and analysis of texts and discourses (Lyons & LaBoskey, 2002).

Having these in mind, there is criticism that competence-based approach in teacher education created a sharp shift from theory to practice, which placed emphasis on sole practice, such as apprenticeship model, often disregarding theory. However, Norrish and Pachler (2003) explain that reflective practice in initial training does not contrast theory with practice; instead, it combines these notions with each other, which results in deeper understanding of one's professional development.

On the basis of the above discussion, it is apparent that reflection in teacher education has received considerable attention, and it is regarded as an alternative paradigm in teacher education. Especially in the last two decades, teacher education programs started to integrate this concept into their curricula in order to meet the requirements of the changing needs in the society, and to overcome the shortages in their applications (Korthagen, 2001a). Within a short time, it was implemented in a variety of levels and specialities of teacher education, from educating teachers of languages (Farrell, 2001) to teachers of sports (Placek, 1995; Knowles, Gilbourne, Borrie, & Nevill, 2001), and from pre-service teacher education (Griffin, 2003; Kaminski, 2003) to mentor education (Orland-Barak, 2005). Currently, together with the rapidly developing information technology, various methods, such as digital video tools, and web-based, electronic portfolios, were developed using advanced technology in order to promote practitioners to engage in reflection (Abrams & Middleton, 2004; Bush, 1998; Cunningham & Benedetto, 2006; Frid & Reid, 2003; Levin & Camp, 2002; Zembal-Saul, Boardman, & Dana, 1999).

At this level, empirical research has remained vital and illuminating in understanding teachers' thinking and their experiences in reflective process. That is to say,

The more we come to know about student teachers' experiences, how their practice in the classroom develops and the factors that impinge upon this development, the more able we are to construct models or theories of professional growth that will be able to shape the construction of future courses . . . (Calderhead & Shorrock, 1997, p. 9)

Hence, research helps us explore and understand their world better so that more effective teacher preparation programs could be designed on the basis of their needs.

In North Cyprus, teacher education is an important concern, and there is a constant urge to increase the quality of teacher education, which inevitably contributes to the quality of education, as a whole. In doing so, similar to the above forms of implementation, the education faculties engage pre-service teachers in field experiences via school observations and teaching practices. However, it is only until immediately before graduation when novice teachers gain the opportunity to conduct field experiences. In other words, their exposure to the authentic school environment is often delayed until their final year in teacher education program. Furthermore, pre-service teachers obtain limited exposure to the school environment – limited observation and limited teaching time.

At this phase, the researcher of this study observed that most of the pre-service teachers floundered, and they had difficulties coming to terms with dilemmas they faced in schools as observers and/or practicing teachers. Besides these, often, both pre-service and novice teachers report the gap between theory and practice, complaining that what they learned in the faculty and what they experienced in real classrooms were dramatically different.

In this study, the focus of analysis is a pre-service practicum course that is offered to prospective teachers in their final year of a four-year Bachelor program of English language teaching at the Eastern Mediterranean University, in North Cyprus. The course is offered by the Department of Educational Sciences of the

Faculty of Education, and it contains coordinated field-based experiences, mainly in the form of school observations, video extracts, and microteaching.

1.2. Purpose of the Study

This study intends to focus on reflection in teacher education at pre-service level, and it proposes to provide a comprehensive analysis on the process of becoming reflective. Within this context, it sheds light on the perceptions of pre-service teachers on becoming reflective practitioners, and it studies the content of their reflection. This enables to conduct an in-depth analysis on pre-service teachers' experiences and on their perceptions towards these experiences. Furthermore, the study aims to explore the ways in which pre-service teachers improve their reflectivity. While doing so, the emphasis is on 'reflection on action,' which entails reflection on the observed and lived experiences (Schön, 1983). The following research questions guide the improvement in its study in achieving its purposes.

R.Q.1. How do pre-service teachers perceive a reflective practicum course?

R.Q.2. What do pre-service teachers reflect upon?

R.Q.3. In what ways do pre-service teachers improve their reflection?

1.3. Significance of the Study

In an era where reflection in teacher education is regarded as an effective approach to teacher education, this study provides a closer and comprehensive analysis on the phenomenon of reflection in pre-service teacher education. Within this process, it places primary importance on the understanding of reflective practicum process from the pre-service teachers' perspectives, by inquiring their perceptions and interests during a reflective practicum process. This will provide alternative lenses to the viewpoints of researchers, teacher educators, and of

experienced teachers. Consequently, it will enrich our understanding of the phenomenon of reflection and of the reflective process as a whole.

In addition, this study conducts a detailed analysis on the developmental process of pre-service teachers' reflective thinking. Within this process, it sheds light upon how various methods, such as journals, reflective interviews, seminars, and self-observation and self-analysis contribute to the developmental process. In addition, it elaborates upon how pre-service teachers improved their reflectivity considering their focuses of attention in the practicum process. Hence, this analytic approach will contribute further to our understanding on the developmental process of reflective thinking in novice teachers.

In relation to these, the findings of this study will allow course instructors and curriculum designers in teacher education to design courses and programs accordingly, and to assist pre-service teachers to get a good start in their practice.

This study empowers the pre-service teachers, since it provides an opportunity for them to be heard, through dialogues in class, journals, and interviews. In return, for teacher educators, it creates a bridge into the world of novice teachers, helping them understand their concerns, dilemmas, and feelings in their practicum process.

Furthermore, the fact that this study is a first attempt on reflection in pre-service teacher education in a teacher education program in North Cyprus makes it unique and significant. Inevitably, at a contextual level, the findings of this study will contribute to the development of a more effective reflective practicum course, as well as assisting the development of a reflective teacher education program.

Taking into consideration the underlying principles of action research in qualitative research paradigm, this research contains an empowering process. That is to say, the course instructor is activist and critical, and she has an emancipatory position for her own practice in preparing pre-service teachers in her course to

become reflective practitioners. Hence, this study stands to be an example for other practitioners in the field of teacher education for the betterment of their practice.

1.4. Definition of Terms

Reflection: Reflection is a cognitive inquiry in which experiences are analyzed in the context of prior knowledge for the endeavours of finding meaning that will lead to the creation of a new knowledge and to the development of new alternative ways (Dewey, 1910; 1933). It is a thoughtful examination of an action considering educational knowledge, practices, and values, and the evaluation of consequences (Schön, 1983; Zeichner & Liston, 1987).

Pre-service teacher: Student teacher who still undergoes professional education and training in a teacher education program; who has not yet graduated from a teacher education program; and who has not yet started with a professional career.

Practicum: Practice related courses in a teacher preparation program that aim to provide pre-service teachers with opportunities to experience authentic teaching and learning environment.

Microteaching: Mini teaching sessions lasting 10 to 30 minutes, in which most of the time, peers instruct each other. Wallace (1991) regards microteaching as 'safe experimentation' where pre-service teachers can develop their professional repertoire.

Peer feedback: Supervised peer feedback sessions in which peers interact in order to provide feedback for each other for the improvement of their performance/ideas/products.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter aims to focus on the concept of reflection, and to provide a conceptual framework on the phenomenon in order to situate a conceptual understanding that will form basis for this study. In doing so, the prominent works on reflection as well as the recent work in the field are reviewed. It concludes with a summary of the literature underlying this study.

2.1. Conceptual Framework of Reflection

In order to conduct a profound understanding of the concept of reflection, and to formulate the conceptual framework underlining this study, it is crucial to go back to its roots, and to review and discuss its conceptual construction and underlying philosophy in a comprehensive manner.

2.1.1. Early Conceptualization of Reflection

Early recognition of reflective thinking is identified in Platonic theory in the form of Socratic questioning and dialogues. Here, dialogue is regarded as the key to reflection, which entails deep interest and a genuine doubt in the topic of conversation (Brockbank & McGill, 2000; Haroutunian-Gordon, 1998). Furthermore, Aristotle emphasizes the importance of doing, i.e. the importance of practice in learning, by criticizing those people who “discuss virtue” instead of

“doing virtuous acts,’ putting emphasis on the latter (McKeon, 1941, cited in Brockbank & McGill, 2000, p. 21).

Rousseau, in Emile’s ideal education, brought a new dimension to learning by emphasizing the self rather than the institutional dogmas, and he presented ideas on experiential learning – learning by doing, and the positive effects of travelling on learning (Foxley, 1969, cited in Brockbank & McGill, 2000).

However, the concept of reflection owes its current place and importance in education to Dewey, and the origins of the concept are mostly attributed to him. At the beginning of the last century, he offered a new approach to education that accepts all humans as able to learn from experience, and he regarded life itself as education and growing, and he stated the true aim of education as making growth explicit (Dewey, 1910; 1933).

There is no doubt that these fundamentals that were put forward by Dewey provide guidance for teachers and instructional designers in promoting and developing reflective practices in novice teachers. He explained reflection as “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (Dewey, 1910, p. 6). He emphasized on action and viewed it as an integral part of reflection. This forms to be the focal point of the concept of reflection, since the reflective practitioner is described to be someone who is active and determined, and someone who questions the grounds of his/her assumptions and practices. Indeed, the attitudes of a reflective practitioner involves “open-mindedness,” “whole-heartedness,” and “responsibility” (Dewey, 1933, pp. 30-32).

Following Dewey’s rigorous conception, Valli (1997) described reflective teacher as the one who “. . . can look back on events; make judgments about them; and alter their teaching behaviours in light of craft, research, and ethical knowledge” (p. 70).

Dewey's conceptual framework forms to be the basis for inquiry-oriented learning in which learners are encouraged to question and find solutions to problems during action. Schön (1983) expanded on Dewey's work, and he elaborated on reflection as follows:

There is some puzzling, or troubling, or interesting phenomenon with which the individual is trying to deal. As he tries to make sense of it, he also reflects on the understandings which have been implicit in his action, understandings which he surfaces, criticizes, restructures, and embodies in further action. (p. 50)

Schön (1983) views reflective process as fundamental to the artistry of practice. He elaborates on self-inquiry during action 'reflection-in-action' and after the completion of action 'reflection-on-action.' He mentions that most experienced professionals use their knowing-in-action most of the time in an unconscious way, and they are involved in reflection-in-action in order to understand the case in a better way.

In reflection-on-action, the reflective practitioner has more time to reflect on the action, which is regarded to be an important aspect of reflection (Schön, 1983). Cowan (1998) explains this as "looking back on the action contained in past experiences" (p. 36). This form of reflection involves the analysis and the summary of the past experiences that lead to the generalization on the basis of these past experiences, which will be retained for future uses. It should be noted that both of these dimensions of reflection are metacognitive processes that have future orientation for guidance of future actions.

A further dimension to reflection is viewed as 'reflection-for-action,' or 'reflection-for-practice' which connotes reflection as an ongoing process as a result of aforementioned processes of reflection, and it is more directed towards awareness of metacognitive elements in experience and future actions (Collier, 1999; Farrell, 1998). It is viewed that all these forms of reflection are essential components of reflective practice (Brubacher, Case, & Reagan, 1994).

Reflection is regarded to be linked to exploring and understanding of self, and it is viewed as an on-going effort (Colton & Sparks-Langer, 1993). Indeed, self-

realization is accepted as an important ingredient for self-development (Beed, Ridgeway, Brownlie, & Kalnina, 2005).

2.1.2. Metacognitive Nature of Reflection

Schön (1983) points out that reflection is beyond technical rationality, and that it is a higher order mental process. He mentions that reflection involves intuition, insight and artistry; so reflective practitioner is not only skilful or competent but also thoughtful, wise and contemplative.

Indeed, reflection is mostly used with higher-order mental processes synonymously. With regard to this, Mezirow (1990) explains that reflection involves the following activities: making inferences, generalizations, analogies, discriminations, evaluations, feeling, remembering, problem solving, using beliefs to make an interpretation, analyzing, performing, discussing, and judging.

Bringing a new perspective to the concept of reflection, Johns (2005) characterizes reflection as “a way of being” based on Buddhist and Native American traditions (p. 67). In his argument, he points out the importance of intuition in professional practice, therefore, in reflective practice. With this point, he aims to balance the arguments on reflection, thus, he combines Western rationalism with Eastern mysticism and spirituality. Hence, he associates reflection to Buddhist philosophy and points out that reflection is a growth process that involves a spiritual activity.

2.2. Underlying Philosophies of Reflection

In order to obtain a comprehensive understanding of the concept of reflection and its place in education, it is essential to identify the philosophies that form the basis of this concept.

2.2.1. Reflection and Critical Theory

As discussed above, engagement in reflective thinking enables the individual to be aware of his feelings and ideas and involve in inquiry, analysis and evaluation, which leads to the empowerment of the individual. However, at this point, Freire argues that freedom should not be considered as an individual activity but as a social one. He suggests that if freedom is not exercised in the society as a whole, but it is used only by the individual, then this, in his own terms, is “an individualist attitude toward empowerment or freedom” (Shor & Freire, 1987, cited in Heaney & Horton, 1990). Freire adds that critical reflection and transformative action are essential ingredients for change in society, and he uses the term ‘conscientization’ to describe this change. In line with this, Bartlett (1990) emphasizes that reflection does not only indicate responsibility to self but to the society as a whole. In this respect, he notes that reflection has a dual meaning: relationship between individual’s thought and action, and the relationship between individual and his/her membership in larger society.

Following Freire’s conception of praxis, Hoffman-Kipp, Artiles, & López-Torres (2003) focus on the “dialectical union of reflection and action” which embodies transformation, and they point out that teacher learning needs to contain praxis to enable teachers to deal with contemporary social challenges to education.

The above discussion underlines the great influence of critical theory on reflective thinking and on transformation. Critical theory challenges the status-quo and the existing power relationships in society. The theory questions the power of scientific theory, which accepts that scientific knowledge is objective and it is the supreme way to attain problems. If we apply this approach to teaching, it is essential to understand that teachers need to question, replace, or reframe an assumption which represents a dominant view or a majority (Hillier, 2002). So, in this way, we question the existing pedagogy, and challenge the power issues in education systems, and empower the powerless. According to this view, education

should result in self and social empowerment (Ornstein & Hunkins, 1998; Ozmon & Craver, 1998).

2.2.2. Reflection and Constructivism

It is evident that constructivism influenced teacher education immensely. This thought views knowledge as being socially constructed, and where practitioners are active in its construction (Putnam & Borko, 2000). In this philosophy of learning, the fundamental principle is that knowledge, people's criteria, methods of knowing, and bodies of public knowledge are 'constructed.' Learning is regarded as a search for meaning, and meaning requires understanding 'wholes' as well as parts (Light & Cox, 2001). The purpose of learning is to construct meaning, and therefore, teachers need to understand the mental models that students use in perceiving the world.

Richardson (1997) emphasizes that constructivist teacher education activates novice teachers in their own learning through helping them develop awareness of their own understanding of teaching and relating these understandings to their actions. For instance, pre-service teachers create meaning through an interaction between prior and new knowledge of instruction (Richardson, 1997; Winitzky & Kauchak, 1997). Within this context, reflective approach to teacher education contributes to pre-service teachers' meaning making processes by enabling them to consider different experiences, and by interpreting these experiences in light of theory and own value judgments influenced by social factors.

From a social reconstructivist perspective, reflection emphasizes a concern for institutional, cultural, and political contexts of schooling, in which teachers are promoted to think critically, and therefore, consider issues such as equity and social justice (Tabachnick & Zeichner, 1991).

2.3. Typologies of Reflection

In the literature, evaluating the quality of reflection is reported to be found difficult (Yost, Sentler, & Forlenza-Bailey, 2000). Indeed, according to Korthagen (2001a), how to operationalize reflection is a major problem in evaluative research on reflection. He points out that the way one defines ‘good teaching’ influences the way s/he operationalizes reflection. In addition to this, Korthagen points out that measuring reflection is a difficult act, since what is measured takes place in the head of the actor.

The attempts to operationalize reflection in evaluative research gave itself to varying forms of hierarchies of reflective thinking. In these hierarchies, the lower levels are concerned with technical rationality, and as the levels ascend concern for contextual and social factors increases. The conception that was developed by Van Manen (1977) forms the basis of many of these hierarchical frameworks. In this respect, it is essential to understand the underlying philosophies of Van Manen’s conception of reflection.

2.3.1. Van Manen’s Typology of Reflection

Taking three paradigms of knowledge – traditions of social sciences – into consideration, Van Manen (1977) identified three levels of reflection. These traditions namely are empirical-analytical; hermeneutic-phenomenological; and critical-dialectical. According to this, empirical-analytical position is embedded in technical-instrumental understanding of education and curriculum. Here, the emphasis is on effectiveness, efficiency and productivity. Thus, in teacher education, the focus is on enabling the teacher to “learn to apply a variety of techniques to the curriculum and to the teaching-learning process, so that a predetermined set of objectives can be realized most efficiently and most effectively” (p. 210).

However, Van Manen points out that the most important factors in achievement are related to learners' background and social environmental factors, such as social class and ethnic background, more than mere instructional techniques. In this respect, according to hermeneutic-phenomenological understanding, experiences are regarded as "intentional and intentions belong to subjects or individuals and to acts of consciousness" (p. 217). Thus, knowledge "is practical insofar as it provides for the justification and legitimation of common practices" (p. 219). Therefore, there is a subjective and value-oriented approach to finding solutions to problems in curriculum and education.

At the critical-dialectical paradigm, Van Manen considers the way Habermas and Freire (1970; 1974, cited in Van Manen, 1977) conceptualize critical theory to explain the critical approach to curriculum and education. According to this, it is essential to acquire social wisdom and to challenge the social situation considering social roles, social equality, dominance, and social justice.

Following the argumentation on the paradigms of social sciences, at the first level of Van Manen's conception of reflection, there is 'technical reflection,' in which the emphasis is on achieving objectives of curriculum – ends – without questioning their worth and value. Thus, the focus is on mere application of educational knowledge and principles to reach the given ends (Van Manen, 1977). Here, the person does not consider context of classroom, school, community, or society to be problematic (Zeichner & Liston, 1987). Instead, under the influence of empirical-analytic theory, "'best choices' is defined in accordance with the principles of technological progress – economy, efficiency, and effectiveness" (Van Manen, 1977, p. 226).

At the second level, 'practical level,' which is a higher level, the practitioner goes beyond technical rationality. At this level, educational choice is made concerning value judgments based on interpretation. Following hermeneutic-phenomenological understanding, teachers reflecting at this level possess "an

interpretive understanding both of the nature and quality of educational experience, and of making practical choices” (Van Manen, 1977, pp. 226-227).

At the third level, critical reflection is regarded as the highest level of reflection, and it falls in critical-dialectical paradigm. Here, moral and ethical values are considered while dealing with practical action. The practitioner considers the worth of ends as well as best ways of reaching these ends. The major concerns are worth of knowledge considering social issues, like domination, social roles, justice, equity and freedom, which are termed as critical or ethical (Pultorak, 1996; Van Manen, 1977; Wunder, 2003; Zeichner & Liston, 1987). As Brookfield (1995) explains, at critical reflection, practice is in the centre of systematic inquiry, and the teacher is concerned with the creation of a democratic classroom, and therefore, s/he questions and communicates the rationale underlying his/her teaching. As a matter of fact, after conducting a comprehensive review on consciousness, Gelter (2003) came to a conclusion that reflection is beyond a mere learning activity, instead, it is an ethical tool that utilizes social and personal values.

2.3.2. Major Operationalizations of Reflection

Van Manen’s (1977) conception guided the formation of various hierarchical frameworks that aim to evaluate the quality of reflection. For example, the framework developed by Zeichner and Liston (1985; 1987) consists of four levels. This framework intends to study the quality of supervisory discourse generated during post-observation conferences between supervisors and pre-service teachers. According to this, ‘factual discourse,’ which is the lowest level of reflection, focuses on what occurred or what will occur in a teaching situation. ‘Prudential discourse’ is concerned with the evaluation of experience and it focuses on what to do or what has been achieved. ‘Justificatory discourse’, which is a higher level, deals with rationales for action, and it involves explanations and reasons for actions – “Why do this rather than that?.” ‘Critical discourse,’ which

is the highest level of reflection, questions the values and assumptions in the curriculum and instructional practices, and it assesses the adequacy and justifications of actions (Zeichner & Liston, 1987, p. 38).

Another framework, which was developed by Valli (1997), is also based on a hierarchical representation of reflection. This hierarchy is based on the synthesis of Schön's work and the work of the relevant scholars in the field (Spadling & Wilson, 2002). According to this, 'technical reflection,' which is related to technical rationality and which focuses on specific technical issues in performance, is at the lowest level. In fact, Valli does not consider this level within the conception of reflection; instead, she addresses this as 'technical rationality.' Within the range of this reflection framework, there are four levels: 'Reflection-in/on action' focuses on teaching performance related to own teaching or observed teaching. The 'deliberative reflection,' which is on the third level in the hierarchy, involves various claims and viewpoints on the issue without too much emphasis on the technical side. 'Personalistic reflection' is the fourth in the hierarchy, whose primary concerns are personal growth, and it is related to narrative or developmental approach to teaching. 'Critical reflection' is at the highest level in the hierarchy of reflection. Valli asserts that this kind of reflection requires social and political implications of teaching and schooling (Spadling & Wilson, 2002; Valli, 1997; Wunder, 2003).

Drawing from the conception of reflective levels of Van Manen (1977), Sparks-Langer, Simmons, Pasch, Colton, and Starko, (1990) developed a seven step framework of language and thinking to analyze written and oral data in their study. This framework was developed by considering cognitive psychology, experiential learning theory, and reflective thinking. It focuses on the extent to which pre-service teachers can incorporate conceptual knowledge into meaning making of their experiences and can use these concepts and principles to reflect on experiences. The levels are as follows: (1) no descriptive language; (2) simple, layerperson description; (3) events labelled with appropriate terms; (4) explanation with tradition or personal preference given as rationale; (5)

explanation with principle or theory given as the rationale; (6) explanation with principle/theory and consideration of other factors; and (7) explanation with consideration of ethical, moral, political issues.

A further framework is of Hatton and Smith (1995), which contains a four-level reflectivity developed on the basis of pre-service teachers' journal writing. These are: (1) descriptive writing, which is not reflective, describes an event or situation; (2) descriptive reflection, provides reasons based on personal judgment but could also include the teacher's interpretation of readings; (3) dialogic, the teacher engages in a dialogue with oneself, which includes an exploration of possible reasons; and (4) critical reflection, involves reasons that the teacher has made but also includes the broader historical, social, and political contexts of that reasoning.

2.4. Teacher Education and Reflection

In light of the discussion above, this section will elaborate on major principles of reflection in teacher education, particularly at pre-service level, by benefiting from empirical research.

2.4.1. Reflective Teacher Education

Together with the interest towards reflection in teacher education, various programs have been put into practice aiming to promote prospective teachers to reflect. In doing so, different models and frameworks, proposing to assist teacher educators in the design of reflective teacher education programs, were employed (Colton & Sparks-Langer, 1993; Korthagen 2001a; Korthagen 2001b). These programs involved a number of components, such as journals (Langer, 2002; Spadling & Wilson, 2002), logbooks (Korthagen, 1999); portfolios (Foote, 2001; Levin & Camp, 2002), cases (Laboskey, 1992; Richert 1991), and action research (İskenderoğlu-Önel, 1998; Zeichner & Liston, 1990). The following section,

which benefits from several studies and reflective programs, elaborates on various components that encourage reflective thinking in novice teachers.

2.4.1.1. Reflective Writing

Drawing from the work of Bruner on thought and cognitive functioning, it is explained that narrative mode of thinking, which is context dependent, contributes to the understanding of the observed or experienced action, and to the construction of knowledge on teaching (Lyons & LaBoskey, 2002). Taking this argument into consideration, reflective writing, which contains critical analysis and reasoning, has a narrative element in its nature. It focuses on the experience that is attached to its context, and reality is constructed considering the complexities of this environment. With regard to this, Colton and Sparks-Langer (1991) confirm that reflection has three elements – cognitive, critical, and narrative.

For example, while reflecting on her own narrative writing experiences, an elementary school teacher explains that regular narration enabled her to understand the complexities of classroom environment. Also, she explained that this reflective writing helped her develop her own understanding of teaching, and consequently, this guided her in the conceptualization of herself as a teacher (Akin, 2002).

Logs, storytelling, reports, portfolios, journals, and recently, electronic mails are narrative accounts that are used to promote reflection. Among them, reflective journals are accepted as an effective method that provides ongoing meaningful reflection (Ward & McCotter, 2004). They are generally viewed as an integral part of reflective teacher preparation programs (Bain, Mills, Ballantyne, & Packer, 2002; Bean & Stevens, 2002; Collier, 1999; Grant, 2001; Langer, 2002; Pultorak, 1993; 1996; Trotman & Kerr, 2001; Tsang, 2003; Wenzlaff, 1994; Williams, Wessel, Gemus, & Foster-Sergeant, 2002; Zeichner & Liston, 1987).

Journals provide opportunity for an insider look where first-hand information is obtained on pre-service teachers' experiences. In relation to this, they help to hear voices of teachers (Bailey & Nunan, 1995; Cortazzi, 1991, cited in Tsang, 2003). Undoubtedly, this creates a valuable experience for both parties – the actor who reflects and the supervisor who reads – in that it forms a bridge of communication. In addition, journals enable both of these parties to witness the evolution of self-awareness that takes place through self-reflection (Tsang, 2003; Zeichner & Liston, 1987).

In journals, pre-service teachers are generally provided with guidelines, to help them reflect upon their experiences (Bain, Mills, Ballantyne, & Packer, 2002; Brookfield, 1995; Wenzlaff, 1994; Zeichner & Liston, 1987). These guidelines are mainly in the form of guiding questions helping pre-service teachers reflect on their field experiences. They aim to encourage them to have a journey within themselves to explore what they experience, how they value these experiences, and challenge these experiences by considering and assessing the grounds of their beliefs and knowledge.

In addition to the guidelines, a relationship was found between writing about critical incidents (e.g., dilemmas) and critical reflection (Pultorak, 1996). It was stated that lower levels of reflection seemed to occur in journals where pre-service teachers wrote about daily events (Yost et al., 2000). This verifies Dewey's (1916, cited in Brockbank & McGill, 2000) conception of reflection, in which he stresses that in reflection there is genuine interest and a genuine problem to reflect upon. In relation to this, researchers pointed out that, engaging pre-service teachers in problem-solving strategies increases their critical reflection (Dieker & Monda-Amaya, 1997, cited in Yost et al., 2000).

As mentioned above, besides journals, there are other methods that foster reflection in written form, such as memoir, portfolios, and online communication. For example, one study focused on the use of e-mails in supporting reflection. In this study, it was found out that e-mails promoted experiential inquiry since they

had monologic and dialogic qualities, and that they fostered cognitive and personal reflections on learning task (de Vries & van der Meij, 2003). Furthermore, a study reported an inter-continental initiation to promote reflection. In this study, pre-service teachers in two different universities in two different continents (Australia and the US) were paired with overseas counterparts to co-reflect through e-mails, following the pre-assigned guidelines (Gibson, Watters, Alagic, Rogers, & Haack 2003). In addition, inquiry-based storytelling was found to be effective in encouraging teachers, since it combined their accumulated theory and practice in a deliberative mode of inquiry (LaBoskey & Cline, 2000).

2.4.1.2. Collaboration for Reflection

Communication has an integral role in reflective process. In this process which involves active self-evaluation, effective communication with equal peers and with colleagues, create a supportive interaction for professional growth (Glazer, Abbott, & Harris, 2004). Within this context, collaboration is regarded to be an important factor in enhancing reflective thinking. While collaborating, pre-service teachers work together and communicate with each other on their experiences (Kraft, 2002). It has interactive and reflective implications, as it entails cooperation and teamwork along with autonomy.

Collaboration is regarded as a complex task which requires mutual trust, openness, different sources of information, and experience (Lang, 2000). Similarly, Hill (2000) who exposed pre-service teachers into a collaborative interaction environment during their tutorial, in which they could link theory to practice and voice their opinions, states that this inquiry based atmosphere requires an “autonomy-supportive approach” (p. 54).

While engaging in collaborative inquiry, through critical questioning and problem-posing, practitioners have an opportunity to become aware of the beliefs and assumptions that they have, and question the grounds of these assumptions.

Consequently, this leads to transformation and reconstruction of knowledge and experiences (Miller, 1990).

Research indicated that critical friend dyads, in which pre-service teachers can collaborate, question, and challenge each other, contribute to the development of reflection in pre-service teacher education (Hatton & Smith, 1995). Drawing from Vygotsky's zone of proximal development (ZPD), working together with competent friends is regarded as an effective strategy in maximizing growth (Yost et al., 2000). On another note, reflecting on a teacher education course that is based on principles of collaborative learning, it was mentioned that collaboration on shared experiences, readings, and questions created a sense of awareness of individuality and uniqueness among participants (Miller, 1990).

Research suggested ways to encourage collaborative inquiry. One of these strategies, proposed by Weiss and Weiss (2001), is videotaped reflective practice in which the peers view and reflect on selected excerpts. This allows collaborative analysis of teaching with peers and supervisor. In this study, the participants commented positively on the use of video, since it allowed them to have alternative perspectives.

Another study showed that collaborative inquiry, specifically, contributed to pre-service teachers' construction of their role in teaching and learning, and it helped them raise awareness and own their teaching and learning process (Kraft, 2002).

A further form of collaboration is teamwork in which prospective teachers or practicing teachers work together as a team. It is reported that team work helps improve practice, and it creates mutual support, but requires team skills (Minnet, 2003). In her study, which focuses on team teaching in an inner-city school, she explains that working in a team created shared reflection that involved evaluation of own actions, access to alternative lenses, and engagement in reflective dialogues.

Collaborative inquiry is regarded as an important element for transformative learning. In doing so, teachers become aware of themselves – their assumptions, feelings, and perspectives – as they share experiences. This, then, results in transformation which may contribute to the construction of their role as teachers (Kraft, 2002). Supervision in the form of peer evaluation is regarded as an effective way of forming support communities in which pre-service teachers help each other improve their learning, and combine theory with practice (Valli, 1997). The study of Hatton and Smith (1995) indicated that peer discussions of microteaching were effective in promoting reflection among prospective teachers. Likewise, the pre-service teachers in the study of Weiss and Weiss (2001) reported that they found supervised collaborative peer analysis effective, since it provided alternative perspectives to analyse own teaching.

In another implementation, entitled PING, that was carried out in Germany, teachers of science education in lower secondary schools were involved in a mediated reflective collaboration electronic network (Lang, 2000). Within this system, reflective collaboration took place on issues such as development and revision of teaching materials and concepts, teacher training, and research and administrative changes. It was mentioned that as a result of this project, integrated and independent learning took place.

2.4.1.3. Reflective Dialogue

Reflective dialogues have an enlightening function, since they provide practitioners with an opportunity to be aware of similarities, and at the same time, differences they have with their counterparts (Harrington, 1994, cited in Yost et al., 2000). Supervisory conferences (Ward & McCotter, 2004; Zeichner & Liston, 1987); peer discussions on videotaped teaching episodes (Hatton & Smith, 1995; Weiss & Weiss, 2001); critical-thinking dyads (Hatton & Smith, 1995); seminar instructions (Zeichner & Liston, 1987); and class discussions (Kaminski, 2003)

are among the methods that are used to engage practitioners into reflective dialogue.

The study that focused on interactions between pre-service and cooperating teachers during post-lesson interviews concluded that engagement in reflective dialogue contributed to pre-service teachers' learning and knowledge construction (Chaliès, Ria, Bertone, Trohel, & Durand, 2004). Also, a further case study concluded that having a three-way reflective conversation, involving a novice and an experienced teacher along with a faculty member created enriched conversations. Besides, it was emphasized that shared experiences and trust among participants were found to be crucial elements in the development of effective reflective conversations (Labrie, Brdarevic, & Russell, 2000).

As part of reflective dialogue, Ross (1990) draws attention to the importance of questions in reflective dialogue. Furthermore, it was stated that questions should not be used to assess pre-service teachers but to encourage dialogue and to guide them to become aware of multiple perspectives (Simmons & Schutte, 1988, cited in Ross, 1990).

2.4.1.4. Guidance for Reflection

As pointed out by Dewey (1910; 1933), reflection is not a habitual process; rather it is a learned process that requires encouragement, reinforcement, supervision and training. For example, instructor feedback is regarded to be one of the effective methods that fosters reflection. A study that focused primarily on instructor feedback in journal entries revealed that feedback is crucial for improvement of reflection. Specifically, it was found out that feedback on reflection level had more impact on the improvement of pre-service teachers' reflection than the feedback that focused on the teaching issues. It was pointed out that in this type of feedback, pre-service teachers were challenged through

questions and comments, and they were guided to consider alternative perspectives (Bain, Mills, Ballantyne, & Packer, 2002).

Furthermore, it is mentioned that indirect guidance is essential in reflective conferences. For example, in a study, it is mentioned that in pre- and post microteaching conferences, the supervisor gave immense importance to avoid direct suggestions. So instead, s/he provided indirect suggestions, posed indirect questions and made recommendations on the basis of empirical research (Strong & Baron, 2004). In such conferences, it is explained that the discussion should focus first on the pre-service teachers' impressions on the experience, and then on the discussion of the lesson, considering its planning, theme, key ideas, instructional methods, and classroom management (Collier, 1999).

As stated earlier, guidance on the use of journals is an important factor. As Brookfield (1995) emphasized, in many cases, there is a need to motivate pre-service teachers on the impact of journal keeping on their developmental process.

2.4.1.5. Roles in Reflection Process

In relation to guidance, course instructor, in particular, has an important role in guiding and assisting teachers in the process of becoming reflective practitioners. Valli (1997) points out that reflection is not gained merely through experience, but, it should be promoted deliberately. Here, she emphasizes the essence of professional support and collaboration teachers have in school systems during their practice.

The role of the teacher educator is recognized parallel to the conception of teaching. Here, it is essential to define 'teaching' to form the basis for the effective methods that foster reflective practice. Cowan (1998) defines teaching as a process of developing the highest cognitive skills. In this definition of teaching, the teacher acts as a facilitator – who is like a therapeutic counsellor of Carl

Rogers – who chooses questions and comments very carefully and purposefully, has the intention to be constructive. Within the general framework of constructivist approach to teacher education, in reflective education, Richardson (1997) views the role of teacher educator as that of a facilitator who creates cognitive alteration in pre-service teachers' understanding of teaching, by involving them into appropriate tasks and creating dilemmas for self-questioning.

Hence, the teacher educator creates constructive occasions for reflection. In other words, the teacher educator is a coach who encourages awareness of action, and s/he acts as a facilitator to enable pre-service teachers to question this action by drawing upon their knowledge and experience. Furthermore, s/he encourages pre-service teachers to consider their learners' emotional as well as cognitive needs in order to develop "intellectual empathy" toward their learners (MacKinnon & Erickson, 1988, p. 122).

Drawing on Van Manen's (1977) conception of reflectivity, Zeichner and Liston (1987) distinguishes between a teacher educator who is "moral craftsperson" and only craftsperson or technician. According to this, the former would be "concerned with the moral and ethical implications of his or her actions and with the moral and ethical implications of particular institutional arrangements" (p. 27). Whereas the educator who is simply a craftsperson or technician would deal with the how well educational goals are accomplished without considering education from a broader perspective.

Furthermore, Zeichner and Liston (1987) emphasize that teacher educators should foster collaborative problem solving and inquiry by linking theory to practice. Likewise, Valli (1997) stresses the importance of supervision in encouraging reflection. She explains that the role of a supervisor in a reflective process is one of a guide who prompts and encourages pre-service teachers to ask questions for self-analysis in reflective conversations.

To support the above discussion, Glazer, Abbott, and Harris (2004) argue that in a collaborative inquiry-oriented reflective process, the supervisor is a facilitator who makes sure that there is equal contribution among group members. In cases when necessary, s/he elicits possible topics to be discussed, intervenes, and comments by considering the reflections coming from the group.

2.4.2. Major Focuses in Reflective Teacher Education

Further to the interest in reflection in teacher education, several studies have been conducted in this field. Review on these studies will provide a comprehensive insight on the focus and nature of empirical research in this field. Besides, it will highlight important factors that are influential in becoming a reflective practitioner. The general focus of these studies is on ways of promoting reflection with an evaluative orientation. The majority of the studies were conducted as case studies following qualitative research methods.

2.4.2.1. Improvement of Reflection

There is substantial research that focuses on the improvement in reflection, while putting an emphasis on its quality and on its developmental process. This form of inquiry is regarded to have a psychological orientation towards reflection, and it underlies the conceptual development and growth (Valli, 1993; 1996; Collier, 1999). In her study, Valli (1993) emphasizes that reflective quality is often indicated by 'theory-practice' relationship, and she explains that "[w]hat counts as quality of reflection is the ability to make the relationship between theory and practice problematic" (p. 16).

It is now viewed that reflection is developmental in nature (Hatton & Smith, 1995). For example, in her studies, Pultorak (1993; 1996) observed improvement in preservice teachers' reflections over a period of time, and she reached a

conclusion that teacher reflectivity is a developmental process. Similarly, the study conducted by Tsang (2003), who focused on six pre-service teachers of English as Second Language (TESL) for a period of 12 months, found that these pre-service teachers became more reflective towards the end of the course. Based on the results of this study, Tsang concluded that reflection of these pre-service teachers improved over time, and that journal writing played an important role in enhancing their reflection.

Similarly, the study conducted by Wenzlaff (1994) found that pre-service teachers showed a progress in their reflection both in journal entries and in supervisory conferences. That is to say, in journals, their level of reflection shifted from Van Manen's level technical to practical reflection, and in supervisory conferences, their level reached from level technical to critical reflection. However, another study showed no substantial improvement in novice teachers' reflection, since they tended to reflect mostly at Zeichner and Liston's (1985; 1987) 'factual reflection' level (Risko, Roskos, & Vukelich, 1999, cited in Bean & Stevens, 2002).

Zeichner and Liston (1987) pointed out that, in their study, the pre-service teachers' conceptual level affected the way they engaged in reflective discourse. That is to say, if their conceptual level was high, they reflected at a higher level during the supervisory conferences. This indicates a strong interrelationship between prospective teachers' conception of teaching and the way they reflect.

2.4.2.2. Content of Reflection

The analysis of the content of reflection is regarded as a sociological orientation to reflection. The purpose is to obtain detailed analysis in order to understand the primary concern of pre-service teachers so that their motivation for reflection is understood further. In the study which involved various teacher education programs across the US, Valli (1993) found out that the content of beginning

teachers' reflection focuses primarily on teaching-learning processes, such as instruction, instructional design, individual differences, learning, motivation, effective teaching behaviours, discipline, and classroom management. Valli notes that 'self as a teacher' was found to be a minor theme in pre-service teachers' reflection. She explains that this theme signifies a strong developmental perspective, which falls in a dialectical mode of reflection where teacher constructs his/her own meaning of becoming a teacher.

Also, the study conducted by Zeichner and Liston (1985) revealed that during supervisory conferences, pre-service teachers mostly reflected upon teaching procedures, such as planning, teaching, evaluating, and also, they reflected on learners. Similarly, in another study, it was indicated that the majority of the pre-service teachers' reflection is centred on management and learners, which fell in Van Manen's (1977) 'technical' and 'practical' rationality (Wunder, 2003). In this study, it was reported that the pre-service teachers who studied to become elementary social sciences teachers reflected on management, learners' involvement, and on learners' learning. At this level they were concerned with seating arrangements, dealing with interruptions, and with meeting deadlines. Besides technical reflection, Wunder stated that very few novices reflected upon learners' learning and their involvement – practical action (level 2) – in which they emphasized on their concerns about teaching and learning social studies. Likewise, in Kaminski's (2003) study, pre-service teachers were concerned with technical components of teaching, such as planning instruction, introduction, good teaching, and good use of aids. In this study, it was found out that, only a small portion of pre-service teachers considered contextual factors, such as understanding their learners.

2.4.2.3. Perceptions on Reflective Programs

There is research that aim to analyze how pre-service teachers perceive their experiences. This focus in research is viewed as empowering novice teachers,

since they are given an opportunity to be heard (Pedro, 2005). In Pedro's study, how pre-service teachers perceive and understand the concept of reflection was investigated in a case study format that involved five teachers in a graduate course. On the basis of in-depth interviews, reflection journals, and observations, it was found out that the novice teachers in this study defined reflection as "looking back on action," "changes that could be made," and "what could be done in future" (p. 56). Pedro regarded these novices as 'open-minded,' since they tended to question themselves while reflecting on their experiences. Hence, it was concluded that reflection helped novice teachers to think about their knowledge and improve their teaching.

A further study, that incorporated the use of journals, explored how pre-service teachers perceived the use of journals in a continuing education program (Langer, 2002). It was reported that at the initial stage, these teachers had mixed feelings for journals, since some of them were sceptical about their uses, and furthermore, older pre-service teachers found it inappropriate for their age. Overall, there was a variation in the way they perceived the purpose of journals, however, most of these pre-service teachers viewed journals as a way of reviewing and studying what was done in classroom. They expressed reservations regarding the time journals took. In addition, it was mentioned that they needed guidance in journal writing, and that there was necessity to inform them on the functions and benefits of keeping journals. In this study, Langer indicated that non-traditional pre-service had problems in understanding the concept of reflection and its applications.

Besides perceptions, novices' beliefs and preconception were also analyzed based on the idea that their past perspectives as pupils had an important role in their improvement as reflective practitioners. These beliefs were analyzed as part of factors influencing teachers' perception and behaviours regarding teaching, and how their beliefs influence the way they conceptualize their practices. In her study, Johnson (1994) focused on pre-service English as second language teachers, and she found that images from formal language learning experiences influenced these teachers' images on themselves as teachers, teaching, and the

way they perceive their instructional practices. These findings indicated that pre-service teachers tended to project their role in teaching and their instruction based on their experiences as a language learner. Thus, it was difficult for them to change and create an alternative image since they did not experience alternatives as pupils in their school years. Hence, most of the pre-service in the study had an experience of teacher-centred teaching, and although they were critical of themselves, they tended to teach in the same way they were taught. In relation to this, it was also stated that these beliefs of pre-service teachers can change if they have access to alternative images of teacher and instruction.

A further study concerning belief change in prospective teachers revealed that practice has a crucial role in belief change, and that it is essential to incorporate practice and to enable novices to reflect on their experience (Tilemma, 2000).

Moreover, Grant (2001) related reflection to pre-service teachers' perceptions on teaching and learning. On the basis of reflective journals, it was found out that the pre-service teachers' participation in the study differed in the way they applied cognitive efforts to tutoring; willingness in accepting ambiguity; and in the way they understood the link between learning and emotions. According to this, those teachers who reflected at higher levels were more tolerant for ambiguity, and they paid more effort to teaching and reflecting on teaching.

2.5. Criticism towards Reflection

It is widely maintained that despite the fact that the concept of reflection has been used in many contexts, still, there are variations in its definition, and there is a lack of widely accepted conception (Freese, 1999; Dinkelman, 2000). This is related to the multidimensional nature of the concept. Hence, it is stated that essential to understand the framework and the context in order to understand the concept (Tsang, 1998, cited in Hyrkas, Tarkka, & Paunonen-Ilmonen, 2001). Whereas, Rodgers (2002) relates the problems regarding clarity and multiplicity

of definition of reflection to the misinterpretations of Dewey's teaching, which could have resulted from the complexity of his prose.

Further to this discussion, Hatton and Smith (1995) emphasize on four key unresolved issues concerning reflective teaching, and they relate these problems to the lack of clarity in the concept. According to this, confusion is centred on whether reflection is a thought process about an action or if it is the action itself; whether it is short or long term; whether it is limited to problem solving in nature; and the extent to which individuals can be critical in their reflection. In addition, Spilková (2001) argues that reflective practice may cause uncertainty for teachers, and it may result in weakened professional stability, especially among those novice teachers who are going through professional responsibility with too much emotion and who suffer from excessive anxiety.

Jarvis (1987, cited in Light & Cox, 2001) draws attention to the complex relationship between experience and reflection. He points out that responses to experiences do not always result in reflective learning. For example, reproductive practices such as memorization, imitation, and development of rote skills are not higher thinking skills and stand in the non-reflective learning frame.

On a further note, Webb (2001) raises attention to the necessity for guidance for practitioner to question his/her beliefs on ethnicity, gender, and socio-economic classes during reflection so that transformation towards equity and multiculturalism could take place. Otherwise, he argues, the practitioner could be negatively affected from reflection, since s/he will focus on technical issues and his/her mainstream beliefs, and consequently, preassumptions of individuals will remain unchanged. In fact, in his argument, Webb points out the necessity for reflection to move beyond technical level, and the importance of encouragement for critical reflection and its possible impacts in education for transformation. In relation to this, Milner (2003) points out that, the inquiry-based nature of reflective thinking encourages deliberate and deeper understanding of those

hidden perceptions, values, beliefs, and biases related to diversity. However, he draws attention to that this aspect of reflection is often ignored.

2.6. Summary

Reflection is a complex phenomenon that involves active and deliberate inquiry of experiences. While reflecting, the reflective practitioner draws on his/her existing knowledge, judgemental values, and the contextual factors in order to understand and interpret his/her experiences within the context of a thoughtful analysis and evaluation process that has both individual and collaborative parameters. This is a renewing process in which the practitioner reconstructs meanings based on his/her analysis of his/her experiences. The reflective thinking process embodies self-awareness of feelings and ideas, and this signifies empowerment, as the practitioner engages in self-analysis and in the analysis of social issues, such as power relations in society.

On the basis of these principles, in this study, reflection is defined as guided, interactive, and individual inquiry-oriented action which incorporates theoretical, practical, and ethical principles harmonized with value judgments that lead to self-awareness and construction of professional identity. In the reflective process, pre-service teachers are viewed as practitioners, and exposure to practice is regarded as the primary concern in which novice practitioners are guided to combine their knowledge with their practical experiences in order to internalize their experiences. This process is carried out in an inquiry-oriented atmosphere which calls for collaboration.

Research on reflective teacher education, particularly in pre-service teacher education, was conducted primarily in the qualitative research paradigm. In these studies, rich qualitative data was collected in order to study the phenomenon in detail so that a comprehensive insight is developed into it. The research on reflection was mainly carried out as case studies in order to analyze a reflective

teacher education program while having access to in-depth data on the phenomenon by utilizing multiple methods of data collection, such as journals, reflective supervisory conferences. These studies are mainly descriptive and evaluative in nature, where reflective process in teacher education is analyzed and described in detail, and where development of reflection among pre-service teachers are explored and examined considering the impact of various methods on reflection.

CHAPTER III

METHOD

This chapter provides a detailed account of the research, regarding the research design and implementation. Within this context, it elaborates on the overall research design, data sources, methods of data collection, data collection procedures, and on data analysis. It underlines the importance of trustworthiness, and it describes the methods that were employed to ensure and enhance trustworthiness in this research. The chapter concludes with the discussion of the limitations of the study.

3.1. Overall Research Design

The purpose of this study is to contribute to the development of a comprehensive insight on reflection in pre-service teacher education. Having this purpose in mind, a case study was conducted in the form of an action research within the qualitative research paradigm. Hence, this research focuses on a single case – a pre-service practicum course in a teacher education program that is offered at undergraduate level at a university.

A case is a specific, unique, and integrated system which is bounded to contextual factors. Case study is described to be “the process of learning about the case and the product of our learning” (Stake, 1994, p. 237). The rich and detailed data that is obtained in case studies enable the researcher to understand the phenomenon in question in great depth (Patton, 1987). Case study is regarded as a complex design strategy, and it investigates the phenomenon in its real life context (Robson,

2002). It involves multiple methods of in-depth inquiry, such as interviews, observations, and document analysis, in which personal interactions take place between researcher and participants over an extended period of time (Bogdan & Biklen, 1998; Marshall & Rossman, 1999; Patton, 1987).

The term ‘action research’ was first employed by Lewin (1946) referring to it “as a way of learning about organisations through trying to change them” (cited in Robson, 2002, p. 216). Action research is a collaborative naturalistic method of inquiry in which the investigator is often the practitioner who aims to achieve more effectiveness in the practice. Within this context, the researcher utilizes qualitative methods and processes in order to reflect on his/her experiences in the research process (Bogdan & Biklen, 1998). Within the general framework of qualitative research paradigm, action research focuses on the involvement and systematic data collection for in-depth information. In addition, it contributes to the increase of awareness of the participants. Furthermore, as the name suggests, this research type connotes an action – taking a strategy for change (Bogdan & Biklen, 1998; Marshall & Rossman, 1999).

As discussed above, action research focuses on change in action, and it is concerned with the emancipatory purpose of research. It entails improvement and involvement that indicate improvement of practice, understanding, and situation. Collaboration between researcher and participants forms to be the focal aspect of this type of research, which is often referred as participatory action research (Robson, 2002). Participatory action research is regarded to be the most widely practiced type of participatory research. Here, the multiple roles of individuals – researchers; teachers; and teachers of teachers – create a situation-related in-depth perspective, which is key to exploring complex relationships (Putnam & Borko, 2000). It emphasizes empowerment, through the construction and use of knowledge, and it focuses on the lived experiences of participants. Hence, this leads to raising consciousness through self-inquiry and reflection, which is referred as “conscientization” by Freire (1970, cited in Reason, 1994).

While challenging the claims of neutrality and objectivity of traditional social sciences, action research as a form of scientific inquiry is often confronted with criticism regarding its objectivity in inquiry. In relation to this, in order to address the issue of objectivity, it highlights the importance of collecting data by going to the source, and it elaborates on obtaining the views of the ones who are part of the issue in concern (Bogdan & Biklen, 1998).

As an integral element of qualitative research paradigm, in this study, the data was obtained from multiple sources on a continuing basis in order to provide rich description of the phenomenon. This allowed the researcher to explore and understand the complex phenomenon, within the complex context, in an in-depth manner, and it contributed to the accuracy of the meaning making process (Bogdan & Biklen, 1998; Marshall & Rossman, 1999; Yıldırım & Şimşek, 2001).

In this study, in addition to the qualitative paradigm, quantitative research paradigm was also incorporated into the research design in order to describe the progress of pre-service teachers' reflectivity. In this respect, the quantitative data acted to support the qualitative data in this study. Patton (1987) underlines that combining or borrowing parts from methodological strategies in data inquiry and analysis approaches is a way of increasing methodological power of the study.

3.2. Context

The practicum course, entitled 'School Experience II,' upon which this study focuses, is offered to pre-service teachers in their final year, normally the term preceding their graduation term. Prior to this course, starting from the junior year, they receive pedagogical courses specialized on English Language Teaching (ELT). These courses are as follows: Approaches to ELT; School Experience I; Development and Learning; Planning and Evaluation in Teaching; Methodology in ELT I; Classroom Management; Methodology II; and Instructional Technology and Materials Development. In some of these courses, especially in School

Experience I, pre-service teachers have an opportunity to conduct field visits, in the form of school observations, for a limited period of time. This course was the second of the three required experience courses, and it stands to act as a preliminary course for the ‘Teaching Practice’ course that is normally taken in the final term of the final year.

The course under investigation traditionally involves guided classroom observations in secondary and high schools (lyceum). The course, by tradition, operates in two levels: field experience in assigned schools; and on-campus seminars. It seeks to develop pre-service teachers’ professional expertise in language teaching and learning by exposing them to instructional issues, such as classroom management, integrating skills, and classroom interaction. Within this process, pre-service teachers are expected to conduct 10 to 15 contact hour observations in pre-assigned school classrooms with assigned cooperating teachers. During these observations, they follow and fill in structured observation tasks, and write a report for each of these observations.

During the course, course participants utilize the course pack that is prepared for them by the course instructors. This pack contains the relevant tasks they are required to complete throughout the course. These tasks are namely: profile, weekly schedule, guidance and responsibilities, familiarization task, preliminary task, guidelines for observations (observation tasks and report), and summary task. In addition, following the theme of the week, pre-service teachers are assigned with relevant reading materials, video activity, and guiding questions for reading and discussion.

3.3. Course Implementation

In line with the aims of the School Experience II course that was described above, the content and the structure of this course was revised and redeveloped considering the principles of a reflective pre-service teacher education, and new

components were integrated into it. The following section provides detailed information on how the course was developed and implemented.

3.3.1. Practical Experience

Supervised field experiences, such as school observations, microteachings, and teaching experiences, have a focal significance in reflective pre-service practicum courses (Hatton & Smith, 1995). As an integral part of this course, the course participants were assigned to conduct a total of 15 classroom observations and write 10 reports for these observations.

After finalising the necessary administrative arrangements, in Week 4, the course instructor arranged scheduled formal visits for the pre-service teachers to be introduced to schools and to the cooperating teachers. Due to technical difficulties, they were arranged in pairs, and each pair worked with a cooperating English language teacher. The school observations commenced starting from week 5, and continued until week 11 and week 12. Prior to the observation period, the pre-service teachers were given an orientation by the course instructor on the important points in classroom observation, how to become a critical observer, and on their responsibilities during the process (Goethals, Howard, & Sanders, 2004). This was followed by a discussion involving general issues and concerns regarding this process. During the school observations, observation checklists were utilized. These checklists were designed by previous course instructors teaching this course.

In addition to school observations, the pre-service teachers were involved in microteaching in pairs, starting from week 12 until week 15. Despite the fact that microteaching does not take place in authentic classrooms with actual learners, it still provides pre-service teachers with an opportunity to experience teaching (Kleinfeld & Noordhoff, 1988; 1990, cited in Hatton & Smith, 1995). Drawing on the work of Schön, which focuses on professional thinking and learning through

an illustration in a design studio in a school of architecture, Wallace (1991) views microteaching as a similar process in which novice teachers get a similar opportunity to experiment and reflect upon their experiences. Wallace regards microteaching as an opportunity for pre-service teachers where they can develop themselves. He points out that these minilessons can be videotaped for later analysis and reflection.

In this course, the course participants were involved in microteaching in the form of peer teaching, in which fellow pre-service teachers acted as learners. Following Wallace's (1991) suggestion, in this course, the microteachings were videotaped and duplicated for the pre-service teachers' self-analysis in the form of reflection-on-practice through the video assignment, which was completed by each pre-service teacher immediately after his/her microteaching.

Moreover, the pre-service teachers watched video excerpts on language classrooms in different countries, which served to support their classroom observations that were undertaken in school settings. These excerpts formed basis for them to engage in dialogue by reflecting on similar experiences (Bampffield, Lubelska, & Mathews, 1997).

Furthermore, real-like cases on various class situations were assigned for pre-service teachers during seminars, aiming to involve them into reflective dialogue revolved around the theme that was suggested in different cases. Richert (1991) describes cases as situational and descriptive in nature, often featuring a dilemma. It is regarded that cases in reflective practice have both artifactual and social components, as they contain various aspects of teacher's complex work and as they are followed by discussion and exchange of ideas.

In this study, the cases were prepared benefiting from various sources (Goethals, Howard, & Sanders, 2004; Roe & Ross, 2002) aiming to encourage pre-service teachers to make use of their knowledge related to the weekly themes. Hence, the

cases focused on themes such as classroom management, teaching language skills – listening, and teaching integrated skills (see Appendix T for a sample case).

3.3.2. Course Procedure

Following the principles put forward by Zeichner and Liston (1987), the content of the seminars were planned to help the pre-service teachers integrate their experiences into what they learned so that they could broaden their perspectives in teaching, consider alternatives, and evaluate their development. Thus, the course contained two major stages: (a) themes and class discussions; and (b) microteaching and peer feedback. The first stage (week 5 – week 11) of the course focused on the pre-assigned themes, and on the relevant activities and discussions revolving around these themes. In the first week of the term, the pre-service teachers were asked to reach consensus on the themes to be focused upon during the course and to prioritize them into weeks accordingly. The themes were as follows: teacher – student roles; classroom management; asking questions; giving feedback, and giving instructions; listening and speaking skills; reading and writing skills; and integrated skills – teaching grammar and learning styles.

As for the flow of the first stage, in the first half of the seminar, a general discussion was held by taking the general theme of the week into consideration in light of the reading materials that were provided in advance (see Appendix U for sample reading materials for weekly themes). This was followed by working on cases that focused on an issue/problem/dilemma in classroom. While working on a case, the pre-service teachers were expected to deal with the issue as a group, and share it with the rest of the class. This case and the discussion, normally, took place in the first hour of the two hour seminar. Alternatively, in the first hour, a video extract was watched and analyzed, and relevant teaching issues were discussed. In the second hour, the pre-service teachers were asked to form groups and reflect on their classroom observations. For each seminar, the course instructor/researcher prepared a detailed lesson plan to assist her to cover the

content smoothly and effectively (Pelletier, 1995) (see Appendix V for a sample lesson plan for seminars).

As this research was conducted following the principles of action research methodology, the course procedure was altered on the basis of the feedback and reaction coming from the pre-service teachers; the changing nature of the requirements; and on the course instructor's own observations. According to this, starting from week 7, more time was devoted on the video excerpts since most of the course participants could not conduct their observations in schools due to the examination period in secondary schools. Another reason for this implementation was their positive reactions and feedbacks on video excerpts. That is to say, in class interactions and in journals, the pre-service teachers commented positively on video excerpts, and they regarded them as being part of their realistic experience.

Another change which was made in the course was increasing the number of cases in the seminars, especially starting from week 8. The reason for this change was the pre-service teachers' reluctance towards preparing for the discussion questions in the reading notes. Hence, it was decided to activate them by engaging them into various cases.

As for the second stage of the course, from week 12 to week 15, the course participants conducted microteachings in pairs. Hence, in the first half of the seminar, normally two pairs did their microteaching, 20 minutes per pair. This was followed by peer feedback, which took place in the second half of the seminar.

The microteaching procedure was as follows: Prior to the microteaching weeks, the pre-service teachers were asked to pair up with a peer in class and prepare a 20 minute minilesson, and they were asked to decide on the date between week 12 and week 15. The pre-service teachers were informed that they were expected to provide feedback to the teaching pairs after the microteaching. To support this

peer feedback, the course instructor prepared and distributed guidelines on how to give effective feedback (see Appendix S) to ensure that peer feedback would take place in an effective way. During the microteaching period, the pre-service teachers were videotaped by the course instructor, and a VCD copy of each microteaching was prepared for them to watch and analyze their teaching afterwards.

It should be noted that in this course, the language of conduct was English. Due to their area of specialization, the pre-service teachers were competent enough to express themselves in this language.

3.3.3. Course Components

Following the principles of reflective teacher education, this reflective practicum course involved a set of components aiming to encourage pre-service teachers to reflect on their experiences.

3.3.3.1. Class Interactions

In this course, two-hour per week course seminars were allocated on campus, and class interactions took place within this period. During the class discussions, the focus was on the theme of the week, aiming to direct the pre-service teachers to consider their theoretical knowledge on the themes in light of their school observations and other relevant experiences. Participation in class interactions was a required element in the course and they afforded values in the final grade.

In the second stage of the course (week 12 – week 15), together with the change of the format, the class interactions focused on giving peer feedback to friends who performed microteaching. Hatton and Smith (1995) stress that supervised peer discussions after microteaching encourage reflection among pre-service

teachers. Their study showed that critical friend dyads, which involve collaboration, questioning, and challenging peers, have impact on the development of novice teachers. As argued by Ross (1989, cited in Kaminski, 2003), such discussions, preferably in the form of group work, engage pre-service teachers in reflective thinking. Hence, Kaminski's study showed that engagement in class discussions enabled learners defend and justify their ideas and re-interpret problems and discover alternative examples to their arguments.

3.3.3.2. Weekly Journals

In this course, the pre-service teachers kept guided weekly journals for eight weeks, between week 7 and week 15. While reflecting on their experiences in journals, they followed a set of guidelines and shared their journals with the course instructor on weekly basis.

Throughout the course, two forms of guidelines were provided. The first set of guidelines (see Appendix A) was adapted from Brookfield (1995), and the second set of guidelines (see Appendix B) is the modified version of the former.

Together with the change in the course format, in the second stage, a second set of guiding questions was provided. This new version contained modified questions of the first set (see Appendix B for the second version of guidelines). In this new set of the guidelines, the pre-service teachers were directed to focus on critical incidents. Pultorak (1996) argues that there is a relationship between the consideration of critical incidents (e.g. dilemmas) and critical reflection. It was stated that lower levels of reflection seemed to occur in journals where novice teachers wrote about daily events (Yost et al., 2000). This verifies Dewey's conception of reflection, in which he stresses that in reflection there is genuine interest and a genuine problem to reflect upon (1916, cited in Brockbank and McGill, 2000). In relation to this, researchers pointed out that engaging pre-service teachers in problem-solving strategies increases their critical reflection

(Dieker & Monda-Amaya, 1997, cited in Yost et al., 2000). Another factor which was influential in this modification was that the instructor aimed to guide pre-service teachers to reflect at a higher level with more direct and guiding questions, in the form of instructions. Both versions of the guidelines consisted of six open-ended questions aiming to help pre-service teachers reflect on their experiences.

Prior to the first week of journal keeping, the course instructor organized an orientation session for the pre-service teachers to raise their awareness on the purpose of reflective journals and its benefits. In this session, they were presented with the guiding questions ‘weekly journal guiding questions’ (see Appendix A for the first version of the guidelines).

Each week, during the class time, or before or after, the pre-service teachers submitted their journal entries to the course instructor. Besides delivering by hand, journals were, also, sent by e-mail. The course instructor read each entry and wrote a personalized feedback for each journal aiming to provide guidance for reflection and to encourage reflection at a higher level. The course instructor gave these entries back to the pre-service teachers the next time they met in the course seminar, or they could collect them from the instructor’s office. It was expected from them to take this feedback into consideration for the next journal entry. This procedure continued until the end of the term (week 15).

3.3.3.3. Reflective Interviews

In this study, as part of the reflective process, the pre-service teachers had two interviews – in the form of reflective interviews – in which they were asked to reflect on their experiences. The first set of these interviews, post-observation reflective interviews, took place in week 6 and week 7. These interviews acted as post-observation conferences following the school experiences, where the pre-service teachers were guided to reflect on their classroom observations in the school setting.

The second set of interviews took place, between week 12 and week 15, after microteaching, and they served to help the pre-service teachers to reflect on their own teaching experiences. Post-teaching interviews are regarded as important meetings in which pre-service teachers have the opportunity to self-develop and construct their knowledge and identity through combining theoretical knowledge and experience and via self-examination (Chaliès, Ria, Bertone, Trohel, & Durand, 2004).

In these post-microteaching interviews, which took place towards the end of the course, the pre-service teachers were asked to attend the interview with their peers with whom they did the microteaching. During these interviews, the course instructor/researcher gave immense attention to avoid direct suggestions. Instead, she provided indirect suggestions, such as posing indirect questions (Strong & Baron, 2004).

It should be noted that prior to the microteaching, the pre-service teachers were asked to see the course instructor together with their lesson plans and the materials they plan to do in microteaching. In fact, the aim of this meeting was to motivate them for their teaching, and to make sure that they paid sufficient attention to thinking and planning of what and how they would teach.

3.3.3.4. Assignment on Videotaped Microteaching

As part of the microteaching process, the pre-service teachers were videotaped, and one copy of VCD was prepared for each group to share. Each of them watched himself/herself on the VCD and completed the assignment by following the guidelines (see Appendix E) that were provided for them in advance. These guidelines were adapted from Hoover (1994) and it involved directions (items 1 and 2) and five guiding questions. These questions aimed to help the pre-service teachers to focus their analysis and reflect on their experiences by incorporating their theoretical concepts. Furthermore, they were asked to evaluate this video

assignment itself (item seven) by considering if and how it contributed to their development in this course.

Analyzing videotaped teaching is used in different reflective teacher education programs (Hatton & Smith, 1995; Weiss & Weiss, 2001). It is emphasized that this type of activity encourages collaborative inquiry and provides alternative lenses for novice teachers in self-analysis. In this course, after peer feedback, the pre-service teachers analyzed themselves alone, bearing in mind the peer feedback. Most of them submitted this task during the final examination period of the academic term, while some did so right after their microteaching.

3.3.4. Course Assessment

In this practicum course, the course assessment was based on the completion of the observation forms and of the reports of these observations in the coursepack. Also, the pre-service teachers were assessed on their completion of the video assignment. In addition, course participation, which comprised of participation in class discussions, keeping weekly journals, and of attending reflective interviews, possessed a value within the overall course assessment. At the beginning of the journal writing process, the course instructor informed the pre-service teachers that journal writing is a vital component of this course; however, its value in the overall assessment was left to be determined mutually in the course of time. As the course progressed, the course instructor made an effort to convince them that they needed to keep journals for their own development not simply for its value in the overall assessment. This was true for reflective interviews as well. The course instructor encouraged pre-service teachers to appear in interviews because it was beneficial for their development, not for their value. This, in a way, helped to divert their attention from grades, and therefore, their value in the overall course assessment did not become a central issue of the course.

A study which focused specifically on the assessment component in a reflective course, suggested that assessment of reflection is complex, revealing that novice

teachers had a number of concerns regarding being assessed on their reflections (Stewart & Richardson, 2000). In Stewart and Richardson's study, it was pointed out by the participants in this study that while writing journals, they would open up themselves, and therefore, be vulnerable. Hence, they did not prefer to be evaluated on their genuine feelings and opinions. In addition, it was mentioned that these novice teachers had reservations regarding foundations of evaluation. In relation to this, criteria for assessment created confusion in these teachers, arguing that they were forced to act unnaturally at a superficial level. Furthermore, it was noticed that assessment, as such, could create negative impact on student-tutor relationship. Hence, suggestions were made on leaving the process of reflection out of the general performance assessment process. It was concluded that self-assessment could be an alternative method of assessment in a reflective course (Stewart & Richardson, 2000).

3.3.5. Instructional Environment

The course seminars took place on-campus at the faculty meeting room. The course participants sat around an oval table on adjustable office chairs. The room was equipped with a video set, and it also had a small library in it. The course instructor provided a kettle, tea cups, a box of tea, and cookies every week. The pre-service teachers could drink and eat during the class time, especially in the breaks. The aim of this was to change the traditional classroom atmosphere and to provide a comfortable environment for them in order to increase their motivation and participation in the course.

In line with this, the course instructor aimed to challenge the traditional teacher-student role by leaving the floor to the pre-service teachers most of the time. In addition to this, she aimed to reduce the extra time spent in the breaks, and to encourage them to stay in or around the room so that more social and topic-related interaction would take place. This would also help the class to meet and start on

time. Hence, gradually, in the breaks, more of them decided to stay in the seminar room or in the corridor and continued with their interaction.

3.4. Researcher Role

In this research, the researcher assumed a dual role – that of a course instructor and of a researcher. Within this framework, she paid particular attention to guiding and helping the pre-service teachers to engage in reflection at every level of the course through various means of reflection, such as reflective journal entries, reflective interviews, and class interactions. At the same time, as a qualitative researcher who was engaged in action research, she aimed to collect data from multiple sources utilizing multiple methods of data collection, while taking threats against trustworthiness of the study into consideration. Living among the research participants, which is regarded as one of the defining qualities of qualitative research, enabled the researcher to be a natural part of the research and to act as source of data. This situation provides researchers with direct access to data sources, and this leads to obtaining insight into the phenomenon, and to understand and interpret it effectively (Yıldırım & Şimşek, 2001).

As a course instructor, the researcher had an active role in the planning and implementation of the reflective practicum course. In this process, she revised and developed the course content along with the course materials. She collaborated with the cooperating schools and placed pre-service teachers to these schools. In relation to this, throughout the practicum process, she made an effort to maintain good relations with the schools by encouraging pre-service teachers to act responsibly in their school experiences. Also, she communicated the course aims and objectives to the pre-service teachers and invited them to express their opinion towards the course content and components, as well as its implementation and evaluation. Furthermore, she encouraged course participation by incorporating pre-service teachers' interests into the course. In the meantime, as a

course instructor, she held office hours to provide guidance and supervision for the course participants in relation to their field experiences.

As a researcher who was involved in participatory action research, she had an opportunity to experience the environment with the course participants, and this enabled her to obtain an insider's view on the phenomenon (Patton, 1987). She interacted with the research participants for an extended period of time, which allowed her to carry out systematic data collection and to become aware of the realities of the setting in which the study was conducted. The challenge of being an observer and participant provided her with an opportunity of “. . . understanding the experience as an insider while describing the experience for outsiders” (Patton, 1987, p. 75).

Being central to qualitative research, this close and collaborative relationship between the researcher and the research participants bears potential threats to the trustworthiness of the research (Robson, 2002). In this research, the researcher took various actions into considerations, such as triangulation, peer debriefing, inter-rating and inter-coding, audit trial, and low inference descriptors, in order to ensure and enhance trustworthiness. Further to these, Bogdan and Biklen (1998) point out that in cases when teachers act as researchers, they gain a broader perspective on their experiences by distancing themselves from events and reflecting on their experiences. Having this principle in mind, in this study, the researcher kept a diary in which she reflected upon her experiences on the planning and implementation of the research.

3.5. Data Sources

In this study, data sources are grouped as (a) pre-service teachers as course participants, and (b) documents. Below is an explanation of these sources.

3.5.1. Course Participants

The course participants consisted of undergraduate pre-service teachers who were in their final year of their bachelor's program of ELT. The total number of the course participants who took 'School Experience II' course, and therefore who participated in this study, is 30. Except for two them, the remaining took this course as part of their seventh term, term before the final term. The majority of them (19) was born in 1984, and the remaining was born in 1983 (4), 1982 (4), 1981 (2), and in 1979 (1). Twenty three of the participants were females, and the remaining (7) were males, and except for two of the participants, who were Turkish citizens, the majority of them (28) were Turkish Cypriots. The average GPA of the course participants in total is 2.96. Ten of them took 'Practice Teaching' course together with the 'School Experience II' course at the same time, during the implementation of the study. So in addition to the observation they conducted for this course, these pre-service teachers were required to teach in the school field up to a total of four contact hours, and they attended an additional of four hour on-campus scheduled classes, as well. In this course, the course participants formed two seminar groups on a random basis, group 1 which gathered on Tuesday morning, and group 2 that met on Thursday morning.

3.5.2. Documents

In this research, documents are comprised of pre-service teachers' written and oral reflections on their experiences. Below is a detailed description of these sources.

3.5.2.1. Weekly Journal Entries

In this study, guided weekly journal entries are fundamental sources of reflective data. The total number of journal entries that were kept is 181, and each journal entry was duplicated for data analysis. In these journals, the pre-service teachers

reflected on their school observations, on-campus seminars, and on their teaching in microteachings over a period of eight weeks (week 7 to week 15). Also, those who taught in the school context reflected on these practice teaching experiences.

3.5.2.2. Tape-recorded Interactions

Interactions are comprised of (a) class interactions, and (b) reflective interviews. Class interactions contain class discussions, in which pre-service teachers shared and exchanged ideas and experiences on cases, video extracts, and school observations; and peer feedback, which is the exchange of feedback on microteaching. In this study, between week 5 and week 15, a total of 16 class interactions were tape-recorded, and later, they were transcribed verbatim for data analysis.

As for the reflective interviews, post-observation and post-microteaching interviews were conducted with pre-service teachers towards the beginning and end of the course. In these interviews, the interviewees were guided to reflect on their experiences. For the post-observation interview, a total of 18 of the pre-service teachers were interviewed. Six of these interviewees were interviewed individually, and the remaining attended interviews as pair. The post-microteaching interviews focused on their teaching experiences during microteaching. The number of the interviewees who were interviewed after microteaching is 29, of which four of them were interviewed individually, and the rest in pairs, and one group was interviewed as a group of three.

The interviews took place in a semi-structured format in which the researcher/course instructor asked pre-determined questions (Patton, 1987; Yıldırım & Şimşek, 2001). Therefore, they were conducted in a conversation style which allowed flexibility and spontaneity while making sure that all the pre-planned questions were asked. Before the interviews, the researcher/instructor obtained oral consent from the interviewees to record the interview. Afterwards,

each interview was transcribed verbatim for data analysis. In these interviews, the interviewees were informed that they could use they use Turkish to answer the questions, but the interview questions were prepared and asked in English.

3.5.2.3. Assignment on Videotaped Microteaching

Assignments on videotaped teaching form to be a further source of data in this research. Before each seminar on microteaching, a portable video camera was set up in order to record the teachings. After the microteaching, those pre-service teachers who had a microteaching on that session were provided with a copy of this recording in order to complete the assignment on the videotaped teaching. These assignments focused on self-observation and self-analysis following a set of guidelines. The total number of video assignment is 28, and each assignment was duplicated for analysis.

3.5.2.4. Researcher Diary

The instructor diary contains the instructor's journal entries during the preparation and implementation of the course, from week 2 to week 15. This source of data consists of 40 entries, which focused on reflections on own feelings, and on observations. Also, she reflected on the problems she experienced as a researcher while preparing and implementing the research, on ways of dealing with these problems, and on participants' reactions throughout the research.

3.6. Data Collection Instruments

In this study, multiple data collection instruments were employed in order to explore and understand the phenomenon that is studied in a more in-depth manner. Each of these instruments is discussed below in detail. It should be noted

that, although the language of conduct in data collection instruments was English, in some cases, some respondents preferred to respond in Turkish.

3.6.1. Perception Questionnaires

Perception questionnaires were administered to the pre-service teachers in order to obtain their views on the process of this reflective practicum course. Two sets of perception questionnaires were conducted: the mid-course, and end-of-course perception questionnaires. Each of these instruments is described below in detail.

3.6.1.1. Mid-course Perception Questionnaire

The questionnaire (see Appendix F) contained seven open-ended questions aiming to seek the pre-service teachers' feedback namely on: discussion questions, cases, video excerpts, keeping weekly journals, working in groups in class, and their role and course instructor's role in the class. The questionnaire was anonymous, and the respondents were informed that they could use either Turkish or English to fill it in. This questionnaire was completed individually off the seminar hours, and the total of 19 questionnaires was submitted.

3.6.1.2. End-of-course Perception Questionnaire

Similar to the mid-course perception questionnaire, end-of-course perception questionnaire (see Appendix G) also aimed to obtain pre-service teachers' overall views on the course. Compared to the former, this questionnaire is broader in scale. Having completed the course, it intended to seek the pre-service teachers' perception on the components and on the implementation of the course. It consisted of twelve open-ended questions asking the respondents' opinions and seeking explanations for these opinions. The questions focused on the following

points: working in pairs/teams, working on cases, video excerpts, overall discussion atmosphere, keeping journals, feedback in journals, writing lesson plans, giving and receiving peer feedback, reflective interviews, videotaped microteaching assignments, the degree to which this course met their expectations, and suggestions for the improvement of the course. Similar to the mid-course questionnaire, this questionnaire was anonymous, and the respondents could answer both in English and in Turkish. A total of 22 questionnaires were returned by the end of the final examination period.

3.6.2. Reflective Interview Schedules

The interview schedule was adapted from Pultorak (1993; 1996) (see Appendix C) and it was utilized in the post-observation interviews that took place in week 5 and week 6. This schedule consisted of ten open-ended questions along with alternative questions (14). Before the interviews, this schedule was pilot-tested and necessary alterations were made accordingly. The questions in the interview schedule focused on the following points of these lessons: strengths and problematic points, changes suggested, outcomes, learners' behaviours, content of the lesson, and moral and ethical concerns. The interview took around 20 minutes.

The second set of interviews, post-microteaching interviews, which was conducted towards the end of the course, utilized a modified form of the aforementioned interview schedule (see Appendix D for the modified version). Following the interviewees' feedback on the interview schedule, the wording of some of the questions, was altered for better and clearer understanding. Parallel to this, some of the questions were altered. The modified version of the interview schedule contained nine questions, and 14 alternative questions. Similar to the first set of interviews, these interviews, also, lasted around 20 minutes.

3.6.3. Peer Observation Form

As part of the peer debriefing process (which is discussed under section 3.9) four overt classroom observations were conducted in the two groups in which this course was offered. These observations were conducted by three colleagues who were informed about the reflective aspects of this course and its processes. In these observations, the observers adopted the role of ‘observer as participant,’ and they did not involve in any of the classroom activities or interaction as a group member (Patton, 1987).

The peer observations acted as a follow-up of the informal interactions that took place between the researcher and these colleagues throughout the research design and implementation process. Hence, the aim was to obtain a professional outsider perspective on the course implementation, particularly on the seminars.

Before the observation, the peer observers were provided with an observation form (see Appendix H) aiming to guide them on the points that the researcher mostly concerned about. These were instructor talk, pre-service teacher talk, instructor roles, and the suitability of materials for reflective practice. These points were derived from readings on reflective teacher education that the researcher carried out before and during the study. The observation form evolved in the observation process on the basis of the peer observer feedback. Before the observation, the researcher/instructor informed the observers that this form acted only as a guide, and she invited them to follow a free approach and record all the points they felt essential during the observation. Hence, during the peer observations, the observers kept observation notes (see Appendix P for a sample observation note).

3.6.4. Peer Interview

After each observation, the peer observer and the course instructor arranged a time for an informal meeting. This meeting was conducted in the form of an unstructured interview (Patton, 1987), in which the interviewee reflected on her observation notes together with the observation form. This interview acted as an informal exchange of observations and views. Hence, no formal interview schedules were utilized. Altogether three interviews were conducted, and they focused on pre-service teacher participation; classroom atmosphere; class discourse; instructor's role; and on course materials. These interviews were tape-recorded after obtaining consent from the interviewees, and later, they were transcribed verbatim for data analysis.

3.7. Data Collection Procedures

Starting from week 5 until the end of the term – week 15, class interactions were tape-recorded following the consent obtained from the pre-service teachers in week 5. In the first stage of the course, between week 5 and week 11, class interactions focused on class discussions in which the pre-service teachers reflected on cases, video extracts, and on classroom observations.

As the pre-service teachers commenced their school observations, post-observation interviews were conducted between week 6 and week 7, in which they mostly attended in pairs, and each interview was tape-recorded on their consent.

Following the orientation on guided journal keeping, weekly journal entries were collected starting from week 7 (journal week 1), and this process continued over a period of eight weeks until the end of the course, week 15 (journal week 8).

The mid-course perception questionnaire was administered in week 8 and they were collected in week 9.

Between week 8 and week 11, as part of the peer debriefing process, four peer observations were conducted in the two seminar groups by three colleagues. Following these observations, three successive interviews were conducted with each of these colleagues within these weeks.

Within the general framework of class interactions, peer feedback was tape-recorded starting from week 12 until week 15. In this period, the pre-service teachers exchanged feedback on their performance in microteaching. Besides, the microteaching performance was videotaped throughout this process, and a copy was prepared for each pair or group for their self-observation and self-analysis for an assignment.

In this period, post-microteaching interviews were conducted together with the start of the microteaching period, between week 12 and week 15. In these interviews, the interviewees attended as pair or group, and the interviews were tape-recorded.

Following the microteachings, videotaped microteaching assignments were completed and returned starting from week 12 until the end of the final examination period.

The end-of-course perception questionnaires were distributed in week 14, and they were collected at the end of the final examination period.

Table 3.1 indicates the course implementation, data sources, and data collection procedures in a time ordered fashion.

Table 3.1. Time Ordered Course Implementation and Data Collection Procedure

Time	Course Content	Activities	Reflective task	Data Source/Data Collection Instruments
Week 4	Orientation Introduction to schools School visits	- Orientation on course content; lesson procedure; observation tasks - School visits and introduction		
Week 5	- Teacher – Learner roles	- Class discussions guided by discussion questions on teacher-learner roles - Class discussion on the first impressions in schools	- Class discussion - Orientation on writing journals	- Recorded class discussions
Week 6	- Classroom management	- Cases on classroom management - Reflecting on classroom management	- Class discussion	- Recorded class discussions - Post-observation reflective interviews
Week 7 (Journal week 1)	- Asking questions; giving feedback; giving instructions	- Watching video excerpts - Reflecting on asking questions; feedback; instructions	- Class discussion	- Recorded class discussions - Post-observation reflective interviews (continued) - Journal submission
Week 8 (Journal week 2)	- Listening and speaking skills	- Case on listening and speaking skills - Watching video excerpts	- Class discussion	- Recorded class discussions - Journal feedback - Journal submission - Mid-course perception questionnaires distributed - Peer observation - Peer interviews

Table 3.1. Continued

Time	Course Content	Activities	Reflective task	Data Source/Data Collection Instruments
Week 9 (Journal week 3)	- Reading and writing skills	- Watching video excerpts - Cases on reading and writing skills	- Class discussion	- Recorded class discussions - Journal feedback - Journal submission -Mid-course perception questionnaires returned - Peer observation - Peer interviews
Week 12 -15 (Journal weeks 5-8)	Microteaching	- Microteaching - Peer feedback	- Peer feedback -Videotaped microteaching assignment	- Recorded peer feedback - Journal feedback - Journal submission - Videotaped microteaching assignment -Post-microteaching reflective interviews -End-of-course perception questionnaire (delivered-returned)

3.8. Data Analysis Procedures

In this study, the major data analysis procedure was content analysis of the qualitative research paradigm. In addition to this, as part of the evaluative nature of the study, a reflection framework was utilized in order to evaluate the extent to which pre-service teachers improved their reflection in this course. Thus, as a minor procedure, the qualitative data was quantified and represented in frequency. Both of these procedures are explained below respectively.

In the case of weekly journal entries, in order to analyse the progress more effectively, the weeks of the academic semester were renumbered addressing the first week of journal submission as week 1, and subsequently, the remaining weeks were re-numbered accordingly. In the table below (Table 3.2) the top line represents the weeks in the actual academic calendar. The weeks below indicate the journal keeping process (Journal Weeks – JW), when journals were submitted. While reporting the results, journal weeks are taken as a source of reference.

Table 3.2. Journal Keeping Process by Weeks

Weeks of the Term	W7	W8	W9	W11	W12	W13	W14	W15
Journal Weeks	JW1	JW2	JW3	JW4	JW5	JW6	JW7	JW8

Before the analysis, at the preliminary phase, the journal entries were grouped according to the weeks they were submitted, from journal week 1 to journal week 8. In order to disguise the pre-service teacher’s identity and to develop a practical index for the journal data, each of these entries was given a code number, such as A.V.8.1, which is decoded as follows: ‘A’ stands for the code for journals (see Appendix I for the index for data sources and data collection instruments); the roman number ‘V’ stands for the week of journal submission, which is in this case journal week 5; ‘8’ is the code number of the specific pre-service teacher; and ‘1’ is the number of journal entries submitted within that week, which is one in this case.

A similar, but simpler, coding procedure was applied to the videotaped microteaching assignments in order to disguise the owner of the assignment. Likewise, after transcribing reflective interviews, each interview was coded to disguise the interviewees. The questionnaires were anonymous, and each questionnaire was given a code – a letter code for the data source, and a number for the questionnaire. For example, F.19 is decoded as follows: ‘F’ is the mid-

course perception questionnaire; and '19' is the number given to the questionnaire copy.

In class interactions, a similar method was used for coding the transcribed data. However, in order to specify the group in which the interaction took place, numbers were given to groups as '1' and '2'. For example, 'B.13.1', refers to class interactions (B); semester week 13; group number 1, which was gathered on every Tuesday.

It should be noted that, as mentioned earlier, the majority of the data is formed to be in English. However, in some cases, mostly in reflective interviews, some interviewees preferred to use Turkish. In these cases, while quoting from the original text, direct translation from Turkish to English was made by the researcher herself.

3.8.1. Content analysis

In order to find out about the pre-service teachers' perceptions on the course and about the content of their reflection, content analysis method was implemented on the data that were obtained through multiple sources: the perception questionnaires (mid-course and end-of course), weekly journal entries, videotaped microteaching assignments, reflective interviews, and on the class interactions. While doing so, an inductive approach was followed within content analysis which allowed thematic categories to emerge from the data itself (Yıldırım & Şimşek, 2001).

Following the research questions, the data was analyzed in two dimensions which are as follows: (a) the pre-service teachers' perceptions on the course (see Appendix J for a sample coding for perceptions); and (b) content of reflection (see Appendix L for a sample coding for content). The analysis procedures for these two purposes, and therefore two dimensions, will be discussed below respectively.

Pre-service Teachers' Perceptions

In order to seek the pre-service teachers' perceptions on the goals, processes, and the outcomes of this course, data sources and data collection instruments were analyzed following content analysis of qualitative research. The major source of data was mid-term and end-of-course perception questionnaires. In addition, weekly journal entries, videotaped microteaching assignments, and the transcriptions of post-microteaching reflective interviews were analyzed.

As the first step of the analysis, the data were read, compared, and reread several times before identifying any categories. After that, the data were coded according to the emerging micro-level descriptive sub-categories. Then, these were organized into broader categories – patterns, which then led to the major themes (see Appendix K for the coding index for perceptions). The categories that were developed following this thematic analysis are as follows:

1. Authentic teaching experiences
2. Guidance in reflection
3. Self-awareness
4. Roles in reflective practicum course
5. Class atmosphere
6. Development of competence
7. Reservations on reflective practicum course
8. Suggestions on improvement of course

Thus, the above emerging themes from multiple data sources provided answer to the first research question that aims to explore pre-service teachers' perceptions on this reflective practicum course.

Content of Reflection

To find out about the content of the pre-service teachers' reflection, a second dimension of analysis was employed on the data. For this purpose, weekly journal entries, videotaped microteaching assignments, and post-microteaching reflective

interviews were analyzed for the second time, this time to search for their concerns, thoughts, and dilemmas. In addition to these sources, transcribed class interactions and post-observation reflective interviews were also analyzed. Thus, all the sources that could provide data on the pre-service teachers' reflections were involved in the analysis to seek answer to the relevant research question.

While doing this, the same process of content analysis was employed and the following themes emerged (see Appendix M for the coding index for content):

1. Instructional processes
2. Increasing learner motivation
3. Assessment of “the Teacher”
4. Classroom management
5. Development of insight

3.8.2. Evaluation of Reflection

Multiple sources of data were analyzed in order to find out if and how pre-service teachers improved their reflection. To do this, the following sources were analyzed: weekly journal entries, videotaped microteaching assignments, post-observation and post-microteaching reflective interviews, and class interactions. The data were analyzed following the reflection framework that was adapted from Sparks-Langer, Simmons, Pasch, Colton, & Starko (1990), and from Seng (2001). This framework serves as an analytical tool for identifying various levels of reflection of pre-service teachers. This particular framework was chosen after several readings and reviewings of the data along with various frameworks. As a result, this framework was selected for its suitability, and it was adapted further to fit the available data. Consequently, the below taxonomy with illustrations (Table 3.3) was created and utilized in the analysis of the written and oral data.

In addition to the above reflection framework, Van Manen's (1977) typology of reflection provided guidance for the interpretation of the findings.

While analyzing journals, a holistic approach was adopted, and the level of reflection in each journal was coded only once. The same procedure was employed for the videotaped microteaching assignments as well (see Appendix N for a sample rating). As for the reflective interviews, the highest level of reflection reached by each interviewee was taken as the primary level for that interviewee. A similar procedure was implemented for the class interactions, and the highest level of reflection reached in each class discussion was coded as the level of reflection for that session. The frequency of codes of reflection for journal entries, assignment on microteaching, and reflective interviews was estimated in percentage, and the results were presented in tables. As for the class interactions, the highest level of reflection was counted, and the resulting figure was entered in a table.

Table 3.3. Taxonomy of Reflection

Level of Reflection	Illustration
1 - No description	—
2 - Non-judgmental report/narration of events/quotation	“The students were looking at me. I saw them chatting. Then, they worked on exercises.”
3 - Judgmental report/description of events/problems/suggestion with no reason of justification	“The materials I used attractive and interesting materials in the lesson but I could use more attractive and clearer pictures.”
4 - Description/explanation of events/problems/suggestions with personal preference/personal reason /tradition given as rationale	“Giving feedback was also done at the end of the class, which was also a useful point for students’ understanding. I believe that giving homework or telling students about the quiz will also encourage them to study more hard. So, I also reminded them for the quiz at the end of the lesson”
5 - Description/explanation of events/problems/suggestions theory given as rationale/ reason /justification	“In this lesson, I used group work. Group work is one of the effective learning types because the students work cooperatively and have a chance to share their ideas.”
6 - Description/explanation of events/problems/suggestions theory and consideration of contextual factors given as rationale/ reason /justification	“I used multiple intelligence theory in this lesson. In this way, I will appeal different learning styles in the classroom. For example, in my class, there are students who have verbal/linguistic intelligences so I will consider that.”
7 - Description/explanation of events/problems/suggestions with consideration of ethical, moral, political issues	—

Hence, in the study, each data source was analyzed at three levels – coding for perceptions; coding for content; and rating for the level of reflection (see Appendix O for a sample three-dimensional analysis).

Throughout the analysis, the developmental process of reflective thinking was analyzed in a developmental sequence over time (Pultorak, 1993; 1996). While doing so, the course period was divided into two, as stage 1 (week 5 to week 11); and stage 2 (week 12 –week 15). This would allow us to compare and discover the developmental progress of pre-service teachers' reflection, if any, in time. In relation to this, for example, the results of the journals and class interactions were arranged into weeks, and then they were merged into stages. A similar approach was employed for the interview data, as the results of the post-observation reflective interviews were compared to the results of post-microteaching interviews. Afterwards, the data were reflected into a matrix organised around each reflective component across a time cycle. This would allow compare the pre-service teachers' developmental pattern in detail across time.

3.9. Trustworthiness

Validity and reliability are important concerns in order to conduct a trustworthy study which can result in credible findings (Lincoln & Guba, 1985, cited in Harris, Pryor, & Adams, 2005). Throughout the data analysis process as well as in data collection, immense importance was given to ensure the trustworthiness of the data collection and data analysis procedure, therefore of the credibility of the study.

Triangulation

Triangulation, which supports the trustworthiness of the study, entails multiple procedures so that multiple perceptions on the phenomenon are provided in order to contribute to the clarification of meaning (Stake, 1994). To enhance

trustworthiness, in this study, the researcher aimed to achieve triangulation through seeking data from multiple data sources using multiple methods. Within this context, data was collected throughout one academic semester on continuing basis using the following methods: weekly journal entries (8 weeks); recorded class interactions (10 weeks); recorded interviews (at the beginning and towards the end of the course); and perception questionnaires (in the middle and at the end of the course).

Peer Debriefing

In addition to triangulation, a form of peer debriefing was conducted during the study to contribute to the credibility of the study. It was emphasized that this technique is “valuable in helping the inquirer deal with a process that is a lonely one” (Erlandson, Harris, Skipper, & Allen, 1993, p. 140). As stated by Erlandson et al., “Relationships and conversations with colleagues may serve to keep the research honest, and many ideas for the research will emerge from the contacts” (p. 141).

As suggested by Erlandson et al. (1993), in this study, during peer debriefing, the peers listened to the researcher sympathetically but at the same time posed questions, helping the researcher find alternative explanations and working out alternative strategies. Three colleagues who were peers of the researcher were involved in this process. They were PhD candidates, one in Educational Sciences, one in Teacher Education, and the remaining observer was specialized in English Language Teaching. These peers were teacher educators who were familiar with the context and with teacher education, and they had competence in naturalistic research. They taught education courses in the same department with the course instructor/researcher of this study, and they had familiarity toward the concept of reflection. Two of these observers had background in ELT and taught pedagogy courses to ELT students. As part of peer debriefing, these colleagues made a total of four observations (two peers observed once each, and one conducted two observations), which were followed by unstructured tape-recorded interviews.

Inter-rating and Inter-coding

As part of the endeavours to enhance trustworthiness, inter-rating and inter-coding process was employed. The participants in this analysis procedure were two teacher educators who had competence and experience in qualitative research analysis techniques. As mentioned by Erlandson et al. (1993), there is a variety of procedures in this technique. In this research, similar to the research of Harris, Pryor, and Adams (2005), an independent analysis was conducted by each of these two researchers aiming to contribute to the trustworthiness of the results (Lincoln & Guba, 1985, cited in Harris et al., 2005). Following Silverman's suggestion, the classification categories for content analysis were used in the same way so that the intercoders could categorize the data having an understanding on the researcher's analysis (1993, cited in Harris et al., 2005). As for the evaluation of the improvement of reflection, the reflective framework was employed as standard throughout this procedure.

The procedure commenced with a brief orientation on the inter-rating and inter-coding process. The step by step inter-rating – inter-coding procedure is as follows: (1) an orientation on the reflection framework was provided in order to explain the reflective levels using the illustrations; (2) an initial set of data gathered from all sources were selected, and the researcher and the inter-rater rated the data together until consensus was reached; (3) another set of data was selected and this time the inter-rater rated the data alone; (4) the researcher and the inter-rater compared and discussed the ratings; (5) another set was rated by the inter-rater alone; and (6) the researcher and the inter-rater compared and discussed the ratings to reach and increase inter-rater agreement.

The same procedure was repeated for the coding of the data, in which this time the focus was on the checking of the codes and the categories emerged in the data (see Appendix Q for the reflection of an inter-coder – inter-rater on the process). This procedure was replicated with the second inter-rater as well. During this process, suggested changes were made on the ratings and on the categories. The inter-rater

– inter-coder agreement on independently coded data was measured 76.96 % with the first inter-rater-inter-coder, and 72.73 % with the second one. Owing to the qualitative nature of the research and to the type of analysis done, these agreements were accepted to be valid for the data. Likewise, in another study, which was conducted by multiple researchers, inter-coder agreement for interview analysis was reported to be .79 (Borko, Livingston, McCaleb, & Mauro, 1988).

Audit Trial

In order to contribute to the dependability and confirmability of the study, which serves to enhance the trustworthiness of the study, audit trial was applied as a further technique (Erlandson et al., 1993). In this process, the auditor who was consulted was a competent and experienced researcher in qualitative research. In this process, adequate records that were kept during the study were provided for the auditor together with the data analysis. Lincoln and Guba (1985, cited in Erlandson et al., 1993) provided six major categories of the substance of audit trial materials. These are: (1) “raw data” (in this case, weekly journals; transcriptions of class interactions; transcriptions of interviews; video taped microteaching assignments; and perception questionnaires); (2) “data reduction and analysis products” (peer debriefing notes – peer observation notes, and the peer interview transcripts); (3) “data reconstruction and synthesis products” (data analysis sheets of every data source, reflection framework, coding categories, tables, and figures); (4) “process notes” (diary of the researcher); (5) “materials relating to intentions and dispositions” (the research paper that includes the purposes, research questions, methods and the results of the research); and (6) “information relative to any instrument” (data collection instruments and guidelines utilized in the study) (pp. 148-149).

Within this process, the four-stage model (planning, organizing, recording and delivering) that was developed by Schwant and Halpern (1988, cited in Erlandson et al., 1993) was taken as the basis for the audit trial procedure. Hence, as the first step, in agreement with the thesis supervisor, it was decided that audit trial would

contribute to the trustworthiness of this study, and an auditor was asked to audit the paper. After the completion of the paper, together with the paper, the auditor was provided with all the data (raw and analyzed data). The auditor preferred to provide feedback on each chapter on word document, and he sent this feedback to the researcher via the internet. Consequently, necessary changes were made on this paper on the basis of the feedback and the recommendations that were made by the auditor. These changes were mainly centred on the recommendations on the presentation of the results, regarding clarity and format, and on the necessity of further interpretation of results immediately after their presentation in the relevant chapter (see Appendix R for sample auditor feedback).

Prolonged Engagement

In relation to the nature of this research, which is a case study, the researcher lived among the participants as their course instructor for an extended period of time. In this way, she had first-hand access to data as a participant researcher throughout an academic period. This is regarded to be an important factor contributing to the trustworthiness of a naturalistic study since it creates opportunities for continual data collection and analysis, and it enables understanding the reality in the setting more accurately (LeCompte & Goetz, 1982). However, in order not to turn this situation into a disadvantage in data analysis, the researcher paid attention to biases through considering the concepts of “disciplined subjectivity” and “dual-identity as an insider-outsider” in order to present the phenomena in an accurate way (Erickson, 1973; Schatzman & Strauss, 1973, cited in LeCompte & Goetz, 1982).

Additional Considerations

In addition to the techniques that were explained above, throughout the research process, several other factors were taken into consideration in order to contribute to the trustworthiness of the study. Based on the strategies that were described by LeCompte and Goetz (1982), these considerations are discussed as follows:

- Throughout the process of this study, in every phase, the researcher consulted an expert in the field of educational sciences, who is the supervisor of this study. Thus, his expertise in the field of education and in research, particularly in qualitative research, contributed to the trustworthiness of this study.
- In this paper, the research implementation and analysis process was discussed thoroughly in order to provide basis for comparability and translatability. This involved the detailed description of the data collection methods, analytic constructs, the context, and of the participants.
- It was given importance to reflect the exact perceptions of the participants so that low-inference descriptors were used especially throughout the presentation of the results by involving direct quotations and multiple examples from the raw data.

The following figure (Figure 3.1) is the visual description of the research design, which demonstrates data collection methods and data analysis in relation to the research questions.

3.10. Limitations of the Study

1. This study was conducted with 30 pre-service teachers who were in their final year of the Department of ELT and who took this course (School Experience II) from the Department of Educational Sciences of the Eastern Mediterranean University. Therefore, the findings are limited to this context and to this specific department's student profile. Having said that, this reflective course was developed and conducted considering the principles of reflective teacher education, and the course participants consisted of pre-service teachers. Hence, it could be considered that the results provide insight on the phenomenon.

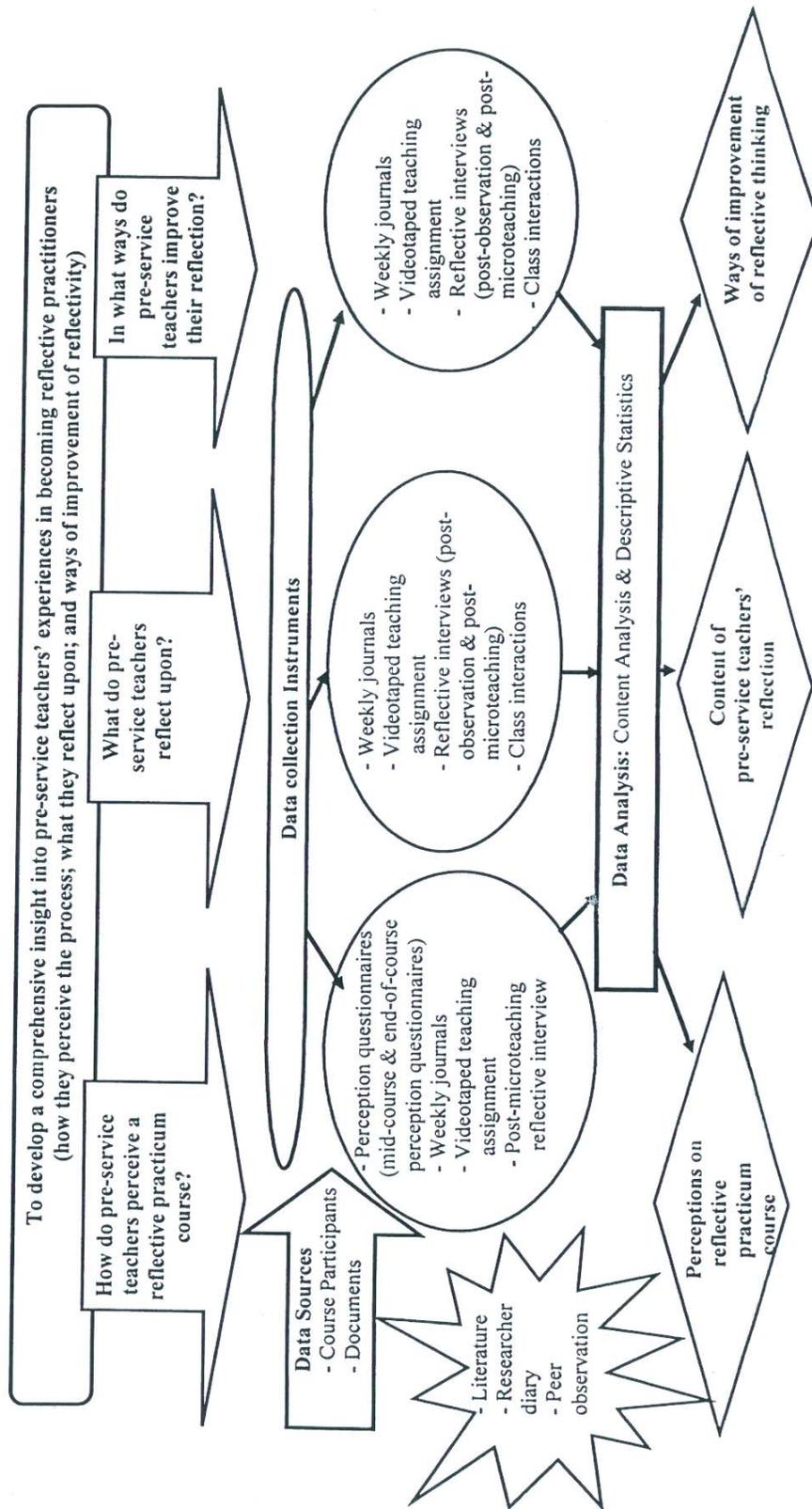


Figure 3.1 Visual Description of Research Design

2. This course focused solely on classroom observations in schools, and therefore, it is restricted in terms of authentic teaching experiences. This might have influenced the pre-service teachers' reflections. It could be argued that exposure to direct teaching could have resulted in different findings.

3. Due to an irregular administrative decision, some of the pre-service teachers (ten out of 30) who took this course also took another course (EDUC 422 – Practice Teaching) concurrently. They worked with a cooperating teacher and conducted class observations with this teacher, similar to the rest of the participants. However, in addition to the observations, they also conducted co-teachings and taught in these classes, maximum of four hours. The fact that these pre-service teachers found more opportunities to get exposed to more experiences created an inequality among the course participants in this respect. Consequently, it might have had an impact on the development of their reflection. However, in this study, individual differences among the pre-service teachers were not considered; instead, they were analyzed from a holistic perspective.

4. Due to the nature of the study, the researcher had a dual role: that of the course instructor and the researcher. Throughout the study, the researcher was aware of the threats this situation could pose on the validity of the study. Therefore, she employed various techniques (which was described under section 3.9) to ensure and enhance trustworthiness while carrying out the research.

5. In this study, the potential impact of cultural factors on the development of reflection among pre-service teachers was not analyzed. However, the addition of this component to the research design could contribute to further understanding and interpretation of reflection in the context in which this study was conducted.

CHAPTER IV

RESULTS

This study proposes to focus on the perceptions of pre-service teachers towards a reflective practicum course, to analyze the content of their reflection, and to examine ways of improving reflection. Hence, taking the research questions into consideration, this chapter reports and elaborates on the research findings in order to develop a comprehensive insight into pre-service teachers' endeavours in becoming reflective thinkers. The chapter concludes with a summary of the findings.

4.1. Pre-service Teachers' Perceptions of a Reflective Course

This section focuses on how pre-service teachers perceive a pre-service practicum course in relation to its goals, processes, and outcomes. The data will contribute to the development of a comprehensive insight on pre-service teachers' experiences related to a reflective course, emphasizing its components. Multiple data sources were analyzed in order to seek pre-service teachers' views. These sources were primarily the mid-course perception questionnaire, end-of-course perception questionnaire, weekly journal entries, videotaped teaching assignments, and the post-microteaching interviews. In addition to these, the peer post-observation interviews, that were conducted as part of the peer debriefing process, and the diary of the course instructor/researcher were consulted in order to develop a more holistic understanding on the pre-service teachers' reaction to this reflective course.

The views of pre-service teachers were organized according to the emerging thematic categories that were developed following an inductive approach within content analysis of qualitative research. These themes are as follows: authentic experience, guidance, self-awareness, roles, atmosphere, competence, reservations, and suggestions (see Appendix K). It should be noted that during the analysis, all these themes were found to be interrelated, and no one category was found to be independent from another. This demonstrates internal homogeneity of the findings. The following figure illustrates this relationship.

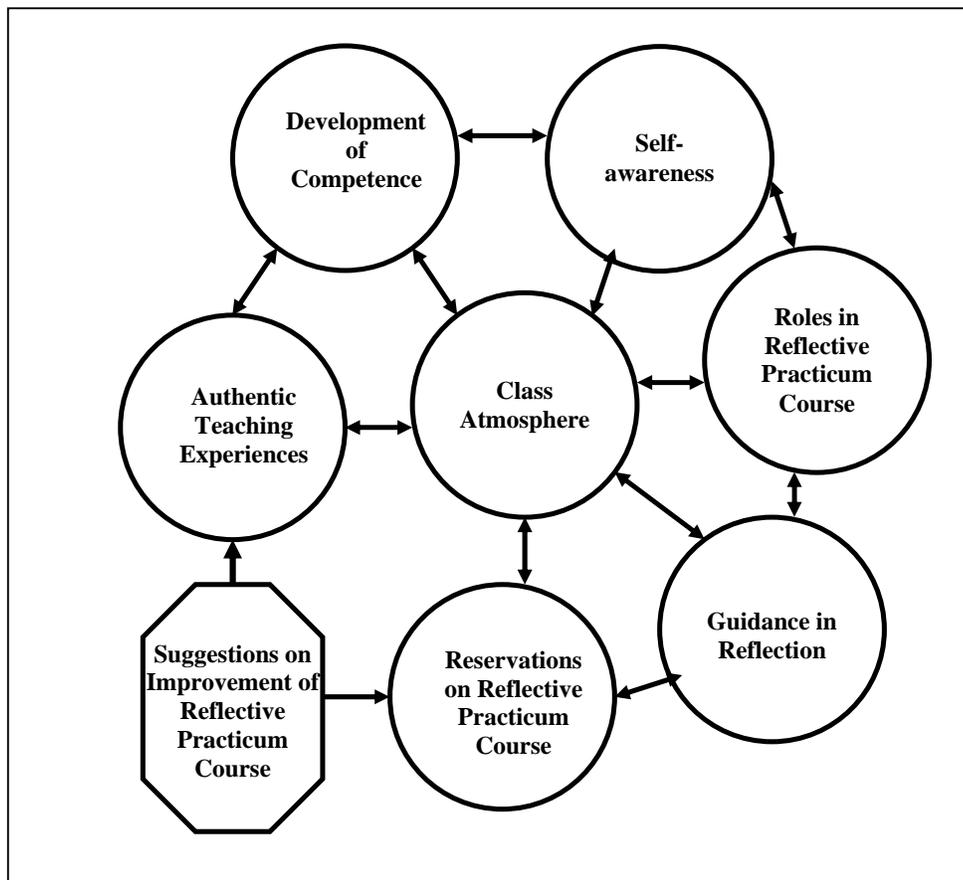


Figure 4.1. Pre-service Teachers' Perceptions on a Reflective Practicum Course, Thematic Categories

As demonstrated in the figure above, pre-service teachers viewed the reflective process as a whole where different components were not isolated from, but instead influencing, one other. In the following discussion, each category is

elaborated separately under different headings. However, the interrelation among the categories is underlined throughout the discussion.

4.1.1. Authentic Teaching Experiences

Throughout the course process, the pre-service teachers were involved in a range of teaching related experiences such as classroom observations in schools, video excerpts, cases, microteaching, peer feedback, and videotaped teaching assignments. The analysis revealed that they perceived these experiences as effective and useful for their professional development. In general, they expressed that in this course they were exposed to a variety of teaching related experiences, and they found these experiences relevant to their professional preparation. It was perceived that this course helped them expand their teaching repertoire and prepare them for future.

Variety

The pre-service teachers stated that they had a variety of opportunities to engage in teaching related experiences, and this contributed to their professional development as teachers. For example, one of them expressed that observations, class interactions, journals, and microteachings exposed him/her to real classrooms and these helped him/her learn about teaching. S/he added that peer feedback after microteaching enabled him/her to develop himself/herself by focusing on his/her weak points (G. 22).

In this course, due to practical difficulties, most of the pre-service teachers could observe only one cooperating teacher in the school field within the same time periods each week. Undoubtedly, this limited their experiences. Thus, video excerpts, that were shown during on-campus seminars acted to support observations. The pre-service teachers viewed these experiences as a part of the authentic experience and perceived them as complementary to the school

observations. Furthermore, they stated that these video extracts provided them with an opportunity to see how teaching is done in other settings, such as in other countries. The following pre-service teacher emphasized on this point: “Yes, they were very effective because in our observations, we didn’t observe different classes. So, again observing the other classes which are in different countries was very useful and important. I liked them, a lot” (G. 14).

Interesting

Besides variety, these experiences were found to be attracting and motivating, and it was mentioned that authentic experiences encouraged active participation in the course. Furthermore, these experiences were thought to be challenging and joyful. For example, one pre-service teacher (F. 17) expressed that s/he found cases challenging since s/he tried to find solutions to the problems posed in the cases. In addition, it was viewed that engagement in various authentic experiences increased their motivation toward teaching English (F. 13).

Analysis

It was stated by the pre-service teachers that during classroom observations in schools, they analyzed the teaching processes, the teacher roles, and learners’ behaviours in class. Indeed, in on-campus seminars, they were guided to reflect on their observations in schools. This analysis process continued in their journals, as they reflected on their experiences.

The pre-service teachers emphasized that while analyzing their observations, they mainly focused on the *weaknesses* of the cooperating teacher’s practice. That is to say, they focused on how well the teacher taught the lesson, whether s/he achieved his/her aims, and whether s/he could motivate the learners effectively. For example, the following excerpt is a good illustration of how pre-service teachers expressed their focus while observing: “Video sessions help me to get

information about teaching in class and also I saw some mistakes from these teachers and I'll try not to do these mistakes in my own classroom" (G. 10).

As a part of the analysis of classroom observations, some pre-service teachers accepted the teacher that they observe as *models*. As indicated in the above illustration, during observation, they considered the observed teachers as models and tended to adopt the techniques they approved of and avoid the ones they disliked. For example, unlike the pre-service teacher above, another one seemed to like the way the teacher in the video extract taught, so she considered adopting her teaching techniques. She explained that she viewed the teacher in the video as being a good example for her, saying "because her teaching style very suitable with my teaching style (in future). So I may use her techniques in my class (in future)" (A.IV.14.4).

Theory-Practice Connection

The pre-service teachers stated that engagement in various experiences helped them combine their knowledge on the instructional concepts to their experiences. This process was reported as being important for their development. For example, in the following quotation, a pre-service teacher emphasized that working on cases in seminars together with friends helped him/her utilize his/her knowledge. S/he quotes:

The questions that get us think about the solutions or best possible ways of figuring out any case or dilemma are also critical. By means of these cases, I can use my knowledge to solve them out. That is I can reflect how much I know in problem solutions to perform better later. (F. 5)

The above quotation implies that in this reflective course, opportunity was provided for pre-service teachers to use their knowledge on teaching. Besides, their self-awareness was increased, and this contributed to their preparation for future teaching profession.

The fact that they needed to activate their knowledge on teaching while analyzing their observations and while working on cases as class-work helped them internalize teaching conceptions and make them meaningful. Consequently, this created opportunities for them to think over their teaching. The following excerpt which was taken from a journal entry stands to illustrate this belief:

Each day while making those critical analysis, I start to feel more confident practically. Because I've studied all the theories during 3 years but now I see what works and how effective it works in real classes. Those critics gives me the chance to choose the best of all according to the results of each behaviour during real class observations and during micro-teaching sessions. (A.VI.9.1)

Future Preparation

The pre-service teachers regarded that engagement in various authentic experiences in this course helped them prepare for their profession. In other words, they perceived that these experiences represented their future experiences in teaching; therefore, they viewed the exposure to various teaching experiences as a way of preparation for future. For example, one of the pre-service teachers put an emphasis specifically on working on cases, stating that these cases were real-like and working on them would prepare him/her for future (G. 11).

Improved Teaching Repertoire

The pre-service teachers viewed that they gained an opportunity to expand their teaching repertoire through observing different classes, exclusively the video excerpts. They stressed that by analyzing teachers' teaching in video, they learned new teaching techniques. Interestingly, some of them specifically emphasized that they gained a chance to see how a listening lesson is conducted, pointing out that they had not pursued any opportunity to observe listening classes before. In regard to this, for example, one pre-service teacher said that in this course, s/he found the opportunity to observe in real what s/he had been taught in theory (G. 9).

To sum up, throughout the course process, the pre-service teachers have been exposed to various authentic experiences, and they valued these experiences by stating that they had an analytical viewpoint on what they observed. When we consider Dewey's (1910; 1933) teachings on reflection, action is considered to have a vital role in reflective thinking since it provides basis for reflection. In addition, while reflecting on their experiences, the pre-service teachers activated their background knowledge in teaching, and this helped them understand these experiences better. In doing so, they evaluated their experiences and expanded their teaching repertoire by becoming more informed and aware of different teaching methods.

The pre-service teachers' perceptions on the course regarding authentic teaching experiences coincide with the observations and reflective notes of the course instructor/researcher in her diary. During the course process, the course instructor/researcher observed that the pre-service teachers attended the course and participated enthusiastically in class activities, such as watching video extracts and working on a case. Also, they eagerly participated in the discussions that followed these activities. Indeed, one of the peer observers who observed one of the seminar groups commented that the activities were interesting, and that they formed basis to combine theory and practice. She noted "Definitely you do that. Somehow you link it with theory. In fact you direct it with your questions. Of course, this is suitable for group and pair work" (H. 2).

4.1.2. Guidance in Reflection

Guidance appeared to have an integral role in this reflective practicum course. The pre-service teachers emphasized the direct feedback that they received in journals from the course instructor and from peers during peer feedback, and they viewed these feedbacks as being constructive.

Constructive Feedback

Guidance that was received throughout the course process was valued, and it was viewed that it contributed to self-development. For example, one pre-service teacher focused particularly on the influence of instructor feedback in journal entries on their self-development (G. 22). Another one explained that s/he took this feedback into consideration while writing his/her journals. This pre-service teacher believes that feedback is useful for him/her, saying “. . . because if I don't receive any feedback, I will not be able to see my strengths and weaknesses and I will not be able to write an effective journal” (G. 11). Hence, as s/he stressed, guidance increased his/her self-awareness.

In relation to feedback, the pre-service teachers focused mainly on overcoming their *weaknesses*. It was emphasized by one of the pre-service teachers that through the guidance from the instructor and from their peers, s/he had an opportunity to identify his/her weaknesses, therefore, s/he improved his/her teaching (G. 13).

Another important element is the *easiness* that was felt while receiving guidance and feedback. The pre-service teachers found the giving and receiving feedback process non-threatening where they could get guidance without being offended. This is true both for the guidance from the instructor and from peers. As for the feedback in journals, the pre-service teachers stated that they felt comfortable in the journal writing process, and they regarded that the personalized feedback contributed to their self-development. Furthermore, it was mentioned that the course instructor had an important role in giving and receiving feedback in a non-threatening manner. For example, in the following quotation, one of the pre-service teachers expresses his/her feelings about feedback in journals as follows:

Yes, I think the feedbacks that I received in my journals were very effective. The teacher shows us that we don't only keep a journal to just keep it to write our experiences that we get from both in class discussions and in observations. She gives us some feedbacks like a friend. So, I can say that when I wrote my journals I could write all my thoughts and feelings without having some anxious

because I always see my teacher as my friend and so, I always takes [*sic*] her feedbacks in care to improve myself. (G. 9)

There was *openness* towards feedback and development, and this was attributed to the non-threatening atmosphere of the class. For example, one pre-service teacher drew attention to the open-mindedness of his/her peers and their reaction to peer feedback, and s/he regarded this as a prerequisite for giving and receiving feedback. S/he said “You need to have open minded students to make good discussions in the class” (G. 5). S/he pointed out the essentiality of harmony among group members for effective peer feedback and guidance and s/he viewed this as an important ingredient for such a process.

Furthermore, one of the colleagues who observed a seminar group viewed that the course instructor provided guidance, and that, in some cases, she directed the pre-service teachers explicitly in order to help them understand and think at a higher level (H. 2).

Overall, it was expressed by the pre-service teachers that guidance through constructive feedback had an important role in this course, and it was provided both by the course instructor and by the peers in a collaborative manner. Within this context, the pre-service teachers were open and responsible while giving and receiving feedback. In this process, they accepted guidance wholeheartedly, in a mature manner underlining that feedback helped them raise their awareness towards their teaching and develop themselves professionally. It was stated that the friendly and relaxed atmosphere of the class helped them actualize a smooth practice of feedback exchange, in which they did not feel inhibited. It also created a motivating atmosphere where everyone participated, and where they collaborated genuinely to help each other for self-development.

In relation to this, the analysis of the course instructor’s diary, also, supported that the pre-service teachers guided their peers effectively. While giving constructive feedback, they comforted their peers, and at the same time, they pointed out the problematic parts in their teaching (I. 18). As a matter of fact, the course

instructor/researcher observed that the pre-service teachers covered all the points so skilfully that she did not feel the need to add much (I. 19).

As for the personalized journal feedback, few times, the course instructor mentioned in her entries that writing personalized feedback for each journal entry occupied much of her time. However, she stated that what was more important was the progress of the pre-service teachers, and she added that she felt contented because she observed the progress of some of the journal keepers, she wrote “. . . some of the students made a real progress . . . I observe this with astonishment” (I. 10). This quotation provided a further perspective on pre-service teachers’ openness and appreciation for guidance, and its influence on their development.

4.1.3. Self-awareness

It was stated that the pre-service teachers developed self-awareness towards their teaching and own progress. They stated that involvement in a range of experiences enabled self-analysis and guided them to become aware of changes in their perceptions of teaching and of themselves.

Self-analysis

The pre-service teachers conducted self-analysis in this course, particularly in videotaped microteaching assignment, which was completed after microteaching. They regarded this experience as unique since they could *self-observe* own teaching for the first time. It was explained by the pre-service teachers that they observed and analyzed their *strengths and weaknesses*, giving more emphasis on the later. As one of them expressed, “we observe ourselves as if we’re teachers” (G. 11), stressing that this realistic activity enabled him/her to see an authentic purpose in what s/he did.

In addition, some pre-service teachers expressed that they were *eager* to reflect so much so that they were carried away with self-analysis and continued analyzing themselves in their social lives. For example, during the post-microteaching reflective interview, the following pre-service teacher described her experience as follows:

For example, I started to criticize, analyze myself even when I say ‘hello’ outside. [laughter] I started to ask myself how I can do it better. While writing journals I push myself so much such as ‘I did this, I would do this’. Inevitably, I looked my social life critically. With my family, with everyone around me, I had the same look. ‘I did this, how can I do it better, my weaknesses’. (D. 14)

The above quotation illustrates this pre-service teacher’s enthusiasm in self-questioning and self-analysis, and therefore, in reflection. It shows that in a short time, for some, reflection has become part of their life, as they continued to reflect on their actions in their social lives, as well. It is apparent that journals had an important role in raising awareness and enthusiasm for reflection.

Self-expression

Expressing self particularly in weekly journals was perceived to be an important experience. It was mentioned that there was communication throughout the course, and this communication was implied to be a journey within himself/herself, a communication with the inner-self. For example, the following quotation helps us understand that journals acted as a mirror that reflected pre-service teachers’ feelings on their experiences: “I think it is useful and good for us By means of these journals, I share my experiences with myself” (F. 13).

Through reflecting in journals every week, it was viewed by some of the pre-service teachers that their writing skill showed a *progress*. It was explained that as they could write more effectively, they could express their ideas and feelings more articulately as well. Also, in the mid-perception questionnaire, one pre-service teacher mentioned that keeping weekly journals helped him/her develop the way s/he expressed himself/herself in daily life (F. 15).

With regard to self-expression, another point that some pre-service teachers focused is that they felt *stress-free* while writing. Their comfort was found to be related to their accuracy problems in English. They explained that they could express themselves without worrying about the comments on their language accuracy since the course instructor did not attempt to make corrections on their grammatical problems. This proved to be a motivating factor for journal writing as one pre-service teacher explained “the more I write the more I love to keep journal because I feel free. I don’t have to think if my journal is grammatical or if sentences are coherence [*sic*]. I feel that my writing ability improves as well” (F. 10).

Following the above comment, it is possible to deduce that the lack of pressure for accuracy and the feeling of free writing had a positive influence on their progress in self-expression.

Transformation of Attitude

The pre-service teachers were aware of the progress they made throughout the course. Within this context, they could analyze their attitude at the beginning and at the end, and realize the transformation of their attitudes towards various aspects of the course. For example, a pre-service teacher explained that s/he did not use to enjoy negative feedback, but his/her experience in this course made him/her feel at ease with feedback, since s/he found them beneficial for his/her progress (G. 6). Particularly in the case of weekly journals, the pre-service teachers stated that their willingness for journals increased together with their awareness towards their benefits. As a matter of fact, it was mentioned by some of them that their *enthusiasm* increased gradually, and it developed so much that they have become enthusiastic about keeping journals. For example, one pre-service teacher admitted that at the beginning s/he felt bored with journals. However, s/he felt more willing to keep journals gradually by writing one every week (G. 3). In a way, this novice teacher helps us understand their reluctance towards journals at

the beginning of the course. However, as s/he underlined that, by time, some changed attitude toward journals after noticing their positive influence.

Forming Professional Identity

In the pre-service teachers' feedback and reflections, it was noticed that there was awareness towards 'self' as a teacher, both implicitly and explicitly. This was underlined in their analysis of the self and of others, touching upon what was problematic and what was not, by relating it to their preferences as a teacher. It was viewed by the pre-service teachers that they had an opportunity to engage in a process of construction of 'self' as a teacher. Some of them developed awareness towards their uniqueness, explaining that they were in the process of constructing their teaching style. For example, the following pre-service teacher implied that active involvement in the course helped him/her construct his/her way of teaching. "I am the one who is different from others (like everyone.) I have different experiences, thoughts, approaches towards teaching ... My role is to listen, share and evaluate. And lastly, and most importantly find the best way for myself" (F. 10). As this quotation indicates, while reflecting collaboratively or individually, the pre-service teachers considered that they were unique, and they viewed themselves in a process of self-identity development.

The above analysis revealed that the pre-service teachers developed self-awareness towards their teaching and towards themselves as teachers. In other words, in this reflective process, they viewed that they gained an opportunity to explore and understand themselves as teachers, as they were exposed to experience and self-analysis. Within this process, similar to the analysis of the observed teaching, it was noted that while analyzing themselves, the pre-service teachers focused on the weaknesses in their teaching, more than their strengths. In addition, they observed progress in the way they articulated themselves and in their teaching, owing to non-threatening class environment which helped them grow. Consequently, all these experiences enabled them to realize their uniqueness as a person, and they help them construct their identity as a teacher.

In relation to the above, the course instructor's diary notes confirm the pre-service teachers' gradual enthusiasm about keeping journals as time progressed. She wrote in her diary that, at the beginning, they complained that they were overloaded and that they did not have time to keep journals (I. 5). However, in week 10, she entered in her journal as "This week the number of students submitting journals was really good. Those who did not submit it in hand sent it via the internet. I got very happy" (I. 15).

4.1.4. Roles in Reflective Practicum Course

It was perceived by the pre-service teachers that during the process of this course, both the course instructor and themselves pursued a variety of roles.

Instructor Role

According to the pre-service teachers, the course instructor acted various roles in various tasks, following their needs at the time. It was viewed that the instructor possessed *multiple roles* such as organizer, resource, controller, feedback giver, friend, helper, and guide. The following quotation exemplifies how one of the pre-service teachers attributed multiple roles to the instructor. "She is organizer, resource, and tutor. She gives clear instructions, she gets the activity going, she helps us when we need and she guides us as well" (F. 17).

As a further point, the instructor was viewed as a *caretaker*, who cared about the pre-service teachers' learning. This judgment was based on the personalized feedback provided in journals on a weekly basis. One pre-service teacher expressed his/her feelings on this, saying that instructor's long feedbacks were an indication of her interest in them. S/he added that s/he looked forward to reading this feedback, and s/he read it immediately as soon as s/he got his/her journal back (G. 7). Hence, it illustrates that individualized feedback from the instructor did not only make the pre-service teachers feel special, but also, it created an eager

communication between them and the course instructor, which could promote journal keeping. Undoubtedly, this, directly, contributed to the development of their reflection.

Furthermore, it was believed that the instructor was a *motivator* since she created a comfortable classroom atmosphere for them to discuss and participate in seminars. Evidently, the following pre-service teacher commented on the influence of the instructor on classroom atmosphere.

I see my instructor as a teacher but she is like us because she makes us feel so comfortable and relaxed that we don't even feel as if there is a teacher in the class. There is a warm atmosphere, we can speak and do things with no hesitation. (F. 18)

In relation to motivation, the pre-service teachers viewed that the instructor created opportunities for learning. It was explained that she arranged a variety of experiences for them to expose to and develop themselves (F. 11).

Pre-service Teacher Role

The pre-service teachers viewed their role in this course as *active participant* as they were active in every stage of the course. Almost all them emphasized that they could express their ideas in the class freely and without feeling under pressure. While being exposed to realistic experiences and concerns, they took initiative to deal with the issues and problems posed in these experiences. Inevitably, this enabled them to feel as *candidate teachers*. The following quotation indicates how a pre-service teacher perceived his/her role in this course. "A future teacher who is learning and improving herself in order to be a good and successful teacher" (F. 18). The fact that the pre-service teachers perceived themselves as candidate teacher coincides with their professional identity construction. Hence, in this course process, their experiences and reflections on these experiences contributed to the process of self-questioning and the endeavours to search and construct 'the self.'

Parallel to the variety of experiences, it was perceived that both the instructor and the pre-service teachers had active roles in the course process. It is evident that importance was given to the role of the course instructor in this reflective practicum course. The fact that the instructor did not pressurise the pre-service teachers, but instead, comforted, showed interest, guided, and encouraged was valued by the pre-service teachers. This implies that there was a need for this kind of a support and attention, and such a constructive environment throughout this process. In relation to self-realization, the pre-service teachers viewed themselves as candidate teachers, and this confirms that engagement in this reflective environment helped them feel like teachers. However, the fact that they did not feel full teachers but ‘candidate’ teachers implies that they needed more guidance and preparation for the profession, before assuming it fully.

The peer observations conducted by colleagues confirmed the pre-service teachers’ views on the roles. During the interviews, one of the colleagues stated that the instructor acted as a guide, who listened and directed the pre-service teachers with questions, when necessary (H. 3). Also, another one stressed that she did not observe any trace of lecturing or interruptions while pre-service teachers were taking turns (H. 1). Furthermore, one of the peer observers explained that guiding pre-service teachers to reflect seemed to be an essential component of the course (H. 2). These observers drew attention to the enthusiastic participation in the seminars. Furthermore, the course instructor/researcher also reflected in her diary that the pre-service teachers were actively participating in the course, especially in the class discussions (I. 10).

4.1.5. Class Atmosphere

Throughout the analysis, it was noticed that the pre-service teachers commented extensively on the instructional environment generated among them in different settings, such as in class discussions, school observations, and in microteachings.

Sharing

It was highly emphasized and appreciated by the pre-service teachers that they shared their experiences and exchanged ideas during class discussions. In this *interactive* process, they shared ideas freely, without being under pressure. Furthermore, they stated that this interactive atmosphere exposed them to *multiple perspectives* of different peers. For example, one of the pre-service teachers expressed that through class discussions she found opportunities to hear different experiences of her friends and to exchange ideas on how to overcome some of the problems they observed in schools (A.I.11.1). As mentioned earlier, throughout this practicum course, the pre-service teachers could work only with one cooperating teacher. However, through exchanging experiences, they could find out about other teaching situations and benefit for self-development (G. 14).

Comfort

Similar to their feelings for guidance, the pre-service teachers elaborated on how comfortable they felt in seminars. They expressed that they felt *relaxed* in discussions, and in their relationship with each other and with the course instructor. For example, one of them expressed her appreciation about the relaxed atmosphere of the class where she could share her ideas freely. In addition, she underlined that she felt motivated to participate in interaction which in return contributed to her self-development. Furthermore, she emphasized that this uninhibited class atmosphere helped her improve her self-expression (A.II.16.1).

In relation to this, it was viewed that there was *harmony* among the course participants which created a team spirit while working, and which altogether contributed to having a comfortable class atmosphere. For example, this was emphasized by one of the pre-service teachers, explaining that: “In 410 we are [*sic*] known each other more than four years that helped us to feel comfortable. Nobody felt hurt from the discussions” (G.4). Hence, the fact that the pre-service teachers knew each other helped them create this supportive atmosphere.

Inevitably, in this non-threatening atmosphere that was built by the pre-service teachers themselves, they could share, guide and support each other effectively.

This atmosphere which was free from pressure helped the pre-service teachers to express themselves, which contributed to their *self-confidence*. In fact, it was stated that in this interactive atmosphere, they could share their experiences and felt more encouraged, which motivated them to express themselves confidently (G. 12).

Furthermore, the course atmosphere was found to be *unconventional*, explaining that the pre-service teachers could interact in an untraditional and friendly atmosphere while drinking tea and eating biscuits. It was indicated that this atmosphere motivated them and marked that this course was different from the other courses, saying “I have never felt that this course is like the other lessons that we have to go into the lesson, sit there and listen to the teacher and then, go home” adding that “. . . the lessons were like a tea party and this technique was really effective to create a very friendly discussion atmosphere in the lesson” (G. 9).

Collaboration

Collaboration was viewed as being central to this course. When asked how they preferred to work in class, almost all the pre-service teachers preferred to work with friends since they could communicate and share ideas in a better way. Especially, one of them viewed that cooperative work suited the nature of the course as it did not focus solely on theory but required communication (F. 6).

It was stated that while collaborating, they *supported* each other. For example, almost all of those pre-service teachers who conducted school observations together with a peer commented positively on this experience. It was explained that working with a peer helped them cooperate and share their observations and impressions about the lessons they observed. One pre-service teacher pointed out

that while comparing their impressions on observation, they could help each other realize the points they otherwise could not (G. 3).

In relation to support, the pre-service teachers noted that they felt more *confident* when they worked with a peer, and therefore, they felt better about themselves. This was true both for school observations and for microteaching, as working together created a sense of solidarity. It was stated that working together with a peer in microteaching increased their confidence because they felt that they are supported by their peer (G. 12; G. 5).

In addition, collaboration was perceived to be *enjoyable*, as they could interact and share their feelings. For example, one pre-service teacher viewed that it was fun to work in pairs, because s/he would enjoy observations together with his/her friends and get support from each other (G. 11).

To summarize, the collaborative and supporting atmosphere of the class was regarded to be an integral part of this course. There was trust for each other which made it easier for the pre-service teachers to work together in harmony and to create a collaborative atmosphere. This collaborative atmosphere enabled them to feel self-confident since they communicated their ideas and experiences and supported each other without feeling shy or limited. In this interactive atmosphere, they could voice their unique perspectives, and therefore, express their individuality and autonomy on different issues.

In regard to this, the colleagues in peer observations also confirmed that the pre-service teachers participated and shared their ideas on voluntary basis, as adults in a mature manner and expressed their opinions freely as they liked (H. 1). In relation to this, another observer viewed that the class worked in cooperation in a relaxed and friendly atmosphere. She added that the pre-service teachers seemed to be happy in this atmosphere (H. 3).

4.1.6. Development of Competence

Particularly in weekly journal entries, the pre-service teachers expressed opinion on what they gained that week in class discussions, describing the topic of the week, and how they improved their knowledge in teaching.

It was expressed that in this course process, predominantly in class discussions, the pre-service teachers *gained new skills*, and that they developed themselves in these matters. Teaching listening skill was reported to be an important skill that they gained in this course. Moreover, it was described that they developed competency on different types of pedagogical questions and on questioning techniques, which enabled self-development (A.IV.3.1; A.II.3.1; A.IV.22.1).

In addition to gaining new teaching skills, the pre-service teachers also explained that they *improved* their knowledge. Hence, in this course process, they activated their background knowledge while taking part in class discussions, and while working on tasks. In relation to this, it was emphasized by some of them that writing journals helped them revise what they learned in this course. Thus, it is interesting that journals had another function, as they were accepted by some pre-service teachers as a method to revise what they learned that week. “It’s a kind of revision, so it’s helpful and useful for me to strengthen the things that I’ve learnt and think about them critically” (F. 17).

Also, the pre-service teachers mentioned that what they did in the class discussions during seminars was *interrelated* to their tasks and experiences in the field. This is evident that especially in their weekly journal entries, after discussing what they had gained that week, they tended to relate this conceptual knowledge to their on-site experiences. For example, one pre-service teacher explained that after the seminar on classroom management, she felt more aware towards management problems and misbehaviour, and she said that she would pay more attention on these issues in her observations (A.IV.27.1).

To summarize, the pre-service teachers perceived that this course contributed to the development of their competence in teaching. By focusing on the assigned reading on different topics in teaching and involving in class discussions, they developed more insight into teaching. Consequently, they found an opportunity to gain, improve, and relate what they know to what they experience. In return, this helped to make use of their theoretical knowledge to understand and interpret their experiences in schools and on campus.

4.1.7. Reservations on Reflective Practicum Course

The pre-service teachers reported reservations regarding this course. Despite the fact that they made it clear that they were aware of the benefits journals, most of their criticism was centred on the keeping of journals.

Workload

Workload in their general program was an important concern for the pre-service teachers, and they pointed out that being *overloaded* discouraged them from accomplishing the requirements of this course. In this regard, journals seem to be a complicated matter for them. They were aware of its benefits, but they perceived it as a burden to be tackled with one way or the other every week. The following pre-service teacher, for example, thought positively about journals, but s/he was discouraged with the extra workload it brings to his/her already heavy schedule.

I think keeping journals is a very good and interesting idea as keeping a diary . . . However, it was take [*sic*] too much time to write them for me. So, I think keeping journals is sometimes time consuming for you, if you have too much work, project that you have to do! (G. 9)

Parallel to the workload, journals were regarded by some pre-service teachers as a burden stressing that they did not have sufficient time to devote on journals. Hence, it is evident that, despite the fact that the pre-service teachers thought positively about journals, they considered them as an additional duty that created

extra workload for them, and they did not find time to write journals every week. This helps us explain why some of the pre-service teachers did not keep journals regularly. In relation to the lack of time, they probably did not have enough time to put their minds into it, and therefore, this might have resulted in lower level of reflection. For example, one pre-service teacher viewed that journals were not useful for him/her, admitting that journals could have been very useful if s/he had the time to keep them. However, due to his/her busy time schedule, s/he rushed while reflecting on his/her experiences, therefore, s/he could not pay enough attention to them (G. 13).

Also, there was complaint that journals should not be *obligatory*. For example, the following pre-service teacher complained that s/he felt discouraged by keeping an obligatory journal. “To be honest, I believe you shouldn’t make us to write. If we want to then we write because with a force, I do not feel like to keep” (F. 7). On the basis of such comments, undoubtedly, this type of implementation affected the quality of reflection.

Redundancy

It was considered that there was redundancy in this course. These complaints were related to journals, class interactions, lesson plans, and feedback. That is to say, for example, some of the pre-service teachers viewed that keeping journals was redundant in this course, as they were also required to keep reports for their observations (F. 18). A further consideration was related to the lesson plans. Although it was mentioned by some of them that the more lesson plans they prepared the more competent they felt, some felt that writing lesson plans was a redundant task in this course. It is true that the pre-service teachers were required to prepare lesson plans for other courses too, and the fact that they could not implement these lesson plans in this course might have created frustration.

In addition, feedback was another point that was regarded redundant in this course. This is especially related to the feedback in the microteaching process,

since they received feedback from peers, attended reflective interview after the microteaching, and completed an assignment on microteaching. All these components within the microteaching process could have the feeling of repetition in some pre-service teachers.

Unfair Job Division

In general, the pre-service teachers reported that they were happy with working with a partner since they could share their work, and that they felt confident while working with a peer. However, some of them had some problems with this arrangement. Although they were free to decide who to work with, some of them experienced problems with their partners. For example, there were complaints that group members did not work cooperatively or devote enough time. For example, the following pre-service teacher accepted that working together with a peer was advantageous; however, s/he explained that there were problems related to labour division, saying “Working in pairs in micro-teaching is good. But, I don’t like it very much because there weren’t much time to discuss with my pairs. So, I felt, I did everything and they acted” (G. 14).

Limited Autonomy

Concerns regarding autonomy were predominantly related to microteaching. The fact that the pre-service teachers did microteaching as a pair created some problems for some of them. These teachers felt that working with a partner affected their teaching performance negatively, explaining that there was not much harmony in their teaching. For example, one of them complained that s/he did not feel comfortable in microteaching, and s/he came to the conclusion that individual microteaching was better than teaching with a pair. S/he viewed that this could give more opportunity to perform teaching (G. 9).

Limited Instructor Feedback

Despite the pre-service teachers stated that they received guidance from the course instructor throughout the course, there was still some complaints that the instructor could give more direct feedback. This was mainly in relation to the feedback during the post-microteaching interviews. In these meetings, which took place immediately after their microteaching, they expected to receive more direct feedback and guidance from the instructor on their strengths and weaknesses. However, instead, mostly, the instructor tried to guide them to think and criticize their teaching themselves. Although the pre-service teachers valued this and thought that this enhanced their self-awareness, they still expected to hear the instructor's comments as well. For example, the following quotation is a good example that illustrates pre-service teachers' feelings. "It was effective but it would be more effective if our supervisor teacher commented our micro-teaching. But except this, I had a chance to deeply analyze my micro-teaching. She directed us to think more effectively" (G .3).

Disliking Writing

A further concern that some pre-service teachers implied was their dislike towards writing. According to this, since they did not enjoy the act of writing that much, they could not catch up with weekly journals either. For example, one of them explained that although she was aware of the benefits of journals, she could not keep them because she particularly did not like writing (G. 19). In a way, this pre-service teacher seems to voice the feelings of some of his/her peers. Therefore, this may help us understand why there was irregularity in the submission of journal.

It is evident that besides positive views and comments on this reflective course, the pre-service teachers had concerns and reservations regarding the components of this course. It was noticed that these concerns were predominantly centred on weekly journals, since they were regarded as an additional burden to their

overloaded weekly programs. Although it was mentioned that the pre-service teachers were aware of the benefits, they were not pleased that they needed to submit these journals regularly every week. In such a case, the reflective quality of such involuntary journals is questionable. Inevitably, this creates a dilemma whether or not journal keeping should be implemented on voluntary basis. On one hand, it can be argued that writing journal entries voluntarily could result in better quality of reflections. On the other hand, it should be considered that some pre-service teachers confessed that they developed enthusiasm for journal keeping in the course of time. Thus, it could be argued that convincing them that journals were for their own benefit and development was a gradual process, and they need support and guidance on the way.

4.1.8. Suggestions on Improvement of Course

The pre-service teachers made suggestions for the improvement of this reflective course. These suggestions were centred around increasing the amount of *authentic experiences*, specifically on microteaching. This indicated that they were pleased with the microteaching process, and the components related to microteaching, saying “Generally, everything was sufficient but as I mentioned . . . there may be more micro-teachings recorded to video that the candidates have the chance to evaluate themselves” (G. 6). Also, in relation to the complaints on working with a partner during microteaching, suggestions were made on working individually during microteaching so that more autonomy could be gained (G. 3).

In addition, one of the pre-service teachers suggested that this course should be extended to one academic year rather than one semester so that they could digest the process more effectively and benefit from it at utmost level. So the extension of *duration* of the course was a further suggestion.

I think, everything is better [*sic*] in this course and for further development of this course, it should continue like that. Only the bad thing for me, I think the short education time because we had lots of projects, so we cannot do our tasks very well. (G. 14)

Overall, the pre-service teachers made constructive criticism about the things that concerned them in the course. It should be noted that they were aware of how they felt about certain implementations, and why they felt this way so that they could explain the reason behind their uneasiness. On the whole, it is evident that they had positive views about the course. However, they made their concerns and criticisms clear so that these criticisms can be taken into consideration in order to improve this course.

Indeed, most of the time, the pre-service teachers complained about being overloaded and not finding time, especially to keep journals. This is also apparent in the reflections of the course instructor in her diary. At the beginning of the course, she wrote in her diary that the pre-service teachers complained that they were overloaded, and she explained that she made a long talk explaining the aims of the components in the course and how each of these components would help them develop (I. 3). The complaints continued throughout the course as she wrote, in week 11, that there were complaints that the course instructor asked too much from them, but she added that, at the same time, they mentioned that they developed themselves in this course (I. 15).

The perceptions of the pre-service teachers on this reflective practicum course seem to coincide with the fundamental principles of this course. Overall, they believed that the course contributed to their professional and cognitive development. The role of reflective journals in achieving this goal is found to be a vital one. The ongoing nature of journals enabled the pre-service teachers to develop awareness towards their theoretical knowledge and practical experiences. This helped them reconstruct their knowledge on teaching in light of their experiences, and analyze and question their beliefs and values regarding teaching. This raised their awareness towards their professional uniqueness. Besides these, with the help of these reflective journals, a bridge of communication was created

between the pre-service teachers and the instructor. This provided the instructor with an access to the world of pre-service teachers' experiences. Parallel to this, a close relationship was developed between these parties which led the pre-service teachers to feel that the instructor actually cared for their growth.

In addition, an inner-self communication was also realized in this course, particularly through journals. Furthermore, through class discussions and peer feedback, the pre-service teachers obtained an opportunity to interact with each other, and collaborate mutually for growth. During this process, they were receptive towards new ideas, alternatives and suggestions for development, and they appreciated the feedback and guidance that was provided by the peers and the course instructor.

However, there were some concerns regarding the process of this course. Keeping weekly journal entries seems to be a controversial component in this process. The pre-service teachers were aware of that journals contributed to their professional and cognitive development; however, they were concerned that writing journals occupied their time. It should be considered that writing weekly journals was a new commitment for them, and in the final year of their education, they were not fond of being introduced to a new task, which required regular dedication. Thus, taking into account the significant roles of journals in the promotion of reflection in teacher education, it is possible to argue that journals should be introduced to the pre-service teachers at an earlier stage of their education. In other words, they need to be part of the teacher education curriculum starting from the early stages of teacher education programme. There is no doubt that this would integrate reflection in teacher education at an earlier stage, which could contribute to the cognitive and professional development of the pre-service teachers starting from the initial stages.

The fact that some components, such as journals, lesson plans, and feedback, were regarded as redundant calls for further consideration on these components. In the case of journal keeping, the major complaint was related to the tasks the pre-

service teachers were required to complete for their on-site observations. When we look at these tasks, it is apparent that they clash with journals to some degree. Thus, revision of these tasks is essential.

A similar consideration is true for microteaching as well. It is apparent that some of the pre-service teachers felt that their autonomy was restricted during microteaching. It is true that the fact that the only time they had for teaching was shared with another peer created frustration in some pre-service teachers. Thus, taking their suggestions into account, alterations need to be done accordingly.

Overall, this course was viewed to have exposed pre-service teachers to interesting authentic experiences, in which they improved their theoretical knowledge and integrated it to their practical experiences. They received guidance which they believed to contribute to their cognitive and professional development. Furthermore, they were active throughout the course process, since they shared and exchanged ideas and collaborated in a comfortable atmosphere. All these helped them become aware of their potentials and their uniqueness and this enabled them to take a further step towards the construction of their identity as a teacher.

4.2. Content of Pre-service Teachers' Reflections

This section describes and elaborates on the findings related to the second research question, which aims to explore what pre-service teachers identified as important ideas and events which marked their experiences in this course. In other words, it is intended to understand the content of pre-service teachers' reflection, and to become aware of their concerns, thoughts and dilemmas in this course. Hence, the focus is on what pre-service teachers reflected upon in their journal entries, videotaped microteaching assignments, interviews, and during class interactions. The content analysis revealed the following recurrent themes: instructional processes, increasing learner motivation, assessment of 'the teacher',

classroom management, and development of insight (see Appendix L). The results are presented and discussed below under the aforementioned themes.

4.2.1. Instructional Processes

Throughout the course process, the pre-service teachers were highly interested in instructional processes, and they expressed their opinions and feelings in relation to teaching, focusing on their observations and other relevant experiences. Within these processes, they mainly focused on planning instruction; instructional delivery; and teaching language skills. They reflected on these instructional processes mostly in the form of evaluation of teaching on the basis of their observations.

Planning Instruction

The pre-service teachers focused on the *preparation* of instruction stressing that teachers need to prepare interesting materials in order to increase learners' involvement in learning. In particular, it was emphasized that learners' interests should be taken into consideration while preparing materials, and it was highlighted there is a need to prepare colourful materials. In addition, they gave special attention to teachers' preparation for materials. Within this context, they elaborated on that teachers need to be prepared for the target grammar points, and for the pronunciation and meaning of the target vocabulary. Furthermore, they added that teachers need to pre-plan correct answers of the questions they plan to ask. The pre-service teachers did not only focus on the instruction they observed but also on their own instruction during microteaching. For example, in the post-microteaching reflective interview one pre-service teacher regretted that she did not know the meaning of a word in her reading text, and she made a resolution that from then on she was going to look up the meanings of the words she might not know and come to class as prepared (D. 8).

During on-site school observations, there was attention on the way cooperating teachers planned their lessons. The pre-service teachers focused mainly on the stages of lessons and commented on how they were *designed*. For example, one of them related teacher's confidence to lesson planning, and she commented that those teachers who planned their lessons well had higher self-confidence while teaching than those who did not (A.III.18.1).

Instructional Delivery

In addition to the planning of instruction, the pre-service teachers paid immense attention on the execution of instruction. *Activating learners* was regarded to be one of the important aspects of effective teaching, explaining that activating learners would increase their involvement in the lesson, and therefore, enhance their learning. Within this framework, they focused on asking questions to learners; calling learners to the board; activating silent learners; and providing opportunity for learners to produce the target language. The pre-service teachers were aware of the ways of increasing learner involvement, in cases where involvement was low, and they made suggestions accordingly. For example, the following pre-service teacher did a microteaching with her partners focusing on listening to a song on 'saying sorry.' During peer feedback, she agreed with her peers that she could activate learners by involving them more in the lesson. She referred to the theme of the song, and suggested that it could be a good idea to ask learners to share their experiences on not being able to say sorry (B.13.1).

As part of an effective lesson, it was considered that teachers should *create a context* for learners. In this way, they could establish an interesting and engaging lesson so that they could conduct effective introductions. The pre-service teachers focused on this theme in their school observations, and while analyzing their own teaching in teaching practice and in microteaching. In cases where they did not observe this aspect, they provided suggestions, often supporting it with personal explanation or theoretical support. For example, in her journal, one pre-service teacher compared two of her peers, of which one did not create a context, and the

other one did, and she expressed that she felt lost in the former case and felt more confident in the latter one (A.VI.5.1).

There was a concern on the way teachers *gave instructions* before engaging learners in an activity or a task. In journals and in videotaped microteaching assignments, the pre-service teachers expressed their views on the importance of giving clear instructions to help learners understand. For example, one pre-service teacher reflected “While watching the video I had a chance to observe how good instructions can be given to students The instructions were very clear and easy to be understood by learners” (A.III.10.3). Occasionally, they supported their viewpoints with their conceptual knowledge saying that instructions needed to be clear for learners’ understanding, and that teachers needed to model the instructions in cases where instructions were complicated. For example, while reflecting on teaching during microteaching, it was pointed out that instruction giving in these lessons was clear and appropriate (E. 11; E. 15).

The pre-service teachers gave importance to how *feedback* was provided by cooperating teachers, and whether or not this feedback was motivating. They valued positive feedback coming from teachers, and in cases where it was absent, suggestions were made for the inclusion of more positive feedback in teaching. For example, one pre-service teacher commented on her cooperating teacher’s way of giving feedback, explaining that she touched on learners’ shoulder when she gave feedback. She believed that this was an effective way of giving feedback, since she thought that such positive feedback could motivate and encourage learners to involve in the lesson much more (A.IV.6.3).

During their observations, the pre-service teachers were worried about *error correction* focusing on that learners were discouraged by the way teachers corrected their language mistakes. They believed that teachers needed to be non-threatening while correcting learners’ errors so that learners did not lose their confidence in the classroom. In this way, they would not be afraid of participating and sharing their ideas confidently. For example, one pre-service teacher

suggested that teachers should consider learners' sensitivity while correcting them (A.VIII.9.2). It is apparent that the pre-service teachers were careful in providing learners with an opportunity to self-correct. For example, particularly in videotaped microteaching assignments, if self-correction was employed during the microteaching, it was specified explicitly, saying "I asked them questions to encourage them to correct themselves, such as 'Are you sure?', 'Why do you think so?' . . ." (E. 19).

In line with the planning of instruction, the pre-service teachers explained that *task management* should be done effectively so that enough time could be devoted to each stage of the lesson. Within this framework, they stressed that teachers should allow sufficient time for learners to complete the 'production stage' of the lesson so that learners could produce the target language. While conducting observations in schools and in microteachings, they expressed concerns on time management in a lesson. For example, a cooperating teacher was criticized on the following grounds: "I found it good that the teacher allowed students to form their own dialogues . . . [but] the students had a little time to prepare their dialogues so they could not act it out properly" (A.V.8.1). In addition, managing turns was regarded as being an important aspect of an effective lesson. For example, one pre-service teacher explained that during her practice teaching in school, she could not manage the class well and attended to only one group of students and ignored the rest. She concluded that she needed to improve herself on this (A.VI.7.1).

The pre-service teachers were careful with asking *questions*, and how they were utilized in lessons in which they observed, and in their own lessons in schools or in microteaching. They indicated that questions should be challenging for learners so that they could attend the lesson more. In her journal, one pre-service teacher analyzed her own lesson during microteaching and concluded that her questions were unchallenging because they could easily be found in the text (A.V.1.1). In the post-microteaching interview, she suggested to use different questions, saying

“I mean those questions that could make them think and enhance their analytical sides” (C. 1).

Monitoring learners’ learning was regarded as another essential ingredient in effective teaching, and this issues was focused upon especially while reflecting on peers’ microteaching and upon own teaching in the video assignment. It was stated that checking if learners understood the topic or the task and if they needed help were important for a successful lesson. For example, during the post-microteaching interview, one pre-service teacher explained her strong points in her teaching as “While children were reading, I walked around and helped them. I think checking if they had questions or if everything was OK was a positive aspect. In this way, I did not leave them unattended” (C. 1). In cases where monitoring lacked, they criticized and made suggestions accordingly. For example in an assignment on microteaching, one pre-service teacher criticized himself, saying “When I was doing microteaching I didn’t walk around the students and now I find this wrong. I should walk around them and ask them if they need help” (E. 5).

Using examples in a lesson to convey the message effectively, and therefore, to help learners understand was regarded as an important aspect of an effective lesson. This was highlighted especially in grammar lessons where there was a need to clarify examples to help learners grasp the target structure. This was regarded as part of an inductive teaching approach, and it was considered to be an effective method in introducing a new structure. For instance, one pre-service teacher praised a teacher who used examples together with activities in a grammar lesson, and she added that by using this method, the teacher “motivates her students and creates a friendly learning atmosphere . . .” (A.VI.16.1).

The pre-service teachers focused on the necessity of **variety** in lessons and they stated that using various tasks and activities in teaching attracts learners’ attention and makes learning interesting. They often complained that in their observations there was not enough variety, and they suggested ways to increase the use of

different materials and activities to enhance motivation. Some of these ways are increasing cooperative work; using more visuals; and using more games in classroom.

Also, the pre-service teachers were worried if the *board* was used effectively by the teacher. They regarded this as an important element of good teaching, and they judged whether cooperating teachers used the board effectively or not. Furthermore, they pointed out that it was necessary to utilize the board, especially while introducing vocabulary. One pre-service teacher describes what she observed as “The teacher never uses the blackboard. He explains the vocabulary and want students to write” (C. 5).

Furthermore, there was a focus on the necessity of the *use of the target language*, in this case English, in the class. They identified that in their school observations and in microteachings, learners tended to speak in their mother tongue most of the time, and that they used English only for giving answers to questions. On the one hand, they viewed that the use of the first language could not be neglected, since it helped learners understand the target language. For example, one pre-service teacher defended that during his microteaching learners used Turkish explaining that mother tongue should be used in the classroom so that learners could understand better” (E.3).

On the other hand, in one of the peer feedback sessions, there was a discussion on how to teach details in grammar and whether or not it was necessary to use the mother tongue. One of the pre-service teachers drew attention to the fact they were taught English grammar in Turkish while they were in the secondary school and questioned its effectiveness. Then, the class came to conclusion that even the details of foreign language could be taught without switching to the mother tongue (B.13.1). Similarly, some argued that using mother tongue limited the use of the target language and made learners view the target language as a subject to learn not as an actual means of communication (A.VI.7.1).

Within the use of the target language, in assignments on videotaped microteaching, the pre-service teachers also concentrated on their language competence and use, and they pinpointed their own language problems in English. These problems were mainly related to mispronunciation, problems in grammar, and effective use of their voice in teaching. One of them commented “First of all, I should learn to vary my voice otherwise my lesson will be monotonous. I talked slowly, softly and even I will make students sleep in my lesson . . .” (E. 6). The pre-service teachers concluded that they needed to improve themselves in this aspect.

Language Skills

The pre-service teachers were concerned with how to teach specific language skills, namely *vocabulary*; *writing*; *grammar*; *listening*; and *integrated skills*. Throughout the course, they discussed effective ways of teaching these skills referring to their observations in schools, video excerpts, and to their own teaching in microteaching and in teaching practice.

Teaching *vocabulary* was a great concern, and a particular attention was paid to how teachers dealt with vocabulary teaching. In some cases, the pre-service teachers criticized the observed teacher for not using the effective techniques. For example, one of them criticized his cooperating teacher for introducing more than seven words at a time. He found this unacceptable based on what he learned about effective vocabulary teaching (A.VI.21.1). It was explained that cooperating teachers did not make sufficient use of materials while introducing vocabulary, and in such cases, the use of pictures was suggested. It is evident that the pre-service teachers placed a great deal of value on the use of pictures in teaching in general, and in teaching vocabulary, in particular. As one of them put it, the use of pictures was regarded as an effective technique that helps convey message clearly (A.I.15.2).

In other cases, the pre-service teachers appreciated the techniques teachers used while introducing vocabulary. For example, one of these techniques that fascinated them was demonstration. This technique was viewed to be effective, as it attracted learners' attention and passed the message quickly.

The pre-service teachers were also concerned with how *writing* skill was done in schools classes and in microteaching. For instance, in her journal, one of them criticized the cooperating teacher's way of doing writing. According to her, this teacher was doing it in a 'holistic' way, but instead, she suggested a 'step by step' method. She added that this was how she learned writing, and she mentioned that she found this method effective (A.II.7.1).

Teaching *grammar* was another important concern for the pre-service teachers, and they tended to comment on how it was taught in the classes that they observed. It was noticed that inductive approach to teaching grammar was highly favoured by them. If the teacher employed this approach, they approved it by making comments on how s/he used it. Whereas, if s/he did not use this approach, they suggested that it was a more effective method compared to traditional methods. The same analysis applied to the analysis of their own teaching. For example, while analyzing herself in the post-microteaching interview, one pre-service teacher said "I'll definitely teach it inductively without giving the rules because I believe that's a better way of learning because that's the way I learned the language. I assume that is effective without learning the rules" (D. 8).

Similarly, the pre-service teachers paid attention to how teachers taught *listening* skill. Here, they referred particularly to a video excerpt. In journals, they emphasized extensively on what they learned about teaching listening in this video extract, and they complained that they did not observe such lessons in schools (A.IV.2.1; A.IV.3.2).

Furthermore, the pre-service teachers focused on *integrated skills*, and they described which skills were integrated through which tasks. In their observations

and own teaching, those who observed or employed the integration of different language skills stated this explicitly from a positive perspective. For example, the following quotation is a good illustration on how much they elaborated on this aspect of teaching.

She teaches four skills integrated. In one lesson you can see if it's a listening course that day they're doing listening but they work on vocabulary, they work on grammatical things. Sometimes they work mistakes and they do reading. So you can see all skills in classroom. It's not just one thing. It's colourful. I like that. (C. 3)

The analysis indicated that instructional processes occupied the pre-service teachers throughout the course. They identified instructional planning and instructional delivery as having predominant focus in teaching. It is evident that they were highly concerned with effective teaching, and they based all their judgments and arguments on this notion. For example, the points such as time management, giving instructions, monitoring, and the use of the board were regarded as aspects to be taken into consideration, and suggestions were put forward so that lessons could be conducted more effectively. The same was true for language skills as well. The pre-service teachers reflected upon grammar and writing, for example, having the best practice in mind, so that pre-planned objectives could be achieved as effectively as possible. Throughout their arguments, at some level, they integrated their theoretical knowledge on instructional planning, instructional delivery, and on introducing language skills, as well as relying on their personal judgments and reasoning. It was noticed that they reflected on their experiences as language learners in secondary school years, and judged their observations on the basis of their past experiences. This indicates that past experiences as learners have impact on their judgments about teaching.

4.2.2. Increasing Learner Motivation

Besides instructional processes, the pre-service teachers reflected upon motivation and the factors creating motivation. Their focus was centred on how to increase learners' motivation so that they participate and therefore they learn better. In

relation to this, it was stressed that enhanced motivation led to effective achievement of objectives, which could consequently result in effective lessons.

Creating Atmosphere for Learning

The pre-service teachers focused on the importance of the creation of a suitable learning atmosphere for learners to learn. They analyzed the lessons they observed considering whether or not there was a motivating atmosphere. In relation to this, taking learners' *interests* in creating the right atmosphere for learning was regarded to be an effective action. They pointed out that there was a link between creating atmosphere and classroom management, arguing that a suitable classroom atmosphere could contribute to establish a good classroom management. In relation to this, attention was given to the provision of an interesting atmosphere in order to increase learners' motivation and participation. In this context, original ideas that led to an interesting atmosphere were valued highly. For example, one pre-service appreciated that the cooperating teacher played classical music while the learners were taking a quiz (A.VII.25.1).

Furthermore, there was a worry that some classes could be threatening for learning, and the importance of creating a *non-threatening* atmosphere was stressed. Within this framework, some cooperating teachers were criticized since they were found to be tough in class management. It was viewed that this kind of behaviour created an uninviting atmosphere which hindered participation and learning. For example, one pre-service teacher reflected on his own behaviour during microteaching, criticizing himself for reacting to misbehaviour with an angry attitude. He added that he could have handled misbehaviour in a better way so that learning atmosphere was not threatened (A.VIII.2.1).

Use of Materials

The pre-service teachers gave importance to materials and how they were used in lessons in order to increase motivation.

Variety was an important concern, and a lot of emphasis was put on that teachers should use various materials in teaching in order to motivate learners. In these suggestions, the pre-service teachers predominantly focused on the use of visuals, such as coloured pictures, and they suggested that visuals should be used at different phases of the lesson in order to attract attention. For example, in one of the post-observation reflective interviews, one of the pre-service teachers provided suggestions for her cooperating teacher on how to enhance variety in her lesson.

As I said, Miss, it will be more beneficial for the students if something colourful, colourful pictures are used in the lesson because they are in level 4 in the secondary school and they are only 15. Visuals draw their attention more. (C. 5)

Similarly, while analyzing their own teaching during microteaching or in schools, the pre-service teachers focused on whether or not they used different materials, and if they incorporated visuals into their lessons.

In addition, the pre-service teachers considered the *clarity* of materials, which is related to the size and visibility of materials. For example, those materials and visuals that were difficult to see and use in the lesson were pinpointed, and suggestions were made for their betterment. In a microteaching, one of them used materials on which there were pictures that were invisible. Immediately, this attracted negative criticism during peer feedback, in journals, in supervisory conference, and in video assignment (E. 6; E. 15; D. 6).

Using *challenging* materials also drew pre-service teachers' attention. For example, one of them criticized the cooperating teacher for not using supplementary materials. She stated that providing more challenging tasks to

practice a grammar skill would support teaching and learning, and she criticized that the cooperating teacher limited herself to the workbook (A. IV.3.1).

Most of the time, they did not find materials *interesting*, and they complained about it explaining that learners were bored with typical textbooks and that they needed to work on interesting materials which would increase motivation in learning. For example, some pre-service teachers reflected on a task in one of the seminars which required them to choose a reading passage among different options. In relation to this, in their journals, they explained why they preferred the text on Harry Potter to other more conventional reading texts, saying that it was children's favourite film and the reading text was from a magazine, so it was authentic. One of the pre-service teachers voiced the reason for the majority's decision by saying that they rejected doing a conventional material, which was on a ship; and instead, they preferred the Harry Potter material because it met today's children's interests. He further explained that they did not learn English in that way, but they are determined not to bore their learners with traditional materials (A.III.2.1). Here, this pre-service teacher reflected on his own language learning in the past, and he decided to incorporate more realistic materials into his teaching, since he believed that this was a more effective way of teaching and learning languages.

In relation to the above argument, creating a realistic environment by using *authentic* materials was favoured by the pre-service teachers arguing that such realistic materials motivated learners and helped them realize that English was not an academic subject but it is used for actual communication. Hence, they focused on the necessity of using a variety of materials to capture learners' attention in lesson. For example, one pre-service teacher explained that during her teaching experience in school, she worked on a reading text (the classic 'Sense and Sensibility'), in which the literary couple had a wedding celebration. She explained that she decided to bring chocolates to the class as the couple's wedding chocolates so that the reading task would be more realistic and the learners would get into the mood and enjoy the activity (A.VI.7.1).

It is evident that pre-service teachers paid attention to whether or not learners were motivated for learning, and they elaborated on ways of increasing attention so that teaching and learning could be achieved more effectively. Similar to the instructional processes, the priority was given to the achievement of predetermined objectives so that curriculum is applied smoothly. Therefore, utmost importance was placed on creating a suitable atmosphere for learning, and on having authentic materials which are varied, clear, interesting and challenging. However, while doing so, the pre-service teachers did not neglect the interests of learners, and they took them into consideration throughout their judgments and arguments. Inevitably, this indicates that these pre-service teachers considered contextual factors, though limited to learners' interests, ages and levels, while analyzing and judging teaching. It was apparent that besides personal judgments and reasoning, in their reflections, they incorporated their conceptual knowledge on motivation.

4.2.3. Assessment of “the Teacher”

In addition to the instructional processes and motivation, the pre-service teachers also reflected upon the characteristics, qualities, and roles of teachers in learning. Within this framework, they focused on the teachers that they observed in schools, video excerpts, and in microteachings. Also, they reflected on themselves as teachers in their microteaching and teaching practice, if any, in schools.

Observed Teacher

The pre-service teachers gave importance to the roles and characteristics of the teachers they observed. They either approved the way teachers acted, and took them as models; or they criticized them and tried to decide how they would act in such situations. Accordingly, they put forward suggestions to increase effectiveness of teachers' roles in the class.

Reflecting on their class notes on ‘teacher roles’, which was the focus of discussion in one of the seminars, the pre-service teachers analyzed the teachers that they observed in schools and in video excerpts. On the basis of this, it was observed that teachers did not have only one role, but *multiple roles*. That is, the pre-service teachers concluded that a teacher was a controller, assessor; organizer, and a caretaker ‘mother’ all in one lesson. In this respect, some of them found teaching challenging. For example, the following quotation seems to highlight this feeling well.

When I consider my observations this week, I understood that teaching is the most important job. While I was observing the teacher I realised that she was not only give her lesson but also she was trying to control them, trying to give them discipline and most importantly she acts like a mother, that gives advice her child. So I understood that we’re not only going to be teacher, we are also going to be an actor, an advisor, and a mother, that are needed so much patient. (A.IV.24.1)

In relation to the multiple roles, the pre-service teachers pointed out that it was not enough for a teacher to have different roles but they needed to *balance* these *roles*. They viewed that those teachers who could balance their roles could take control of classroom management more effectively. Within this, they made special emphasis on being authoritarian, since it would help teachers establish discipline and control over learners. In cases where this was absent, the pre-service teachers made suggestions accordingly. For example, after a school observation, one of them reflected on her journal that it was necessary for the teacher to balance his roles and be both authoritarian and flexible at the same time. She suggested “He should know how to behave towards his students. Sometimes to be serious and sometimes to be joker [*sic*]” (A.I.2.1.).

Enthusiasm towards teaching was regarded as an important and essential characteristic that all teachers should possess. The pre-service teachers focused on those teachers who lacked enthusiasm and taught in a monotonous way, without even using the blackboard or materials. They criticized teachers as such, and pointed out that enthusiasm was a necessary ingredient for effective teaching. In addition, the ones who observed enthusiastic teachers described how teacher’s

enthusiasm influenced the learners positively. For example, one of the pre-service teachers explained that she received positive energy from the cooperating teacher that she observed. She said that she felt enthusiastic about teaching herself, and she thought that she “chose the right job” (A.I.10.1). Similarly, another one commented on his peers’ enthusiasm during microteachings, and explained that their peers’ enthusiasm created a good lesson, which increased the class’s participation and enjoyment in the lesson (A.VII.2.1).

The pre-service teachers approved of those teachers who were *active* in classroom. They commented on if teachers were active, and if they created a motivating atmosphere. Besides, they identified *preparedness* as being an important attribute of effective teachers. They commented on whether or not the teacher they observed was prepared for the lesson. It was concluded that well prepared teachers were more efficient and that they created effective lessons (A.III.11.1).

Self as Teacher

The pre-service teachers reflected on their experiences as a teacher, and they elaborated on how they saw themselves as teachers during their practical experiences. Moreover, especially in videotaped microteaching assignments, they touched upon the feedback they received from peers after microteaching, and they reported how their peers viewed them as teachers.

It was explained by some of the pre-service teachers that they felt *nervous* while teaching, while relating this to their inexperience. For example, one of them felt so nervous while teaching in school that she made language mistakes which she would not normally do (A.V.10.1). Another one described her experiences in observations, and she stressed that as she continued with her observations, she felt less and less nervous during these observations (A.II.14.2).

In addition, the pre-service teachers focused on how *confident* they felt while teaching during micro teaching. Most of them felt confident when they compared themselves to their previous teaching experiences. For example, one of them expressed that she felt more self-confidence because she was well prepared for her lesson (E. 16).

Especially in videotaped microteaching assignments, the pre-service teachers analyzed themselves whether or not they were *active* while teaching. By being active, it was referred to being lively and cheerful. There was a particular attention whether or not the teacher smiled while teaching. According to them teacher's enthusiasm and smile could create a comfortable and friendly atmosphere in class. One pre-service teacher commented “. . . a teacher should smile and talk in a kind manner. Because they are child [*sic*]. But I did not do so. I think it is because of my gender. It is easier for girls to behave like that!!” (E. 17).

While viewing their teaching in the video, generally, the pre-service teachers found themselves less enthusiastic and smiled less than they had thought they did, and they decided that they were going to be more enthusiastic and smile more in the future. In his video assignment, one pre-service teacher commented on himself as “. . . I wasn't that bad at the beginning of the lesson but I changed into monotonous and ordinary teacher afterwards so I could do more to improve myself on these problems” (E. 5).

The analysis revealed that the pre-service teachers focused on the role of the teacher whom they observed, and on their own role as a novice teacher. In the case of the observed teacher, their attention focused on the effective personal and professional attributes such as being enthusiastic, prepared, and active so that lesson is delivered effectively and efficiently. As for reflecting upon themselves as teachers, they expressed their feelings on how they felt while teaching and observing, and they pointed out the development in their feelings and attitudes. Also, they touched upon how their peers viewed them as teachers. This indicates awareness towards self-development and growth within the process of

construction of professional personality. For example, video assignment, which involved self-observation, appeared to have contributed to their awareness and construction of self as a teacher. Also, it is evident that the pre-service teachers gave emphasis to the multiple roles of a teacher in teaching. It should be noticed that this theme was also touched upon in their perceptions towards the course instructor. This demonstrates that these novice teachers pay specific attention to how teachers behave in teaching, and they try to draw conclusions on teacher roles, which will, inevitably, contribute for their own development as teachers.

4.2.4. Classroom Management

The pre-service teachers paid a great deal of attention to classroom management, and they elaborated on learners' misbehaviours and how they were treated. It is evident that they placed importance on establishing control and discipline over the class.

Misbehaviours

The pre-service teachers were very concerned with the behaviour of the class that they observed, and often, they commented on learners' behaviours and attitudes towards their teacher and towards the lesson as a whole. In different occasions, they stated that the classes they observed *lacked interest* towards the subject matter, and that they were *noisy*. It was reported that learners did not pay adequate attention to the topic being taught and talked to their neighbour or walked in the class for different reasons.

In some cases, there were complaints that learners were *naughty*, and that this disturbed the delivery of the lesson. For example, a pre-service teacher complained that while trying to be friendly with the learners, she was misunderstood and soon lost control over the class, explaining that the learners started eating candy in front of her. This incident made her question her attitude

towards learners, and consequently, she decided that “a teacher shouldn’t always be friendly. She should sometimes be authoritarian to prevent misbehaviours in the classroom” (A.II.7.1).

Dealing with Misbehaviour

In relation to misbehaviour in class, the pre-service teachers were highly interested in how teachers dealt with misbehaviour. They became aware of different methods that cooperating teachers employed in case of misbehaviour. Some pre-service teachers touched upon *favourable techniques*, such as considering learners’ interests, ignoring the misbehaviour, and increasing learners’ involvement in order to deal with misbehaviour. It was mentioned that these techniques were preferred over others in order to prevent misbehaviour.

Within the framework of favourable techniques, in cases when pre-service teachers did not approve of the cooperating teacher’s methods of dealing with misbehaviour, they made suggestions such as setting up classroom routines, reinforcing learners, and talking to them in a friendly way. For example, the following quotation is an interesting example for how this pre-service teacher reflected upon the problem she observed regarding classroom management. The background of this incident is that learners received a firm warning by the headmaster on becoming quiet in classroom. However, this time, they became so quiet and passive that it was impossible for the cooperating teacher to work with them. After observing this incident, the pre-service teacher reflected as follows:

If I were the teacher I would either reinforce them for learning which would show them learning can be fun and easy or encourage them to join the learning process by setting up some classroom routines from the very beginning of the semester. (A.VI.9.1)

Besides these humanistic techniques, the pre-service teachers reported incidents where cooperating teachers *warned* the misbehaving learners with a loud and irritating tone of voice, or sent these learners out. For example, one pre-service teacher was horrified when she witnessed that a teacher hit a learner who

misbehaved. In this event, this pre-service teacher felt confused and worried, as she thought that time might have a bad influence on teachers' patience and attitude towards learners. She asked herself "if I was him, would I behave like that?" because I am sure he was able to say the same things like me, when he was a student in university" (A.III.10.3). Hence, this negative event led her to question the teacher and herself, trying to find reasons for this behaviour.

Furthermore, it was explained that there were *unique ways* that cooperating teachers employed in dealing with misbehaviour. For example, one of the pre-service teachers was fascinated with her cooperating teacher's original technique. She explained that if a learner caused problems, he warned this learner first by writing the first part of his name on the board, and then completed his full name if he continued with misbehaving (A.I.1.1).

In addition to discussions on successful classroom management techniques and suggestions, the pre-service teachers also focused on their *dilemmas* and they expressed their confusion. They experienced such problems particularly when they believed that what they learned in theory failed to guide them in their practical problems. In such cases, they questioned the applicability of theory in practice. For example, the following pre-service teacher tried to talk to the misbehaving learners in a friendly mode, but she realized that this did not stop them from misbehaving. Later she had to follow what the cooperating teacher suggested her to do and warned the learners with a firm voice, which showed its effect immediately. After this incident, she seemed to be confused and concluded "So I think now the theories we learn in the courses may not be true all the time, especially in a real atmosphere!" (A.VI.5.1).

Learner Participation

The pre-service teachers focused on whether or not learners were *willing* to participate in lesson. In this respect, they described how learners reacted to the cooperating teacher and to the material. They observed that the learners'

willingness and teachers' enthusiasm were interrelated. That is to say, if the teacher was enthusiastic, s/he would prepare interesting materials and managed the class well, and the learners would behave accordingly.

Class management occupied a significant place in pre-service teachers' reflections on their practical experiences. Throughout these experiences, they were confronted with various misbehaviours and with a variety of ways of treating these behaviours. It was mentioned earlier that the pre-service teachers favoured authority and discipline in class, but at the same time, they took learners' interests into consideration. A similar line of thought was observed regarding classroom management. They identified that misbehaviour should be stopped by using humanistic approaches. It was noticed that in some cases, they supported their arguments by integrating their theoretical knowledge. In cases where the pre-service teachers experienced dilemmas, they tended to be more evaluative in their experiences, questioning and valuing their theoretical knowledge together with own judgments. This indicates that they were exposed to relevant, and at the same time, critical experiences which led them involve their value judgments as well as theoretical input and question the existing and alternative approaches. Undoubtedly, this contributed to the increase of awareness towards own values of classroom management, and to the factors influencing these values, which altogether contribute to the construction of the pre-service teachers' professional self.

4.2.5. Development of Insight

Almost in every journal entry that was submitted in the first half of the course, the pre-service teachers devoted a section on what they gained in seminars in that week. This is mainly attributed to the guiding questions of weekly journals, since they directed to reflect on what they gained within the past week.

In relation to their perceptions on the course, the pre-service teachers emphasized that they improved their professional competence by elaborating on the skills and the knowledge they revised and acquired in this course. According to this, they allocated considerable significance on the methods and skills that they *improved* in this course, such as ways of teaching grammar and writing skills. They explained how reading materials in this course activated their schemata on the specified theme. In addition, they related their revisions to their observations and placed value on the revised knowledge by pointing its essence in their preparation (A.I.1.1; A.II.15.1).

Besides revision, the pre-service teachers also focused on the skills they recently *acquired* in this course, and they reported what they learned, and they discussed how this newly acquired knowledge contributed to their competence. They referred to class discussions and video excerpts as the two basic sources that helped them gain new insights in this course. For example, this pre-service teacher stated that she learned that misbehaviour might be caused by the lack of well preparation on the teacher's part. She explained:

I've learnt something new about classroom management in this week. For example, I've learnt that the cause of misbehaviour might be because of the lesson plan. The teacher should be careful when s/he prepares a lesson plan. Before that I thought that the causes of misbehaviour might be because of the students' behaviour and I didn't think about the plan. (A.I.15.2)

The analysis revealed that the pre-service teachers elaborated on the insights they gained in this course, especially when they did not have any observations in schools or any other relevant realistic experience within that week to reflect upon. In such cases, they reported on what they learned in that week by simply detailing what they improved or acquired. While doing so, some of them preferred to give full details of what they learned, without adding their personal judgments into it. In some other cases, they involved their values by incorporating how they believed this newly gained knowledge influenced their development.

Another factor that affected the pre-service teachers' extensive explanation on insight is the direction in the first version of weekly journal guidelines, which

involved a separate section that guides on to reflect upon what was gained that week (see Appendix A). Although this section also directed them to integrate their judgments and to relate theoretical knowledge to their experiences, the relevant questions seem to be neglected by most of the pre-service teachers. Hence, most of them limited themselves to simply describing what they gained. The way they conducted their discussion regarding insight contains a technical orientation, since they did not attempt to question or evaluate their knowledge. This coincides with some comments on the function of journals. In these comments, journals were viewed as a good way for revision. The following quotation signifies this perception on the purpose of journals “It is a kind of revision, so it’s helpful and useful for me to strengthen the things I’ve learnt . . .” (F. 17).

To summarize, in this reflective practicum course, the pre-service teachers focused on the description and evaluation of instructional planning, instructional delivery, ways of motivation, classroom management, roles attributing effective teacher, and on theoretical knowledge they gained in this course. Hence, the content of their reflection focused upon how to teach effectively, how to motivate, and how to manage classes so that effective and efficient lessons could be realised. Similar studies (Valli, 1997; Wunder, 2003) that focused on the content of pre-service teachers’ reflection also reached similar results, indicating that novice teachers attended to the instructional processes and classroom management.

In addition to these technical orientations, while reflecting particularly on motivation and classroom management, the pre-service teachers were also concerned with learners’ learning, and ways of increasing learner engagement in learning. In this respect, they considered contextual factors of learning and teaching as well.

Furthermore, pre-service teachers’ reflection upon themselves and the relevant references implied in other themes provide evidence that they were involved in the process of self-discovery.

4.3. Ways to Improve Pre-service Teachers' Reflection

In light of the concept of reflection, this section intends to analyze in what ways pre-service teachers improve their reflection in a reflective practicum course. Hence, it focuses on how pre-service teachers reflect, and on the quality of their reflection. Therefore, it aims to seek if and how the complexity and sophistication of their reflectivity increases over time. Hence, this section explores their incorporation of the instructional concepts and contextual factors in the process of making value judgements about teaching. While doing so, it investigates how each method promoted reflection by analyzing pre-service teachers' reflection in each of them, namely, journals, videotaped microteaching assignments, class interactions, and in reflective interviews separately. Within this framework, attention was paid to understand how pre-service teachers reflected on their concerns, dilemmas, and thoughts. This would provide a more in-depth analysis, and therefore, it would contribute to the understanding of their developmental process.

For the analysis of the level of reflective thinking, the data was rated following the analytical framework adapted from Sparks-Langer, Simmons, Pasch, Colton, and Starko (1990) (see Table 3.3). In addition, Van Manen's (1977)'s typology of reflection provided guidance for the interpretation of the results.

4.3.1. Weekly Journals

While analyzing the pre-service teachers' reflection in weekly journal entries, their progress in reflective thinking was evaluated on a developmental sequence over time, which is divided into two stages: stage 1 consisting of four weeks, from week 7 (Journal Week 1) to week 11 (Journal Week 4); and stage 2 containing four weeks, from week 12 (Journal Week 5) to week 15 (Journal Week 8). The table below (Table 4.1) illustrates their reflection in journal entries over a period of eight weeks.

Table 4.1. Reflection in Weekly Journals in Percentage

Levels of reflection	Weeks	
	Stage 1 W 7 – W 11 JW 1 – JW 4	Stage 2 W 12 – W 15 JW 5 – JW 8
1 - No description	-	-
2 - Non-judgmental report	15.84	2.5
3 - Judgmental description/suggestion with no reason or justification	39.61	17.15
4 - Description/ explanation/ suggestion with personal preference/tradition	25.74	26.25
5 - Description/ explanation/ suggestion theory given as rationale	13.86	22.5
6 - Description/ explanation/ suggestion theory and contextual factors given as rationale	4.95	31.25
7 - Description/ explanation/ suggestion with ethical, moral and political issues	-	-

The analysis revealed that there has been an improvement in the way the pre-service teachers reflected upon their experiences. According to this, in the first half of the course, the majority merely described their experiences in a judgmental manner without providing any reasons for their judgments (level 3). For example, the following quotation is a good example that illustrates this level. In this quotation, a pre-service teacher reflected on the instructional delivery of the cooperating teacher in her observation: “The other important thing is, she explains the things step by step in an understandable way. She always encourages her students to speak English” (A.II.16.1). As explained above, she made a judgmental description of what she observed, without analyzing her observations.

Besides instructional processes, in stage 1, the pre-service teachers reflected on motivation, teacher roles, and on insight at this level. Among these themes, the pre-service teachers touched upon the insight that they gained almost in all the journal entries in this period. While doing so, they predominantly described what

they gained or improved in the course seminars in a judgmental manner. For example, in the following quotation, this pre-service teacher reflected on what he gained that week, saying “During class discussions, this week, the vital points that I’ve learnt are the asking questions issue and the waiting time issue after asking the questions and also giving clear instructions. These are really important for me” (A.II.9.1).

In the second half of the course, although there is a considerable number reflected at level 4, the number of the pre-service teachers reflecting at lower levels decreased, and a noticeable increase was observed in the ones who reflected at higher levels (i.e. levels 5 and 6). Within this improvement, there is a remarkable increase in level 6, which signifies that the pre-service teachers considered contextual factors as justification together with theory in their description or explanation of events or in their suggestions.

In this period (stage 2), they predominantly reflected upon their peers’ teaching during microteaching. While reflecting on their experiences, they focused on the instructional delivery, and particularly on the ways of increasing motivation of learners. For example, the following was quoted from a journal in JW6 where a pre-service teacher reflected on his friends’ teaching:

How they expected from those kids to understand by just showing them the picture and saying this is sad repeat after me and so on. They should better use cognitive approach. They are kinaesthetic students they need to see, hear and some action with body may be more effective to teach them something than the pictures. (A.VI.2.1)

In this quotation, this pre-service teacher reflected on the way his peers introduced new adjectives, such as sad, happy, and angry, to the target group of learners who were assumed to be young learners. He criticized his friends by stating that he found the exclusive use of pictures insufficient in appealing the needs and learning styles of the learners. Benefiting from his conceptual knowledge, he considered the contextual factors of this teaching situation by pointing out that the language learners were children so it is more effective to employ activities appropriate to this group and keep them active while learning. It should be noted

that in journals, when pre-service teachers considered contextual factors while reflecting, they mainly considered the ways of motivating learners, and they paid attention to their interests, learning styles, ages, and their language levels.

The analysis indicated that there has been an improvement in the way the pre-service teachers reflected in their journals. That is to say, towards the end of the course, they incorporated their conceptual knowledge and considered contextual factors while reflecting on their experiences in school observations and teaching. However, the detailed analysis showed that they mainly focused on ‘the best ways of teaching,’ and they applied their knowledge in teaching to attain their objectives in an effective and efficient way. Hence, drawing from Van Manen’s (1977) conception of reflection, the pre-service teachers mainly reflected at the ‘the technical level’ of reflection, since they mainly considered effectiveness, efficiency and productivity.

The improvement in the pre-service teachers’ reflective thinking especially in the second half of the course indicated that they considered contextual factors while reflecting on their experiences in journals. However, it was noticed that their inclusion of context was limited to learners’ ages, language level, and to learning styles. There was no consideration of learners’ background, context of classroom, school, community, or society. Hence, in journals, reflection took place at Van Manen’s ‘practical level’; however, this was restricted to learners’ motivation.

As for the factors influencing the improvement in the pre-service teachers’ reflectivity, the continuing nature of reflective journals could have a positive influence on the improvement of reflection in journals. Evidently, they developed their reflection in the course of time, and they became more reflective as they wrote. Indeed, the following quotation provides evidence on the role of journals in the improvement of the quality of their reflection.

Keeping journals in this course, provide me to combine what I have learned in this course and what I observed in the observed classes. By keeping journals, I have a chance to make comments about the observed class through what I have learned in my lessons. (G. 11)

Another possible explanation for the improvement in reflection could be the adjustment of the journal guidelines in the second half of the course. The modified guidelines were introduced to the pre-service teachers at the end of stage 1, and they kept their journals following the new guidelines starting from week 12 (Journal Week 5) until week 15 (Journal Week 8). Unlike the first guidelines, the second one involved more direct questions with further guiding explanations. Below, is an example that compares the first questions in these two guidelines. The first question was taken from the first guidelines, and the second question is the modified version from the second guidelines.

1. What have you learned about teaching this week? (see Appendix A)
 1. Think back your experiences (in your observation/teaching)
 - a) What was/were the most important event(s)/incident(s) for you? (This can be an event/incident that you found very successful or unsuccessful) Explain why it was important for you. (Support yourself with your knowledge on teaching theory and your experience. Also consider the context in which this incident took place) (See Appendix B)

The first version of the question intended to guide the pre-service teachers to describe and explore what they learned. Yet, it fails to provide direction towards the integration of conceptual and contextual factors while reflecting. However, the question in the modified guideline aims to make it explicit, and it provides more direct guidance on how to reflect upon experience. In addition, this question helps them to choose a focus of attention by highlighting an incident which is important for them. Inevitably, this creates a reason and justification for description and explanation. Thus, it is possible that this renewed guidelines created more awareness on the pre-service teachers on how to reflect on their experiences; therefore, it contributed to the development of their reflective ability. Also, this implies that providing guidance for reflection is essential, at least in the initial stages of training.

Also, it could be regarded that the instructor's individualized feedback for each journal entry encouraged the improvement of reflection. In this feedback, the instructor aimed to provide direct guidance to the pre-service teachers, and to help

them enhance their reflection. She encouraged them to check their notes on their concern, such as ways of dealing with misbehaviour in classroom management, and to support their analysis with this information. The following quotation is an example on the individualized feedback that the instructor provided for each journal entry every week.

You need to justify/support your points once you state that you ‘liked’ or ‘found it effective’. . . . This will provide more basis for your argument. Try to support your points by using your notes in this course and from other relevant courses. (A.III.7.1)

As a matter of fact, in the end-of-course perception questionnaire, all the pre-service teachers stated that they were pleased with this feedback and they expressed that it helped them improve themselves. The following is an example illustrating one of the pre-service teachers’ opinions on this.

Feedback that I receive in my journals helps me to improve my journals, to see my weak and strong points and write my journals according to the feedback that I receive. I think they are effective in my journals, because if I don’t receive any feedback, I will not be able to see my strengths and weaknesses and I will not be able to write an effective journal. (G. 11)

Giving and receiving peer feedback could be another important factor that contributed to the pre-service teachers’ reflectivity in journals. While receiving feedback, they realized their strong and problematic parts in their teaching, and therefore, they used this feedback while reflecting on their teaching. For example, the following pre-service teacher explained that peer feedback raised his awareness towards his attitudes in teaching, stating that he agreed with his friend, who gave him feedback: “I discovered a very interesting point and now on, I agreed with her and her argues [*sic*] about me which I was very serious and behaved strictly towards my students” (A.VIII.2.1).

Likewise, the pre-service teachers stated that observing their friends while teaching, and at the same time, being in learner position in microteaching enabled them to analyze teaching from multiple perspectives. In doing so, they developed a more comprehensive view on friends’ teaching and they reflected this in their

journals. They emphasized that while acting like learners, they put themselves into the learners' places and this helped them become more aware of different aspects of teaching. For example, after observing her peers' microteaching, the following pre-service teacher reflected in her journal as "We take courses about materials development . . . Now, I totally believe that materials are the most important things in a lesson" (A.VI.5.1). Being in learner position during microteaching seemed to help her develop an alternative viewpoint, and it enabled her to realize the true elements of what she learned in theory in real life practice.

In addition, the collaborative nature of peer feedback could be another factor that contributed to the pre-service teachers' improvement in journals. While giving feedback to peers after microteaching, they shared their observations and opinions with each other, and this might have helped them realize certain points that they would not have noticed if they were on their own.

In relation to this, while giving feedback to peers, the pre-service teachers were guided by the instructor in order to provide reasons and justifications for their analysis and suggestions, by incorporating their theoretical knowledge. This indirect guidance during feedback could contribute to their use of theory in describing and explaining events and making suggestions in their journals.

4.3.2. Assignment on Videotaped Microteaching

As illustrated in Table 4.2, the pre-service teachers reflected on their teaching experience in microteaching mostly at level 4. That is to say, most of them described their teaching experiences and made suggestions by supporting themselves with personal preference or tradition, without incorporating theory. In the table below, reflection in journals and in the videotaped microteaching assignment is compared.

Table 4.2. Comparison of Reflection in Journals and in Assignment on Videotaped Microteaching in Percentage

Levels of reflection	Weeks		Assignment on Videotaped Microteaching
	Stage 1 W 7 – W 11 JW1 – JW4	Stage 2 W 12 – W 15 JW 5 – JW 8	
1 - No description	-	-	-
2 - Non-judgmental report	15.84	2.5	-
3 - Judgmental description/suggestion with no reason or justification	39.61	17.15	7.14
4 - Description/ explanation/ suggestion with personal preference /tradition	25.74	26.25	46.42
5 - Description/ explanation/ suggestion theory given as rationale	13.86	22.5	28.75
6 - Description/ explanation/ suggestion theory and contextual factors given as rationale	4.95	31.25	17.85
7 - Description/ explanation/ suggestion with ethical, moral and political issues	-	-	-

It was observed that in the videotaped microteaching assignments, the pre-service teachers devoted great attention to the instructional processes, such as error correction, monitoring, and creating a context. However, while doing so, they failed to incorporate their theoretical knowledge or to consider the contextual factors while analyzing these processes. For example, the following pre-service teacher reflected on his microteaching experience and made suggestions supporting himself with personal belief and tradition, rather than incorporating his knowledge on feedback.

Giving feedback was also done at the end of the class, which was also a useful point for students' understanding. I believe that giving homework or telling students about the quiz will also encourage them to study more hard. So, I also reminded them for the quiz at the end of the lesson. (E.14)

A similar situation took place when pre-service teachers reflected on issues relating to motivation. The following quotation sets to be a good example that illustrates a pre-service teacher's concern on drawing learners' attention to her teaching while reflecting at level 4.

I used picture that I drew myself and I could gain students' attention easily by showing them. As far as I know students like teachers to draw and if a teacher cannot draw and they start laughing and this is also good to gain their attention. (E. 22)

In the above illustration, the pre-service teacher explained why she preferred to draw pictures herself, which was her personal choice, and she relied her arguments on common sense "as far as I know students like teachers to draw". She argued that her pictures would attract learners' attention so that they would be more interested in her lesson. However, she failed to support herself with theoretical knowledge, for example, on whether or not teacher's drawing actually has a motivating factor in teaching.

As indicated in the table above (Table 4.2), a considerable number of pre-service teachers incorporated their theoretical background as well in order to justify their argument (level 5). This was found to be slightly higher than in journals within the same time period, Stage 2. It was noticed that there was a general tendency to reflect at this level while focusing on instructional processes, such as on instructional delivery and on motivation. For instance, the following is a good example that illustrates reflection on instruction at this level. The pre-service teacher reflected on her teaching and made suggestions for the improvement of her teaching, benefiting from her knowledge. She said "I should have made the presentation part of the lesson go for longer so that students can really grasp present continuous tense" (E. 8).

In the videotaped microteaching assignments, the amount of pre-service teachers who considered the contextual factors while reflecting on their microteaching experiences (level 6) is relatively less when it is compared to journals that were submitted in stage 2.

The fact that videotaped microteaching assignments were completed towards the end of the term, and that most of them were submitted at the end of the final week of the academic semester might have created a negative influence on the way the pre-service teachers reflected in these assignments. As discussed earlier, there were complaints on being overloaded. In the perception questionnaire that was administered at the end of the term, almost all the pre-service teachers regarded the videotaped microteaching assignment to be effective as it provided a unique experience for them to self-observe and self-analyze from a different angle. However, despite its benefits, the lack of time might have caused failure in the devotion of sufficient time for quality reflection.

Furthermore, the videotaped microteaching assignment was completed after the post-microteaching reflective interviews. In this respect, some pre-service teachers, although very few, regarded these assignments to be redundant since they had already received feedback from peers and analyzed their experience during this interview. For example, one of them commented on videotaped microteaching assignment as follows: "I think it was not so necessary; because we already talked about strong point and weak points in after micro-teaching interviews" (G. 22). Thus, the feeling of redundancy might have affected the quality of reflection negatively.

Moreover, microteaching, by nature, took place in an artificial environment where pre-service teachers taught to peers, not to authentic learners. During the post-microteaching interviews, in journals, and in videotaped microteaching assignments, there was emphasis on that teaching atmosphere was artificial, and it was pointed out that things could be different in an authentic class. However, it should be considered that this artificiality made peers act like learners, therefore,

it created an opportunity for them to experience teaching and learning from a different angle. Having said that, it seems that this unrealistic environment created a drawback for the pre-service teachers when it came to analyzing their own teaching.

In relation to this, while discussing the weak points of their teaching, some of the pre-service teachers pointed out that they could have acted differently if it was a real class. For example, the following pre-service teacher reflected on that his peers suggested that he should smile while teaching underlining that his target group was young learners. He accepted this criticism but also he added “If the students were really children at the age of 10, maybe I would smile and behave better. But because I know that it was not a real class and real children, I did not behave so” (E. 18). Thus, the fact that they instructed their peers but not to the real learners might have distracted them from realizing the contextual factors in their teaching and reflecting accordingly.

4.3.3. Class Interactions

As in journals, the results created a natural division in time periods (stage 1 and stage 2). The data is presented in stages, in which class discussions and peer feedback were grouped into 2 stages separately to provide a comparative analysis.

The below table illustrates a comparative summary of the way the pre-service teachers reflected during class discussions, which occurred in the first half of the course, and in peer feedback, which took place towards the end of the course. According to this table, during peer feedback, the pre-service teachers reflected at a higher level (level 6) more times than they did during class discussions. So while giving feedback to peers, generally, they considered contextual factors together with the theory more often than they did in class discussions. Whereas, in these class discussions, they reached this level only once, and in the rest of the cases, the highest level of reflection remained as level 4, where personal preference or tradition is given as justification for description or explanation.

Table 4.3. Comparison of Class Discussions and Peer Feedback

Levels of reflection	Weeks	
	Stage 1 W 7 – W 11 JW 1 – JW 4	Stage 2 W 12 – W 15 JW 5 – JW 8
1 - No description	-	-
2 - Non-judgmental report	-	-
3 - Judgmental description/suggestion with no reason or justification	-	-
4 - Description/ explanation/ suggestion with personal preference/tradition	7	-
5 - Description/ explanation/ suggestion theory given as rationale	5	3
6 - Description/ explanation/ suggestion theory and contextual factors given as rationale	1	12
7 - Description/ explanation/ suggestion with ethical, moral and political issues	-	-

Like in journals, in class interactions together with the teaching experiences, the pre-service teachers became more concerned with motivation. They considered ways of enhancing attention and motivation of learners by incorporating contextual factors, namely learners’ ages, language levels, and the relevant needs and learning styles.

In addition to motivation, they also reflected on instructional processes, involving planning and teaching language skills. For example, in the following quotation, which was taken from a peer feedback, the pre-service teacher reflected on her teaching and she explained why she and her partner chose that specific vocabulary to teach in the microteaching. She explained, “The vocabulary was chosen from the song and we thought to choose a song that would be suitable for the students’ level and they would be talk about the song” (B.14.3). Here, she explained that she had a criterion while choosing the song for the class, and this criterion was

based on the language level of these learners. Hence, she was aware of the contextual factors in her preparation of the teaching material, which falls in level 6 in the reflection framework.

It was observed that the pre-service teachers paid more attention to classroom management in stage 2, during the microteaching period, as they reflected more on misbehaviour. However, in most cases, they merely described their experiences in a judgmental manner without incorporating justification to their beliefs (level 3). The following excerpt stands to represent the general tendency of reflection on misbehaviour and on dealing with misbehaviour during peer feedback: “Miss, I noticed this. We were talking here as a group. In a very serious way she said ‘Don’t talk’” (B.8.2).

Like in journals, there is an improvement in reflection in the form of inclusion of contextual factors into reflection; however, context is limited to age, language level and learning styles of learners. While reflecting, the major concern was the effectiveness, efficiency, and productivity in order to realize the pre-determined objectives. Hence, similar to the discussion in journals, in class interactions also, the pre-service teachers mainly reflected at Van Manen’s (1977) ‘technical level’ of reflection, and their ‘practical level’ was limited to the consideration of learners’ needs according to their age, language levels and learning styles.

The progress in reflection over time is very similar to the case of journals. This might imply that in microteaching, while observing peers’ teaching, the pre-service teachers were conscious of the contextual factors. Thus, they could consider contextual factors mainly in the form of learners’ ages and language levels, and in relation to these, their learning styles. For example, during peer feedback, the following pre-service teacher reflected on her friends’ lesson which involved a game for young learners. It should be noted that although she did not mention it explicitly, it is apparent that she benefited from her theoretical knowledge on young learners, and that she considers what is more suitable for the levels and ages of such learners.

The materials used in this lesson were appropriate for learners' level, interest. They were very colourful, and they were familiar with the game and it was a normal game that they play everyday. The pictures were colourful, and they were big so that I think everybody could see. That was good. I mean the students were also active. They were not passive. That's why I can say it was good. (B.15.1)

As discussed above, collaborative feedback could be another factor that contributed to the improvement of reflection. In this collaborative atmosphere, the pre-service teachers thought out loud, exchanged ideas, and supported each other's feedback. This atmosphere could have raised more awareness on different aspects of teaching that led higher level of reflection. The following quotation from peer feedback illustrates this atmosphere.

- PT1: You should be more energetic and you should take the students' attention not always the same voice. You need to change your intonation.
PT2: I agree with her because they are young learners and they need to enjoy it in the classroom. You can't just give the things and say 'give me the answer'. You have to play with the language. You need to play, you need to create an atmosphere for the students. (B.12.2)

As the above quotation illustrates, there was a team spirit in this collaborative atmosphere. For example, in the above excerpt PT2 (Pre-service teacher 2) agreed with her peer and supported her further by adding contextual factors. She pointed out the preferences of the young learners, and she explained that her peer needed to use her voice more effectively in order to create a more enjoyable atmosphere for young learners since they could learn in such an atmosphere better.

A further relation could be determined between the instructor guidance and pre-service teachers' reflection in that the instructor provided indirect guidance for them to think and reflect at a higher level. During peer feedback, the instructor aimed to provide direction for discussions so that they could consider theory and the contextual factors while reflection.

- I: Good. What about other points rather weak points? Any idea?
PT: . . . when I say 'is it your cousin?' you should say 'yes' because we are young learners and we can't separate when you say 'these are just characters' or 'these are just cartoons'.
I: Why is that?

PT: Because Ms. We also take ‘young learners’ course. It is like that. This is how we are taught. They cannot separate. I mean they cannot distinguish between real and imaginary. (B.13.2)

The above quotation indicates that the instructor acted as a guide to direct the conversation so that the pre-service teachers could incorporate their pedagogical knowledge to justify themselves. In this case, this pre-service teacher was guided so that she underlined the theory behind her argument.

4.3.4. Reflective Interviews

Similar to the presentations above, the results of these interviews are presented in a comparative format in the below table (Table 4.4).

Table 4.4. Comparison of Post-observation and Post-microteaching Reflective Interviews in Percentage

Levels of reflection	Weeks	
	Post-observation reflective interviews	Post-microteaching reflective interviews
1 - No description	-	-
2 - Non-judgmental report	-	-
3 - Judgmental description/suggestion with no reason or justification	5.5	-
4 - Description/ explanation/ suggestion with personal preference/tradition	55.5	68.96
5 - Description/ explanation/ suggestion theory given as rationale	27.7	24.13
6 - Description/ explanation/ suggestion theory and contextual factors given as rationale	11.1	6.89
7 - Description/ explanation/ suggestion with ethical, moral and political issues	-	-

Both at the beginning and at the end of the course, the majority of the pre-service teachers reflected at level 4, in which they described their experiences or gave suggestions justifying themselves with personal preference or with tradition, without benefiting from their theoretical knowledge. Indeed, most of the time, they tended to describe and explain events or problems by giving personal reasons. For example, in the following quotation from a post-microteaching interview, they reflected on their instructional delivery, aiming to focus on ways to improve the effectiveness of their teaching.

- I: OK. If you were to do this lesson again, what would you change?
PT2: We could give handouts.
PT1: We could give or show one letter. We could show it at the beginning.
I: Why would you choose to do it like that?
PT1: To create an idea in students' minds. I don't mean showing the format but what to write and so on. (D. 2)

Here, the pre-service teachers made a suggestion for the betterment of their teaching by supporting their suggestion with personal preference and common sense/tradition, without providing a specific conceptual rationale for their justification.

Owing to the nature of the post-microteaching reflective interviews, in these interviews, the pre-service teachers reflected on themselves as teachers. However, they made judgmental descriptions of their feelings about themselves as teachers. For example, in the following excerpt, a pre-service teacher described her confusion during the lesson "I remember asking that question. For example, he answered. I mean I remember asking 'are there any other answers?' But then I got confused too" (D. 1).

In both sets of these interviews, the pre-service teachers were highly concerned with classroom management equally in the same intensity in both of the interviews, and the majority described their experiences in a judgmental manner (level 3) mentioning whether they approved or disapproved the cooperating teachers' way of dealing with misbehaviour. Also, quite often, the pre-service

teachers pointed out whether the learners were interested in the lesson, or whether they participated in lesson. In doing so, they explained misbehaviour in a detailed way, implying that they were highly concerned with the ways learners acted during lesson. For example, in the following quotation, one pre-service teacher made a judgmental description on learners' misbehaviours, and she explained how the teacher reacted to this situation.

Two students were quarrelling between themselves. Then one started to shout at the other one. The other one got angry. He went next to him and spanked him. And the teacher observed all these. She didn't say anything. She even kind of smiled a little bit The rest of the class lost their motivation. (C. 9)

In both sets of the interviews, almost the same number of pre-service teachers reflected at level 5. That is to say, in these interviews, they incorporated their theoretical knowledge in the same level. In these interviews, they also incorporated contextual factors, mainly in the form of consideration of learners' ages and interests and in managing classrooms. However, the number of cases remained very low in both of the interviews. When we compare the first set of reflective interviews to the second set, we notice that in the latter, there was fewer reflection at level 6. This refers to that fewer pre-service teachers considered contextual factors while describing their observations. This shows similarities with the results of the videotaped microteaching assignments.

The fact that microteachings took place in an unauthentic environment could have distracted the pre-service teachers from becoming aware of contextual factors. Likewise, during the interviews, some pointed out that the class that they were teaching was not a real one, and they tried to guess how real learners would react to their lesson and decide on the success of the lesson accordingly. For example, the following quotation is a good example to this viewpoint.

I: Think about your objectives, think about your materials. Do you think you reached your objectives with these materials?
PT2: If we were in a real class with these materials and if the students had participated in this way, then we would be successful. If the students learned then we succeed. (G. 11)

Further to the lack of authenticity in microteaching, some pre-service teachers regarded the whole environment as distracting. For example, the following pre-service teacher complained about her peers saying that while they were trying to act like learners, they exaggerated their roles and this distracted her teaching. Therefore, she viewed that the classroom management problems she faced during the lesson were not realistic. For example, when she was asked whether or not the learners' misbehaviour had changed the outcome of the lesson, she commented:

PT1: Now if it was a real class atmosphere, it would change it. But because it was not a real one, it did not change. Because if one misbehaved, the others would be distracted too and they wouldn't participate. (D.15)

As this quotation illustrates, this pre-service teacher based her judgments on predictions on how a real class would react rather than relying on the class she actually dealt with. Undoubtedly, this could distract her from conducting a thorough analysis on her teaching.

Hence, similar to the videotaped microteaching assignments, in these interviews, the pre-service teachers were concerned with that the environment in which they were teaching was not an authentic one. However, it should be noted that in journals and in peer feedback this situation did not create a negative effect on the quality of their reflection. While reflecting in journals and peer feedback, the majority reflected on peers' teaching. That is to say, the concentration was on the peer's teaching, not on their own teaching. This argument is supported when we look at the reflection in the post-observation reflective interviews. Here, the pre-service teachers reflected on their observations, therefore, their focus was the cooperating teacher's teaching. Thus, it is possible to consider that self-observation and self-analysis might have created an additional challenge, which prevented them from reflecting at higher levels.

Overall, as indicated in the below table (Table 4.5), there was an improvement in the quality of pre-service teachers' reflection. That is to say, they reflected at higher levels in the second half of the course. In weekly journal entries and in peer feedback, this improvement is apparent as the number of the pre-service teachers

who reflected at level 6 increased. In both of these cases, particularly in the microteaching period, they mostly reflected on their observations.

In the reflective interviews, the pre-service teachers did not show any difference in their reflection when we compared their beginning and end of course reflection. In both of the cases, most of them reflected at level 4 as their highest level of reflection. A similar result is true for videotaped microteaching assignment as well, where the majority reflected at level 4. It should be noticed that in both of these occasions, the pre-service teachers reflected on their own teaching. Giving the nature of this course that there was limited exposure to active teaching, this course mainly focused on reflecting on other's teaching. Thus, throughout the class interactions, and in journals, they mostly reflected on others' teaching. This might have had a negative influence on the development of a more critical look on own teaching.

Table 4.5. Summary of Developmental Process of Reflection

Level of Reflection	Stage 1			Stage 2			
	Journals	Post-observation Reflective Interviews	Class Interactions	Journals	Assignment on Videotaped Microteaching	Post-Microteaching Reflective Interviews	Class Interactions
1	-	-	-	-	-	-	-
2	15.84	-	-	2.5	-	-	-
3	39.61	5.5	-	17.5	7.14	-	-
4	25.74	55.5	7	26.25	46.42	68.96	-
5	13.86	27.7	5	22.5	28.75	24.13	3
6	4.95	11.11	1	31.25	17.85	6.89	12
7	-	-	-	-	-	-	-

Note 1: The results of journals, post-observation and post-microteaching reflective interviews, and of assignment on videotaped microteaching were reported in percentages.

Note 2: The results of class interactions were reported in absolute numbers.

The fact that the pre-service teachers acted as learners in microteaching could enable them to experience learning from the learners' perspective, and therefore, it helped them consider learners' needs, ages and learning styles in teaching.

Consequently, when they reflected on these experiences, they considered contextual factors more effectively since they were more conscious of them. Whereas, when it came to the analysis of own teaching, they disregarded these points and analyzed it from their own perspective only, which was the position of teacher.

In relation to this argument, it should be considered that microteaching had dual effects on pre-service teachers. On the one hand, as discussed above, it created a positive influence on pre-service teachers since it increased their awareness towards learners' needs and interests. On the other hand, the unauthentic environment of microteaching caused distraction, especially the performers, in that they had difficulty to analyze their teaching at a contextual level.

In addition, the continuing nature of journal keeping resulted in the increase of quality of reflection in journals. In addition, on-going personalized feedback and guidance in journals also contributed to the increase in reflection in journals. In line with this, the pre-service teachers commented in the perception questionnaires that they valued feedback from the course instructor, and that they took it into consideration while writing the next journal. This confirms that guided journal keeping could stand to be a good example for ways of improvement of reflection in a reflective practicum course.

It is apparent from the analysis that throughout the course, there was improvement in the way the pre-service teachers reflected on instructional processes and on motivation, mainly in journals. When we view the results considering Van Manen's (1977) conception of reflection, it is apparent that the pre-service teachers reflected predominantly at 'technical level' of reflection using instructional methods to achieve given ends. In doing so, they incorporated their theoretical knowledge explicitly towards the end of the term more than they did at the beginning.

In the meantime, with regard to contextual factors, they solely considered learners' interests, learning styles, ages, and their language levels. Within this context, they predominantly relied on Gardner's multiple intelligence theory, and considered different intelligences and learning styles of learners. In doing so, the pre-service teachers considered context in order to achieve the pre-planned objectives. Thus, there is a practical orientation in their judgment of the quality of teaching. During the analysis, no instances on critical level of reflection were coded. In other words, throughout the course, the pre-service teachers did not reflect on their experiences at a politico-ethical level, in which they could consider social factors such as equity and justice.

The below figure summarizes the findings of this study in the light of the research questions.

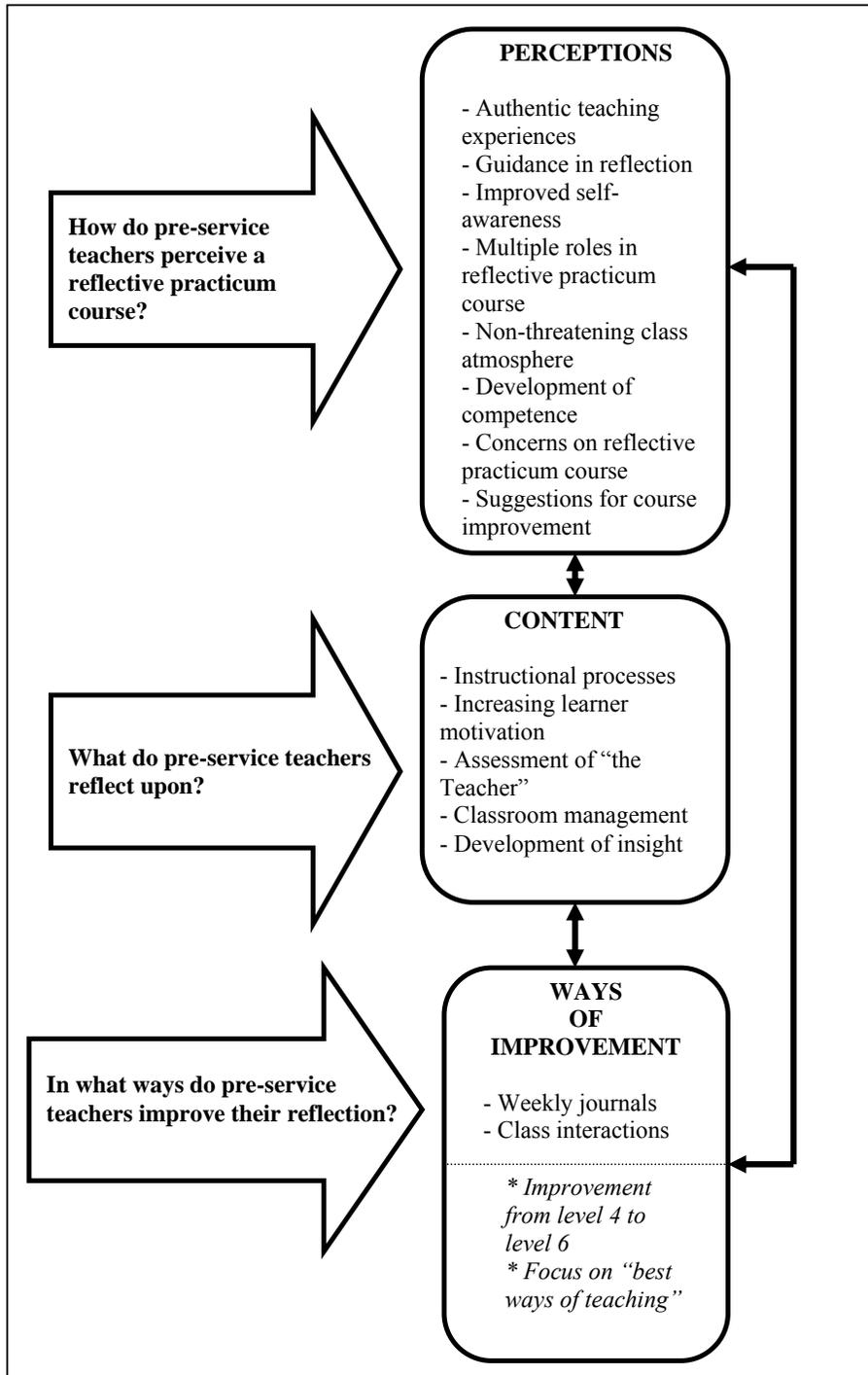


Figure 4.2. Summary of the Results

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This chapter intends to interpret the findings in light of the review of theoretical background and the conceptual framework grounding this study. Subsequently, it aims to reach conclusions and make implications following these interpretations. Following the conclusions and interpretations, implications are drawn for the development of practice. In addition, further implications are stated for future research.

5.1. Conclusions

While interpreting and elaborating on the findings, in relation to the perceptions on a reflective practicum course, content of reflection, and the ways of improvement of reflective thinking, certain principles that cut across these concerns in reflection emerged. In other words, the findings on the pre-service teachers' perceptions and on the content and improvement of reflection generated a further dimension of factors that were found to be important for reflection in pre-service teacher education. These aspects that were derived from the findings were organized into the following major themes: collaboration, guidance, self-awareness and construction of professional identity, enthusiasm and reservations, conceptual level of reflection, and content of reflection. Hence, in this section, based on the results and the literature, the conclusions are discussed under these thematic categories.

5.1.1. Collaboration

The collaborative nature of this reflective practicum course was regarded to be a crucial aspect since it was viewed that this atmosphere created a supportive environment for self-development as well as being enjoyable. In this interactive atmosphere, the pre-service teachers could reflect on their experiences, give feedback to each other, exchange ideas and improve themselves.

It was explained by the pre-service teachers that while collaborating with peers, they felt more self-confident, since they could share responsibility and help each other understand and develop their teaching. In other words, through collaboration, they could have solidarity, and learn about themselves and about their peers in a team spirit.

Collaborative inquiry is regarded as an important form of learning and development. It is a process of transformation, in which the pre-service teachers become aware of their assumptions and expectations, and they evaluate and reconstruct their understanding of teaching (Miller, 1990). Collaboration is regarded as a vital ingredient for reflective courses and programs. It is viewed that reflection has a collaborative nature in which contributors have a chance to become aware of alternative perspectives (Glazer et al., 2004). Vygotsky's zone of proximal development (ZPD) supports this view by explaining that working with competent peers helps maximize student's own growth (Bruner 1984; Oerter, 1992, cited in Yost et al., 2000). Hill (2000) adds that it is essential to have a supportive atmosphere in collaborative interaction in seminars, pointing out that "effective teaching-learning relationships are collaborative rather than authoritative driven" (p. 53).

In different reflective courses, collaborative nature of reflection is emphasized. For example, in a study that was conducted by Freese (1999) collaboration was reported to be an important aspect of the teacher education program, and the participants expressed appreciation for having a critical friend to share and gain

different perspectives (Freese, 1999). Likewise, Miller (1990) explains that in his study, the participants worked in collaboration, free of institutionalized pressure, and he emphasized that this helped them feel more relaxed with their reflections. Miller states that collaboration comes naturally when participants have similar backgrounds and share their experiences, readings, questions, and discussions. Furthermore, Bullough et al. (2003) added that in their study, the pre-service teachers worked with a peer during practice teaching period, and they supported each other, communicated on their experiences in teaching, and they collaborated to improve their teaching.

The importance of ‘team spirit’ and working in ‘unity’ in inquiry-oriented seminars were regarded to be important ingredients for a collaborative atmosphere (Ullrich, 1985, cited in Zeichner & Liston, 1987). In Ullrich’s study, the novice teachers were found to act mainly in an “individualistic manner,” and this prevented them from having a collaborative working atmosphere. Indeed, having group harmony deserves considerable attention in accomplishing a collaborative atmosphere in the class. In this course, only one pre-service teacher refused to receive feedback from the peers, and he informed the instructor about this in advance. The harmony among the pre-service teachers enabled them to feel comfortable in the seminars, and this helped peer feedback to occur smoothly.

Hence, it can be concluded that collaboration is a natural crucial component of reflective courses and programs. It promotes an environment where novices could interact with each other and reflect on their experiences, which lead to self-development. However, it is important that the environment is non-threatening and friendly, and that there is harmony among group members. Inevitably, this creates a more supportive atmosphere where they could communicate freely and benefit from this at utmost level.

5.1.2. Guidance

Guidance was found to be an integral component of this reflective practicum course. Throughout the course process, it was highlighted by the pre-service teachers that guidance was provided through an interactive process, both by the course instructor and by the peers. The pre-service teachers stated that the guidance was constructive in the sense that it improved their self-awareness towards themselves as teachers, and it helped them overcome their weaknesses. They paid special attention to that there was a friendly and constructive atmosphere in class, and this helped them accept guidance more willingly.

Following Dewey's (1933) vital characteristics of reflective practitioner, which are listed as "open-mindedness," "whole-heartedness," and "responsibility" (pp. 30-32), the findings in this study suggested that the pre-service teachers showed evidence of possessing these essential characteristics. Their comments on peer feedback and instructor feedback indicated that they were receptive for guidance, and that they welcomed it with a positive attitude. To support their perceptions, Hatton and Smith (1995) stated that supervised peer discussions are valuable tools for the promotion of reflection in pre-service teacher education.

Indeed, in this course, the pre-service teachers were open to receive feedback, and they expressed that feedback enabled them to analyze themselves and see their strengths and weaknesses, and therefore, develop further as a teacher.

In addition to the open-mindedness, the analysis showed that the pre-service teachers acted wholeheartedly in the process since they did not feel intimidated while being criticized during peer feedback. Also, the fact that some of them continued criticising themselves outside teaching gave underlined their enthusiasm and devotion for self-development.

In relation to this, in this course, they reacted positively towards the guidance from the course instructor mainly to the form of on-going personalized feedback

in journals. They were receptive for her feedback and they regarded it effective for their self-awareness, self-discovery, and consequently, self-development. As a matter of fact, Schön (1987) underlined the importance of a senior practitioner in the process of learning, by emphasizing that senior practitioners could coach learners and guide them to choose their own ways, rather than teaching them what they need to know. In his study, Dinkelman (2000) pointed out that as a course instructor he played a considerable role in helping pre-service teachers to reflect at a critical level by raising their attention towards being critically reflective.

It was noticed that through journals, reflective interviews, and class interactions, a positive relationship was developed between the pre-service teachers and the course instructor, which contributed to their enthusiasm and participation in the course. Undoubtedly, this influenced their journal keeping positively, and helped them become more genuine in their reflections. Similarly, research suggests that reflective programs encouraged a positive relationship between instructors and novices (Pedro, 2005; Wubbels & Korthagen, 1990).

In regard to this, it was stated that in supervisory conferences, the climate of trust and non-defensiveness were stated to be vital elements in creating an environment conducive to reflection (MacKinnon & Erickson, 1988). For example, in a case study where a novice teacher reflected on her experiences through storytelling, the researcher emphasized the importance of trust between a pre-service and an instructor in encouraging reflection (LaBoskey & Cline, 2000). Furthermore, a study that focused on instructor feedback in journal writing confirmed that personalized feedback on journals and the relationships with the instructor were the most vital factors in the development of the pre-service teachers (Spadling & Wilson, 2002).

In this study, the guidelines in journal entries were found to contribute to the improvement of their reflectivity. The adjustment in the journal guidelines in the second half of the course created more direction, and it helped the pre-service teachers to reflect on their experiences more effectively. As discussed earlier,

guidelines in journal writing are accepted as being a vital component in the promotion of reflective thinking. They are accepted to have an important impact in generating higher levels of reflection (Brookfield, 1995; Langer 2002).

However, taking into consideration the pre-service teachers' limited focus in contextual factors, it should be concluded that they need to be guided to consider broader aspects of context, such as learner background, school, and community. For example, they can be guided to talk to the psychological counsellors and the teachers in the placement schools. This can increase their aware towards learners' backgrounds, such as family socio-economic situation; learners' academic success in English and in other lessons; aims of the schools; and physical problems related to logistics. This will contribute to the establishment of consciousness towards diversity among learners and its relevance to school (Wunder, 2003). Hence, this will enable novice teachers to understand learners as "whole persons rather than fragmented parts of individuals" (Milner, 2003, p. 5).

On a further note, regarding instructor feedback and guidance, it was mentioned by some of the pre-service teachers that there was a need for more direct guidance from the course instructor. The literature on instructor role in reflective teacher education suggests that the instructor is a support throughout the process, and s/he encourages novice teachers to move forward in their reflectivity (MacKinnon & Erickson, 1988; Valli, 1997). Valli explicitly underlines the role of teacher educators in reflective conversations as asking questions for self-analysis. However, in this study, it seems that the pre-service teachers needed more direct guidance from the instructor. This might be related to the early stage of their developmental stage.

In conclusion, guidance is integral to reflection. Constructive guidance which is provided in a supportive and friendly atmosphere is influential on reflectivity and development. The instructor has an important role in guiding pre-service teachers to move their reflectivity further by raising their consciousness towards broader perspectives of teaching and learning. However, guidance is not limited to

instructors, it is also provided by peers, and it is accepted positively in cases where there is trust and harmony among peers.

5.1.3. Self-awareness and Construction of Professional Identity

Throughout this reflective practicum course, self-awareness was regarded to be one of the vital qualities promoted. It was emphasized by the pre-service teachers that they developed awareness towards their own actions as well as towards others' actions, through journals, videotaped microteaching assignments, video excerpts and peer feedback. It was underlined that understanding own progress in teaching and in self-articulation were important achievements.

The aim of teacher education was viewed as helping pre-service teachers to question their actions. In regard to this, the role of teacher educators was described as enabling novices to realize what they know and to make their tacit knowledge explicit (Shulman, 1987, cited in Yost et al., 2000). Zeichner and Liston (1987) highlight that self-awareness is an important element in becoming a reflective teacher. They explain that in the process of self-awareness, pre-service teachers become aware of themselves as teachers and of their environments, which consequently, lead to transformation in perception towards teaching. Similarly, Freese's (1999) study revealed that the novice teachers became better at evaluating teaching situations and at understanding their experiences better, which helped them prepare for their future profession.

In relation to self-awareness, the findings of this study revealed that throughout the course, the pre-service teachers touched upon the fact that the reflection process enabled them to think about their teaching styles, self-discover their preferences in teaching, realize their uniqueness, and develop their own self-image as teachers. Hence, the promotion of reflectivity enabled them to discover themselves as teachers, and it triggered the process of construction of self image, which is part of self-growth.

Korthagen (2004) highlights that reflection contributes to the development of a self-concept and self-awareness, and therefore, of a professional identity in teachers. He explains that the development of a professional identity and “professional inspiration (mission)” plays a crucial role within the broader spectrum of the fundamental concern of ‘good teaching’ (p. 91). In this course, observations, cases, teaching experiences, and past experiences as language learners were influential in self-awareness and in deciding upon own preferences in teaching. While reflecting upon these experiences, through journals, class interactions, interviews, and videotaped microteaching assignments, the pre-service teachers thought over the actions, analyzed, judged and came to a conclusion, which reflected their own values as a teacher. For example, Braun and Crumpler (2004) stressed the impact of keeping social memoirs on enabling prospective teachers to examine their own sense of self and sense of others and realize how their experiences affected their identities.

After reviewing a notable number of studies concerning professional growth among pre-service and beginning teachers, Kagan (1992) concluded that for professional development to occur, pre-service teachers needed to modify their prior images about teaching and about themselves as teachers. The study conducted by Johnson (1994) indicated that unless pre-service teachers are given opportunities to experience, they have difficulty in going beyond the images that were structured by previous learning experiences.

Helping novice teachers to question their practice by considering their beliefs, values, and assumptions through giving them voice and ownership of their learning process are underlying principles of critical self-reflection (Kraft, 2002). Through reflection, novice teachers are empowered to make sense of their own experiences, judge, and make choices following value commitments using their knowledge and intuitions/practical wisdom.

However, although in the course, the pre-service teachers made it explicit that they became more self-aware in the process of the course their analysis of their

own teaching was not found to be at a high level. That is to say, the reflection on their own teaching was mainly limited to personal judgments without much theoretical or contextual support. Kagan (1992) argues that this is a natural developmental process of novice teachers, and she explains that their awareness towards context increases together with their professional growth. On the basis of this argument, it is possible to conclude that pre-service teachers need extensive exposure to authentic teaching so that they could develop more awareness towards the contextual factors of teaching, which will eventually contribute to their self-growth.

In sum, awareness towards own and others' teaching is an important element in reflection. However, it is essential that novices are guided to raise their awareness towards broader concepts of teaching, such as contextual, moral and ethical aspects. It is evident that exposure to authentic teaching experiences help novices become more self-aware of their values, concepts, and beliefs as teachers. This contributes to the construction of their professional identity as teachers.

5.1.4. Enthusiasm and Reservation

The pre-service teachers, in general, expressed enthusiasm towards this reflective course. In addition, in some cases, they communicated their reservations regarding certain components and ways of implementation. Among these, journals were found to be a controversial component which attracted both positive and negative criticism at the same time.

Journals were found to have contributed to the pre-service teachers' journey of self-discovery. While reflecting on their experiences, they found an opportunity to analyze their observations and own teaching experiences, and to evaluate them on the basis of their own values and theoretical support. While doing so, it was reported that they improved their self-expression, since they could articulate themselves better in the course of time, as they wrote journals each week.

Similarly, in a study aiming to foster reflection among novice teachers, it was reported that most of the novice teachers became more skilful in articulating themselves (Zeichner & Liston, 1987).

In the on-going written interactive atmosphere, journals formed a bridge of communication between pre-service teachers and the course instructor. This one-to-one relationship was a unique experience for the instructor, since she found an opportunity to get to know her students better, which helped understand their practicum experiences more effectively. Likewise, this created an opportunity for the pre-service teachers, as they could express themselves freely and receive personalized feedback from the instructor on a weekly basis. Consequently, an opportunity was created for both parties to communicate at a more personal level, although still within academic frames. In this respect, journals contributed to the building of trust between pre-service teachers and the course instructor. Indeed, one of the reasons for the acceptance and use of journals in reflective teacher preparation courses was reported to be their function in providing opportunity for an insider look where first-hand information is obtained on pre-service teachers' experiences. In relation to this, journals help teachers' voices to be heard (Bailey & Nunan, 1995; Cortazzi, 1991, cited in Tsang, 2003).

Nevertheless, journal component attracted negative criticism and reservations, as well. Some of the pre-service teachers drew attention to their overloaded timetables and they stated that they had shortage of time to devote to journal writing every week. This and the feeling of redundancy, undoubtedly, decreased their motivation for journal keeping, which directly affected their level of reflection negatively. Indeed, in Langer's (2002) study, it was found that the pre-service teachers' negative perception about journal keeping led to low level of journal return, and in parallel, this prevented the development of their reflective thinking. Furthermore, undoubtedly, the fact that this demanding course component was added to their loaded schedule in their final year of their education created an additional negative attitude towards journals in this study.

The pre-service teachers held reservations for working in pairs in microteaching. Despite the fact that they thought positively about microteaching, there were some incidents in which partners lacked sharing responsibility. Indeed, Bullough et al. (2003) underlined that sharing similar values was essential for a harmonious collaboration.

To conclude, journal writing is a vital component in the promotion of reflection. They are valuable tools not only for the development of reflectivity among teachers, but also, they promote self-articulation of novices and build communication between the course instructor and pre-service teachers. In other words, they are tools for pre-service teachers to voice themselves and to be heard. However, the fact that they require regular time devotion could create discomfort among some journal keepers.

5.1.5. Conceptual Level of Reflection

The findings in this study revealed that there was a developmental process in pre-service teachers' reflectivity in this course. This improvement was evident in class interactions and particularly in weekly reflective journals. It was observed that in the second half of the course (stage 2), there was more reflection at higher levels which indicates that they incorporated their theoretical background and contextual factors as justification for their judgments. As for the contextual factors, they predominantly took into account learners' ages and language levels, and in relation to these, they were concerned with their learning styles which were mostly based on Gardner's multiple intelligences theory. These factors were incorporated into their reflection mainly in order to increase learners' motivation so that they could pay more attention to the lesson, and participate and learn more. Inevitably this would enable the achievement of the pre-determined objectives more effectively and more efficiently.

Taking Van Manen's (1977) conception of reflection into consideration, it is observed that the pre-service teachers in this course reflected mainly at 'technical

reflection,' as they highly emphasized on the effectiveness and efficiency of teaching in order to reach the pre-planned objectives. Hence, they focused more on the utilitarian value of teaching 'how to' rather than the broader educational purposes of 'what' and 'why' (Barlett, 1990).

As for the improvement of reflection, in the second half of the course, it was found out that the pre-service teachers reflected more at Van Manen's (1977) 'practical level' since they incorporated contextual factors in their judgments on observation and teaching. However, the analysis revealed that this level of reflection took place in a limited perspective, as they considered solely learner factor, disregarding broader perspectives such as school and society. In addition, the analysis indicated that the pre-service teachers did not attempt to question the worth or value of goals in teaching, which is an integral dimension of this level of reflection. Furthermore, no critical reflection was observed in this study which underlines that the pre-service teachers did not consider issues such as social roles, social equality, dominance, or social justice in their reflections.

There is research confirming the improvement in pre-service teachers' reflectivity in the course of time. For example, Langer (2002) indicates that the novice teachers in his study became more self-reflective in the latter part of the course. Likewise, in Tsang's (2003) study, the participants showed development in reflective skills in journals over time. Similarly, Pultorak (1993; 1996) reported that novice teachers improved the way they reflected on their experiences in time, and he viewed teacher reflectivity as being a developmental process.

In this study, when we consider the improvement in the pre-service teachers' reflectivity that took place especially towards the end of the course, we can take into account certain factors that could have an impact on this progress. One of these factors could be the activities that were implemented in this stage of the course, which is microteaching in this case. Wallace (1991) states that peer teaching in microteaching "gives insight into learning problems by putting the teacher in the learner's shoes, so to speak. This involvement in a learning role can

also promote lively discussion” (p. 100). Indeed, some pre-service teachers explicitly pointed out in their journals that being in learner position enabled them to view teaching from learners’ perspective, which was a unique opportunity for them, as they could analyze their friends’ teaching more effectively.

This creates a need to challenge the tasks and activities that were implemented in the first half of the course, before the microteaching period. These tasks were mainly watching video excerpts and working on cases. While interpreting the impact of task type on reflectivity, we should consider that these tasks were implemented when the pre-service teachers were experiencing the early stages in their developmental process. Having said that, however, there is research that questioned the way cases are dealt with in seminars, and challenged the extent to which reflection is stimulated. According to this, the way cases are handled in class discussions may not go beyond “technical-reductionist problem solving”, where theory and contextual learning are left out (Merseth, 1994, cited in Bean & Stevens, 2002, p. 216). It is suggested that there is a need for the instructor to direct the discussions from solving a technical problem to reflecting on similar situations or analyzing the issue from a critical perspective. Similarly, Wade and Allison (2000, cited in Bean & Stevens, 2002) stressed the importance of creating critical discussions on cases and issues, and they argued that utmost attention should be given to help novice teachers to develop their questioning so that a critical dialogue could take place.

In line with the findings of this study, in the literature, on-going guided journals are regarded as effective methods in promoting reflection among pre-service teachers (Langer, 2002; Tsang, 2003). For example, a study indicated that in journals, there was a gradual increase from technical to more complex thought patterns (Guillaume & Rodney, 1993, cited in Yost et al., 2000, p. 40). Langer (2002) attributed the development of pre-service teachers’ reflection to the interactive atmosphere that was created through instructor feedback in journals. He stressed that keeping journals could contribute to the progressive development

of reflection. Indeed, Pultorak's (1996) study also confirms that on-going guidance is influential in promoting reflectivity among novices.

In this study, the fact that the pre-service teachers' improvement in reflectivity was limited to a certain aspect of practical level of reflection and that there was no attempt for critical level of reflection imply that they were far from adopting a critical perspective on theories of teaching. Instead, they gave importance to the understanding of conception and incorporating their competence into teaching.

In relation to this, the knowledge-practice relationship that was emphasized throughout this course also deserves further inquiry. That is to say, it is essential to examine the extent to which this course encouraged to “. . . explore the tentativeness and tenuousness of the theory/practice relation . . .” (Valli, 1993, p. 16). Throughout the course, the major emphasis in theory-practice relationship was to encourage novices to incorporate their technical knowledge straightforward to construct meanings and support these meanings. Hence, the major emphasis was not on raising awareness on the interrelationship between theory and other factors like social and individual factors. Instead, the focus was on the correct incorporation of theoretical knowledge into the genre. Inevitably, this hindered the formation of a deliberative and dialectical mode of reflection (Valli, 1993).

However, one should argue that it is prerequisite to have competence in current theory and research in teaching before realizing the orientations and interrelationships with broader factors and aspects. That is to say, in order to develop an evaluative judgment on teaching, that embraces ethical and critical aspects, it is necessary to be competent in the fundamental concepts of teaching. Hence, by considering the great emphasis on gained and improved basic competences in teaching in this course, it is possible to conclude that the pre-service teachers in this study were still in the developmental process of forming the essential level of competence on teaching concepts.

As for the technical level of reflection, the results were found to be in line with the literature that suggests that the pre-service teachers, at their early phase of the developmental process of their reflectivity, tend to reflect at lower levels. For example, Zeichner and Liston (1985) who focused on reflective supervisory conferences in pre-service teacher education observed that most of the discussions between the supervisor and pre-service teachers were dominated by ‘factual discourse’, in which they described, informed, and explained experience by making a causal relationship. Besides, they questioned the goals the least of time, which indicated that they did not attempt to challenge the worth of the goals of lesson.

Likewise, a case study that involved pre-service teachers found that these novices were predominantly occupied with practical concerns of teaching, more than the critical ones (Dinkelman, 2000). In a further study on a teacher education course, which included a reflective writing component to overseas counterparts via e-mail, indicated that pre-service teachers mostly retold their experiences in their e-mails without reflection. There were few accounts where they incorporated theory, mainly Gardner’s theory of multiple intelligences (Gibson, Watters, Alagic, Rogers, & Haack 2003). Similarly, a study that focused on the promotion of mentor reflections also accounted that mentors reflected predominantly at technical level, and that no incidents of critical reflection was observed (Orland-Barak, 2005).

While interpreting the findings that suggest that in this study the contextual factors were limited to learners’ learning styles, ages and language levels, it is essential to consider the contextual factors in which this study took place. During the observations or teaching experiences, the pre-service teachers were not confronted with curriculum decisions, such as having an opportunity to discuss the content of the lesson to be observed or to be taught. They visited schools limited time, and although some of them did teaching practice, most of them did not have the opportunity to have full access to decision making processes in these

schools. This might have negatively influenced their awareness towards the value of the content in the lesson or curriculum.

In relation to this finding, Zeichner and Liston (1985) drew attention to that in practicum courses the fact that neither the departmental supervisor nor the pre-service teachers have authority over curriculum results in the lack of emphasis on higher level of conceptual categories, such as critical reflection. Based on their findings, they concluded that challenging and questioning instruction and content, which falls in the critical categories, could result in the detriment to relationship between pre-service teacher and cooperating teacher. Consequently, in such discussions, this kind of questioning is avoided not to influence this relationship in a negative way.

A further consideration regarding the lack of attempts to reflect on moral and ethical aspects of education might be related to the content of this course. It is evident that there is a lack of sufficient emphasis and elaboration on social justice and equity in teaching. This is also true for the value and worth of lesson content and goals. Hence, this lack of emphasis on practical and critical aspects of teaching affected the pre-service teachers' awareness towards these issues.

Moreover, it could be argued that the limited amount of direct exposure to classroom teaching in authentic atmosphere did not allow novices to realize and question their own ethical values with regard to teaching. A case study which analysed factors underlying ethical reflections of a teacher indicated that one's background beliefs, such as values, own attitudes and concerns, which may be tacit and implicit, are influential factors in educational practice (Husu & Tirri, 2003). Hence, this implies that exposure and professional experience are essential factors in the formation of an explicit or implicit perspective on ethical and moral aspects of teaching. Hence it could be argued that, in this stage of their professional preparation, pre-service teachers do not yet have adequate background to develop awareness for their ethical viewpoints that could lead to critical reflection.

On a further note, during the analysis, it was noticed that language genre had an impact on the decision of the level of complexity and sophistication of reflection. Indeed, the genre in which the pre-service teachers wrote their journals can be considered to have been an influential factor in the decision of their level of reflection (Hatton & Smith, 1995; Orland-Barak, 2005). That is to say, the syntactic constructions could have had an impact on the way they expressed their reflections, and more complex constructions could result in higher levels of thinking. For example, the following construction “‘While it may be true that...’ or ‘On one hand . . . yet on the other hand . . .’” could create a higher level of reflection, in which a variety of alternatives and possibilities are considered than the structures such as “‘I learnt that...’ or ‘I was surprised to see/hear that...’” could result in reflection more at descriptive levels (Orland-Barak, 2005, p. 35). Hence, while promoting reflectivity, it is essential to raise awareness on ways of using appropriate syntactic constructions.

To conclude, reflection is a developmental process, and it can be improved through promotion, guidance, and extensive and various authentic teaching experiences. On-going guided reflective journals and personalized feedback on reflection in journals are important in the promotion of reflection. It is natural that in the early phases of the developmental process, pre-service teachers focus on technical correctness and that they reflect at the technical level of reflection. However, this improves in time through encouragement of broader contextual factors, and moral and ethical aspects of teaching. While promoting reflection, guidance and encouragement should not be limited to single reflective tools, but aspects of critical reflectivity should be embedded in the whole course components.

5.1.6. Content of Reflection

One of the purposes of this study was to gain a comprehensive insight into the content of the pre-service teachers’ reflection so that an in-depth understanding

could be developed on pre-service teachers' experiences at this stage. Drawing on Valli's (1993) explanation, this sociological orientation to reflection, would provide an opportunity to explore pre-service teachers' motivation for reflection, which would contribute to the understanding of the reflective process at pre-service teacher education.

The results obtained from multiple sources – weekly journal entries, class interactions, reflective interviews, and videotaped microteaching assignments – indicated that the pre-service teachers predominantly focused upon how to conduct effective teaching so that desired objectives are achieved. Within this context, they were mainly interested in the instructional processes, such as instructional planning, giving feedback, monitoring, error correction, and the use of the target language. In addition, they were concerned with the learners' misbehaviour and ways of dealing with misbehaviour under the general framework of classroom management. Furthermore, the pre-service teachers considered learners' motivation by focusing on ways of increasing their motivation mainly through utilizing materials in an effective way and through creating an effective atmosphere so that pre-planned objectives are attained.

So when we take Van Manen's (1977) conception of reflection, we conclude that the focus of attention in pre-service teachers' reflection matched with the way they reflected on them. They mostly attended to the technical aspects of teaching rather than the critical ones. In other words, they had a technical orientation to teaching, which is instrumental in nature. Their primary concern was to achieve the predetermined objectives effectively and efficiently, and the value of education was placed upon questions around "Was the class under control? Am I moving through the curriculum in a timely fashion?" (Valli, 1993, p. 12).

In addition to the technical orientation of teaching, the pre-service teachers in this course adopted a learner-centred approach mainly through concerning their interests by considering their ages, language levels and learning styles. They

highly focused on the creation of a suitable learning atmosphere and the use of interesting materials so that learners are attracted to the lesson.

The findings of this study confirmed the results obtained in similar research (Hatton & Smith, 1995; Sparks-Langer et al., 1990; Tsang, 2003; Valli, 1993; 1997; Veenman, 1984; Wunder, 2003). In these studies, also, it was found out that pre-service teachers gave importance to teaching and evaluation of teaching by focusing on issues such as classroom management. For example, most of the participants in the study of Hatton and Smith (1995) attended to technical aspects of teaching. As a result of this study, the researchers concluded that novice teachers tended to reflect on technical issues in the initial phase of their developmental process of reflection.

Similarly, Kagan (1992) accepts novice teachers' interest in instruction and class management as a natural phase. She explains that in order to consider learners and their behaviours, pre-service teachers need to overcome vital issues such as how to instruct. In other words, it is stated that the fact that pre-service teachers predominantly reflect on the technical aspects of teaching is part of their natural developmental process. Their advancement in reflection is closely related to the awareness that will be gained through increasing exposure to teaching experience. In this way, they will be able to move beyond technical issues and focus more on worth of knowledge and moral and ethical dimensions of teaching.

Further to this argument, it is important to recognize that teaching is a complex act, and it involves complex tasks such as managing learners, having competence in subject matter, controlling tasks, and monitoring learning (Calderhead & Shorrock, 1997). Hence, it is understandable that when novice teachers come face to face with the complex tasks of teaching for the first time in their training, they focus extensively on these issues rather than on the social aspects that require a broader perspective. This creates a need for more extensive and intensive exposure to realistic experiences of teaching on pre-service teachers' behalf. In addition to this, their interest in the insight that they gained in this course also

confirms that they needed to support their conceptual knowledge in teaching and to build up on this knowledge, since they felt that certain core competences were absent. In this regard, inevitably they tended to focus on aspects of the teaching that preoccupied them most, which at this phase, seem to be technical orientations of teaching.

The findings conclude that there appears to be a need to enable pre-service teachers to expand the scope of their reflection to broader grounds towards ethical, social, and contextual considerations. This will enable them to look at their experiences from critical perspectives rather than using knowledge solely to direct their practice for instrumental instructional delivery. It is important for beginning teachers to realize that instructional decisions and educational practice are context bound. This can be achieved through deliberate inclusion of goals, purposes, values, and constraints of education (Valli, 1987).

Within this framework, for example, Zeichner and Liston draw attention to the importance of guidance in helping novices to move beyond technicality of teaching. They underline that pre-service teachers need to be guided to think at a higher level so that they can move further from evaluation of practice within the parameters of 'whether or not it is working' but 'how it is working and for whom'. Hence, novice teachers should be directed to move beyond technical deliberations, and question the values of teaching, quality of practice, and consideration of differences among learners (1996, cited in Jay and Johnson, 2002, pp. 75-76).

Taking this argument into consideration, in this course, in order to broaden the pre-service teachers' horizons in teaching, it is essential to reconsider the general guidance provided throughout this reflective practicum course. For example, when we analyze the guidelines on peer feedback (see Appendix S), it is apparent that the pre-service teachers were guided to pay attention to the technical aspects of teaching. However, moral and ethical aspects of teaching are mentioned at the end of the guidelines, without much elaboration. Accordingly, within this context,

it can be concluded that the guidelines, feedback, and discourse need to be reconsidered with an aim to integrate more direction towards awareness on quality, values and contexts of teaching, as well as its moral and ethical orientations.

In relation to this, the observation tasks – checklists – that were utilized in this course need to be reconsidered and revised. Each of these tasks directed pre-service teachers to focus on a specific technical aspect of teaching, such as, lesson planning, giving feedback, and grouping. Consequently, these specific technical aspects directed pre-service teachers to concentrate on these points and evaluate the teaching they observed within these boundaries. Inevitably, this resulted in high attendance to technical orientation of teaching. Therefore, it is essential to adopt a holistic approach to reflection in the course design, and incorporate the principles of reflection into all the components of the course. This will contribute to the unity in the course, and it will provide a more comprehensive guidance for the developmental process.

In the literature, there is support for this argument emphasizing that tasks which aim to guide for evaluation of teaching unavoidably result in the practical aspects of teaching. For example, those observation tasks that require observation of the effectiveness of teaching are mostly related to the technical skills, such as ‘effective implementation of effective teaching skills’. Thus, the major focus is on how the practice is executed rather than understanding it as a whole (Kraft, 2002; Tsang, 2003).

In conclusion, as stated before, focusing on the technical aspects of teaching is a natural phase of the developmental process of reflection as pre-service teachers are overwhelmed with technical correctness in their early exposure to teaching. This can be overcome through intensive and extensive exposure to direct authentic teaching in which novices could find opportunities to go beyond technicality and be more concerned with advanced aspects of teaching. Besides experience, guidance has an important role in helping novices move beyond

technical orientation of reflection. It should be noted that critical reflectivity should be expanded to the course as a whole so that reflection could be enhanced more effectively.

To summarize, this research concluded that collaboration and guidance are integral in reflective practicum courses. Providing pre-service teachers a suitable collaborative atmosphere where they can work and interact with peers is essential for their developmental progress. Parallel to this, guidance in the form of constructive feedback has an important influence on helping pre-service teachers become more reflective. This process encourages self-awareness and contributes to the construction of professional identity of pre-service teachers. This research indicated that the pre-service teachers experienced a developmental process in the course of time. However, it was also observed that the pre-service teachers reflected predominantly at Van Manen's (1977) 'technical level,' focusing on instructional processes, learner motivation, and on classroom management, while giving emphasis to achieving effectiveness and efficiency in teaching.

5.2. Implications for Practice

In light of the findings and the literature in the field of reflective teacher preparation, the following implications were drawn for the development of reflective practicum courses in teacher education:

1. Reflection is a developmental process, and it can be improved through continuing reflection and on-going guidance. Within this context, reflection at technical level and the consideration of best practices of teaching is a natural early phase in the developmental process. Pre-service teachers' awareness towards contextual, and moral and ethical factors can be enhanced through constant and deliberate guidance and promotion.

2. In the promotion of reflectivity, exposure to authentic teaching experiences forms to be the focal point. Pre-service teachers need to have access to such experiences, preferably to teaching, at an earlier level, in an extensive and intensive period. Naturally, it was found that extended exposure to classroom environment enables novice teachers to become aware of learners – their aptitudes, interests, and problems (Kagan, 1992). In their extended school experiences, pre-service teachers will have sufficient exposure to classroom teaching. This will increase their awareness towards broader grounds of teaching, which will help them move beyond technicality of teaching more easily.
3. Among the reflective tools, guided on-going reflective journal writing contributes highly to the improvement of reflection. It is important to introduce reflective journal keeping at early stages of teacher preparation and to provide direct guidance so that pre-service teachers could improve their reflectivity accordingly. Regular personalized feedback in journals provides guidance for reflection, and it contributes to its improvement. This feedback has a motivating role, since it builds a positive relationship between pre-service teachers and instructor. Also, it creates a bridge of communication between the two parties, which is for their benefit. While giving feedback, it should be made sure that personalized feedback focuses more on the pre-service teachers' reflectivity rather than their language accuracy. Also, their conception of journals is important in this process. It is essential that pre-service teachers are motivated to keep journals, and that they spare quality time to do so.
4. Besides reflective journals, videotaped teaching, in this case microteaching, and peer feedback that follows microteaching are effective methods that provide opportunities for pre-service teachers to self-observe and reflect, and it is for the benefit of the reflective program to involve them into its content. Microteaching enables novice teachers to put themselves into learner position and observe teaching from different

perspective, which has a further positive influence in enhancing reflectivity.

5. Collaborative atmosphere is essential in a reflective course. Having a constructive, non-threatening, harmonious, and friendly atmosphere encourages pre-service teachers to participate, share opinions, and exchange experiences and feedback. As Johnson (1994) stated it is essential that pre-service teachers are provided with safe environments during their practicum to take risks and experience alternative instructional practices and images of teachers in order to understand “. . . who they are, what they believe, and how they make sense of what they do during second language instruction” (p. 451). It should be noted that course instructor has an important role in cultivating this kind of an atmosphere.
6. As mentioned above, guidance is an important element in reflective courses. Its provision should not be limited to course instructor, but peer guidance should be promoted, as well. This requires building trust among group members, and between pre-service teachers and course instructor. In addition, a friendly and non-threatening environment where peers can exchange opinion is essential.
7. Reflectivity should not be limited to single reflective tools, such as journals and videotaped teaching analysis. It should be embedded in the whole course process, including tasks, activities, and reading materials. In this way, a unity is achieved in the course process, and this can enhance pre-service teachers’ reflection more effectively.
8. There should be given more emphasis on the critical aspects of theoretical knowledge rather than its mere revision or acquisition. This could be achieved through critical discussions in which cases and problems are approached from a critical perspective. While doing so, pre-service teachers should become aware of that the relationship between theory and

practice is not static, but it is interrelated to other factors, such as social context, uniqueness of pre-service teachers, and to their own personality as a teacher. In this way, they are encouraged to engage in a deliberate and dialectic reflection, in which they can transform and reconstruct their experiences in teaching (Valli, 1993).

5.3. Implications for Further Research

1. This study was conducted within an academic term, which is a limited time for the promotion of reflection among pre-service teachers. Thus, a longitudinal study could be carried out to analyze the developmental process of reflection further. This will provide more in-depth insight into reflection and its developmental process in further stages.
2. In this study, due to the course content, in most cases, school experience was limited to classroom observations, and those who had the opportunity to teach, taught only for a limited period of time. However, it is accepted that having exposure to direct teaching experiences in school classrooms creates valuable insight for novice teachers. Hence, in order to analyze their development in reflection further, it is suggested that a similar study is conducted with pre-service teachers who have the opportunity to teach for an extended period of time in school environment.
3. Following the argument initiated by Orland-Barak (2005), a comprehensive discourse analysis could be conducted on the analysis of reflective discourse, involving both written and oral reflection. In this way, the impact of genre on reflection and on reflection frameworks could be analyzed, which will be a great and essential contribution to the literature.
4. This study stands to focus on one dimension of pre-service teacher preparation, since it involved only the pre-service teachers and the course

instructor. Whereas, teacher education cannot be considered fully without the involvement of cooperating teachers and school administrators. As Reid and O'Donoghue (2004) explain, it is essential that inquiry-based teacher education should be extended to the entire teacher education program, involving all parties, universities and schools. Similarly Weiss and Weiss (2001) state that the promotion of reflection should not be limited to training in university, but it should be supported in school culture as well, where actual experiences take place. Therefore, it is essential that a further study should be conducted involving cooperating teachers into the process of reflective teacher education. This will allow us to view the process from a broader perspective, and it will contribute to the understanding of the role of the stakeholders in the process, and to explore ways of promotion of reflection in a more effective way.

5. In this study, the reflective developmental process of pre-service teachers was analyzed from a holistic perspective. In other words, the focus was not on the progressive development of each individual pre-service teacher. Nevertheless, a comprehensive study on individual teacher development in reflection will provide immense contribution to the literature.
6. Implications of cultural foundations on reflection and on reflective development merit further analysis.
7. Although there is literature on the roles of instructor/supervisor in the promotion of reflectivity, still, there is a need for more empirical research so that teacher educators are provided with more data and guidance with regard to their roles concerning pre-service teachers' needs.

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APPENDICES

APPENDIX A

WEEKLY JOURNAL GUIDING QUESTIONS (1st version)

For each week, please think over your experiences in the school setting and in our sessions on campus, and reflect on your experiences.

The following questions aim to guide you in your writing process. Consider these questions while reflecting on your experiences.

Please do not give answers to these questions in a question-answer format.

Thank you for your time and effort.

Part 1:

1. What have you learned about teaching this week?
2. How do you feel about teaching now?
3. Considering your on-site classroom observation(s) this week, if you were the teacher in the observed class, what would you do differently? Why?

Part 2:

4. What have you learned in EDUC 410 class this week?
5. In what ways have you developed yourself? Why?
6. Is what we discussed in our session this week is related to your on-site experiences? Why, how? Why not?

APPENDIX B

WEEKLY JOURNAL GUIDING QUESTION (2nd version)

For each week, please think over your experiences in the school setting and in our sessions on campus, and reflect on your experiences.

The following questions aim to guide you in your writing process. Take these questions into consideration while reflecting on your experiences.

Please do not give answers to these questions in a question-answer format.

1. Think back your experiences (in your observation/teaching) this week.
 - a) What was/were the most important event(s)/incident(s) for you? (This can be an event/incident that you found very successful or unsuccessful). Explain why it was important for you. (Support yourself with your knowledge on teaching theory and your experiences. Also consider the context in which this incident took place)
 - b) What did you learn about teaching in this event?

2. Think back your experiences in the EDUC 410 class this week.
 - a) What do you think you gained from your own or from your friends' micro-teaching this week? Explain by giving reasons. (Support yourself with your knowledge on teaching. You can use your course notes)
 - b) How can you relate what you learned in micro-teaching sessions to your field experiences (observed classroom or classroom you taught)?

3. Overall, what did you learn about yourself as a teacher this week and how do you feel about teaching now?

APPENDIX C

POST-OBSERVATION REFLECTIVE INTERVIEW SCHEDULE

1. What were the essential strengths of the lesson?

ALT 1: What were the good points of the lesson?

ALT2: What were the strengths of the lesson?

2. What, if anything, would you change about the lesson?

ALT 3: Are there anything you would change about this lesson? If yes, what are they?

ALT 4: If you had the chance to teach this lesson, what would you do differently?

3. Do you think the lesson was successful? Why?

4. Which conditions were important to the outcome?

ALT 5: During the lesson, what tasks/activities/conditions were influential on the outcome?

ALT 6: Think about the product of the lesson. What are the conditions that have an effect on this outcome?

PROMPT: Teacher teaching techniques
 Classroom management
 Feedback
 Error correction
 Questioning techniques

5. What, if any, unanticipated learning outcomes resulted from the lesson?

ALT 7: Do you think that there were unplanned outcomes in this lesson? If so, what are they? Why do you think so?

ALT 8: Do you think that in this lesson there were outcomes/products that were unplanned? If so, what are they? Why do you think so?

6. What did you think about student behaviours?

7. Can you think of another way you might have taught this lesson?

ALT 9: If you were the teacher, do you think that you would teach this lesson differently? Why, how?

8. Can you think of other alternative pedagogical approaches to teaching this lesson that might improve the learning process?

ALT 10: Do you think that if you teach this lesson with a different approach, the students' learning would be better? If yes, what approach?

ALT 11: Do you think that if the teacher changed the way s/he taught this lesson, students would learn better? If yes, how do you think she should have taught?

9. How would you justify the importance of the content covered to a parent, administrator, and/or student?

ALT 12: Do you think that the content of this lesson was of interest for students? If you were to explain the relevance and importance of the content, what would you tell to a parent, administrator, and/or student to prove that the content was right?

10. Did any moral or ethical concerns occur as a result of the lesson?

ALT 13: Do you think that moral or ethical concerns were part of the outcome of this lesson? Why? Why not?

ALT 14: Do you think that in this lesson, the students drew any moral or ethical lessons? Why? Why not?

(Adapted from Pultorak, 1993; 1996)

APPENDIX D

POST-MICROTEACHING REFLECTIVE INTERVIEW SCHEDULE

1. What were the essential strengths of this lesson?
ALT 1: What were the good points of this lesson?
ALT2: What were the strengths of this lesson?

2. Do you think the lesson was successful? Why?

3. Did you reach the outcome? During the lesson, what tasks/activities/conditions were influential on the outcome?
ALT 3: For the outcome, which conditions were important to the outcome?
ALT 4: Think about the product of the lesson. What are the conditions that have an effect on this outcome?

4. Do you think that in this lesson there were outcomes/products that you did not actually plan to achieve? If so, what are they? Why do you think so?
ALT 5: Do you think that there were unplanned outcomes in this lesson? If so, what are they? Why do you think so?
ALT 6: What, if any, unanticipated learning outcomes resulted from the lesson?

5. a. Do you think that there were unexpected events/problems during this lesson?
ALT 7: Do you think that in this lesson there were problems/events that you did not originally consider in your lesson plan?
 - b. If yes, what are they?
 - c. Do you think you dealt with them? If yes, how?

6. What, if anything, would you change about this lesson?
ALT 8: Are there anything you would change about this lesson? If yes, what are they?
ALT 9: If you had the chance to teach this lesson, what would you do differently?

7. Can you think of another way you might have taught this lesson?

ALT 10: If you were the teacher, do you think that you would teach this lesson differently? Why, how?

8. Do you think the content covered was important to students? Why?

ALT 11: Do you think that the content of this lesson was of interest for students? Why? Why not?

ALT 12: Do you think that students were interested in the content of the lesson? Why? Why not?

9. Did any moral or ethical concerns occur as a result of the lesson?

ALT 13: Do you think that moral or ethical concerns were part of the outcome of this lesson? Why? Why not?

ALT 14: Do you think that in this lesson, the students drew any moral or ethical lessons? Why? Why not?

(Adapted from Pultorak, 1993; 1996)

APPENDIX E

GUIDELINES ON VIDEOTAPED MICROTEACHING ASSIGNMENT

This task provides an opportunity for you to reflect on teaching and learning in the classroom. You will do this analysis on your microteaching. It is a good idea to view your teaching once without taking notes. This will help you become accustomed to seeing yourself in front of the group so that you can focus your attention in a better way in your later viewings.

To begin, you can select an area of focus. Focus on this particular aspect of the teaching/learning process as you view the VCD and do your analysis.

You need to consider the following points while reflecting on your experiences:

1. Your analysis should be narrative.
2. Tell your area of focus.
3. Explain why you chose that particular aspect of teaching in light of theory.
4. Explain the underlying principle for the importance of this focus. In other words, explain why this focus that you chose is important. In your explanation, consider your beliefs about teaching and your knowledge of learning theory.
5. Also compare and discuss how you view yourself ideally and your actual performance in the video.
6. **Ask yourself** ‘What have I learned about myself as a teacher through this exercise?’ and ‘How will I apply to what I have learned to my future teaching experiences?’
7. What do you think about this video assignment as a whole? Do you think that it contributed to your learning and development? How?

(Adapted from Hoover, 1994)

APPENDIX F

COURSE PERCEPTION AND EVALUATION QUESTIONNAIRE (MID-COURSE PERCEPTION QUESTIONNAIRE)

This questionnaire aims to obtain your views and feelings on the components of this course. Please read each item carefully and be as honest as possible with your answers. Please bear in mind that your answers to these questions will be kept confidential, and they will not be used against you in any way. Your genuine answers will contribute to the improvement of this course.

Thank you for your cooperation.

Senem Şanal Erginel
EMU; Department of Educational Sciences

1. a) Do you think that discussion questions help you to improve yourself?
Yes No Not sure

b) Please explain why.

2. a) Do you think that cases help you to improve yourself?
Yes No Not sure

b) Please explain why.

3. a) Do you think that video excerpts help you to improve yourself?
Yes No Not sure

b) Please explain why.

4) How do you feel about keeping journals in this course (EDUC 410)? Please explain why.

5) How do you prefer to work in the sessions in this course (**individual or pair or group**)? Please explain why.

6) How do you see your own role in this course? Please explain why.

7) How do you see your instructor's role in this course? Please explain why.

☺ **Thank you** ☺

APPENDIX G

END-OF-COURSE PERCEPTION QUESTIONNAIRE

Dear student teacher,

We have come almost to the end of this term. In this course, throughout the term, you have been involved in various tasks and assignments. First of all, I would like to thank you for your commitment and contribution. All these activities and tasks aimed at helping you reflect on your learning and develop yourself as a teacher. In other words, they aimed to help you grow. This questionnaire intends to get your feedback on this course in general.

Please take your time and try to give a comprehensive answer for each question. Your answer will help me evaluate this course and its implementation, and it will help me develop it for further use. I would like to assure you that this questionnaire is anonymous and your answer will not affect your success on this course in any way.

I would like to thank you for your time, effort and honest answers.

Senem Şanal Erginel
EMU; Educational Sciences

10) How did you feel about videotaped teaching assignment after microteaching? Did you find it effective in your learning? Please explain why/why not.

11) Think back your expectations from this course. What were they? Do you think that this course has met your expectations? Please explain.

12) What are your suggestions for further development of this course?

☺ **Thank you for your contribution** ☺

APPENDIX H

PEER OBSERVATION FORM (4th version)

Comments

A. Instructor Talk	How often?		
	Little	Often	A lot
a) Questions to retrieve knowledge (What?)			
b) Questions to apply knowledge (How?)			
c) Questions to analyze (Why?; What do you think?)			
d) Experience telling			
e) Encouraging			
f) Giving instructions			
g) Extreme self-reference			
h) Long talks			
B- Pre-service teacher talk			
a) Student-teacher talk: Talk by students which they initiate.			
b) Student-student talk: Students sharing and discussing without taking turns in a free manner			
C. Instructor Role			
a) Knows best			
b) Directs			
d) Listens but interrupts			
e) Tends to lecture			
f) Gives turns in a traditional manner			
g) Guides			
h) Listens actively			
i) Guides for group/pair work			
j) Gives turns on voluntary basis			
k) Shares her experiences			
l) Helps students to recall their experiences			
D. Materials/Tasks			
a) Guiding			
b) Suitable for experiences sharing			
c) Suitable for combining theory and practice			

D. Materials/Tasks	How often?		
	Little	Often	A lot
e) Suitable for analysis			
f) Suitable for critical thinking			
g) suitable for reflection			

Additional Overall Comments:

APPENDIX I

INDEX FOR DATA SOURCES AND INSTRUMENTS

Index for Data Sources and Data Collection Instruments	Code
Weekly journal entries	A
Class interactions	B
Post-observation reflective interviews	C
Post-microteaching reflective interviews	D
Assignment on videotaped microteaching	E
Mid-course perception questionnaire	F
End-of-course perception questionnaire	G
Peer interviews	H
Researcher diary	I

APPENDIX J

SAMPLE CODING FOR PERCEPTIONS

In this course,

- How do you feel about working in pairs?
 - in observations?

I didn't work in pairs in my observations. I did my observations individually. They were good and I think that I have learned too much from these observations although my teacher who I observed was not meeting my expectations.
 - in class discussions?

The class discussions were very effective for learning and adding new knowledge in my schema. The class discussions helped me to learn new teaching techniques and methods to apply them in my teaching career. Also, these discussions helped me to develop myself as a teacher.
 - in micro-teaching?

I didn't feel in comfort. I think individual micro-teaching is better than in pair to give more chance to perform your performance. In my micro-teaching I was often interrupted by my peers. so, I didn't feel well.
- How did you feel about working on problems/cases/scenarios in this course? Did you find them effective in your learning? Please explain why/why not.

The cases, problems and scenarios in this course were very interesting. I have never heard and met these kind of problems in my experience in my life until I took this course. I think these cases were very beneficial to help us to have some ideas about these kind of problems/scenarios. Now I have some ideas about these kind of problems/scenarios. Now I have a link of some problems in the real classroom atmosphere in my teaching career. So, I believe that it was very good idea for working on problems/cases/scenarios in this course.
- How did you feel about the video sessions in this course? Did you find them effective in your learning? Please explain why/why not.

I think the video sessions was very effective in our learning. We had more chance in this course to observe the real classroom atmospheres and the real lessons with different kinds of techniques and methods by watching the video. For instance, it was the first time that I have learned how to teach a listening lesson in a class. Because until this year, I have only observed and learned the methods, approaches and techniques of the each skill, but I have never a chance to see/observe listening lesson to have in class. Now, I can do a listening lesson in the real class atmosphere until I took this course.
- How do you feel about the overall discussion atmosphere in this course?

The classroom atmosphere was very very warm, friendly, comfortable and relax. I have never felt that this course is like the other lessons that we have to go into the lesson, sit there and listen to the teacher and then go home. I always felt myself in comfort in the lesson and in the class discuss because the teacher created a warm atmosphere to us to help us to feel in comfort and to be relax in this course. Especially, the better one here that I can do in every lesson helped us to contribute the discussions better. In short, I never bored in this course in the lessons. I enjoyed too much when I have learned something and I think that the overall atmosphere was really effective to create a warm and friendly discussion atmosphere in this course.
- How do you feel about keeping journals in this course? Do you find them effective in your learning? Please explain why/why not.

I think keeping journals is a very good and interesting idea as the lesson keeping a diary. Because it helps us to remind our experiences. And even the semester is not completed, I sometimes read my journals to see how I improved my teaching and how much experience I had from my observations and class discussions. However, it was take too much time to write them for my class discussions. So, I think keeping journal is sometimes time consuming for you, if you have too much work, project that you have to do.

Competence

-acquiring new skills

Reservations

-limited exposure to teaching/prac of autonomy

Prd Experience

-preparing for future

-quote she enjoyed found interesting

-expanding teaching repertoire

Atmosphere

-comfortable -enjoyable -uncerthinal atm (a teaching)

quote

Role

-creative conf. -wide atmosphere

Awareness

-progress

Reservations

-workload

quote

she gave both positive and negative aspects/sides of journals → good cognitive dan emosional - akurat dan kaya dan aman dan.

S9

APPENDIX K

INDEX FOR CODING SYSTEMS FOR PRE-SERVICE TEACHERS' PERCEPTIONS OF A REFLECTIVE COURSE

Code	Abbreviation
AUTHENTIC TEACHING EXPERIENCES	AUT EXP
Variety	AUT EXP-VAR
Interesting	AUT EXP-INT
Analysis	AUT EXP-ANLY
Weakness	
Model	
Theory-Practice Connection	AUT EXP-THEORY PRACT
Future Preparation	AUT EXP- FUT
Improved Teaching Repertoire	AUT EXP-REP
GUIDANCE IN REFLECTION	GUID
Constructive Feedback	GUID-SELF FED
Weaknesses	
Easiness	
Openness	
SELF-AWARENESS	SAW
Self-analysis	SAW-SELF ANLY
Self-observation	
Strengths and weaknesses	
Eagerness	
Self-expression	SAW-SELF EXP
Progress	
Stress-free	
Transformation of Attitude	SAW-TRANS
Enthusiasm	
Forming Professional Identity	SAW-ID
ROLES IN REFLECTIVE PRACTICE COURSE	RL
Instructor Role	RL-INSTR
Multiple roles	
Caretaker	
Motivator	
Pre-service Teacher Role	RL-PRE
Active participant	
Candidate teachers	

CLASS ATMOSPHERE	ATM
Sharing Interaction Multiple perspectives	ATM-SHR
Comfort Relaxed Harmony Self-confidence Unconventional	ATM-COMF
Collaboration Support Confidence Enjoyable	ATM-COLLAB
DEVELOPMENT OF COMPETENCE	COMP
RESERVATIONS ON REFLECTIVE PRACTICUM COURSE	RESV
Workload Overload Obligation	RESV-WORKL
Redundancy	RESV-REDUND
Unfair Job Division	RESV-UNF DIV
Limited Autonomy	RESV-LIMT AUT
Limited Instructor Feedback	RESV-INST FEEDB
Disliking Writing	RESV-DSL WRT
SUGGESTIONS ON IMPROVED OF COURSE	SUG

APPENDIX L

SAMPLE CODING FOR CONTENT

Journal - -

VIII.9.2

INSIR PROC-
INSTR
- feedback

This week is again informative and educational week for me in terms of teaching. I made my observation in real class and also micro-teachings that my friends did. In real class I tried to analyze some task questions during the lesson. And the theme in the task was giving feedback. So I critically, and especially, focused on this item in real class. The questions in my mind were;

- where do we need to give feedback?
- why is it needed?
- how does it influence learning (Learners)?

All those questions in my mind, I tried to find the real answers and combine those answers with my own ideas existing. Also the theoretical knowledge about feedback in education was in my mind. The class was a reading class and students read aloud to the some comprehension questions. here the teacher was the controller and the students were doing the necessities.

- Error
Correction
- threatening

While the students were reading aloud the teacher found out that the students mis-pronance some words and she immediately corrects the student with raising her tone of voice but with no explanation and with no time for self-correction

And the student didn't want to go on reading from that time. I found this as a blockage for students and it was a weak point of the lesson because students may also need some time for self-correction. This proves that the student is a shy student and he didn't like to be corrected he felt embarrassed.

So I found out that when a student gets encouraged to read or to say or to perform something in front of the others feedback should be given in a positive manner or it should be kept recorded

Quote ->
she criticizes
and makes a
suggestion
considering learner's
feelings empathy

↓
hem reflection kuyos
hem de olaya juktayim

APPENDIX M

INDEX OF CODING SYSTEMS FOR CONTENT OF REFLECTION

Code	Abbreviation
INSTRUCTIONAL PROCESSES	INSTR PROCESS
Planning Instruction	INSTR PROC-PLAN
Preparation	
Design	
Instructional Delivery	INSTR PROC-INSTR DEL
Activating students	
Creating context	
Giving instruction	
Feedback	
Error correction	
Task management	
Questions	
Monitoring	
Using examples	
Variety	
Use of board	
Use of English	
Language Skills	INSTR PROC-LANG
Vocabulary	
Writing	
Grammar	
Listening	
Integration of skills	
INCREASING LEARNER MOTIVATION	MOT
Creating Atmosphere for Learning	MOT-ATMOS
Learner interests	
Non-threatening	
Use of Materials	MOT-MAT
Variety	
Material clarity	
Challenging	
Interesting	
Authentic	

ASSESSMENT OF 'THE TEACHER'	TEACHER
Observed Teacher Multiple roles Balancing roles Enthusiasm Active Preparedness	TEACHER-OBS T
Self as Teacher Nervous Confident Active	TEACHER-SELF
CLASSROOM MANAGEMENT	CLR MNGMT
Misbehaviours Lack of interest Noise Naughtiness	CLR MNGMT-MISB
Dealing with misbehaviour Favourable techniques Warning Unique ways Dilemma	CLR MNGMT-DL MISB
Learner Participation Willingness	CLR MNGMT-PARTIC
DEVELOPMENT OF INSIGHT	INSIGHT

APPENDIX N
SAMPLE RATING

Videotape Analysis Assignment

As I watched the video of our micro teaching, I thought that we were good. I think we achieved our aim and also the lesson was not boring. But one thing that I realized was that I did not smile much. After we finished our micro teaching, our classmates told us while they were giving feedback to us. When I watched the video, I understood that they are right. Our learner group was ~~at~~ beginner- elementary at the age of nearly 10. For these students, a teacher should smile and talk in a kind manner. Because they are child. But I did not do so. I think it is because of my gender. It is easier for girls to behave like that. Another reason for this can be that our class was not a real class. If the students were really children at the age of 10, maybe I would smile and behave better. But because I know that it was not a real class and real children, I did not behave so. It can be the other reason.

I chose this area of focus because it is important. A teacher who teaches children should smile in the lesson and behave more kindly to the students. I think watching video become effective and useful for me. I saw my mistakes and I will try to be careful about these mistakes for my future teachings.

APPENDIX O

THREE-DIMENSIONAL ANALYSIS

Journal

RO2

Part

This week was again different from my normal observation weeks. Because, this week I had my second formal teaching session in one of the classes that I've been observing.

In this teaching process I've learned that one of the most important facts about teaching is; being always friendly and helpful to your students doesn't mean that you gain the students or they love you or this motivates them. I had many observations before, in the class that I had my 2nd formal teaching, and in all of my observations I tried to be as gentle as I can, as friendly as their friends, to the students but when it came to my teaching session I realized that if you behave friendly, it

CLR MNGMT

MISBEH

-Lack of interest

-DEAL MISBEH

-warning (friendly)

-dilemma

-warning (firmly)

becomes really hard to manage the class. While I was teaching they were talking with their friends, and doing other tasks. When I told them to be quiet they ignored me. They didn't see me as a teacher there. They let me down so much and I lost myself during the lesson. Then I gave them a task to do and while they were doing the task I went near the real teacher and ask for help. She told me that I had to shout and not to be very friendly. Otherwise they won't listen to me. When I told her that we learned to behave the students friendly and not to shout them she told me "ok, it is your choice! But don't forget they're all in the theory!" I turned back to my lesson and started to go around to help the students who couldn't do the task. When I went near a boy and asked how it was going he said "if you go away I can do, heca" in an angry and rude way. That time I remembered what the teacher told me. I raised my voice a little bit and told the boy to talk me in a proper way and be respectful to me, because I am a teacher and he is a student in the class. From that time on, all of the sts listened the lesson silently, they all attended the lesson and made me feel as a teacher. And the boy came to me after the lesson and said sorry. So, I think now the theories we learn in the courses may

RO1

SAW-THEORY PRACT.

6

What she learned from her experies. From soft to firm warning. She reflected her dilemma very well.

Quote

V1.5.1

APPENDIX P

SAMPLE PEER OBSERVATION NOTES

on task.

- ss evaluating ~~if~~ asks further qs. to make ss think ^{Group of} diverse or other intelligences as well. Gather more information about their case.
- T asking other ss if they have qs.

→ why text based & not text -
Why prefer this technique?
Do you think it will be effective why?
What about your observations (knowledge) here.

Combining knowledge level & evaluation level together to ensure ss both to evaluate & reverse their prior knowledge on that issue.

Is car evaluate: T: 'Do you think it was effective?'
A: No

asking ss to contribute with their qs. to Alldrews group.

lots of ss. evaluation qs. when checking ss' output
are we all happy with this? involve the class in discussion.
What do you think
Do you
Why don't they speak quietly?
What do you think?

Do you think it's interactive (the lesson) why?
do you think it is appropriate? when do you think it's appropriate.

checking both ss understanding of theory & requesting justification from the groups.

TRK 1/2/11 Does it matter?
any qs. with techniques / M1?
which intelligences are appearing? Encouraging st. to talk

Why do you think you need to give the rules?
What effects do it have?
Do you all agree?
Which are your focus / teacher focus?
Do you agree with this? why?

APPENDIX Q

INTER-RATER – INTER-CODER REFLECTION ON INTER-RATING AND INTER-CODING PROCESS

Açıkça belirtmem gerekirse, Senem arkadaşım bana “intercoding” olayından söz edinceye kadar bu konuda hiçbir bilgim yoktu. Ancak bu konu ile ilgili bana göndermiş olduğu makaleye bakma fırsatım oldu ve sanırım bu beni bu konuda epeyi bir aydınlığa kavuşturdu. Bunun yanında Senem’ in bana gerekli alt yapıyı sağlamış olması da intercoding hakkında kafamda bir şeyler canlandırmış oldu ki bu sürece başlamadan önce yapılması gerekenlerdi. Bunun dışında bu süreci bana tanıtmak için yapılabilecek başka bir şey belki bu konuda yapılmış bir örneği Senem ile birlikte incelemek olabilirdi.

Gerekli ayarlamalar yapıldıktan sonra Senem ile buluşmak için sessiz ve çalışmaya uygun bir ortam seçtik ki bu önemli bir faktördür. Intercoding için toplam üç oturum yapmış bulunmaktayız. Her oturumda farklı bir data grubunu intercoding yaptık. Bunların ilk aşamasında journals ve video, daha sonraları ise interview, formative questionnaire ve son olarak ise class discussions ve summative questionnaire ların üzerinden geçtik. Bence ilk toplantımız çok önemliydi çünkü o noktada Senem’ in bana süreci anlatması ve benim rolümün ne olduğunun iyice açıklanması gerekiyordu. Sanırım bu çok doğal ve rahat bir şekilde oldu bunun sebepleri ise belki benim daha önce Qualitative Reserach ile ilgili bir dersi almış olmam ki bu beni bu konudaki terminoloji ve düşünce yapısına hazırlamıştır. Yada belki de Senem’ in bana açıkça ne yapmam gerektiğini güzelce anlatması ile mümkün oldu. Ancak bunlardan daha önemlisi benim yalnız code lanmış dataların üzerinden gitmeden önce Senem ile birlikte bir iki journalı birlikte coding yapmamız oldu. Ben ilk basta bayağı bir endişeliydim, istenilenleri düzgünce yapabilecek miyim ya benim codelamam veya level seçimlerim çok uç noktalarda çıkarsa diye ama bir iki denemden sonra ne yapılması gerektiğini kolayca anladım ve kısa surede konuya uyum sağladığımı düşünmekteyim . Ancak ne var ki bu süreç gerçekten tam anlamı ile konsantre ve kesintisiz çalışma gerektirmekte çünkü masanın başından kalkıp başka şeylerle ilgilenmek bazen olumsuz etki yaratabiliyor. Diğer bir taraftan ise bazı durumlarda data dan uzaklaşmak da yararlı olabilmektedir. Senem ile birlikte çalışmamız bence yararlı oldu çünkü kararsız kaldığım durumlarda ona düşüncelerimi söylüyordum

ve o da bana söylüyordu. Böylece bir noktada hem fikir olabiliyorduk ki bu da sağlıklı sonuçlara ulaşmamızı sağladı.

Nitel veri analizinin ne kadar zor bir uğraş ve süreç olduğunun farkındayım ancak intercoder deneyiminin, her ne kadar da kendimi nitel araştırmadan uzak görsem de, bana bu konuda bayağı bir getirisi olduğunu düşünmekteyim, ki burada benim sadece yaptığım işin en kolay kısmı idi örneğin, themelerin üzerinden gitmek. Öncelikle intercoding hakkında bilgi sahibi oldum ve bunu daha sonra yapma fırsatım olursa kolayca ve daha deneyimli bir şekilde yapabileceğime inanmaktayım. Bir diğer nokta ise, nitel araştırmanın güzelliğini bir kez daha görme fırsatım oldu ☺

Genel olarak en başarılı olduğum kısım sanırım jurnalların intercoding yapılmasıydı. Öğrencilerin yazdıkları Senemin bana vermiş olduğu scalle de çok rahat bir şekilde karşılık buluyordu aynı şekilde themeler de. Özellikle RL6 ya kadar ulasan jurnallar vardı ve bunlar çok rahat bir şekilde kendilerini gösteriyordu. Ve sanırım en zor olanı ise class discussionlardı çünkü öğrencilerin söyledikleri zamana yayılmıştı ve sürekliliği yoktu bu yüzden onları analiz etmek biraz güç geldi ilk basta ama bir süre sonra daha rahat çalışmaya başladım. Sonuçta, yaptığımızın amaca uygun ve yararlı olduğunu düşünmekteyim en önemlisi ise, elde ettiklerimiz büyük bir çoğunlukla araştırmacının daha önceden yapmış olduğu analize uygun ve paralel olduğu ortaya çıkmıştır. Şöyle ki, Senem veriler üzerinde bir intercoder olan benden çok daha fazla zaman geçirmesine rağmen sonuçta benim onunla aynı paralelde sonuçlara varmam, analizin objective olduğunu ve güvenilirliğine katkı sağladığımı düşünmekteyim.

APPENDIX R

SAMPLE AUDITOR FEEDBACK

1. In general well written and professionally structured.
2. In most cases the quotations are relevant
3. One space is enough before four level subtitles (e.g., 4.2.5.2 etc)
4. As narrator your have the freedom of following your own style, but more interpretative tone would make your report rich
5. At the end of three level sections 1 or two paragraph interpretations again would enrich your report. Again you have the freedom, but you may refer to theory (citations) if possible
6. Some sections, especially four level sections, are really short, this gives the impression that your narration report in these section is not based on robust data. In other words, your findings are not patterns, which an important quality in qualitative research (e.g., 4.2.5.1; 4.2.5.1). It is interesting that these sections are stated toward the end of the chapter, which gives the impression that your are getting tired, and rush to finish the report anyhow. For these sections consider more interpretations.
7. The interpretation at the end of the chapter is very relevant, but very short. You can be sure that the readers are curious about your interpretation and the jury members want to see your ability to syntheze your findings with the current body of knowledge. Another use of this is that it will give a clue about forthcoming discussion and conclusion.
8. Check APA style about alternative ways of differentiating quotations. This should be compatible with Institute of Social Sciences at Metu. In most cases it is difficult to differentiate normal text and quotations.

APPENDIX S

GUIDELINES FOR PEER FEEDBACK

The following is an important guidance on the essential points of giving feedback to your friends.

Please

- Give feedback in an unthreatening manner. Be friendly and act professionally.
- Don't forget, this is a learning process. Your aim is to help your friend learn and develop his/her teaching.
- Your aim is not to find your friends' mistakes and insist on that s/he was wrong. Instead, try to help your friend to improve his/her teaching by pointing out important points about his/her teaching.
- Don't insist on any point for the sake of it. Be professional and accept if you receive a plausible argument.
- Give reasons for your argument. Explain why you think in this way and why you make this suggestion.
- Support your argument with your theoretical knowledge by using your knowledge on teaching.

Focus on the following while observing your friends:

- How is s/he trying to achieve his/her objectives?
Focus on the
 - tasks
 - activities
 - materials
 - classroom management
 - teaching style
 - teacher's – students' role
- As a learner in this microteaching, do you think you are learning through these tasks/activities/materials?
- Do you think these tasks/activities/materials are suitable for your (students') interests/needs/learning styles?

- Do you think s/he used the tasks/activities/materials effectively? Why? Why not?
If not, what would you recommend him/her to do?
- Do you think that in this microteaching any moral or ethical concerns occurred?
If not, which moral or ethical concerns do you think would occur?

APPENDIX T

SAMPLE CASE

Case 1:

You are convinced that movies, MTV, and the like, so influence the students that it is very difficult for teachers to compete for their attention. Certainly, from students' point of view, school must look pretty boring and colourless – the same thing in the same way day after day.

What to do? How can you capture and hold students' attention?

Case 2:

Deniz constantly shows off to the other students, rarely does his work, and he is always jumping up to do or say something.

Mr. Yilmaz: Deniz, come up to my desk. I want to talk to you.

Deniz: What do I do now?

Mr. Yilmaz: You know perfectly well. You were about to throw that paper toward the trash can.

Deniz: Oh, that. Well, I had to get rid of it somehow – and I'm usually a pretty good shot.

Mr. Yilmaz: That's beside the point. I expect you to sit in your seat and do your work. Is that clear?

Deniz: Yes, Mr. Yilmaz.

Mr Yilmaz: Go back to your seat and stay there until the end of class.

That did not solve anything. How do you think Mr. Yilmaz could approach this problem?

(Adapted from the following sources: Cruickshank, D.R., & Bainer, D, Metcalf, K. (1995). *The act of teaching*. New York: McGraw Hill; and Roe, B.D., & Ross, E.P. (2002). *Student teaching and field experiences handbook*. (5th Ed). New Jersey: Merrill Prentice Hall)

APPENDIX U

SAMPLE READING MATERIAL FOR WEEKLY THEMES

Multiple Intelligence Theory

Multiple Intelligences theory may be described as a philosophy of education, an attitude toward learning, rather than a set program of fixed techniques and strategies (Cason, 2001). Gardner is a prominent contributor to the development of this theory. In the MI theory, the main principle is that intelligence is not limited to a single type of definition of intelligence, which is measurable. Instead, it stresses that everyone counts and everyone can learn (2002). According to Gardner, all human beings have multiple intelligences. These multiple intelligences can be nurtured and strengthened, or ignored and weakened. He characterizes intelligence as the ability to solve problems that one encounters in real life, the ability to generate new problems to solve, and the ability to make something or offer a service that is valued within one's culture (Campbell and Dickinson, 1996). Gardner believes that each person has a different intellectual composition, and the intelligences are located in different areas of the brain and can either work independently or together.

Types of Intelligences

Gardner specifies eight types of intelligences to explain human potential, and categorizes these intelligences into three major groups as object-related intelligence, which refers that capacities are controlled and shaped by objects that individuals come across in their lives – spatial, logical/mathematical and naturalistic intelligences; object-free intelligence is that physical world does not shape intelligence, instead language and musical systems are influential – verbal/linguistic and musical intelligences; person-related intelligence which is controlled by personal interaction – inter and intra-personal intelligences (Campbell and Dickinson, 1996). It is stated that each intelligence has its own developmental sequence, which comes out at different times in life. According to this, musical intelligence appears first in life as this specific type of intelligence, unlike the rest, does not require interaction with others (Campbell and Dickinson, 1996).

1. Verbal/Linguistic intelligence

Linguistic or verbal intelligence refers to the ability to think in words (Campbell and Dickinson, 1996). People with linguistic intelligence are sensitive to the meaning of words, following grammatical rules, sounds, rhythms, and inflections and to the different functions of language. The skills include: listening, speaking, writing, talking, story telling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analyzing language usage. People such as poets, authors, reporters, speakers, attorneys, talk-show hosts, politicians, lecturers, and teachers may have developed linguistic intelligence (2002).

(Adapted from Şanal, S. (2002). English for young learners: A multiple intelligences curriculum. Unpublished term project. METU)

APPENDIX V

SAMPLE LESSON PLAN

Instructional Objectives:

By the end of the lesson, student teachers will have reflected on their experiences which are related to classroom management. They will describe the experienced situations, problems, and their feelings in relation to classroom management, and they will question these experiences referring to their theoretical knowledge in the field. They are expected to consider specific and unique classroom and school contexts while reflecting on their experiences, and to develop a critical perspective towards their experiences. Furthermore, they reflect on the moral and ethical consequences of these experiences by considering social aspects of these experiences from a holistic perspective.

Required Prior Knowledge and Skills:

The student teachers are expected to have done the required reading before coming to the classroom. This will help them activate their schemata on classroom management. Also, they are expected to complete the discussion questions which aim to guide them through reflection and to raise their awareness towards classroom management in classrooms.

Materials:

- Reading notes on teacher-student roles
- OHT+OHP

Procedure:

Stage 1: Case (1st hour)

Step 1. The course instructor asks the student teachers if there are any points that are unclear with assigned reading notes. If necessary, she invites student teachers to focus on particular points that need further clarification.

Step 2. The student teachers form pairs. Each pair is given a case, and they are asked to find ways to approach these cases.

Step 4. The student teachers discuss their answers to problems as a whole class.

Stage 2: Sharing Experience (2nd hour)

Step 1. The students form pairs.

Step 2. The instructor poses the following questions (write the questions on the board):

- 1. Think about one classroom management issue in the classroom you observed.**
e.g. teacher's way of organizing group work; teacher's way of raising students' attention; teacher's way of dealing with misbehavior
- 2. How did the teacher behave in this case? / What did the teacher do?**
- 3. Do you think this was an effective behavior/technique? Why? Support yourself with theoretical knowledge on classroom management.**
- 4. Has this affected the outcome of the lesson? / Did the teacher's reaction or her technique affect the students' learning? How?**
- 5. Do you think that this behavior/technique had any moral or ethical influence on the students? / Do you think that this behavior/technique has any moral or ethical implications?**

Step 2. Student teachers reflect on their experiences in pairs

Step 3. Student teachers share their experiences as a whole class

Reminder: Interviews

Make a time schedule for the reflective interviews.

APPENDIX X

TÜRKÇE ÖZET

Bu çalışmanın amacı hizmet öncesi öğretmen eğitiminde yansıtıcı düşünmenin geliştirilmesi sürecini araştırmaktır. Bu çerçevede süreç boyunca öğretmen adaylarının yansıtıcı düşünmeyi geliştirme ve teşvik etme sürecini nasıl algıladıkları ve bu dönemde hangi konulara yoğunlaştıkları araştırılmaktadır. Bunlara paralel olarak öğretmen adaylarının yansıtıcı düşünceyle ilgili gelişim süreçleri incelenmiş ve hangi yöntemin yansıtıcı düşünmenin gelişmesinde daha etkili olduğu araştırılmıştır.

Dewey (1910; 1933) uzun bir zaman önce öğretmen yetiştirmede yaşanan problemlere dikkat çekmiş, hizmet öncesi öğretmen eğitiminde ağırlıklı olarak teknik donanıma önem verildiğini söylemiş, ve öğretmenlerin eğitimin ilke ve felsefik boyutlarından uzaklaştırıldığından yakınmıştı. Gerçekten de günümüzde öğretmen yetiştirmede bir değişim ve yeniliğe gereksinim duyulduğu gözlenmektedir. Bu çerçevede varolan öğretmen yetiştirme programlarında kuram ve uygulama alanlarında bir farklılık olduğu ve yetiştirme sırasında öğretmen adaylarının yeterli deneyim edinemedikleri gündeme getirilmiştir (Bullough et al., 2003; Korthagen, 2001a; Valli, 1997; Zeichner & Liston, 1981). Ayrıca zamanla öğretmen eğitiminde niteliğin artırılması önem kazanmış, ve bu çerçevede gelişen ve değişen toplumlardaki bireylerin isteklerini karşılayabilecek özellikte öğretmen yetiştirebilme kaygıları gündeme gelmiştir.

Tüm bunlara bağlı olarak deneyim odaklı olan ve öğretmenin aktif olarak kendi deneyimlerini sorguladığı bir düşünme ve gelişme sürecine yönlendiren ve oluşturmacı bir öğretmen yetiştirme süreci olan yansıtıcı düşünme özellikle son yirmi yılda büyük önem kazanmıştır.

Bu çerçevede öğretmen eğitiminde ve dolayısıyla Kuzey Kıbrıs genelinde eğitimde kaliteyi artırmak ve hizmet öncesi öğretmen yetiştirmede yaşanan problemlere çözüm arayışına katkıda bulunmak için öğretmen eğitiminde yansıtıcı düşünmenin geliştirilmesine odaklanılmış ve Kuzey Kıbrıs'ta bulunan Doğu Akdeniz Üniversitesi'nin Eğitim Bilimleri Bölümü'nde bu çalışma gerçekleştirilmiştir. Çalışmaya yön veren araştırma soruları şunlardır:

- 1) Öğretmen adayları yansıtıcı düşünme sürecini nasıl algılamaktadırlar?
- 2) Öğretmen adaylarının yansıtıcı düşünmesi daha çok hangi konulara odaklanmaktadır?
- 3) Öğretmen adayları yansıtıcı düşünmede nasıl bir gelişim kaydetmektedir?

Yansıtıcı düşünmenin geçmişinin Sokratik sorgulama ve diyaloglara dayandığı bilinmektedir (Brockbank & McGill, 2000; Haroutunian-Gordon, 1998). Fakat bu kavram asıl olarak Dewey ile özdeşleştirilmektedir. Dewey (1910; 1933) yansıtıcı düşünebilen bireyi aktif, kararlı ve sahip olduğu varsayımları ve deneyimleri sorgulayabilen açık fikirli, gayretli, ve sorumluluk sahibi olarak tanımlamıştır. Yansıtıcı düşünme eleştirel kuram ve oluşumculuk akımlarından etkilenmiştir.

Yansıtıcı düşünmenin gelişiminin incelenmesi ve araştırılması genellikle Van Manen'in (1977) ortaya attığı ve sosyal bilimlerde kabul gören çeşitli düşünce akımlarına paralel olan hiyerarşik bir çerçeve baz alınarak yapılmaktadır. Bununla birlikte Van Manen çerçevesine gönderme yapan bazı başka inceleme yöntemleri de geliştirilmiştir. Bunlardan bir tanesi de bu çalışmada kullanılan Sparks-Langer et al. (1990)'ın ürettiği inceleme yöntemidir.

Yansıtıcı yazım, işbirliği, yansıtıcı diyalog, yönlendirme, ve yansıtıcı öğretmen yetiştirmede roller yansıtıcı öğretmen eğitimi programlarının öğelerini oluşturmaktadır. Bu alanda çalışılan başlıca konular ise yansıtıcı düşünmenin gelişimi, içeriği ve nasıl algılandığıdır.

Bu çalışma bir durum çalışmasıdır, ve çalışma boyunca araştırmacı sistematik olarak ve çeşitli kaynaklar kullanarak geniş kapsamlı nitel veri toplamış ve aynı zamanda uygulama dersinin hocalığını yapmıştır.

Bu çalışma yukarıda bahsedilen üniversitenin Eğitim Fakültesi'ne bağlı Eğitim Bilimleri bölümü tarafından son sınıf öğretmen adaylarına sunulan 'Okul Deneyimi II' dersi çerçevesinde gerçekleştirilmiştir. Öğrenciler bu dersi almadan önce eğitim ve öğretim kuramları ağırlıklı çeşitli dersleri tamamlamışlardı. Bu ders boyunca öğretmen adayları önceden belirlenmiş okullarda toplam 15 sınıf gözlemi yapmış, dönem boyunca yansıtıcı etkileşim gerçekleştirmiş, sekiz hafta boyunca günlük tutmuş, dönem başında ve sonunda olmak üzere iki farklı görüşmeye katılmış, ve kendi arkadaşlarına verdiği ve videoya kaydedilen dersi analiz etmişlerdir. Ders klasik sınıf ortamında değil, rahat ve interaktif bir ortamın oluşabileceği bir ortamda gerçekleşmiş ve öğretmen adaylarının rahatca derse katılımı için diğer tüm koşullar gözönünde bulundurulmuştur.

Veri kaynaklarını öğretmen adayları ve dokümanlar oluşturmaktadır. Dokümanlar haftalık günlük kayıtları, teybe kaydedilmiş sınıfta gerçekleşen etkileşimler, videoya kaydedilmiş kısa derslerin analizi, ve araştırmacının çalışma boyunca tuttuğu kendi günlüğünden oluşmuştur. Veri toplama araçları ise algı anketleri, yansıtıcı görüşmeler, sınıf gözlemleri ve görüşmelerden oluşmuştur. Veri analizi içerik analizi kullanılarak yapılmıştır. Bunun yanında üçüncü araştırma sorusunu yanıtlamak için Sparks-Langer et al. (1990) tarafından ortaya konan yansıtıcı düşünme analiz yapısı kullanılmış ve nitel veriyi sayısallaştırma yöntemlerinden yararlanılmıştır.

Bu çalışmada güvenilirliğin sağlanması ve artırılması önemli bir yer tutmuştur. Bu çerçevede çeşitleme, uzman incelemesi, tutarlık incelemesi ve uzun süreli etkileşim gibi güvenilirliği artıran yöntemler kullanılmıştır. Bunların yanında, araştırmacı araştırma süresi boyunca nitel alanda uzman ve bu çalışmada danışman olan profesör tarafından yönlendirilmiştir. Ayrıca toplanan veri ayrıntılı betimleme yöntemiyle doğrudan sunulmaya gayret edilmiş, çalışma boyunca

arařtırmacı arařtırmadaki kendi konumunu, arařtırma sürecini ve veri toplama ve analizini ayrıntılı bir řekilde tanımlamıřtır.

Arařtırma sonuçları öđretmen adaylarının incelenen yansıtıcı uygulama dersini genelde olumlu olarak algıladıklarını göstermiřtir. Öđretmen adayları özgün öđretim ortamlarında bulunmanın ve birbir deneyim kazanmanın, ve yapıcı eleřtirinin ve yönlendirmenin yansıtıcı düşünmenin geliřiminde önemli olduđunu vurgulamıřlardır. Ayrıca, bu süreçte öđretmen adayı olarak kendileri hakkında farkındalık kazandıklarını belirtmiřler, ve yansıtıcı öđretmen eđitiminde eđitmenin ve öđretmen adaylarının rollerinin önemine deđinmiřlerdir. Aynı zamanda, bu yansıtıcı düşünmenin geliřiminde sınıf ve ders ortamının önemine dikkat çekmiřler ve bu çerçevede paylařımın ve iřbirliđinin önemli olduđunun ve rahat ve baskıdan uzak bir ortamın gerekliliđinin altını çizmiřlerdir. Bunların yanında, yansıtıcı süreç boyunca öđretimle ilgili bilgi ve becerilerinin geliřtiđini belirtmiřlerdir.

Tüm bu olumlu özelliklerin ve kazanımların yanında öđretmen adayları bu yansıtıcı uygulama hakkında bazı kaygılara sahip olduklarını belirtmiřlerdir. Bunların bařında günlük tutmanın haftalık ders yüklerini artırması gelmektedir. Ayrıca bazı ödev ve etkinliklerin gereksiz bir tekrar olduđunu ve eđitmenin daha fazla yönlendirmesine ihtiyaç duyduklarını vurgulamıřlardır. Öđretmen adayları bu dersin geliřtirilmesi için öđretim deneyimlerinin artırılması gibi önerilerde bulunmuřlardır.

Yukarıdaki temaları tek tek açacak olursak, öđretmen adayları yansıtıcı uygulama dersinin kendilerine çeřitli özgün deneyimler kazandırdıđını ve bu deneyimleri ilgi çekici bulduklarını belirtmiřlerdir. Bu deneyimler sırasında gözlem yaparken analiz edebildiklerini ve bazan da gözlemledikleri öđretmenleri örnek aldıklarını aktarmıřlardır. Deneyimleri sırasında kuramsal bilgileriyle deneyimlerini birleřtirebildiklerini, öđretim becerilerini geliřtirdiklerini ve tüm bunların mesleki geliřimleri için önemli olduđunu eklemiřlerdir.

Öğretmen adayları yansıtıcı uygulama dersinde özellikle hatalarını ve zayıf yönlerini geliştirmek için yapıcı yönlendirme aldıklarını belirtmişler ve bu yönlendirmeye açık olduklarının altını çizmişlerdir. Bunun yanında öğretmen adayları yansıtıcı uygulama dersi süresinde farkındalıklarının geliştiğini ve kendi kendilerini analiz etmede ve kendilerini ifade etmede olumlu gelişme gösterdiklerini aktarmışlardır. Bunlara ek olarak derse karşı olan ilgilerinin zamanla artış gösterdiğini ve tüm bu sürecin mesleki kimliklerinin oluşumunda olumlu bir katkısının olduğunu kaydetmişlerdir.

Yansıtıcı uygulama dersi boyunca ders hocasının çok farklı rolleri olduğunu ve bu rollerin bu derste güdüleyici etkileri olduğunu altını çizmişlerdir. Bununla birlikte öğretmen adayları olarak bu derste kendilerinin de etkin olduklarını ve kendilerini öğretmen adayı olarak gördüklerini belirtmişlerdir.

Öğretmen adayları yansıtıcı uygulama ders ortamını olumlu bir şekilde değerlendirmişlerdir. Ders ortamının rahat ve uyumlu olduğunu, bu ortamda paylaştıklarını ve bu paylaşım sayesinde farklı görüş açılarının farkına vardıklarını aktarmışlardır. Bunun yanında ders boyunca öğretimle ilgili bilgi ve becerilerini geliştirdiklerini eklemişlerdir.

Tüm bunlarla birlikte yansıtıcı uygulama dersiyle ilgili bazı kaygıları olduğunu kaydetmişler ve bu kaygıların daha fazla haftalık günlüklerin ders yüküne olan olumsuz etkisine dikkat çekmişlerdir. Bunun yanında bazı aktivitelerin tekrar olduğundan ve iş bölümünde bazan eşitlik olmadığından yakınmışlardır. Dersi geliştirmek için dersin süresinin uzatılmasını ve uygulamaya daha fazla ağırlık verilmesini önermişlerdir.

Yansıtıcı uygulama süreci boyunca öğretmen adayları öğretim yöntemleri, öğrencilerin güdülerinin artırılması, öğretmenlerin rolü, sınıf yönetimi ve içgüdülerinin gelişmesine dikkat çekmişlerdir. Araştırma sonuçları öğretmen adaylarının bu konulara yansıtma yaparken özellikle önceden belirlenmiş amaçlara ulaşmak için etkili öğretim yapmak üzerinde durduklarını göstermiştir.

Bu çerçevede ders planlanmasına ve özellikle dersin nasıl verilmesi gerektiğine yoğunlukla eğilmişlerdir. Bu konuda derse başlamadan önce gerekli ortamın yaratılması gerektiğinin, dönüt vermenin, hataları doğru biçimde düzeltmenin, derste çeşitliliğin, tahtayı doğru kullanmanın ve İngilizce dilini etkili bir şekilde kullanmanın önemini altını çizmişlerdir.

Öğretmen adayları aynı zamanda sınıf içinde öğrencilerin güdülenmesi üzerinde durmuşlar ve sınıf içinde iyi bir öğrenme ortamının yaratılması gerektiğini ve ilgi çekici ve çeşitlilik içeren derslerin hazırlanmasının önemli olduğuna dikkat çekmişlerdir.

Öğretmen adayları ayrıca öğretmenin rolü üzerinde durmuşlar ve gözlemledikleri öğretmenlerin sınıf içinde çeşitli rolleri olduğunu ve bu rollerin dengeli bir şekilde uygulanması gerektiğini belirtmişlerdir. Öğretmen adayı olarak kendilerini heyecanlı, kendine güvenen ve aktif olarak değerlendirmişlerdir.

Yansıtma yaparken sınıf yönetimi konularına dikkat çekmişler ve sınıf içinde yaşanan problemleri, bu problemlerle nasıl başedildiğini ve gözlenen sınıflarda öğrencilerin derslere katılımlarına dikkat çekmişlerdir.

Yansıtıcı uygulama süreci boyunca haftalık günlüklerin ve dönem boyunca süren ve öğretmen adayları arasında gerçekleşen yansıtıcı etkileşimin yansıtıcı düşünmenin gelişiminde etkili olduğu belirlenmiştir. Yapılan analizler öğretmen adaylarının yansıtıcı düşünme sürecinde yoğunlukla kurama dayandırmadan kendi kişisel açıklamalarını ön plana koyarak yansıtma yaptıklarını ortaya koymuştur. Fakat dönem boyunca öğretmen adaylarının yansıtıcı düşünmede bir gelişme gösterdiği ve dönemin ikinci yarısından sonra özellikle haftalık günlüklerinde yansıtıcı kuramsal ve bağlamsal etkenleri dönem başına göre daha çok gözönünde bulundurarak yansıtma yaptığı ortaya çıkmıştır.

Çalışma sonuçları hizmet öncesi yansıtıcı öğretmen eğitiminde bazı etkenlerin tüm aşamalarda önemli roller oynadığını ortaya koymuştur. Bunlar öğretmen

adayları arasında işbirliğinin ve yapıcı eleştiri ve yönlendirmenin önemli etmenler olduğu, ve yansıtıcı düşünmenin kişisel farkındalık elde etmede ve mesleki kimlik oluşturmaya katkıda bulunduğudır. Ayrıca, yansıtıcı düşünmenin doğal bir gelişme sürecinin olduğu ve bu çalışmadaki öğretmen adaylarının böyle bir süreçten geçtiği ortaya konulmuştur. Tüm bunlara paralel olarak katılımcıları yansıtıcı düşünmeye yönlendiren süreç hakkında olumlu düşüncelerinin yanında bazı kaygılarının da olduğu belirlenmiştir.

Bu bulgular hizmet öncesi öğretmen eğitiminde yansıtıcı düşünmenin geliştirilmesinde sürekli bir şekilde yansıtmanın ve yönlendirmenin önemini kaydetmiştir. Bunlarla birlikte hizmet öncesi öğretmen eğitiminin ilk aşamalarından itibaren öğretmen adaylarının gerçek ortamda gözlem ve öğretim deneyimi kazanmaya başlamasının yansıtıcı düşünmeye olumlu etkisi olduğu ortaya çıkmıştır. Yansıtıcı düşünme süreci boyunca düzenli günlük tutmanın yansıtıcı düşünmenin gelişmesinde etkili olduğu belirlenmiştir. Ayrıca videoya kaydedilen ders incelemesinin ve akran değerlendirmesinin de öğretmen adaylarında yansıtıcı düşünmeye katkıda bulunduğu kaydedilmiştir. Yapıcı ve uyum içinde gerçekleşen dönüt ve eleştiri ortamlarının ve karşılıklı etkileşimin yansıtıcı düşünmeye olumlu etkileri olduğu ortaya çıkmıştır. Bu çerçevede yapıcı yönlendirmenin de önemini altı çizilmiştir. Yansıtıcı düşünmenin dersin tüm aşamalarında gözönünde bulundurulması gerektiği ve kuramsal inceleme yaparken eleştirel yaklaşılması gerektiği belirtilmiştir.

Bu çalışma kapsamında hizmet öncesi öğretmen eğitiminde yansıtıcı düşünce çalışılırken gelişme sürecini daha kapsamlı araştırmak için uzun süreli bir çalışma yapılması önerilmektedir. Ayrıca bu çalışma öğretmen adaylarının gerçek sınıf ortamında öğretim yapabileceği başka bir uygulama dersinde tekrarlanabilir. Aynı zamanda özellikle yansıtıcı düşünmenin gelişim sürecini araştırırken ortaya çıkan yansıtıcı dil kullanımı başka bir araştırma konusunu oluşturmaktadır. Tüm bu çalışmanın kapsamı genişletilip yansıtıcı düşünmenin gelişmesi öğretmen adayı, fakülte ve okul üçgenine yayılabilir. Bunların yanında yansıtıcı düşünmenin gelişimi incelenirken öğretmen adayının gelişiminin daha kapsamlı araştırılması

için sürecin her öğrencinin gelişimi tek tek gözönüne alınarak araştırılması önerilmektedir. Aynı zamanda yansıtıcı düşünmenin gelişmesinde kültürel etkenlerin etkisinin ve öneminin araştırılması ayrı bir çalışma konusunu oluşturmaktadır. Bunların yanında hizmet öncesi öğretmen eğitiminde yansıtıcı düşünmenin geliştirilmesinde eğitmenin görevleri ve rolleri üzerine kapsamlı bir çalışma yapılması önerilmektedir.

APPENDIX Y

CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Şanal Erginel, Senem
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EDUCATION

Degree	Institution	Year of Graduation
MA	Reading University, UK	1998
MA	Eastern Mediterranean University, Cyprus	1997
BA	Istanbul University	1992

WORK EXPERIENCE

Year	Place	Enrolment
March-August 2006	European Commission, EU	Administrative Intern
1993-2006	Eastern Mediterranean University	Senior Instructor

FOREIGN LANGUAGES

Advanced English, Intermediate French

PUBLICATIONS

Sanal-Erginel, S., & Silman, F. "The Impact of SES on Self-Esteem", *The International Journal of Learning*, 12, (2005/2006) (To be published).

Şanal, S. "Can we Rely on Self-assessment to Increase Quality in our Language Classroom?", *Proceedings of 1st International. ELT Conference*, Famagusta, 6, 851-877 (2004).

HOBBIES

Photography, Movies, Travelling, Sports, and Gourmet.