A CONSTRUCTIVIST APPROACH TO THE INTEGRATION OF
SYSTEMATIC REFLECTION IN EAP COURSES:
AN ACTION RESEARCH STUDY

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Approval of the Graduate School of Social Sciences

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ABSTRACT

A CONSTRUCTIVIST APPROACH TO THE INTEGRATION OF
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The aim of the study was to investigate to what extent integrating systematic reflection into the academic English courses at the tertiary level fosters learning. To this end, the teacher-researcher designed an action research study and carried it out with seventy-one students in the three sections of ENG 101 she taught at the Middle East Technical University. In the course of the action research, the teacher-researcher developed an interactive reflection model in which the teacher and students engage in a collaborative process of reflection to improve their performance.

For each writing and speaking task in the syllabus, a related reflective task was developed, and the reflective writing assessment rubric was created. Students wrote reflective paragraphs through which they explored their strengths and weaknesses in their performance. Moreover, the teacher-researcher and students engaged in reflective dialogue. In their reflections, students were expected to develop an action plan for further improvement. The teacher-researcher kept a reflective journal in which she reflected on the research and her teaching skills. At

the end of the semester, the students evaluated the effectiveness of the reflective activities.

The data collection tools were student questionnaire, student work, transcripts of the reflective dialogues, students' evaluation of reflective activities and teacher's reflective journal. The quantitative and qualitative analysis of the data revealed that the integration of reflection in the course increased students' awareness of their strengths and weaknesses in relation to the tasks they performed, improved their self-assessment skills and increased their self-confidence. Reflecting with students and on students' reflections became a journey of discovery for the teacher-researcher. She developed an action plan and put it into implementation.

Key words: Reflective learning, reflection, academic English, teacher-researcher, action research.

ÖZ

SİSTEMATİK YANSITMANIN AKADEMİK İNGİLİZCE DERSLERİ İLE BÜTÜNLEŞMESİNE YAPILANDIRMACI BİR YAKLAŞIM: BİR EYLEM ARAŞTIRMASI

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Bu çalışmasının amacı, yansıtmanın üniversitede verilen akademik İngilizce derslerine sistematik bir biçimde entegre edilmesinin etkin öğrenmeyi ne oranda desteklediğini araştırmaktır. Bu amaçla, öğretmen-araştırmacı çalışmayı eylem araştırması şeklinde dizayn etmiş ve Orta Doğu Teknik Üniversitesi'nde İngilizce 101 dersine girdiği üç sınıftaki yetmiş bir öğrenci ile uygulamıştır. Eylem araştırması sırasında, öğretmen-araştırmacı, öğretmenin ve öğrencilerin, performanslarını geliştirmek için ortaklaşa yansıtma yaptıkları etkilileşimli yansıtma modeli geliştirmiştir.

Müfredatta yer alan yazma ve konuşma çalışmalarının her biri için bir yansıtma materyali hazırlanmıştır ve öğrencilerin yansıtıcı paragraflarını değerlendirmek için kullanılacak dereceli puanlama anahtarı geliştirilmiştir. Öğrenciler, performanslarının güçlü ve zayıf yönlerini irdeleyen yansıtıcı paragraflar yazmışlardır. Ayrıca, öğretmen ve öğrenciler arasında yansıtıcı diyalog çalışması yapılmıştır. Yansıtıcı çalışmalarında, öğrencilerden ileriye dönük gelişmelerini hedefleyen eylem planı geliştirmeleri beklenmiştir. Öğretmen-araştırmacı yapılan uygulamanın ve kendi öğretmenlik becerilerinin

özdeğerlendirmesini yapmak amacıyla yansıtıcı günlük tutmuştur. Dönem sonunda, öğrenciler yansıtıcı aktivitelerinin etkinliği ile ilgili bir değerlendirme yapmışlardır.

Çalışmadaki veri kaynakları öğrenci anketi, öğrencilerin yazma ve sunum çalışmaları, öğrencilerin yansıtıcı paragrafları, öğrenci ile öğretmen arasındaki yansıtıcı diyalogların yazılı metinleri, öğrencilerin yansıtıcı aktiviteleri değerlendirmeleri ve yansıtıcı öğretmen günlüğüdür. Toplanılan verilerin nicel ve nitel analizi sonucunda yansıtıcı etkinliklerin dersle bütünleştirilmesinin, öğrencilerin performanlarının güçlü ve zayıf yönleri ile ilgili farkındalık seviyelerini arttırdığı, onların öz-değerlendirme becerilerinin gelişmesine katkı sağladığı ve kendilerine olan güvenlerini arttırdığı saptanmıştır. Öğrencilerle birlikte ve öğrencilerin yansıtmaları üzerine yansıtma yapmak öğretmen-araştırmacı için bir keşif yolculuğu olmuştur. Öğretmen-araştırmacı bir eylem planı hazırlanmış ve bu planı uygulamaya koymuştur.

Anahtar Kelimeler: Yansıtıcı öğrenme, yansıtma, akademik İngilizce, öğretmen-araştırmacı, eylem araştırması.

To My Family and Deniz

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INTRODUCTION

1.0 Presentation

This chapter consists of four sections. In the first section, a background to the study is given. In the second, the aim of the study and the research questions are provided. In the third section, the significance of the study is discussed. In the fourth section, key terms in the study are defined. Finally, in the fifth section, the limitations to the study are presented.

1.1 Background to the Study

Educational systems not only are shaped by the cultural, political and economic conditions that prevail in the context in which they are implemented but also shape them. Changes in these conditions bring about changes in educational systems. Education is also an agent of change and at times education itself is used to transform these social constructs. In the same line of thought, education both contributes to the development of science and technology, and is improved due to innovations in science and technology. For example, as scientific research provides new insights into effective learning, these findings are used to implement changes to improve educational systems. In brief, educational systems are and should be dynamic because there is a constant need to upgrade educational systems to meet the changing needs of society. This is one of the reasons why the history of education is marked by a constant search for more effective educational models. A general overview of current educational research, and national and international educational reform movements around the world confirms that the quest for improving education continues in all its impetus.

In this part, first the demands from educational institutions in the post-industrial age are presented. Here, the growing emphasis on lifelong learning and learner-centred education is briefly explained. Then, a closer look is taken at the educational policies of the Middle East Technical University (METU), where the research is conducted. With reference to the 2011-2016 Strategic Plan developed by METU, actions planned to increase the quality of education in the institution are presented. Finally, the Department of Modern Languages (MLD) at METU is introduced. Here, the curriculum objectives of the department are presented and how these objectives have inspired the current research study is explained.

1.1.1 Higher Education in the Post-Industrial Age

Referring to primary and high schools, Dewey (1993) states that "education, upon its intellectual side is vitally concerned with cultivating the attitude of reflective thinking, preserving it where it already exists, and changing loser methods of thought into stricter ones whenever possible" [italics in the original] (p. 78). The same argument is valid for higher education. As Hullfish and Smith (1961) indicate "to learn a method of thinking is of greater importance than to learn any specific set of facts" (p. 210). The role of reflective learning in higher education can be discussed best in relation to the goals of higher education

As discussed above, social change is closely related to educational change. In his discussion of models of education, Scales (2008) elaborates on how the needs of society shape education. In his discussion, he refers to the industrial and post-industrial models of education. He states that "the industrial model of education which still prevails… to a greater or lesser extent" (p. 2) aimed to serve the needs of an industrial society:

> Education was designed on an industrial model to suit the needs of an industrial society − with a standardized body of learning (the curriculum), a limited range of teaching and learning methods (pedagogy) and a standardized product (assessment and qualifications) used to grade learners and to slot them in job at the appropriate level of the economy. All of this

was delivered in formal, hierarchical settings governed by the clock – just like a factory. (Scales, 2008, p.1)

As Scales (2008) also points out the industrial model is still dominant in many educational institutions. However, there is also a growing realization that the industrial model has been failing to meet the changing demands. He states that the industrial age is over and in the post-industrial age, information becomes obsolete at light speed and thus people are required to constantly re-learn. In the information age, what matters is not knowledge itself because it becomes out-dated at a rapid rate. What is important is "to learn how to learn" and thus education should aim providing opportunities for the learners to learn how to learn. As Scales (2008) puts it forward, the developments in the post-industrial age "are echoed by moves within education to develop more personalized and individualized forms of learning" (p. 2). He adds that "there will always be a need for shared bodies of knowledge and skills but, increasingly, these will be decided by the needs of the learners rather than the traditions and expertise of the providers" (p. 2).

Cowan (1985) also points to the fact that education in the post-industrial age needs to change its focus to meet the needs of the age. As he states "information in all discipline areas is being generated at an ever-increasing rate, is becoming obsolete more and more quickly, and increasingly being handled by telematics rather than by individuals" (p. 29). Therefore, the focus should shift from communication of "long-established and enduring information" to "the development of the higher level abilities" (p. 29). Cowan (1985) lists the higher level abilities that need to be promoted in higher education:

> [Higher education should focus on] the development of higher level abilities of being able to apply information and even machine-held understanding, of being able to analyse situations and see potential for development, of being creative in suggesting ways in which development therein should occur and can be supported, and of being evaluative – both in formatively judging recent activities and in creatively judging proposals for activities yet to be translated into the reality of action. We also

increasingly appreciate the importance of interpersonal skills and understanding of relationships [italics in the original]. (p. 29)

According to Cowan, reflection promotes the development of these skills. He believes that "reflection offers real hope of meeting tomorrow's needs and demands in education" (p. 29).

Brockbank and McGill (2007) state that higher education should promote transformational learning, critical learning, and lifelong learning. They contrast transformational learning with transmissional learning. They state that "transmittive form of teaching… is primarily didactic and [refers to] one way transmission of knowledge from the expert teacher to the dependent student learner (Brockbank and McGill, 2007, p. 60). On the other hand, Mezirow defines transformative learning as follows:

Transformative learning the process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets), to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action. (as cited in Illeris, 1999, p. 46)

Illeris (1999) remarks that in order to be able to change the "taken-for-granted frames of reference", one has to be aware of their existence in the first place and this awareness is achieved through reflection. The discovery of the discrepancy between the existing frames and the new perspectives leads to "dissonance or a dilemma" which must be solved, and if the efforts to settle the disequilibrium lead to a revision of the "taken-for-granted frames of reference", transformation takes place (p. 64). Thus, it can be concluded that reflection is essential for transformative learning but it has to be noted that all reflection does not lead to transformation.

Critical thinking or critical reflection is also closely associated with the goals of higher education. Brookfield acknowledges the fact that critical thinking does not necessarily lead to transformation; however, he indicates that "critical thinking or reflection can be very valuable and something that is important to

promote in itself, even if it does not lead into demanding and onerous transformative learning" (as cited in Illeris, 1999, p. 64).

The growing emphasis on lifelong learning and student-centred education in higher education also reflects the increased awareness of the pressing demands of the post-industrial age. Lifelong learning requires "moving away from a teacher-centred system to a learner-centred system" (Scales, 2008, p. 3). Lifelong learning is active learning:

> [It is] the kind of learning where individuals are actively involved in creating meaning, knowledge and skills; the kind of learning which encourages questioning, discovery and exploration; the kind of learning which uses assessment as a means of continual improvement rather than as a way of ascertaining at what point people will fail; the kind of learning which believes everybody can continually develop and achieve. (Scales, 2008, p. 4)

If students develop good habits of thinking, they will carry out these habits outside the borders of the classroom. As Hullfish and Smith (1961) assert reflective thinking must be emphasized at all of the stages of education since "it is man's sole way of providing for a continuity of learning that will carry beyond the classroom into the continuing affairs of life" (p. 229). By providing students with opportunities to reflect on the quality of the works they produce, teachers can help students increase their reflective capacities and equip them with tools to become lifelong learners.

Doyle (2008) asserts that "creating a learner-centred environment is the most important thing an educator can do to optimize students' learning" (p. xv). However, he warns that one of the biggest obstacles in front of learner-centred education is the students themselves. He adds that after years of schooling in traditional teacher-centred environments, students usually resist learner-centred classrooms. They may find it difficult to adapt to the new roles and responsibilities they have taken on. It is the teacher's role to ease the transition from teacher-centeredness to student-centeredness for students. Things that can be done include explaining the rationale behind such a shift and creating opportunities for students to develop the skills to succeed in a learner-centred

environment (pp. xvii-xviii). Doyle (2008) lists the skills students need to be effective in learner-centred environments:

> [These skills] include learning on one's own; creating meaningful learning when working with others; taking more control over their learning; learning how to teach others; becoming better presenters and performers of their learning; developing the abilities to be lifelong learners; learning how to self-evaluate; how to evaluate others; and how to give meaningful feedback about their learning to others, including the teacher (p. xviii).

It is the teacher's role to design instructional methods and to create a classroom atmosphere which will aid the development of the skills Doyle has listed.

Finally, in the post-industrial change, teachers need to be a part of the lifelong learning tradition. Bailey, Curtis and Nunan (2001) state that change is one of the reasons why teachers should pursue professional development. The world around changes very quickly and it is important to keep up with change. They add that "changes in governmental regulations or policies" have a great effect on classes and teachers "must be prepared to cope with" changes in the governmental regulations and policies (p. 7). Furthermore, "knowledge is power" (p. 7). Continuing professional development empowers and inspires teachers. Therefore, not only students but also teachers should become lifelong learners and to this end they need to practice and develop reflective thinking skills.

In brief, in higher education, there is a growing focus on developing thinking skills that will enable students to succeed in the information age. The common view is that it is not sufficient to provide students with a set body of knowledge. Higher education is responsible for creating an environment that fosters the development of thinking skills which are required to be life-long learners. As life-long learners, both the students and teachers should be willing to and prepared to learn and relearn so that they succeed in their profession. In this respect, it is believed that promoting reflective learning serves the accomplishment of the aspirations of higher education.

1.1.2 Increasing the Quality of Higher Education: the METU Perspective

Turkey is attentive to the change movements in the field of education all around the world. The Council of Higher Education, (CoHe), is involved in international organizations to increase the standards of higher education in Turkey and to attain internationally-set standards. The Bologna Process is one of the outcomes of this mission. Together with 47 partner countries, Turkey has taken part in the implementation of the Bologna process since 2001 (CoHE, 2010, p. 24). The needs that gave birth to the Bologna Process are stated as follows:

> With the developments of the past twenty years, higher education systems all around the world have undergone a transformation process. This transformation brings with it a need for comparable, competitive and transparent higher education programs in a specified geographical area. One of its results is the Bologna Process, which aims to create a European Higher Education Area (EHEA) based on international cooperation and academic exchange that is attractive to students and staff from different countries. (CoHe, 2010, p. 24)

A detailed account of the implementation of the Bologna Process in Turkey is not within the scope of this study. However, the impact of the steps undertaken to integrate with the Bologna Process on the institutions of higher education in Turkey will be briefly reported.

In *The Higher Education System in Turkey* (2010), the main lines of action in the Bologna process are listed as "Qualifications Frameworks (QF), Quality Assurance (QA), Recognition and the European Credit Transfer (ECTS) and Diploma Supplements (DS) Implementations, Mobility, Lifelong Learning Programs (LLLP), Joint Degrees and the Social Dimension " (CoHe, p. 24). Turkey has taken action to facilitate the integration. For example, the Qualifications Framework for Higher Education in Turkey was started in 2006 and updated in 2010. "Further work is being carried out on defining learning outcomes of 'field based qualifications' and 'program based qualifications'" (p. 25). It is expected that the Qualifications Framework for Higher Education "will start to be implemented in all of the higher educations in 2012" (p. 25). Another

course of action was carried out to improve the quality assurance studies. The Academic Assessment and Quality Improvement Commission (YÖDEK) prepared and published a new version of a "Guide on Academic Assessment and Quality Improvement at Higher Education Institutions (HEIs)". This guide includes "an expanded list of standards and performance indicators for the use of HEIs and QA Agencies in their internal and external quality assurance procedures" (p. 26). In addition, "since January, 1, 2007, each university in Turkey plans its annual strategic plan according to the Law on Public Financial Management and Control" (p. 26).

The Middle East Technical University has also undertaken steps to increase the quality of education. The 2011-2016 Strategic Plan which includes the aims and strategies regarding different fields has been designed as an action plan (ODTÜ, 2011, p. 4). The plan consists of seven strategic targets. In this study, the focus is on Strategic Plan One which is concerned with the improvement of educational programs in higher education. The core beliefs and assumptions underpinning the present study are consistent with the aims and strategies identified in this strategic plan.

In this part, the aims and strategies that are highly relevant to the present study; namely, strategies 1.4, 4.4, 6.6, 6.8, 2.1.4 and 2.1.5, are included. Sub-program 1.2 is titled "Increasing the effectiveness of educational programs" and under this heading, the fourth aim is identified as increasing student motivation by creating opportunities for student's active participation in education (ODTÜ, 2011, p. 12). Strategy 1.4 which is determined to achieve this aim links to the development of reflective thinking skills. In strategy 1.4, it is suggested that the lessons should be restructured so that they are not based on rote-memorization. Instead, preparing the lessons that encourage questioning, inquiry, discussion and cooperative production are advocated. In strategy 4.4, it is stated that the university will be looking for ways to make necessary arrangements in class numbers to provide for the effective use of learner-centred education. These strategies reflect the desire for fostering an educational culture which favours learner-centred education at METU.

In sub-program 1.2, the sixth aim is introduced as reviewing, sharing, evaluating and improving the program outcomes for each under-graduate program (ODTÜ, 2011, pp. 13-14). In strategy 6.6, creating opportunities for using multiple tools for assessing student achievement is identified as one of the means to achieve this aim (p. 14). In strategy 6.8, the teaching staff is invited to engage in an evaluation process following the implementation of assessment practices. They are expected to carry out self-assessment and get feedback from students to check if the objectives are achieved. Using these views, the staff should evaluate the effectiveness of the instructional techniques and measurement and evaluation techniques they use.

Sub-program 1.3 is titled "increasing English proficiency level". Creating an environment which supports the development of students' English is identified as one of the ways to increase students' English proficiency level. As a sub-aim, it is targeted that students will gain the fundamental language skills they need for under-graduate education in the School of Foreign Languages (p. 16). One of the strategies to reach this goal is determined as using alternative assessment methods so that students can monitor their own learning (strategy 2.1.4) (p. 16). In addition, in strategy 2.1.5, the need for developing program and evaluation systems to enable the development of student's writing and speaking skills is emphasized (p. 16). The next sub-aim (sub-aim 2.2) focuses on the importance of the continued development of students' English proficiency throughout their under-graduate education (p. 16). The strategies identified to achieve this aim focus on the departments' creating opportunities for students to support their language development. On the other hand, although it is not specified among the strategies listed, it is believed that based on the analysis of the aims and strategies discussed earlier, it can be concluded that encouraging the development of an educational culture which favours learner-centred education is essential for students to feel motivated to make utmost use of the opportunities provided for them.

To sum up, as indicated in the 2011-2016 Strategic Plan developed by METU, METU has identified the adoption of learner-centred approaches to teaching and learning as a goal for increasing the quality of education. In addition,

it is stated that lessons should foster the development of critical thinking skills. Consistent with this, the importance of using instructional methods and assessment practices that encourage students to take active roles in their learning is underlined in the strategic plan. What is more, the academicians are invited to reflect on their instructional methods and assessment practices to evaluate their effectiveness and advised to include students in this process. These goals are consistent with the aims and methods of the present research study.

1.1.3   The Department of Modern Languages

METU is an English medium university and therefore improving the quality of English education is one of its major concerns. The School of Foreign Languages is in charge of English language teaching at METU. The School of Foreign Languages consists of two departments, the Department of Basic English (DBE) and the Department of Modern Languages (MLD). DBE is responsible for providing English lessons at the preparatory level. At this level, the focus is on enabling students to reach the level of proficiency required to qualify to start their education in their own departments. Students who score sixty or above out of a hundred in the METU English Proficiency Exam (EPE) or who get a passing grade in one of the other exams recognized by METU start their education in the departments.

After completing the preparatory program, students are required to take English lessons in their first and second years in their departments and these courses are offered by the Department of the Modern Languages (MLD). MLD is in charge of planning and teaching the English for academic purposes (EAP) courses in order to provide students with language skills that will help them to pursue their academic education. ENG 101 is the first level of the three compulsory EAP courses METU students have to take. ENG 101 and ENG 102 are designed as complementary courses with ENG 101 as a prerequisite for ENG 102. Both courses are thematically organized and adopt an integrated-skills approach. The *METU School of Foreign Languages Curriculum Policy Document* specifies the goals of ENG 101 and the methodology for the course as follows:

- The language input will be provided through listening and reading texts and the students will be encouraged to use these forms while they speaking and writing.

- Both intensive reading and extensive reading will be promoted. The students will be exposed to a wide range of texts from short stories to chapters from textbooks.

- Students will write essays about the themes dealt with in class. Writing skills will be improved through a process writing approach.

- Students will be encouraged to improve their vocabulary through a thematic approach. Students will be encouraged to learn vocabulary in meaningful contexts with their collocations.

- Listening and speaking skills will be developed through a range of classroom activities including discussions, listening to lecture for note-taking, critiques and graded debates. (2004, pp. 61, 62)

In addition to the linguistic goals, ENG 101 also aims the reinforcement of non-linguistic skills "such as study skills, critical thinking and learning strategies. The document reads as "the course also aims to promote an awareness of ethical issues and social values, as well as collaborative teamwork" (2004, p. 62).

Based on *the METU School of Foreign Languages Curriculum Policy Document*, the specific course objectives of ENG 101 are determined and tasks to be covered are specified (See Appendix A for the course outline). In this course, students practice reading and listening to academic texts, and their reading and listening skills are assessed mainly in the quizzes, mid-term exam and final exam. In terms of writing, they practice writing expository paragraphs, reaction response paragraphs and expository essays. The paragraphs are written through a product approach. On the other hand, the essay is written through a process approach. When assessing the essay, both the process and the product are evaluated. The rubrics for the assessment of the writing and speaking tasks are provided by the department. Currently, the speaking component of the course is less emphasized compared to the other three skills. Yet, the students are expected to practice speaking in a number of genres ranging from describing pictures to debates and

the instructors are to set two structured speaking tasks to evaluate the students' speaking skills. The speaking rubric is provided by the department as well. The point allocation for the assessment tasks can be found in Appendix A.

In the MLD, there is a testing committee which prepares the exams. The members meet at regular intervals and prepare the exam questions. Once the exams are ready, they are open to the house, and the instructors examine the exams and give written feedback on the exam questions in the time allocated. The testers revise the exams taking the comments into consideration. After the tests are administered, the committee holds a meeting with the instructors and finalizes the answer key and standardizes the writing components of the exam. There is also a syllabus committee who is responsible for preparing the syllabus and the unit plans. They write or revise the course books used in the MLD. They also prepare the rubrics. At the beginning of the term, they hold meetings to inform the instructors about the grading policy and materials.

ENG 101 at METU shares many similar qualities with EAP courses given at other English medium universities. The schedule is tight and there are a lot of objectives to be covered in limited time. Moreover, the student population addressed is large and the instructors usually need to work with large groups of students. In addition, most of the students have been in educational contexts where the emphasis was on how to succeed in multiple choice exams at the expense of developing higher order skills. Finally, because of the nature of the courses, the instructors usually have limited freedom and time to introduce additional activities or to alter the assessment scheme. Keeping the context in mind, it can be said that under these circumstances, the teachers have an important responsibility in making strategic decisions so as to determine what kind of activities to invest their and students' time and energy in so that effective learning can be fostered. In the present study, the teacher-researcher explores ways to integrate systematic reflection into ENG 101 and evaluates the outcomes of such a curricular intervention.

1.2 Aim of the Study and Research Questions

The study aims to explore ways to foster reflective learning in English courses at tertiary level. To this end, the teacher-researcher conducted an action research study to investigate how systematic reflection can be integrated into EAP courses offered in her context and how engaging in reflective learning tasks contribute to learning. Furthermore, as a part of the action research, the perceptions of the practitioners who engaged in reflective activities were analysed. The results of the research were used to evaluate the effectiveness of the educational intervention designed to promote reflection and to develop an action plan to further improve it. With this aim, the research was conducted in relation to ENG 101 offered to freshman students at METU.

With the stated purposes in mind, the study aims to answer the following research questions:

1. How can systematic reflection be integrated to ENG 101?
   a. How can reflective thinking be practiced?
   b. How can reflective writing be assessed?
2. To what extent does "reflective dialogue" between the teacher and the student contribute to learning?
   a. What do participants learn as a result of engaging in reflective dialogue?
3. What are the characteristics of the reflective dialogue between the teacher and students?

   a. What are the characteristics of the reflective dialogues with students who overrate or under-estimate their performance?
   b. Are any differences observed when reflecting on the specific parts of the criteria (content, organization, delivery, visual and language) in terms of reaching an agreement on the strengths and weaknesses?

4. To what extent does engaging in reflective writing facilitate reflective learning?

5. What is the role of reflecting with students and reflecting on student reflection for the teacher's professional development?

6. What are the perceptions of the students and the teacher who are practising reflective activities?

    a. What are the similarities and differences between the students' perceptions of the effectiveness of reflective activities related to speaking and writing?

    b. What are the similarities and differences between the students' and teacher's perceptions of the effectiveness of reflective activities?

1.3 Significance of the Study

As discussed earlier in the chapter, there is a paradigm shift in universities. Faculty is expected to become more learner-centred and engage in lifelong learning. METU is also taking actions to support faculty to implement a learner-centred approach. It is believed that facilitating the development of reflective learning is consistent with this paradigm shift. As Nicol (2009) indicates "the ability to monitor, critically assess and correct one's own work is a key goal of higher education and lifelong learning" (p. 338). On the other hand, at the time this research study was carried out, there was not any work on the potential value of the integration a reflection component to the curriculum of MLD. This study therefore, argues for the need to investigate the role and value of reflection in EAP courses for a number of reasons.

First, promoting reflection supports the achievement of the objectives of the curriculum of the MLD. The curriculum document reads as "enhancing critical thinking and autonomous/ self-regulated learning are assumed as overreaching goals" of the EAP courses offered at METU" (2004, p. 51). It is also stated that "curriculum undertakes that promoting students' independence or autonomy by equipping them with the tools, tactics, skills and most importantly motivation for

learning to learn is supposed to orchestrate their own lifelong-learning act more effectively (2004, p. 51). In addition, the development of non-linguistic skills "such as study skills, critical thinking and learning strategies" is among the objectives of the EAP courses offered by MLD (METU, 2004, p. 62). Unfortunately, these goals can be neglected when there is too much emphasis on covering the materials and completing the tasks in a limited time. Therefore, making room for systematic reflection can be considered an invaluable means to reinforce the non-linguistic goals of the curriculum of the course.

Second, one of the most frequent complaints raised in the staff meetings in the MLD is that students do not know "how to think" and that this deficiency reflects especially in the content of the work they produce. Moreover, the instructors state that some students do not respond to the given feedback and they are concerned about how to help students to notice the problems in their work and fix them. It is believed that students will improve in these areas when they are engaged in reflective activities because in order to reflect on action, students need to reflect on the criteria for the task and the feedback provided on the work.

Another concern shared by most of the instructors in the department is related to the educative value of the feedback that they provide. There is the fear that with the feedback they provide, the teachers are spoon-feeding students rather than helping them to become autonomous learners. In other words, there are concerns with regards to the extent to which the EAP courses help the students to stand on their own feet. Not only the instructors but also the students have reservations about feedback. In personal communications, the students report that the feedback on their papers is overwhelming and not clear. For example, referring to the corrections on the paper, one of the students noted that the papers are usually "stained with blood", revealing the dread aroused by the extensive amount of corrections on the paper. In addition, "you have written more than I did, Hocam" is a frequently heard comment from the students. In this respect, once again integration of reflection may provide effective remedies. Using reflective activities provides an opportunity for sharing the responsibility of giving feedback. For instance, not only the teacher but also the students use rubrics to evaluate a piece of work. In addition, in response to the worries about

the dependency of the students on teachers for correcting the work, it is believed that it is essential to change the nature of the feedback. Rather than providing them with the correct answers, students should be prompted to seek the answers themselves, which requires them to think reflectively. Furthermore, by reflecting on her feedback giving, the teacher can identify her weaknesses and take action to develop.

Finally, students who are enrolled in the EAP courses come from a wide range of backgrounds and have varying degrees of English proficiency. Thus, it would be effective to develop individualized programs for individual groups of students so that they can work at their own level on the way to the expected level. However, it is not possible to offer different courses to groups with different proficiency levels when they start their undergraduate education in their departments. As a result, in classes, there are students with varying proficiency levels and the general picture is that students who already have a good command of English get higher grades. On the other hand, students who start with lower levels of proficiency usually cannot get the top grades. Since students are conditioned to assess their success with grades, in time, the weaker students lose their motivation. The reflective activities aim to shift students' attention from the final grade that they get to how much progress that they have made. When students carry out reflections, they compare and contrast the quality of the work they produce at different times. In addition, students' reflective work is assessed independently from the success or failure of the related activity. Therefore, reflections can help students refrain from judging their achievement with regards to the standards above their level and encourage them to adopt a more positive learning-oriented attitude.

1.4 Definition of the Key Terms in the Study

Reflective thinking, reflective learning and reflection: There are various definitions of reflective thinking, reflective learning and reflection provided by different scholars in relevant literature. As Rickards, Diez, Ehley, Guilbault, Loacker, Hart and Smith (2008) point out that in literature, definitions of

reflection, reflective learning and self-assessment overlap. Boud states that there are so many similarities between self-assessment and reflection that it is not useful to consider them "as entirely separate ideas" (as cited in Rickards et al., p. 34). Boud says that self-assessment is a kind of reflective activity "when well designed" and indicates that self-assessment is a "specific subset of" reflection (p. 34). Richkards et al. (2008) also point out that there are very close links between self-assessment and reflection. Citing from Alverno College Faculty web-page, they note that "both reflection and self-assessment depend on careful observation, but the purpose of self-reflection is *understanding*, in contrast to the *judgment*, *the evaluation of performance on the basis of criteria*, that is the purpose of assessment" [italics in the original] (as cited in Rickards et al., 2008, p. 33). The same distinction between the terms self-assessment and reflection is made in the present study. Similarly, in literature, terms reflective thinking, reflective learning and reflection are used in different contexts to refer to overlapping concepts. In this part, first, a brief survey of these definitions is presented and then what these terms mean in this particular study is given.

One of the earliest studies on reflective thinking is by Dewey. According to Dewey (1933), there are "better ways of thinking" and reflective thinking is this better way to think (p.4). He states that reflective thinking consists of "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" (p. 9). The person is engaged in a purposeful effort to arrive at conclusions based on evidence and reasoning.

Boud, Keog and Walker define reflection as "a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation" (as cited in Brockbank and McGill, 2007, p. 33). It can be done individually or with others (p. 33). Brookfield, on the other hand, distinguishes reflection from critical reflection and states that critical reflection is about:

- identifying challenging assumptions
- challenging the meaning and the context

- trying to use one's imagination and exploring other possibilities
- and that these notions and explorations lead to reflective scepticism. (as cited in Illeris, 1999, p. 64)

For Brookfield reflective learning is "a lived activity, not an abstract academic pastime and crucial to the understanding of our personal relationships, envisioning alternative and more productive ways of organizing the workplace, and becoming politically literate" (as cited in Brockbank and McGill, 2007, p. 36). With this definition Brookfield draws attention to the social and emotional aspect of reflective learning and how it can be a tool for understanding and improving both one's interaction with others and the workplace in general.

Drawing on their survey of various definitions, Brockbank and McGill (2007) define reflective learning as "an intentional social process, where context and experience are acknowledged, in which learners are active individuals, wholly present, engaging with others, open to challenge, and the outcome involves transformation as well as improvement for both individuals and their environment" (p. 36). In their definition certain key words that emerged in the earlier definitions are repeated, and they point out the potential power of reflective learning to improve and even to "transform" the individual and the environment.

Cowan (1998) states that "learners are reflecting, in an educational sense, when they analyse or evaluate one or more personal experiences and attempt to generalize from that thinking" (p. 17). He adds that the learners engage in reflection "so that, in the future, they will be more skilful or better informed and more effective, than they have been in the past" (p. 17). He distinguishes between two kinds of reflection: *Analytical reflection* and *evaluative reflection*. *Analytical reflection* is thinking about how one did something. *Evaluative reflection*, on the other hand, is thinking about how well one has done something. Cowan's evaluative reflection overlaps with the Alverno College Faculty's definition of self-assessment which is provided above. However, this does not present a problem for this study. Reflection may or may not have an evaluative component depending on the aims of the task. Drawing on Cowan's explanations, in this study, reflection is defined as the analysis or evaluation of work and personal experiences with an attempt to make generalizations from that thinking so that one

becomes more skilful or better informed and more effective in the future and reflective learning is "the intentional use of reflection on performance and experience as a means to learning" (Rickards et al., 2008, p. 33).

Cowan (1998) gives examples and non-examples of reflection and these also apply to this study. According to Cowan (1998), students are reflecting in the two situations below:

- A student is reflecting when she reads the comments on an assignment, and tries to deduce from them some guidelines which can help her produce better work in the next assignment in that discipline, which will be on a different topic.
- A student is reflecting when he looks back on a plan which was not successful as he had hoped, and tries to identify what it was that he did not anticipate, and how that knowledge should affect his planning for a future but similar occasion. (p. 17)

Cowan (1998) also provides non-examples of reflection:

- A student is not reflecting when he rephrases an explanation which has been given to him, and passes it on to a fellow student.
- A student is not reflecting when she merely narrates to herself what she did.
- A student is not reflecting when she regurgitates the perceptive of his teacher or of the writer of a recommended book. (p. 17)

These examples and non-examples are used when developing the assessment tool to evaluate reflective activities.

Reflective Dialogue: The dialogue between the teacher and students which is intended to promote reflective thinking.

Systematic reflection: In the present study, systematic reflection refers to the methodical use of reflective activities by students and the teacher-researcher in order to evaluate one's work and/ or experience for further development. Both the students and the teacher-researcher are encouraged to practice reflective learning by engaging in a number of reflective activities. When carrying out reflection, students are expected to go over their work with a critical eye. They review their

work and the feedback on it in order to identify its strengths and weaknesses. At the same time, they reflect on the process that they have followed to produce the work and evaluate its effectiveness. When they are reflecting, students are expected to avoid staying at the descriptive or narrative level. They are required to trace the reasons behind a problem that they have identified and brainstorm how they can deal with it in the future. Finally, they devise remedial strategies to improve both the process and product. In other words, the reflection process is expected to lead into an action plan. In addition, the reflection tasks are designed to create opportunities for students to communicate with the teacher about the effectiveness of instruction, practice activities and feedback as well as their emotions.

Similarly, the teacher is engaged in reflection. First, when available, she reflects on students' feedback on materials, tasks and teacher feedback. In this way, she has an opportunity to evaluate her teaching. Second, reflecting on the data collected through research, she evaluates the strengths and weakness she observes in the instructional design and its implementation. She uses the results of this reflection process to develop an action plan to remedy the problems.

Teacher-researcher: A teacher-researcher is a teacher who "approaches methods and ideas with a critical eye [and adopts] and experimental approach to incorporating these ideas in [his or her] classroom" (Nunan, 1989, p. 97).

Action research: The definition provided by Mills (2007) best explains what action research refers to in this study:

> Action research is any systematic inquiry conducted by teachers, principals, school counsellors, or other stakeholders in the teaching/ learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general), and improving student outcomes and the lives of those involved. (p. 5)

1.5 Limitations of the Study

There are mainly two limitations of this study. The first limitation concerns the participants in the study. Since the study is a teacher-led action research, the teacher studied with the three sections that she was teaching at the time when she collected data. Therefore, all the students in the study are from the departments of engineering faculties. Second, all the students in these three sections were required to complete the reflection tasks as a part of the course requirements. As a result, by the end of the semester, there was a rather large amount of data collected. Therefore, only a selection of the reflection tasks was included in the qualitative data analysis. These limitations were dealt with by using reliable sampling procedures.

REVIEW OF LITERATURE

2.0 Presentation

In the design and implementation of the present study, three theoretical constructions were of particular interest: von Glaserfled's discussion of learner's conceptual structures, Vygotsky's work on inner speech, mediation and zone of proximal development, and Schön's reflective learning model. In this part, first a review of von Glaserfled's, Vygotsky's and Schön's work is presented. Following this, a review of literature regarding the design, implementation and assessment of reflective activities is given. Finally, action research as a research paradigm is discussed and relevant action research studies are reviewed.

2.1 Constructivism and Social Interactionism and Building a Framework for Reflective Learning

In this study, the case for reflective learning is based on constructivist and social interactionist principles. von Glasersfled (1995), one of the leading constructivists, (1995) states that behaviourist approaches to teaching led to "unfortunate consequences" for education (p. 4):

> [Behaviourist learning theory] tended to focus on students' performance rather than on the reasons that prompt them to respond and act in a particular way. Reinforcement fosters the repetition of what gets reinforced, regardless of the acting subject's understanding of the problem that was posed, and of the inherent logic that distinguishes solutions from inadequate responses. Thus, training may modify behavioural responses, but it leaves the responding subjects' comprehension to fortunate accidents [italics in the original]. (p. 4)

However, constructivism does not view learning as "a stimulus-response phenomenon" (p. 14). von Glasersfled (1995) states that learning "requires self-regulation and the building of conceptual structures through reflection and abstraction" (p. 14). von Glasersfled also elaborates on the constructivist perspective on the relation between problem solving, learning and motivation:

> Problems are not solved by the retrieval of rote-learned "right" answers. To solve a problem intelligently, one must first see it as one's own problem. That is, one must see it as an obstacle that obstructs one's progress towards a goal... The effective motivation to continue learning can only be fostered by leading students to experience the pleasure that is inherent in solving a problem seen and chosen as one's own. (p. 4)

von Glasersfled (1995) also discusses the role of the teacher in the learning process. According to him, the teacher should not only focus on the performance of students. He or she must be interested in "what goes on in the student's head" (p. 14). He says that "the teacher must listen to the student, interpret what the student does and says, and try to build up a 'model' of the student's conceptual structures" (p. 14). He admits that this is a challenging undertaking; however, without developing such a model, "any attempt to change the student's conceptual structures can be no more than a hit and miss affair" (p. 14). He also dwells on how to approach students' misconceptions. He states that it is a difficult endeavour to change students' misconceptions and asserts that "only when students can be led to see as their own a problem in which their approach is manifestly inadequate will there be any incentive for them to change it" (p. 15). von Glasersfled proposes that one way to build a model of students' conceptual structures is to ask them to reflect on their experiences. In this way, the teacher has an opportunity to "listen to" "whatever a student does or says in the context of solving a problem" and then the teacher can cooperate with the student to modify his or her conceptual structures (1995, p. 15).

In this study, von Glaserfeld's discussion of the need for understanding students' conceptual structures to facilitate learning is further explored by applying Vygotskian concepts of inner speech, mediation and zone of proximal development to develop a theoretical framework for reflective learning. As

Williams and Burden (1997) state Vygotsky is one of the most well-known psychologists of the social interactionist school of thought. Social interactionism "provides a framework which encompasses the insights provided by cognitive and humanistic perspectives (p. 39). Social interactionism supports the idea that both cognitive processes and social interaction play an important role in individual's learning. It also emphasizes the importance of whole person involvement in learning.

Vygotsky's views on the development of inner speech and its relation to thought and learning will be discussed to provide a rationale for encouraging students to carry out reflection. In *Thought and Language* (1934/1986), Vygotsky explores the relation between thought and language, and he elaborates on the development of inner speech in individuals and its function in learning. He starts his argument by criticizing Piaget's views on egocentric speech. Vygotsky (1934/1986) states that according to Piaget, egocentric speech does not have a communicative value and it does not play an important role in learning:

> Egocentric speech, in Piaget's description, appears as a by-product of the child's activity, as a stigma of the child's cognitive egocentrism… [It] is, therefore, useless. It plays no essential role in child behaviour. It is speech for the child's sake, which is incomprehensible for others and which is closer to a verbal dream than to a conscious activity. (pp. 28, 29)

On the other hand, Vygotsky believes that egocentric speech has a significant role in child behaviour. To support his claim, he refers to an experiment he conducted with his team. In this experiment, similar to Piaget's, they organized a group of activities for children. However, different from Piaget, they included obstructions to make it difficult to complete the activity. They observed that in difficult situations, there was a significant increase in the co-efficient of egocentric speech. When there were no obstructions, the co-efficient of ego-centric speech decreased. As a result, they concluded that "it is legitimate to assume, then, that a disruption in the smooth flow of activity is an important stimulus for egocentric speech" (p. 30).

The experiments on older children also revealed a relation between egocentric speech and thinking process. However, based on the experiments with

schoolchildren, Vygotsky (1934/1986) and his team concluded that in schoolchildren, egocentric speech turns into inner speech:

> Egocentric speech appeared when a child tries to comprehend the situation, to find solution, or to plan a nascent activity. The older children behaved differently: they scrutinized the problem, thought (which was indicated by long pauses), and then found a solution. When asked what he was thinking about, such a child answered more in line with the "thinking aloud" of a pre-schooler. We thus assumed that the same mental operations that the pre-schooler carries out through voiced egocentric speech are already relegated to soundless inner speech in schoolchildren. (p. 30)

Vygotsky (1934/1986) states that egocentric speech does not actually disappear but it "goes underground" and becomes inner speech (p. 33). He views egocentric speech as "an intermediate stage leading to inner speech" (p. 32)

Vygotsky (1934/1986) stresses the importance of egocentric speech and inner speech in facilitating reflective thinking. He believes that egocentric speech and inner speech are tools for realistic thinking. He states that "besides being a means of expression and of release of tension, [egocentric speech] soon becomes an instrument of thought in the proper sense – in seeking and planning the solution of a problem" (p. 31). He adds that inner speech "serves mental orientation, conscious understanding; it helps in overcoming difficulties; it is speech for oneself, intimately and usefully connected with the child's thinking" (p. 228). The idea that inner speech is a tool for reflective thinkingtool forTi

In *Thought and Language* (1934/1986), Vygotsky gives an example which illustrates the concept of ZPD. He states that when measuring the mental development level of children, children are given standardized problems and when doing so, the problems the child can solve on his or her own are used to determine the level of his or her mental development. However, "in this way, only the completed part of child's development can be measured" (p. 187). On the other hand, in their experiment, Vygotsky and his team tried a different approach. They started with two children with the same mental age, eight, and gave each of them harder problems than they could solve on their own. They also provided some help such as giving the first step in the solution or asking a leading question. They found out that "one child, in cooperation, solved problems designed for twelve-years-olds, while the other cannot go beyond problems intended for nine-year olds". Then, the ZPD of each child was measured. He explains that "the discrepancy between a child's actual mental age and the level he reached in solving problems with assistance indicates the zone of proximal development; in our example, this is four for the first child and one for the second" (p. 187). Vygotsky concludes that "with assistance, every child can do more than he can by himself – though only within the limits set by the state of his development" (p. 187). Providing assistance is referred as scaffolding.

Vygotsky's emphasis on the role of others in development should not be interpreted as he underestimates the role of the individual in learning. On the contrary, he rejects the psychological views which regard students as passive receivers of knowledge provided by teachers. In *Educational Psychology* (1926/1997), Vygotsky states that "the assumption that the student is simply passive, just like the underestimation of his personal experience, is the greatest of sins, since it takes as its foundation the false rule that the teacher is everything and the student nothing" (p. 48). He proposes a learner-centred education as he asserts "education should be structured so that it is not that the student is educated, but that the student educates himself" (p. 48). He adds that "the educational process must be based on the student's individual activity, and the art of education should involve nothing more than guiding and monitoring this activity" (p. 48). However, he states that placing this much importance on the individual does not mean that

the teacher is reduced "down to nothing" (p. 48). Vygotsky believes that the teacher educates students by shaping the social environment. In other words, the teacher is a mediator. As Williams and Burden (1926/1997) indicate mediation is one of the central concepts of social interactionist approach:

> [Mediation] is a term used by the psychologists of the social interactionist school to refer to the part played by other significant people in the learner's lives, who enhance their learning by selecting and shaping the learning experiences presented to them. Basically, the secret of effective learning lies in the social interaction between two or more people with different levels of skill and knowledge. The role of the one with most knowledge, usually a parent or a teacher, but often a peer, is to find ways of helping the other to learn. Particularly, this involves helping learners to move into and through the next layer of knowledge or understanding. This important person in the child's learning is known as a mediator. (p. 40)

This review of von Glasersfled's concept of learners' conceptual structures and Vygotskian basic concepts can pave the way to a summary of how these concepts have shaped the theoretical framework for integrating reflection into the EAP course in this study. First, as discussed earlier, moving from von Glasersfled's (1995) argument that teachers need to find ways to discover their students' conceptual structures (knowledge, beliefs and attitudes) in order to facilitate learning, ways to achieve this goal were explored in Vygotsky' theories. In fact, Vygotsky himself stresses the importance of individual learner's experiences in the learning process. The emphasis constructivism puts on the importance of individual learner's conceptual structures in their learning and the concept of inner speech and its reflective function provided the rationale for the integration of reflective activities into the syllabus. Reflective activities for students were used so as to encourage the students to reflectively think about their learning experiences and communicate these thoughts. In this way, their conceptual structures were disclosed and opportunities to discuss these structures were created. Finally, the Vygotskian concepts of mediation, scaffolding and ZPD were explored in the present study. As a mediator, the teacher scaffolded the students both in practicing reflective thinking and in developing solutions for their

problems. When doing so, it was expected that students would develop at different levels depending on their ZPD.

As discussed earlier, constructivism stresses the uniqueness of individual learners. This view is however not limited to students. As Williams and Burden indicate (1997) "a constructivist approach to teaching emphasizes the fact that no two teachers and no teaching situations are ever the same" (p. 53). Teachers' beliefs, attitudes and knowledge shape their teaching. Williams and Burden (1997) underline the importance of teachers' becoming aware of their beliefs, attitudes and knowledge and draw attention to teacher's being reflective practitioners:

> [Teachers need] to become more self-aware with regard to their beliefs and the ways in which they make sense of the world, particularly with regard to their views about education and how those views themselves come to be shaped. At the same time, they need to be aware also that they themselves are being constructed by their learners and that their words, their actions and their interactions form part of every individual learner's own construction of knowledge. It is apparent, therefore, that an important component of a constructivist approach to education is for teachers to become aware of what their own beliefs and views of the world are, which leads us to the notion of the reflective practitioner. (p. 53)

Therefore, drawing on the above discussed premise that reflection should include both the teacher and students, this study does not limit its scope to student reflection. It also involves the teacher in the reflection process. The teacher reflects with the students, on the students' work and on her own actions and experience in order to increase her awareness and improve her teaching.

2.2 Schön's Model for Reflective Learning

One of the leading scholars who elaborated on the constructivist notion of reflective practice is Schön. He presents one of the fundamental reflection models in literature and his model of reflective learning is used in this study as an overarching model of reflective learning. McGill & Brockback (2004) indicate

that "in developing the notion of 'reflective practice', Schön drew mainly upon applied areas of study where students were receiving an education to equip them directly for professional occupations" (p. 94). Schön's (1983) starting point is the inadequacy of the professional knowledge provided in higher education to meet the needs and demands of society. Schön (1983) believes that traditional approaches to education are insufficient because the professional knowledge they provide "is mismatched to the changing character of the situations of practice – the complexity, uncertainty, instability, uniqueness, and value conflicts which are increasingly perceived as central to the world of professional practice" (p. 14).

In *The Reflective Practitioner*, Schön (1983) dwells on different dimensions of knowing. He (1983).asserts that propositional knowledge, (textbook knowledge or knowing about) is not sufficient to prepare students for the complexities of real-world practice. He uses the term knowing-in-action to refer to the knowledge displayed when propositional knowledge is put into practice. Knowing-in-action is "ordinarily tacit, implicit in our patterns of action and in our feel for the stuff which we are dealing" (p. 49). A practitioner depends on tacit knowing-in-action to do his or her day-to-day practice. Since knowing-in-action is implicit, although he or she uses this knowledge effectively in his or her practice, the practitioner cannot state the rules or procedures for the skills he or she uses. In other words, he or she cannot make his or her knowledge-in-action verbally explicit. Schön (1983) lists the properties of knowing-in-action:

- There are actions, recognitions, and judgments which we know how to carry out spontaneously; we do not have to think about them prior to or during their performance.

- We are often unaware of having learned to do these things; we simply find ourselves doing them.

- In some cases, we were once aware of the understandings which were subsequently internalized in our feeling for stuff of action. In other cases, we may never have been aware of them. In both cases, however, we are usually unable to describe the knowing which our action reveals. (p. 54)

Spontaneous knowing-in-action allows people to "execute smooth sequences of activity, recognition, decision without having to 'to think about it'" (Schön, 1987, p. 26). However, when the practitioner is confronted with "some puzzling, or troubling, or interesting phenomenon", he or she usually engages in reflection (Schön, 1983, p. 50). When a problem that interferes with the usual flow arises, the need to think emerges because this problem requires looking at the situation from a new perspective. Schön refers to this kind of reflection as reflection-in-action. Reflection-in-action is thinking about doing something while doing it and it enables the practitioners to deal with uncertainty and uniqueness. When reflecting-in-action, the practitioner sets the problem and explores ways to handle the problem:

> When someone reflects-in-action, he becomes a researcher in the practice context. He is not dependent on the categories of established theory and technique, but constructs a new theory of the unique case. His inquiry is not limited to a deliberation about means which depends on a prior agreement about ends. He does not keep means and ends separate, but defines them interactively as he frames a problematic situation. (Schön, 1983, p. 68)

The function of reflection-in-action is to question the "assumptional structure of knowing in action.

Schön (1987) states that when confronted with a problem and "unexpected result", "we think critically about the thinking that got us into this fix or opportunity; and we may, in the process, restructure strategies of action, understandings of phenomena, or ways of framing problems" (p. 28). As Schön (1987) points out "in reflection-in-action, the rethinking of some part of our knowing-in-action leads to on-the-spot experiment and further thinking that affects what we do__ in the situation at hand and perhaps in others we shall see as similar to it" (p. 29). Thus, he refers to transferability of such a learning experience to other contexts. He adds that similar to knowing-in-action, reflection-in-action is a process which can be carried out without being able to articulate what is being done.

Schön (1987) distinguishes reflection-in-action from reflection-on-action and states that reflection-on-action is the ability "to produce a good verbal description of" reflection (p. 31). Being able to reflect-in-action does not necessarily lead to describing the processes followed and similarly, "it is still another thing to be able reflect on the resulting descriptions" of reflecting-on-action, which is a further dimension of reflection (p. 31). As Schön also points out "these several levels and kinds of reflection play important roles in the acquisition of artistry" (p. 31).

At this point, to illustrate the difference between the different dimensions of knowledge and reflection discussed so far, an example relevant to the EAP course will be provided. The example is from the essay writing process. To begin with, knowing the qualities of a good thesis statement is propositional knowledge and writing a thesis statement using this knowledge is knowledge-in-action. Continuing with the example of the writing of a thesis statement, in a case when the student cannot produce an outline, reflecting-in-action, the student may find out that the problem is stemming from the thesis statement which has been formulated too narrowly and then he or she may set out to revise the thesis statement. Later, reflecting-on-action, the student may conclude that he or she should have spent more time revising the thesis statement and narrowing it down before starting to work on the outline.

As discussed above, in the present study, Schön' model is used to develop a framework for how student reflection. His model has largely been used to develop a model for teacher reflection as well. In this study, in addition to providing a model for student reflection, Schön's model is also used to construct a basis for teacher reflection. His views on the importance of practitioner reflection are rooted in his criticism of the hierarchical nature of the knowledge provided by researchers and knowledge provided by practitioners. Schön (1983) remarks that "research is institutionally separate from practice" (p. 26). As the authorized providers of knowledge, researchers are believed to be in a superior position. On the other hand, practitioners are viewed as the providers of the problems to be solved by the researchers and appliers of the solutions developed by researchers "to test the utility of research results" (p. 26, 36). Teaching profession is not an

exception to this class division. Schön is against the split between research and practice and believes that the knowledge of practitioners is invaluable for contributing to the development of scientific knowledge. Following his train of thought, the current study is designed as a teacher-led action research whose results are hoped to contribute to the field of education.

The current study is also inspired by Schön's data collection methods in his own research. In his own research, Schön studies reflective conversations between professionals and "the recipients of service" in different professional settings (1983, p. 291). He uses the term "clients" to refer to the receipts of service (p. 291). According to Schön (1983), in the traditional professional-client contract, the relation between the professional and the client is hierarchical and the expert position of the professional as the holder of the special knowledge and autonomy may abuse the professional-client relation (p. 295). Schön proposes that when the professional is involved in a reflective conversation with the situation, he or she is open to professional development:

> [When practicing reflective conversation with the situation], the professional recognizes that his technical expertise is embedded in a context of meanings … He recognizes that his actions may have different meanings for his client than he intends them to have, and he gives himself the task of discovering what these are. He recognizes an obligation to make his own understandings accessible to his client, which means that he needs often to reflect anew on what he knows. (1983, p. 295)

Schön points out how such an approach helps the professional to increase his or her expertise. Expertise is viewed as "a way of looking at something which was once constructed and may be reconstructed" and the professional is both ready and competent to explore the meaning of expertise in the experience of the client (1983, p. 296). According to Schön, "the reflective practitioner tries to discover the limits of his expertise through reflective conversations with the client" (1983, p. 296). In the present study, reflective conversations with students are also regarded as opportunities for the teacher to reflect her own skills as a teacher and to improve herself professionally.

As a result of his analysis of reflective conversations between the professionals and clients, Schön (1983) observes that certain principles need to be adhered to so that the conversations are successful:

- Give and get valid information.

- Seek out and provide others with directly observable data and correct reports, so that valid attributions can be made.

- Create the conditions for free and informed choice.

- Try to create, for oneself and for others, awareness of the values at stake in decision, awareness of the limits of one's capacities, and awareness of the zones of experience free of defence mechanisms beyond one's control.

- Increase the likelihood of internal commitment to decisions made.

- Try to create conditions, for oneself and for others, in which the individual is committed to an action because it is intrinsically satisfying – not … because it is accompanied by external rewards or punishments. (p. 231)

These guidelines are used by the teacher-researcher both when holding the reflective dialogues with students and when reflecting on the effectiveness of reflective dialogues she had with the students. Finally, Schön's views on the how reflection-in-action on individual cases can be used to make generalizations relates to how the present study, which is designed as an action research, claims to account for generalizability. Schön (1983) states that reflection-in-action can be used to make generalization in its own way:

> Reflection-in-action in a unique case may be generalized to other cases, not by giving rise to general principles, but by contributing to the practitioner's repertoire of exemplary themes from which, in the subsequent cases of his practice, he may compose new variations. (p. 140)

It is believed that not only the practitioner who conducted the present study, but also other practitioners who work in similar contexts can benefit from the results of the study by enriching their "repertoire of exemplary themes" which they use to

develop action plans for their own contexts (p. 140). The generalizability of the present study is discussed in detail in the next chapter.

2.3 Introducing Reflective Tasks

In the previous part, certain responsibilities of teachers as reflective practitioners are explained. Teachers have a key role in fostering reflective learning in higher education not only as practitioners of reflective learning bu also as facilitators. Hullfish and Smith (1961) state that individual teachers can find ways to create an environment which encourages reflective thinking in their classrooms and they can "enhance the reflective capacity of students" (p. 194). They point out that blaming the conditions beyond their control for students' inability to reflect does not make the situation better and they encourage teachers to make space for promoting reflective thinking in their classes. Hullfish and Smith (1961) indicate that teachers who have limited freedom for experimentation and variation in their context are advised to "reappraise the common classroom activities" in order to introduce opportunities for reflective thinking (p. 220). They believe that the teacher is "the focal point" in fostering reflective thinking abilities of students (p. 196). Thus, in the first place the teacher should believe in the necessity and achievability of engaging in reflective activities as a part of the educational process.

One of the most important roles of the teacher is to set the reflective activities. Students need to know why they are carrying out reflective activities and they also need to be provided with guidance on how to do the reflective tasks. Moon (2004) indicates that teachers cannot assume that students will be able to reflect naturally when they are told to reflect. She underlines the importance of introducing reflective activities to students. Moon (2004) adopts "a two-stage approach to the introduction of reflective activities". The first stage is presenting reflection:

> This stage involves discussion and exercises and the provision of examples that introduce the idea of reflection and ensure that students come to a reasonable understanding of what is required in reflective writing. The task

for students is to learn to be able to manage a basic form of reflective writing. (p. 135)

At this stage, it is expected that students' writings will be more descriptive but as they practice, they will move to the second stage which will assist them to engage in deeper reflection. As Brockbank and McGill (2007) also indicate "as students become aware of the process, the teacher can enable them not only to reflect critically upon the material before them, but also begin to reflect upon the process by which they are learning" (p. 5). In the reflective activities designed for this study, students are invited to reflect both on the material before them and the process they followed to produce the work.

Research studies on the integration of reflection in education also stress the importance of training in the development of reflective thinking skills. One of these research studies was carried out by Rickards, Diez, Ehley, Guilbaut, Loacker, Hart and Smith. They investigated the effectiveness of the Digital Diagnostic Portfolio (DDP), which was developed to "see [students'] academic progress in a more concrete format" and "to support student learning and development through a range of reflective actions" (p. 32). To this end, they examined reflective essays by graduate students who completed the DDP in their undergraduate education. A sample of fifteen honour students and another sample of randomly chosen students were drawn to be analysed by a team composed of five faculty members and two research staff. In their analysis, the research team divided the reflective essays into three categories displaying different levels of reflective thinking:

At the lower level, students are *making connections between criteria and performance*, but these are often *broad, vague and global judgments;* they were unfamiliar with the use of the terms and would *offer little evidence except from assessor feedback and* often in the form of single citations or quotes. At an intermediate level or developmental level, students are more familiar with the terms, and the *focus tends toward accuracy and some elaboration*, as well as using multiple pieces of evidence. At an upper level, there is *a construction of ability or identity __ anchored in the performance but examining relationships among evidence and also*

looking forward__ that shows *a readiness to transfer learning and generate increasing impact* [italics in the original]. (Rickards et al., 2008, p. 43)

Their findings also showed that low level of reflective work is characterized by remaining at the descriptive level. However, the data they collected did not provide "insights into where or how students were learning to reflect on and study their learning across courses and experience" (p. 47). The team reported their concerns for the assessment design team and the college's Assessment Centre. The team had two main concerns:

- that many students were not prepared for extensive reflections that went across performances in different courses (as opposed to across performances within a single course) and
- that the prompts did not offer enough guidance in general to undertake what for some students is a relatively extensive inductive act of reflection. (Rickards et. al., 2008, p. 48)

In the light of the feedback provided by their colleagues, the design team and the assessment centre set out to improve the DDT. As their work also indicate the prompts used in reflections tasks are very important in the quality of reflective work produced.

Ya-Fen Lo's (2010) research study also highlighted the importance of introducing reflection to students. In his study of students' reflective writing pieces in their portfolios, Ya-Fen Lo found out that students' use of critical skills varied greatly, and concluded that clarifying expectations and teaching critical thinking skills explicitly were essential to help them improve their reflective writing. Different from the reflective tasks in the present study, in Lo's study, the focus of the students' reflective writing was on the content of the reading materials in students' portfolios. The students were told to express their opinions on the content of the reading texts and they were not provided with any instructions or writing prompts to help them write critically. In his analysis of the 102 reflective entries selected through random sampling, he discovered that although some of the students' reflective writings showed evidence of critical thinking skills, most of the pieces lacked in-depth reflection. Based on this

experience, he made certain recommendations. Among these recommendations, two are particularly relevant to the present study. First, it should not be assumed that students will automatically reflect critically when they are required to do so and that critical thinking skills need to be taught. Second, it is important to develop rubrics that will assess reflective writing. As Moon (2004) also indicates the purpose of reflection, the expected outcome and the assessment procedures should be identified for reflective activities:

> Reflection/ reflective learning or reflective writing in the academic context involves a conscious and stated purpose of reflection, with an outcome specified in terms of learning, action and clarification. It may be preceded by a description of the purpose and/or the subject matter of the reflection. The process and outcome of reflective work are most likely to be in a represented (e.g., written) form to be seen by the others and to be assessed. All these factors can influences nature and quality. (p. 83)

In the light of the literature review, when designing the reflective activities certain principles were followed. At the beginning of the semester, students were briefed on why they were asked to carry out reflection and they were guided by prompts and feedback in their reflections. In addition, they were provided with the assessment criteria that were used for evaluating their reflective writing.

Based on the reflective thinking process model of Hullfish and Smith (1961), expectations from students were clarified. Students were expected to follow the stages below when doing the tasks and related reflective activities. To be able to complete a task and then reflect on their experience students needed to:

- Understand the task.
- Plan how to approach the task.
- Implement the plan and complete the task.
- Reflect on the work and personal experience.
- Formulate an action plan.
- Implement the plan.
- Revise the approach, when necessary.
- Start working on another task.

It can be seen that as they engaged in this cycle, they collaborated in the action research.

Hullfish and Smith (1961) do not suggest teaching these steps explicitly to the students. Instead, "[the teacher] should conduct their classes so that the students learn to take the steps as the normal way of going about learning, without self-consciousness" (p. 220). In this process the teachers have important roles. They have responsibilities to help students recognize and clearly state the problem. Hullfish and Smith list teacher's other responsibilities:

> [Teachers are responsible for] eliciting promising hypotheses, for confronting students with facts (or leading them to discover such facts) which, if not explained, place the suggestions in jeopardy; and for helping students move forward in the prediction-and-verifying activities which must be completed before any suggestion may be accepted as a valid solution. (p. 219)

As stated earlier, the teacher is a part of the reflection and will reflect on the students' reflections. The procedures to be followed by the teacher are:

- Checking students' reflections and give feedback.
- Reflecting on students' reflections to seek feedback for her own professional development.
- Formulating an action plan for further improvement.
- Revising the approach/ the task, when needed.

It is expected that this cyclical approach will help the teacher to learn from how students do or do not learn and aid her professional development.

2.4 Reflective Dialogue

One of the important roles of the teacher is to establish a positive learning environment and effective communication with the students. Brockbank and McGill (2007) state that learning should be viewed a social process "because transformational or critical learning requires conditions that enable the learner to reflect upon her learning not only by herself, but with others" (p. 5). They add that

although important, reflection alone is not sufficient because "the tendency to self-deceive, collude and be unaware is ever present" (p. 5). Thus, relationship is central for higher education if the aim is to move from transmissional to transformative learning. Brockbank and McGill (2007) clarify what relationship refers to and how it can be established:

> By the term relationship we mean situations are created where teachers and learners (and learners together) can actively reflect on the issues and material before them. The substance of the relationship which is created is one of dialogue between teachers and learners. Through dialogue with others which is reflective we create the conditions for critical reflective learning. The relationship is one where learners and teachers engage and work together so that they jointly construct meaning and knowledge with the material. (p. 5)

Therefore, the teacher should create opportunities to engage in reflective dialogue with students. This is especially important when the students are inexperienced in carrying out reflection.

Brockbank and McGill (2007) elaborate on how a person can become a reflective learner through reflective dialogue with others. First, they make a distinction between internal dialogue and social dialogue. For educational purposes, social dialogue has certain advantages over internal dialogue. Although they do not underestimate the value of personal reflection, it demands detachment on the part of the self, to look another part of self, and in this there is a danger of self-deception" (p. 66). Brockbank's and McGill's (2007) warning about the risk of self-deception should not be taken as a degrading of the value of self-assessment. Similarly, the teacher-researcher appreciates the role of self-assessment in students' learning. In fact, one of the principles the teacher-researcher adhered to when she designed the reflective component of the course was that self-assessment is a crucial skill for learners to become autonomous learners. However, learning how to carry out self-assessment requires practice. Therefore, it is important to be aware of the fact that whether intentionally or unintentionally learners may fail to carry out self-assessment at their initial

practices. In this study, reflective dialogue is viewed as an opportunity to introduce self-assessment.

Brocbank's and McGill's (2007) discussion of internal dialogue and dialogue between individuals echo Vygotsky's discussion of the role of the inner speech and social other in the learning process which is discussed in detail in Chapter Two. Similarly, Cowan (1998) refers to the role of the teacher in the development of reflective thinking abilities in students as "facilitation through tutor intervention" and he also associates this scaffolding with Vygotsky's theory of zone of proximal development (p. 54). According to Cowan, tutors have an important role "in nudging or coercing the student into" reflection. He adds that encouraging the students to reflect "amounts to intervention during the activity, to accelerate movement by the learners through… ZPD, where something you can do 'today' with the help of somebody more experienced than you, can be something which you can do on your own, 'tomorrow'" (p. 54).

Brockbank and McGill (2007) continue their discussion by drawing attention to "the power relations that exist between parties to a dialogue" (p. 68). In didactic dialogue "one party [claims] to be an expert" and this is traditionally the case in teacher-student dialogues (p. 68). In adversarial dialogue, there is a "win-lose situation" the aim is "to defeat the other in the argument" (p. 68). They point out that the objective of social dialogue is not to deny the expertise of the teacher but to raise their awareness of their power and enable them to exercise it in a way that enhances learning rather than in a fashion which inhibits it.

Brockbank and McGill (2007) also distinguish "separate knowing" from "connected knowing". In connected knowing "the teacher suspends judgment in an attempt to understand the learner's ways of making sense of their experience" (p. 69). That is to say, the teacher encourages the student to express their way of thinking before passing on his or her views. On the other hand, separate knowing is "looking for flaws in the learner's reasoning, examining the learner's statements with a critical eye, and insisting that the client has to justify every point they make" (p. 69). They favour connected knowing in terms of the development of reflective abilities since it enables the learner to understand his or her world as he or she expresses it. The teacher does not have to accept learner's view in the end

but by giving him or her a chance to voice allows for an interaction between the minds. As Hullfish and Smith (1961) put forward "*the fact is that 'a right answer' has no greater educative value than a wrong one* [italics in the original] (p. 197). What the teacher does after getting the answer will determine its educative function.

In addition, effective questioning is very important in prompting reflective thinking. It is important to note that as Brockbank and McGill (2007) state all dialogue does not lead to reflective thinking:

> Dialogue that is reflective, and enables reflective learning, engages the person at the edge of their knowledge, their sense of self and the world as experienced by them. Thus their assumptions about knowledge, themselves and their world is challenged. (p. 65)

As they point out one of the key characteristics of reflective dialogue is challenging the participants' assumptions. Asking questions that lead students to think reflectively is vital to the development of students' reflective thinking skills. However, it takes time for teachers to get skilled at asking such questions (Hullfish and Smith, 1961). There is not a magic formula which would enable teachers to formulate questions that will promote reflective thinking. However, it can be stated that "any question, viewed as an instrument to secure an answer which may be placed under reflective examination, will serve as an initiator of thought" (p. 201). They also suggest planning the questions and trying to foresee how they will be approached by students within the particular context.

Finally, as discussed earlier, teachers should be engaged in reflective learning themselves when they are engaged in reflective dialogue with their students. As Brockbank and McGill (2007) state "a key condition for such learning to happen is for teachers to engage in reflective practice themselves, to be able to articulate and model that practice for learners in order that learners can engage in reflective practice too" (p. 88).

2.5 The Nature of Feedback and Assessment in Reflective Learning

Reflective dialogue is one way of giving feedback on student reflections. In this part, more information is provided on the nature of feedback that nurtures reflective skills. Then research findings on the assessment of reflective work are presented.

Nicol and Macfarlane-Dick (2006) draw attention to the importance of self-assessment and reflection (they use the two term interchangeably) to support self-regulated learning in higher education. They state that in the traditional process of giving feedback, "teachers 'transmit' feedback messages to students about what is right and wrong in their academic work, about its strengths and weaknesses, and students use this information to make subsequent improvements" (p. 200).

However, they indicate that this approach to formative assessment and feedback is problematic for a number of reasons. First, when giving feedback is solely in the control of the teacher, it is difficult to help students develop self-regulation skills which they will need to continue learning outside university. Second, giving clear feedback that students can understand and use is a challenge. Third, feedback is closely related to beliefs and motivation and in the traditional approach, it is difficult to use explore how feedback, beliefs and motivation interact.

Nicol and Macfarlane-Dick (2006) distinguish between internal and external feedback. They state that students generate internal feedback as they interact with a task by comparing their current performance against desired goals. This internal feedback affects them at a variety of levels. For example, students may want to revise their knowledge, or their motivation and behaviour can change. On the other hand, external feedback is provided by means other than the student, usually by the teacher or peers. External feedback can support or conflict with internal feedback. For external feedback to have "an effect on internal processes or external outcomes the student must actively engage with these external inputs" (p. 202). In other words, students need to internalize external feedback.

Based on their comprehensive review of research on feedback, Nicol and Macfarlane-Dick (2006) list seven principles of good feedback practice. They define anything that fosters self-regulation skills as good feedback. According to their synthesis of literature review, good feedback practice:

1. helps clarify what good performance is (goals, criteria, expected standards);

2. facilitates the development of self-assessment (reflection) in learning;

3. delivers high quality information to students about their learning;

4. encourages teacher and peer dialogue;

5. encourages positive motivational beliefs and self-esteem;

6. provides opportunities to close the gap between current and desired performance;

7. provides information to teachers that can be used to help shape teaching.
   (p. 205)

The present study acknowledges the importance of these seven principles in feedback practice. Yet, this study argues that the use of reflection and reflective activities (principle two) as defined and implemented in the present study are worth particular attention. It is assumed that successful integration of reflection into instruction will create opportunities for the remaining six principles to be practices effectively. The extent to which the design and implementation of the reflective activities in this study were successful in promoting good feedback practice is discussed in the conclusions.

In their study in which they examined the effects of a competency-based course and tutor feedback on students' reflection skills, Smits, Sluijsmans and Jochems (2009) found that competency-based course facilitated the developments of reflective skills. Their study did however produce unexpected results in term of the impact of tutor feedback. In their study, four of the tutors were given special training on giving feedback to reflection reports and five tutors did not receive such training. The reports written by the students who received feedback from non-trained teachers produced better self-reflection reports compared to the students who received feedback from trained tutors. However, as they also explain, this result is probably related to the fact that non-trained teachers were

more experienced teachers than the trained teachers. The present study may produce further insights into this issue by offering teacher's self-reflection on her feedback giving style.

Regarding the way feedback provided, Taras (2008) distinguishes between two models of self-assessment: The standard model and Taras' model. In the standard model, students self-assess prior to getting feedback from their teachers. According to Taras, the standard model has certain limitations. First, students do not have the expertise of teachers and by not providing them with teacher feedback, the model deprives students of access to teacher's knowledge. Second, in the standard model, student grades are rarely used for formal grading purposes. According to Taras, these limitations increase the power gap between the teacher and students. In Taras' model, teacher feedback is integrated into self-assessment. Students self-assess after they receive teacher feedback. However, although they are provided with feedback, their work is not graded until self-assessment is completed. At this point, it is important to note that Taras states that students are provided with "minimal feedback" but the nature of the feedback is not clear (p. 88). When there are discrepancies between teacher's and students' assessment, these are negotiated through discussion. This negotiation process is also important since it provides opportunities to remedy problems in grading due to human error in teacher grading. Taras asserts that this model is more democratic and ethical since it permits the use of students' grades for formal grading purposes. In an earlier study, Taras (2003) found that final year undergraduate students overwhelmingly favoured self-assessment which included integral tutor (and/ or peer) feedback.

Similar to the feedback practices, assessment practices in reflection pose a challenge. Bourner (2003) points to the difficulty of assessing reflective learning and proposes transferring the experience gained in the assessment of critical thinking to the assessment of reflective learning. He states that reflective learning is the product of reflective thinking and critical thinking and reflective learning have certain common characteristics which make such a transfer possible. He first explains why reflective learning should be assessed. One of the reasons is related to program evaluation. Developing reflective learning is one of the objectives of

education; therefore, it is important to develop an assessment method to evaluate whether the objective is met or not. Second, if reflective learning is not assessed, it is very likely that it will be neglected by students. Finally, for reflective learning to "achieve full legitimacy within the academy", it needs to have a clear assessment criteria (p. 268). Bourner continues by listing the obstacles in front of the assessment of reflective learning. In the first place, reflective learning is personal learning and thus very subjective. Therefore, it is difficult to determine criteria to assess reflective learning. Second, in case of reflective learning, it is not possible to talk about planned learning outcomes and when there are not planned learning outcomes what to assess poses a challenge.

According to Bourner (2003) the long-established models developed for the assessment of critical thinking can be used to build a model for the assessment of reflective learning. He indicates that critical thinking and reflective thinking have a "common two-stage structure": "(1) bringing into conscious awareness; (2) asking and responding to searching questions" (p. 271). In reflective learning, the first stage is carried out by "reviewing a past experience to recall it as vividly and comprehensibly as possible; the second stage is achieved through what the student does with what has been recalled" (p. 271). The first stage is the descriptive level and although the stage is important for reflection, the students are not engaged in deep reflection at this stage. It is the second stage where evidence of reflective thinking can be traced. The principles followed when assessing critical thinking can be transferred and used for the assessment of the quality of reflective thinking taking place at this second stage. Critical thinking is assessed by looking for evidence in the work indicating that "the student has asked searching questions of the material with which they have engaged and of their ideas" (p. 269). Similarly, when a person is thinking reflectively, he or she "interrogates past experience by asking searching questions of that experience" (p. 269). Therefore, when evidence of the use of such searching questions is found in students' work, it can be concluded that they have "developed the capacity for reflective thinking" (p. 270).

Although the teacher-researcher appreciates Bourner's views on the importance of the ability to ask searching questions for the students, in her study, she provided the students with the searching questions. It is believed that

providing the questions which prompt reflection is a part of training the students as reflective learners. In this way, they are scaffolded when they are carrying out the reflective activities and this scaffolding can be gradually decreased. It is assumed that as students practice reflection, they will internalize the significance of interrogating questions in exploring their work reflectively. In this study, evidence of reflective thinking was traced in the responses that the students give in their reflective accounts.

Sparks-Langer, G. M., Simmons, J. M., Pasch, M., Colton, A. & Starko, A. (1990) also explored ways to assess reflective thinking. They developed a framework for evaluating student teacher's ability to reflect on their practice. The students in their program were required to keep reflective journals in which they identified "one successful and one less successful event of the day" (p. 26). They reflected on these events by writing out "why the activity was successful or not, what conditions were important to the outcome, and what moral and ethical issues were raised by the event" (p. 26). Tracing the answers of these questions helped them to form "the habit of reflective observation, conceptualization, and experimentation" (p. 26). To measure reflective pedagogical thinking, each of the four curriculum professors in the program selected two lower-achieving, two middle-achieving and two higher-achieving students from their courses. When judging student achievement, they looked at students' course work. Then they interviewed these students and asked them to reflect on a particularly successful and then a less successful lesson. They coded the interview data. This data was analysed using the framework for reflective thinking that they had developed in the pilot study. The framework distinguished among seven types of language and thinking which are displayed in table 2.1:

Table 2.1 Framework for Reflective Thinking

Level	Description
1	No descriptive language
2	Simple, layperson description
3	Events labelled with appropriate terms
4	Explanation with tradition or personal reference given as the rationale
5	Explanation with principle or theory give as the rationale
6	Explanation with principle/theory and consideration of context factors
7	Explanation with consideration of ethical, moral, political issues.

The descriptors in their framework are not appropriate to be used as assessment criteria for the present study since they are specifically tailored for teacher education. However, the move from description to explanations with justifications is a generic criterion in the assessment of reflective skills. The descriptors in the framework can be used for developing for more sophisticated rubrics for more complex reflective tasks.

Sparks-Langer et. al. (1990) used interviews to investigate if there is a relationship between student achievement and their reflective thinking scores. To this end, two raters scored the interviews and journals. Then, their scores were averaged. They found that the average interview scores for the low, middle and high groups paralleled their achievement ratings. There was one student in the low group with a low GPA and weak reflective journal who scored high in the interview. They noted that in this case the interview and framework "may not have provided an accurate assessment of reflective thinking" (p. 28). Although they did not elaborate further on this case, it is believed that this student raised two important concerns regarding the nature and assessment of reflective thinking. First, the fact that a student does not show evidence of reflective thinking in written or spoken format does not mean that he or she is not thinking reflectively. As discussed earlier, reflecting and producing an account of reflection are two different phenomena (Vygotsky, 1934/1986; Schön, 1987). Second, the fact that high achievers are better at reflection can always be linked to their overall study habits and background knowledge. Therefore, in this study, the focus is on asking students their perceptions of the effect of reflective activities on

their learning rather than only seeking a direct relationship between students' overall grades and their reflection grades.

2.6 Students' Perceptions of Reflection

Students' perceptions of reflective tasks are at the heart of this study because it is believed that these perceptions provide invaluable feedback to improve the design and implementation of the intervention. In this part, findings of research studies on students' perceptions of reflection are presented.

In a two-year project, Kato (2009) investigated students' perceptions of the impact of the integration of goal-setting and self-assessment components into college level Japanese courses. The study was carried out in three different levels: elementary, intermediate, and advanced course levels. The project carried out in the first year was called the Goal List Project, and in this project students were asked to set long-term goals at the beginning of the semester and short-term goals each week and plan strategies to achieve these goals. In addition, they were asked to self-assess their performance to evaluate if they could achieve the goals they set. Finally, they were asked to keep a journal in which they wrote about their problems and learning strategies. In their weekly self-assessment, students rated their performance on a five point rating scale and also completed written reflections. Teachers gave feedback to both the goal list and written reflections. At the end of the semester, students evaluated the effectiveness of the intervention techniques. Kato (2009) states that "more than half of the students agreed that the self-assessment process was helpful in their learning process. However, only about 40% of the students perceived that the process of setting goals was helpful" (p. 183).

In the second year, the project was modified by excluding the goal-setting activities and called The Self-Assessment Project. In the modified project, every week, students reflected on their learning process in the previous week, assessed their learning performance, wrote their comments or reflections and received prompt feedback from their instructor. In the analysis of the students' questionnaires, only the responses by level one students (61 in project 1 and 69 in

project 2) were included. The results of the analysis of student evaluation of the effectiveness of the second intervention study showed that the Self-Assessment Project, which excluded goal setting practices and focused only on the self-assessment activities with instructor feedback, was accepted by more students than the Goal List Project. It was also found that the self-assessment activities helped learners monitor their progress and think about their work and increases their language awareness and motivation. In addition, the results showed that elementary students favoured feedback more than more advanced students. What is more, despite the changes in the project, less than one half of the advanced level students found the project useful. Two-thirds of these students stated that the project should not be continued. Kato (2009) stated that the reason why advanced learners did not find the intervention effective might be that "they already understood how to manage their learning" (p. 192). Kato indicates that the findings of his study regarding the impact of goal-setting on student learning are not consistent with the findings of other studies. However, the findings of his research about self-assessment are consistent with other studies in literature.

In her study, Gunn (2010) also found that some students resist reflective activities and in her research, she explored why some students resist reflective activities. She analysed why some of the students in the teacher training program were reluctant to keep reflective journals as she realized that some of the reflective journal entries she received were descriptive rather than reflective. She discovered that the students had two main concerns. First, they did not want to talk about their weaknesses because they thought this would affect their grade. Second, they felt uncomfortable with sharing personal information. Indeed, one of the students saw reflection "as a complete waste of time" and Gunn also linked this to personal factors (p. 216). In addition to personal factors, she found that students resisted reflection because they did not understand what reflection is. Moreover, students' lack of any experience in carrying out reflection was a handicap. Gunn noted progress in the students' reflective work when she addressed these issues.

Like Gunn's research, Gün's study (2011) points to the importance of providing systematic training and practice for learners so that they can engage in

quality self-reflection. She states that "'snapshot' observations and giving feedback" has proved to be ineffective to help teachers develop, and she underlines the importance of training teachers on how to reflect (p. 127). To this end, she investigated the effect of feedback from different sources on teacher development. In her study, teachers received feedback from learners, trainers and colleagues and also they reflected on their video recorded lessons. Four teachers participated in the study and two of these teachers were Turkish, one of them was British and the other one was American. During the intensive teacher education program which continued for 8 weeks, these teachers were coached in their reflection by watching the video-recordings of their lessons, and getting feedback from their trainers, colleagues and learners. At the end of the program, they were asked to evaluate whose feedback they found to be the most effective, and although the teachers appreciated the help of all the parties who provided feedback, they agreed that video-recordings provided the most useful feedback to promote reflection and effect change. Gün's study confirms three basic assumptions about reflective learning. First, learners should be scaffolded to develop their reflective capacity and they appreciate such scaffolding. Second, video-recording is a highly effective tool to promote reflection and third, reflection has also a social dimension and learners benefit from discussing their reflections.

One another study carried out about the place of reflection in teaching training is by Ayan. In her thesis Ayan, (2010) investigates the role of electronic portfolio building in fostering reflective thinking skills and thus promoting the development of self-regulated learning in pre-service teachers. To this end, she conducted her research study with eight 4th grade undergraduate pre-service teachers enrolled in the School Experience course (FLE 417) in the Department of Foreign Language Teaching at METU. The pre-service teachers kept electronic portfolios which included an electronic journal, and here the focus will be on the electronic journal component of Ayan's research study. In the electronic journal, the participants reflected on school observations, lesson plans and instruction technologies used by the instructor of FLE 417 and the researcher. These journal entries were regularly checked and archived by the researcher. The journals were

analysed by using Hatton and Smith's framework of reflectivity to evaluate the development of the pre-service teacher's reflectivity. In addition, the researcher interviewed the participants. The findings of data analysis revealed that writing reflective journals promoted the development of reflective skills. In addition, the interviews revealed that reflective writing helped the pre-service teachers to take the initiative and responsibility of their own learning. Like many other scholars who experimented with reflective activities, Ayan acknowledges their benefits in promoting effective learning and highlights the importance of making room for quality reflection in classrooms.

In conclusion, a survey of literature reveals the importance of reflection for effective learning in higher education. Although some students may already have acquired reflective thinking abilities before starting universities, it is very likely that most would not have opportunities to develop these skills in the exam-oriented educational system in which they have been educated. Thus, higher education may not take reflective abilities for granted and allocate time for the cultivation of these skills in the students because "the context of learning and what the learner perceives, consciously or not, as the ability to think, feel and act in any situation is crucial to the means by which that person becomes a transformational learner" (Brockbank and McGill, 2007, p. 3).

2.7 Action Research

In this part, first the literature review on action research as a research paradigm is presented and then sample action research studies which illustrate the link between action research and reflective learning are provided.

2.7.1 Action Research as a Research Paradigm

In literature, there are various definitions of action research and these definitions include complementary and contradictory views (Costello, 2003). Based on his comprehensive review of literature, Costello (2003) makes a list of the most commonly agreed upon qualities of action research the features:

1. Action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic.

2. It has a practical, problem-solving emphasis.

3. It is carried out by individuals, professionals and educators.

4. It involves research, systematic, critical reflection and action.

5. It aims to improve educational practice.

6. Action is undertaken to understand, evaluate and change.

7. Research involves gathering and interpreting data, often on an aspect of teaching and learning.

8. Critical reflection involves reviewing actions undertaken and planning future actions. (pp. 5, 6)

Costello (2003) also defines what action research means in the field of teaching:

From the point of view of teachers and teaching, it involves deciding on a particular focus for research, planning to implement an activity, series of activities, or other interventions, implementing these activities, observing the outcomes, reflecting on what has happened and then planning a further series of activities if necessary. (p. 7)

Mertler (2012) stresses the importance of educational action research for improving education. He explains why educational action research rather than traditional research is more likely to bring about improvement. He states that "true improvement must begin from within the proverbial 'four walls of the classroom'" (p. 13). He indicates that traditional research findings usually fail to be helpful for school improvement because "traditional educational researchers have a tendency to impose abstract research findings on schools and teachers with little or no attention paid to local variation" (p. 13). On the other hand, action research is context sensitive and does not aim to make general statements (Wallace, 1998). Moreover, educational action research is "persuasive and authoritative, since it is done by teachers for teachers" (Mertler, 2012, p. 20).

Since action research is usually contrasted with traditional research paradigms, at this point it is important to discuss possible problems related to choosing to carry out an action research study for a PhD dissertation. The legitimacy of action research as a serious research tradition has been a major issue

of concern (Richards, 2003, p. 25). Herr and Anderson (2005) underline how action research dissertation is scrutinized by dissertation committees and Institutional Review Boards (IRBs):

> Committee members and IRBs are often stymied by the cyclical nature of action research as well as its purposes, which transcend mere knowledge generation to include personal and professional growth and organizational and community empowerment. IRBs are confused about risk factors in settings in which research subjects are participants in the research at the same time that they are, often, subordinates within the organizational settings. These power relations are further complicated when the action researcher is also an insider to the organization. (p. 1)

As Herr and Anderson (2005) state the positionality of the researcher and her relation to the setting in action research and the context-bound nature of action research have led to concerns about its validity as a research tradition. However, as they also indicate discrediting action research due to validity concerns is not justified. They state that "action research should not be judged by the same validity criteria with which" positivistic and naturalistic research are judged. Validation of an action research requires a different set of criteria. The validation criteria for action research are discussed in Chapter Three. At this point, as a very brief answer to the concerns about the legitimacy of action research as a research method, it can be stated that as Richards says (2003) "provided that appropriate methods of data collection and analysis are used, [action research] offers a potentially rich source of professional understanding (and incentive to action) derivable from the fully articulated particular case" (pp. 25, 26).

However, in contrast to the sceptics of action research, some experts highly value action research as a research tradition for a number of reasons. To begin with, as Somekh (2006) explains one of the strengths of action research is its context-based orientation:

> Because of its contextualized nature, knowledge generated from action research is cautious in its claims, sensitive to variations and open to reinterpretation in new contexts. It is, therefore, not only more useful than traditional forms of knowledge as the basis for action but also more open

than traditional forms of knowledge to accepting the challenge of its own socially constructed nature and provisionality" (p. 28)

As Somekh points out, when the action researcher is fully aware of the context-bound nature of the knowledge produced through action research, this knowledge will be shared with others accordingly. Thus, when the knowledge generated through action research is to be utilized in different contexts, sufficient information regarding the boundaries of the study will be available. Like Somekh, Mills (2007) underlines the difference between action researchers and traditional researchers in the way that they treat complications in the research. He states that "action researchers acknowledge and embrace these complications rather than try to control them" (p. 3). Moreover, "action researchers differ from traditional researchers because they are committed to *taking action* and *effecting positive educational change* based on their findings rather than being satisfied with reporting their conclusions to others [italics in the original](p. 3)".

Greenwood and Levin (2007) also refer to the inherent value of the knowledge generated through action research. They claim that action research "has the potential to be the most scientific form of social research" (p. 55). They state that among social scientific approaches, action research is the closest to meeting the standards for a scientific method for it "involves problem formulation, operationalization, hypothesis formulation, data gathering, data analysis, action design, evaluation of the action and redesign of the hypotheses, interpretations, and actions in an ongoing cycle." In their discussion, they refer to Dewey's definition of scientific knowing as "a product of continuous cycles of action and reflection" (as cited in Greenwood and Levin, 2007, p. 61). What is more, the knowledge obtained through action research "is tested in action and in context". According to Greenwood and Levin (2007), this cycle of data collection, use and verification is more akin to a scientific method (p. 54). In action research, "the test of any theory is its capacity to resolve problems in real-life situations" (p. 62).

A distinctive quality of action research is that it promises a compromise in the ongoing "theory vs. practice" debate. Action research provides the teachers with a means to raise their voices in educational research and become active

producers of knowledge rather than passive recipients. Through their contributions, insights from actual practice can increase in educational research. Action research enables exploring the relationships between educational theory and practice (Costello, 2003, p. 16). Therefore, teacher-research both enriches educational research and empowers teachers. Holly, Arhar and Kasten (2009) discuss the recent changes in the role of the teacher and researcher in educational research and how these changes have highlighted the importance of action research. As they state, traditionally, the researcher was an outsider who "prided themselves on self-imposed isolation and the objectivity that could attend their removal from the daily world" (p. 10). However, recently more and more researchers are "choosing to enter the real world of practice, where they embrace their own senses and subjectivity" (p. 10). Subjectivity is no longer viewed as a definite obstacle in the research process with "the growing realization that objectivity is a myth" and "that we each see and interpret from a point of view and live in language communities that shape us as we shape them" (p. 10). Within this new orientation, teachers are becoming researchers. In developmental order, the shift has been from research on teachers to research in the company of teachers, to research with teachers, finally, to research by teachers, with teachers, students, and others. (p. 11). Holly, Arhar and Kasten (2009) refer to a number of other changes taking place as a result of the increasing popularity of action research:

- A growing number and diversity of people conducting research, including learning communities (and communities of practice) where multiple perspectives contribute richness to the inquiry.

- Researchers straying into more complex and "messier" questions, topics, and terrains, taking on social issues

- Research conducted closer to the subject of inquiry (such as classrooms as well as laboratories). (p. 10)

Holly, Arhar and Kasten (2009) highlight the transformative power of the knowledge produced through action research. They draw attention to the emergence of a new world in which knowledge is generated, shared, consumed and become outdated very rapidly and stress the importance of adopting a

critically transformative pedagogy which enables teachers "to grow in ways that are creative, collaborative, and generative toward futures we create rather than inherit" (p. 4). In the development of such a pedagogy, action research has a central place.

2.7.2 Action Research and Reflective Learning

Bergez (2009) reports how his action research, which he started with an aim to evaluate the effectiveness of his educational intervention to improve his students' essay writing skills, transformed as he reflected on the data he collected. He conducted his action research with a group of ninth-grade students to whom he was teaching English. In the first cycle of his action research, he gave his students questionnaires to encourage them to reflect on the essay writing process. He wanted to evaluate the impact on this intervention on students' essays. However, when he analysed the essays, he could not a find any significant improvement in his students' essays. Next semester, he continued his research and he held interviews with 16 of these students to further explore the issue. The students reported that the questionnaires encouraged them to think about their writing but they did not have an impact on their actual writing style. Then Bergez went back to literature and as a result of his research, he found out that although his intervention did not seem to have produced changes in the student essays, it probably improved metacognitive skills by asking them to reflect on the process of essay writing. When Bergez went back to the data he collected through the interviews, he realized that the intervention in fact increased the students' abilities to self-regulate and self-appraise. Based on this new finding, he determined the focus of his next action research cycle as self-reflection. As Bergez's case illustrates action research studies can lead researchers to unexpected outcomes and one of the features that characterizes a good action research study is its preparedness to trace these new lines.

In her action research, Jove (2011) explores how she can improve herself as a teacher, teacher educator and action researcher through reflection and action research. She borrows the concept of "becoming" from Colebrook and asserts that

it is not possible to talk about being a teacher or researcher because it is a never-ending process and she describes herself as a "becoming" teacher and researcher. In her research study, Jove analysed the written assignments of the 28 prospective teachers in her class and reflected on her analysis of their assignments. As she reflected on what she taught to her students as a teacher educator and how she responded to their assignments as a teacher, she realized that her own teaching and research methods were not consistent with what she wanted her students to do as teachers.

In their assignment, the student teachers were required to reflect on their school experience and when doing so they were expected to make connections to other students' presentations. In her first analysis of the data, Jove (2011) was not content with the quality of the work produced by the majority of the students. She thought that they followed the exemplar project she provided too closely. However, when she examined the task she had set, she realized that she had made the task rather restricted and decided to revise and make it more open-ended. Analysing student work with a new perspective and writing about their assignments helped her to pinpoint the problem in the task. Moreover, when she examined the assignments closely she discovered that to the contrary of her expectations, students who were good at making connections to their friends' presentations did not make a good learning progress. Furthermore, although the majority of her students did not make effective connections to other students' presentations, these students did much more than making such connections. Through further reflection, she came to the conclusion that there was a mismatch between her objectives and what she ended up doing. She noted that her "obsession with connections" prevented her from seeing how students went beyond what she expected and how they traced other routes and made other links (p. 373). In her discussion of the results of her action research, Jove highlights how her focus changed from her students' problems to the limitations of her own teaching through self-reflection. She concludes that her self-reflection and action research was invaluable in her "becoming" and her discoveries helped her to improve as a teacher and researcher. She suggests that all the teachers should be involved in self-reflection. In addition, her study underlines the importance of the

teaching methods used by teacher educators. Since they teach not only through what they tell but also through by how they tell it, it is very important that they are effective role-models and they can also engage in action research to explore their teaching.

As in Bergez's and Jove's cases, action research can be "teacher-initiated classroom investigation" (Richards & Lockhart, 1996, p. 12) and be carried out alone by individual teachers. Action research can also be integrated into teacher education or training programs and in these cases teachers usually work with a coordinator. In their research studies, Peker (1997), Atay (2008), Sahinkaras, Yumru and Inozu (2010) and Megowan-Romanowicz (2010) coordinated teachers doing action research and the findings of their research as follows.

In her dissertation study, Peker (1997) explores how collaborative action research can be used to support teacher empowerment and to effect educational change. She points to the fact that in Turkish higher education "planned educational change to remedy educational problems" usually fails to bring about satisfactory outcomes" and she states that in order to successfully effect change, the adopters (policy makers and administrators) and implementers (teachers) of change should have a shared meaning (p. 7). She proposes that using a normative re-educative strategy rather than a power-coercive or empirical-rational strategy to initiate change is more likely to bring about satisfactory outcomes. When change is imposed top down, it usually faces resistance and such approaches to change are usually unsuccessful. On the other hand, when teachers are the agents of change, change can be implemented more effectively. She indicates that "if people participate in their own re-education, change can happen" (p. 64). For change, "teacher development which entails personal and professional development" is essential (p. 65).

Peker (1997) proposes that a collaborative research based approach to empowerment (CORBATE) can be used as a model for change in Turkish higher education. To investigate the feasibility of such an approach, she conducted a research study at the Department of Basic English (DBE) at METU. In her research, Peker (1997) focused on two dimensions of teacher empowerment introduced by Prawat: Conversations with Self and Conversations with Settings.

"Conversations with Self entails self-critique, whilst Conversations with Settings mean institutional change" (p. 75). The study aimed to investigate the possibility of empowerment as Conversations with Self and Conversations with Setting.

The study was an ethnographic study in which the researcher had the position of a participant observer. The researcher who was a teacher trainer and a teacher at the Department of Basic English (DBE) at the Middle East Technical University was the change agent who initiated and coordinated the project. Participants in the study were DBE teachers who volunteered to involve in the project. Over the period of three years the project continued, the teachers conducted action research in collaboration with the researcher. There were new-comers and drop-outs in the process. Four of the teachers who volunteered to participate in the study remained in the project from the beginning until the end.

At the beginning of the study, the researcher/ change agent introduced action research. The action researchers identified the problem they wanted to investigate and started their action research. The researcher/ change agent followed the cycles and steps of action research through regular meetings with the action researchers. The roles of the change agent included setting the project, providing theoretical knowledge and guidance, maintaining motivation and managing conflicts.

Data collection tools in the study were the field notes taken during participant observation of the weekly action research meetings (66 meetings), interviews with the participants (once a year in year one, twice a year in year 2 and 3), diaries kept by action researchers and other documents such as memos and trainer's sheets for action research activities. In addition, two years after the completion of the study, informal meetings with four of the teachers who participated in the project were held.

In her analysis of the data, Peker concluded that CORBATE can be used as a model for educational change for Turkish higher education. She found out that Conversation with Self was effective in supporting teacher empowerment. The teachers reported that they felt empowered and also it was observed that their dependency on the change agent gradually decreased and they became more competent. On the other hand, Conversation with Settings did not provide the

expected outcomes. Teachers reported that they were more autonomous and in control of their own classrooms. However, they did not acquire the competencies to go beyond the border of their classrooms. In other words, development was achieved at the technical and practical level but not in the emancipatory level since the action researchers did not "critique and make an attempt to transform the education system" (p. 99). The researcher/ change agent noted that if the change agent took a more pro-active role in the project, it might have been possible to reach the level of emancipatory development.

The researcher/ change agent was also empowered as a result of her experience. For example, she got more organized in the second year of the study and the depth and scope of her reflections increased. Also, dealing with the unexpected and the necessity to negotiate turned out to be a learning experience. In her recommendations, Peker wrote that the project was labour intensive work and the change agent needed to have plenty of expertise. She suggested that to overcome the limitations, when conducting CORBATE, a framework can be developed to implement it at the institutional level and more change agents can be involved.

Megowan-Romanowicz (2010) investigated how the teacher-researchers who enrolled in the master of natural science (MNS) degree program for high school teachers at a research university perceived action research which was a compulsory component of the program. When doing their action research, the teacher-researchers worked in small groups (often 2 or 3 teachers). They planned their action research as a team and implemented it in their own contexts. Throughout the action research, the team members were expected to communicate with each other. As the research coordinator, Megowan-Romanowicz was a participant observer in the study and in her research, she analysed the data she had collected over the eight years she coordinated the teacher-researchers in the MNS degree program.

Data collection tools were "unstructured and semi-structured interviews, interesting conversations, e-mail exchanges with teacher-researchers, field notes from 7 years of Leadership Workshop seminars… and teachers' responses to a survey regarding their action research experience and its influence on their

teaching practice" (pp. 996, 997). Her research revealed that teachers who enrolled in the MNS program regarded the action research component of the program empowering despite the challenges they faced during the process. They reported that action research improved their teaching skills, increased their confidence in their teaching practice and renewed their commitment to their job. However, they also reported that engaging in action research "did not result in any positive attention from their administrators" and did not have a significant impact on their "credibility or stature in their professional community" (p. 1006). This result is consistent with Peker's study and shows that the value of teacher-research is not necessarily appreciated at the institutional level. Megowan-Romanowicz concludes that action research "engenders a community of sustained reflective practice that not only results in positive changed for the participants, but in a growing body of practitioner research that is respected and shared freely among teachers" (p. 1010).

Atay's research (2008) also highlights the importance of integrating teacher research into in-service education and training programs (INSET). In her study, Atay investigated the attitudes of teachers in INSET programs to teacher research and how these teachers perceived the effect of carrying out research on their professional development. The study was carried out with 18 of the 62 EFL teachers who were teaching at the English preparatory school of a state university and who volunteered to attend the INSET program. The participants were all native speakers of Turkish and they had not ever carried out research in their classes. In the program, in addition to focusing on the topics identified by the teachers, the researcher introduced teacher-research and the participants carried out a research study in their own classes. Atay analysed the teachers' narratives and journals to investigate their attitudes towards carrying out research and its impact on their professional development. Data analysis revealed that the teachers found the research oriented programme highly effective in fostering their professional development. The analysis of teacher journals indicated that the teachers believed that carrying out research in their own classrooms contributed to the development of research skills, increased their awareness of the teaching and learning process, renewed their enthusiasm about teaching and encouraged

collaboration with colleagues. It was also reported that they had difficulties during the research process and needed more guidance and it was at times difficult to collaborate with a colleague. Based on the findings of her study, Atay suggests that action research component can be integrated into the INSET programs for schools and universities.

Sahinkaras, Yumru and Inozu (2010) carried out an action research with a group of EFL teachers to help them adjust to the changes in the National Curriculum for language teaching. The researchers report the shift to a more-learner centred education in Turkish Education System and how the National Curriculum for language teaching incorporated the English Language Portfolio (ELP) and Common European Framework of Reference (CEFR). With the implementation of the ELP, developing learners' capacity for self-assessment and reflection has become one of the main goals of education. However, despite the in-service teacher training programs offered in the form of seminars, it was found that most teachers were not comfortable with the innovations. Some teachers resisted these innovations because they thought these innovations were not suitable to or they did not work in their context. In order to deal with problem, the researchers developed a teacher development (TD) program as a part of their action plan with a group of EFL teachers so that the teachers would have a better understanding of the ELP and would share and spread their expertise to the other teachers in their region. In other words, in this research study, both the researchers and the participating teachers were action researchers operating in two intertwined circles.

The participants in the study were 28 non-native EFL teachers working for the Ministry of Education in ten different primary and secondary schools and who volunteered to be involved in the TD. In the TD sessions, Sahinkaras et al. (2010) introduced and discussed the ELP and presented sample ELP materials produced by students. They also focused on how the ELP and the "can-do" statements in the CEFR can be used to foster reflective learning. The participants were required to keep a reflective journal in which they reflected on what they learnt, how they could use the things they learnt in their classes, how they implemented these in their classes, what kind of problems they faced in the implementation and how

these problems could be overcome. In addition, in the TD sessions they discussed the ELP and "can-do" statements and their experiences with it. Finally, the teachers were asked to prepare reflective tasks for their students. Before using these tasks, they presented the tasks to their colleagues and exchanged ideas on the tasks. After they used the reflective tasks in their classes, they reflected on their effectiveness.

Sahinkaras et al. (2010) observed the teachers as they carried out their own action research studies. In the article, they report their observations regarding two of the teachers participated in the program. One of these teachers was a typical example of teachers who had concerns about the ELP and the other teacher represented teachers with a positive attitude towards ELP. The researchers found that teachers were more willing to make innovations when they carried out their own research rather than when they were coerced to act on the results of research carried out by experts. For instance, the first teacher who had openly expressed his concerns to implement the innovations adopted a much more positive attitude toward the ELP and self-assessment as a result of his action research. They also point to the need for continuous support for teacher development and suggest school university collaboration to this end. In addition, they suggest that to be able to use the ELP more effectively not only teachers but also students and parents should be informed about the reasoning behind this pedagogical application. In addition, Sahinkaras, Yumru and Inozu's research highlight the significance of reflective journal and reflective dialogue for reflective learning since both of these tools encouraged the teachers to inquire their teaching philosophy and practices and supported their professional development.

2.8 Summary

As discussed in this review of literature, the theoretical framework for the present study draws on constructivism, particularly von Glasersfled's discussion of conceptual structures, Vygotsky's work on inner speech, mediation and zone of proximal development and Schön's reflective learning model. The reflective activities were designed to encourage students to reflect on their work and

experience, and share their reflections both in the oral and written format so that they could vocalize their inner speech. The teacher-researcher scaffolded students in the reflection process and this scaffolding was reduced gradually as students got more experienced in reflecting. In addition, the teacher-researcher reflected on her teaching and research in order to develop an action plan.

Research on the effectiveness of integrating reflection into teaching stress the importance of teaching students how to reflect and supporting them in the process (Rickards et. al., 2008; Ya-Fen Lo, 2010; Gün, 2011). It is reported that when they are supported, students benefit from reflection, and engaging in reflection helps students develop reflective skills and take responsibility for their own learning (Ayan, 2010; Gün, 2011). With regards to how students perceive reflective activities, research results suggest that although some students reported that they thought they benefited from reflective activities, some other students did not perceive them as useful (Kato, 2009; Bergez, 2009; Gunn, 2010). Personality factors, level of proficiency and not understanding the rationale behind reflection were listed as the possible reasons for students' resistance to reflection (Kato 2009; Gunn, 2010).

Research related to feedback and assessment in reflective learning highlights the limitations of feedback practices which tell students what is wrong and what is right. In this way, students remain dependent on teacher feedback. What is more, it is very difficult to give clear feedback which students can utilize to improve their work (Nicol and Macfarlane-Dick, 2006). Therefore, it is important to make room for self-assessment when giving feedback. In addition, self-assessment can be used to increase the reliability of teacher grades (Taras, 2003).

Studies exploring the use of action research in educational research reveal that it is an invaluable tool for initiating change and teacher development. It can be stated that action research lends itself to be carried out by individual teachers and through self-reflection teachers can challenge their own beliefs, assumptions and knowledge, scrutinize their teaching and pursue professional development (Bergez, 2009; Jove, 2011). In addition, carrying out action research empowers teachers (Peker, 1997; Atay, 2008; Megowan-Romanowicz, 2010; Gün, 2011;

Jove, 2011). It is suggested that action research should be an integral part of teacher education both in pre-service and in-service programs (Atay, 2008; Megowan-Romanowicz, 2010; Gün, 2011). Finally, research findings reveal that teachers are more willing to adapt to change when they are involved in the research process (Peker, 1997; Sahinkaras, et. al., 2010).

CHAPTER III

METHOD OF RESEARCH

This chapter presents the research method used in this study. In the first section, a description of the research design is provided. In the second, the participants of the study are introduced. Finally, data collection instruments and procedures are explained.

3.1 Research Design

The present study is designed as an action research study through which the teacher-researcher investigates ways to facilitate reflective learning in her classes with an aim to enhance student learning and to aid her own professional development. In her action research, she seeks ways to integrate systematic reflection in English 101 course given at METU and also inquires the success of such an undertaking in promoting effective learning. In order to inquire the answers of the research questions, the teacher-researcher designed her research as action research study.

1. How can systematic reflection be integrated to ENG 101?
    a. How can reflective thinking be practiced?
    b. How can reflective writing be assessed?
2. To what extent does "reflective dialogue" between the teacher and the student contribute to learning?
    a. What do participants learn as a result of engaging in reflective dialogue?
3. What are the characteristics of the reflective dialogue between the teacher and students?

a. What are the characteristics of the reflective dialogues with students who overrate or under-estimate their performance?

b. Are any differences observed when reflecting on the specific parts of the criteria (content, organization, delivery, visual and language) in terms of reaching an agreement on the strengths and weaknesses?

4. To what extent does engaging in reflective writing facilitate reflective learning?

5. What is the role of reflecting with students and reflecting on student reflection for the teacher's professional development?

6. What are the perceptions of the students and the teacher who are practising reflective activities?

a. What are the similarities and differences between the students' perceptions of the effectiveness of reflective activities related to speaking and writing?

b. What are the similarities and differences between the students' and teacher's perceptions of the effectiveness of reflective activities?

As Richards (2003) points out action research is a research tradition which "represents a move from descriptive/interpretive stance to an interventionist position, where a key aim is to understand better some aspect of professional practice as a means of bringing about improvement" (p. 24). Similarly, in the present study, maintaining the standards set by the department, the teacher-researcher wanted to implement a change in the ENG 101 course she has been teaching for four years, in order to obtain positive learning outcomes both for herself and her students. The research was designed as an action research study so that she could explore the results and the consequences of the intervention, and by engaging in a cycle of action research, she could continue investigating until the desired outcomes were reached. The present study presents a specific fragment of this cycle.

Although action research is mostly associated with qualitative data collection techniques, it makes use of both qualitative and quantitative methods depending on "the area of focus or research questions identified by the researchers" (Mills, 2007, p. 5). The present action research study adopts heavily a qualitative method to research since "the focus is on data in the forms of words – that is, language in the form of extended text" (Miles and Huberman, 1994, p. 9). Figure 3.1 demonstrates the design of the study and how data collection methods were integrated.
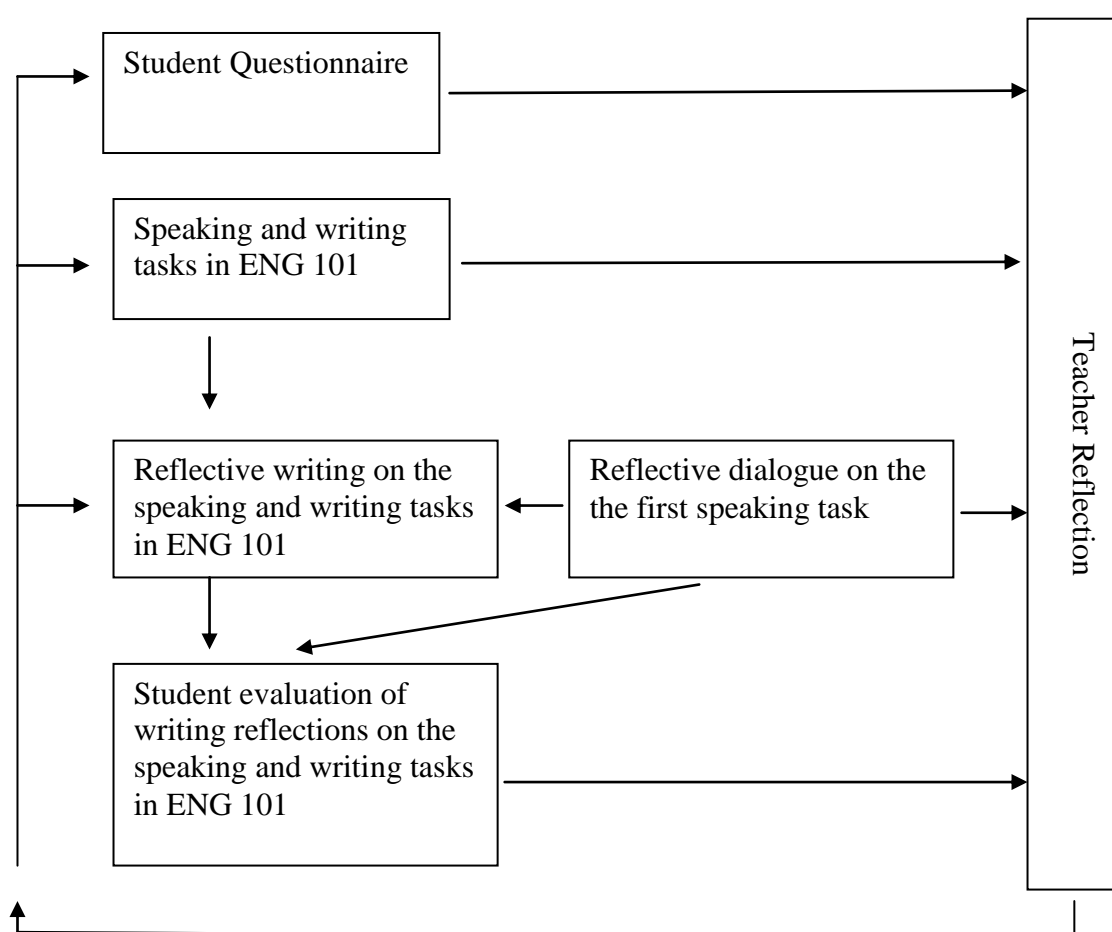
Figure 3.1 Design of the Study

3.2 The Pilot Study and Ethic Committee Approval

The intervention developed for the research study was piloted in ENG 101 in 2009 Summer School. In the pilot study, the students completed the written reflections throughout the semester and at the end of the semester they evaluated the effectiveness of the reflective activities. Different from the present study, in the pilot study, the mini-presentations were not video-recorded and reflective dialogues with the students were not audio-recorded since the Ethic Committee approval was not received yet.

Certain adjustments were made to the reflection tools after the use of these tasks in the pilot study. First, the essay reflection task and reaction-response paragraph reflection tasks that were given as one reflection task, were divided into two parts for the present action research in order to highlight the different stages in the learning process. Second, an explanation and appreciation note which summarized the intentions behind the integration of the reflection tasks in the syllabus and which acknowledged students' hard work was added to the beginning of the student evaluation task. Finally, since most of the evaluation tasks were not returned in the pilot study, the teacher decided to give a completion grade (1 point out of 10) for the submission of the student evaluation task.

The questionnaire was piloted with a group of ENG 102 students in the spring term of the 2008-2009 academic year. Details regarding the revision of the questionnaire are provided in Chapter Four. The Ethic Committee approval for the research study was received on September 29, 2009. Although the questionnaire was used for informal needs assessment over the years by the teacher, in the present study, the students were provided with an informed consent form attached to the questionnaire (See Appendix B for the informed consent form for the questionnaire). Among the seventy-one students in the three sections, thirty-nine returned the questionnaires having signed the informed consent. Similarly, the students' were asked if they would like to volunteer for the reflective dialogues to be recorded and used for research purposes. Among the twenty students approached, three stated that they did not want to volunteer for recording. Volunteers signed the informed consent form (See Appendix C for the informed

consent form for the reflective dialogue). They were told that their names would be kept anonymous, and their names would be changed in the study. In addition, they were told that they could have a copy of the audio-recordings.

3.3 Participants of the Study

3.3.1 Teacher-researcher

The research study was carried out by the teacher with her own students in the three sections of ENG 101 she taught in the fall term of 2009-2010 academic year. By carrying out the present action research, she aimed to achieve a number of goals. First, she wanted to explore how engaging students in systematic reflection contribute to their learning. Second, by reflecting on the data collected through the research, she aimed to improve the tasks she designed and the way she implemented them. Finally, as action research can enable teachers to focus on the concerns in their context and find results that could benefit others in their context (Wyatt, 2010). The teacher-researcher aimed to contribute to the educational context in which she works and other similar contexts in their endeavour to promote effective learning.

One of the reasons why the researcher preferred to work on her own was to ensure the somehow standard implementation of the activities in different classes. To this end, it would not be feasible to ask other teachers who are rather busy practitioners to engage in continuous reflection and share their reflections with the researcher. In addition, she believed that her insider position in the action research would enable her to draw a comprehensive picture of the case under investigation and share this with other parties who were interested. Finally, researcher bias was not expected. The study was carried out as action research and there was not a pre-defined hypothesis that had to be proved. As an action-learner, the researcher's task was not to prove that she was right in the solution she proposed to the problem she was trying to handle. Instead, she was involved in an inquisitive journey to reflect and learn what worked and what did not work and investigate and report the reasons of success and failure. In the reflective cycle of

the action research, then she would develop further solutions when necessary and continue the same process in the next cycle of her action research.

3.3.2 ENG 101 Students

This study was carried out with all the students in the three sections of ENG 101 that the teacher-researcher taught in the fall term of 2009-2010 academic year. An overall description of the student profile at METU is included in Chapter One. Here, based on the analysis of the relevant items in the questionnaire given at the beginning of the semester, further details about the specific group are presented.

There were 71 students in total in the three sections. In section A, there were 20 freshman students, all from the Department of Geological Engineering. In section B, there were 23 freshman students from the Department of Industrial Engineering and 2 second year students from the Department of Civil Engineering. In section C, 24 freshman students from the Department of Mechanical Engineering, one freshman student from the Department of Civil Engineering and one freshman student from the Department of Physics. Thirty-nine of the students returned the questionnaires.

According to the questionnaire results (item 1), most of the students in the class received English education in similar contexts in the high school and university (See Appendix D for the questionnaire). The pie chart in figure 3.2 displays the types of high schools students that the students attended. As the chart illustrates, 84% of the students were from various types of Anatolian High Schools (including Anatolian Science and Teacher Schools), which indicates that they received English language education in the high school. However, as Koru and Akesson (2011) indicate English education provided in Anatolian High Schools has suffered to a great extent since the late 1990s:

> Students usually took a year of "Hazırlık," or "preparation," between fifth and sixth grade, during which they received intensive English instruction. This class was postponed to be held between eighth and ninth grade in the late 1990s. In 2005, preparation class was cancelled entirely. Students no

longer have a year in which they receive English language instruction unless they go on to University, some of which offer such a preparatory year of English. By this time however, students are already 18 years old, and it is not unheard of for even the most studious to feel the need to revisit the fundamentals (p. 3).

As Koru and Akesson (2011) point out, students usually start universities with very low proficiency levels and at an age when learning a language has become more difficult. Therefore, the fact that majority of the students in these three sections received English education in Anatolian High schools is not sufficient to conclude that overall they are a strong group in terms of their English.
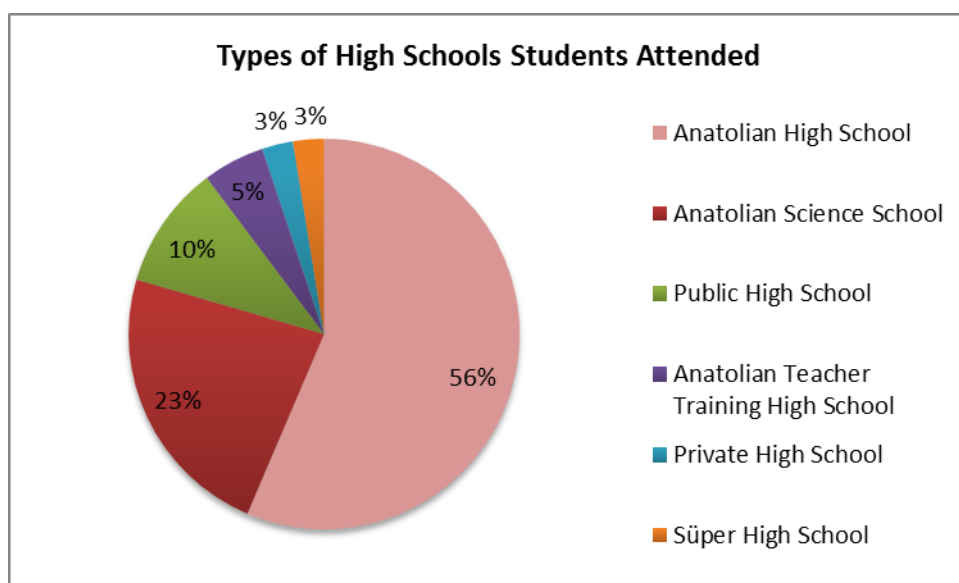
Figure 3.2 Types of High Schools Attended

In the second item, the students indicated whether they attended the prep class at METU. As illustrated in figure 3.3, 92% of the students studied the prep class at METU, which made it possible to make certain assumptions about the group. First of all, the students had already practiced plenty of reading, writing and listening since these are the skills that are covered in the proficiency exam they needed to pass to complete the prep class. Second, as a backwash effect of the absence of speaking component in the proficiency exam, fairly less emphasis was given to speaking. As a result, drawing from her experience with students

from similar educational background, the teacher-researcher expected to have a group of students who were likely to be concerned about their speaking. Other items in the questionnaire supported this assumption.
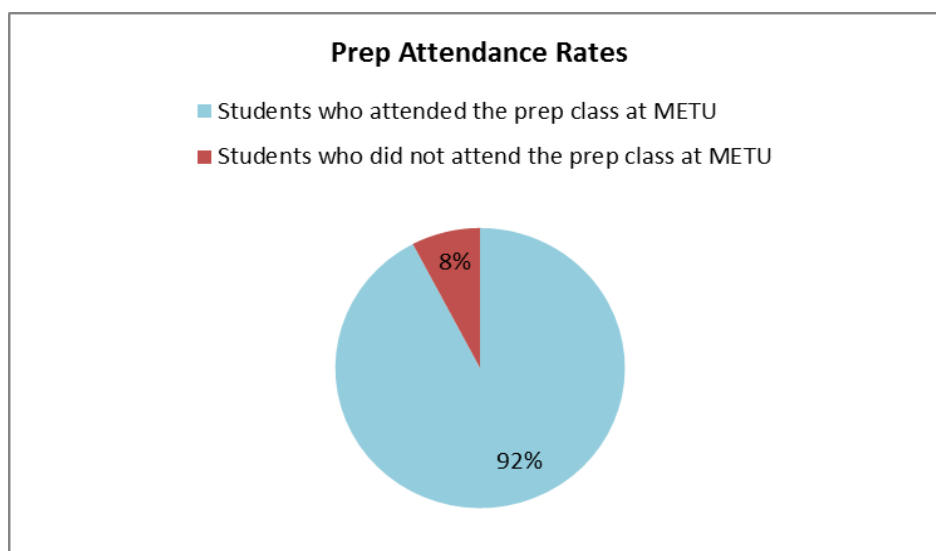
Figure 3.3 Prep Attendance Rates

Most of the students had instrumental orientations for learning English. They believed that they would make most use of their English after they graduated from the university to find a job. Living abroad was the second most popular answer followed by pursuing academic life and passing exams. Figure 3.4 shows students' perceived needs regarding the areas they would need English most. At this point, it should be noted that orientation and motivation are two separate issues (Brown, 2001, p. 75). In an instrumental orientation, learners are studying a language in order to further a career or academic goal. However, this does not necessarily mean that learners with instrumental orientation have a high motivation to learn a language. As Brown (2001) states "the intensity or motivation of a learner to attain that goal can be high or low" (p. 75). Therefore, depending on this data, it would be wrong to arrive at conclusions about the motivation levels of the students. The students who felt that the course is not equipping them with relevant skills to find a job were likely to suffer from low motivation.
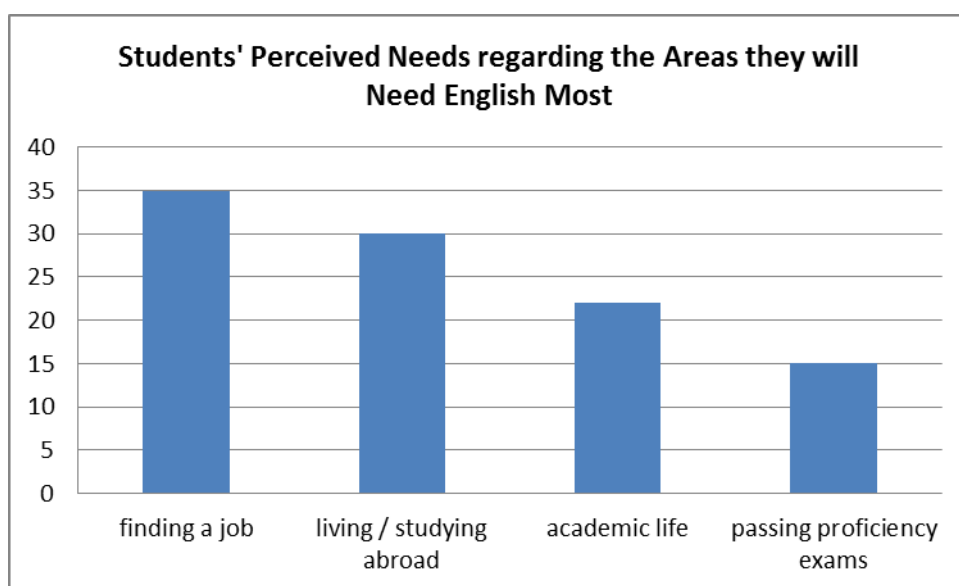
Figure 3.4: Students' Perceived Needs regarding the Areas they will

           Need English most.

Speaking was identified as the most important skill to achieve their aims (2.84 mean score out of 3). Listening followed speaking with 2.64 mean score. With 2.58 mean score reading was also in the most important band. Writing was the only skill in the neutral (somehow important) band (2.25). Contrary to the expectations of the students, speaking was the least focused skill in ENG 101 whereas writing was the most emphasized one.

In order to learn effectively, listening to the teacher's lectures (mean score 2.7 out of 3) and individual review outside the class (mean score 2.8 out of 3) were identified as the most useful learning methods. With a mean score of 2.23 consulting teacher was in the neutral (somehow important) band. Pair or group work in the class was also in the neutral band (somehow important) with a mean score of 2.05. Finally, working with friends outside the class was in the least important band with a mean score of 1.92. Certain statements in item 11 in the questionnaire confirmed these findings. Similar to question 8, in item 11, cooperating with the instructors to learn better was in the "sometimes" band (2.23 mean score out of 3). Also, in the "sometimes" band was feeling confident about asking questions (2.25 mean score). In line with question 8, in item 3, cooperating

with classmates to learn better was in "sometimes" band with a mean score of 2.17.

The results of the analysis of students' preferred learning methods were a point for attention for the teacher-researcher. The interactive reflection model adopted in the study was not consistent with students' preferred learning methods. Although the students stated that they highly valued independent review, as a learning method, the teacher wanted the students to carry out reflections and share these with her. Moreover, the students favoured teacher-centred methods. These differences revealed that there would be a need for the students to shift their orientation as the term proceeded, which might lead to feelings of uneasiness and frustration.

3.3.2.1 Sampling Procedures

In the present study, multiple sampling procedures were used. The teacher followed the same syllabus in all the three sections and all the students were required to complete the reflective activities. The tasks in the syllabus are presented in table 3.2. When sampling data for the analysis of reflective dialogues and students' written reflection, based on the decisions made for sampling, data was collected from a different set of students. In the study, the names of the all students are changed.

Seventeen of the teacher-student conferences on mini-presentation 1 were recorded for obtaining in-depth information on the reflective dialogue between the teacher and the students. The sampling procedures followed when selecting these seventeen students are explained here. All the students' mini-presentations were recorded using a video-recorder. When the students finished giving their mini-presentation, they self-assessed their performance using the mini-presentation rubric which the teacher introduced earlier, and they submitted it to the teacher (See Appendix F for the task and rubric for mini-presentation 1). The teacher collected students' self-evaluations at the end of the presentations. Fifty students submitted their self-evaluations. Then she compared students' self-assessment with her own grades. The mini-presentation was worth 10 points and the

discrepancy between the teacher and student grades ranged from 0 to 5. Five discrepancy score bands and the distribution of students over the bands in mini-presentation 1 are given in Table 3.1.

Table 3.1 Five Discrepancy Score Bands and the Distribution of Students over the Bands in Mini-presentation 1

Discrepancy in grades (points)	0	0.25	0.5	0.75	1	1.25	1.5	2	2.25	2.5	2.75	3	3.75	4	5
	Band 1				Band 2			Band 3				Band 4		Band 5	Band 6
Frequency	9	4	8	1	7	1	9	3	1	1	1	2	2	0	1
	*Zeki (Z1), *Zehra (Z2)		Oya (O1)		Feride (F1), Giray (G1) Yeşim (Y2)	Cemile (C1)	Emrah (E1), Nedim (N1) Levent (L1), Doğuş (D1) Kemal (K1)	İrem (I)	Murat (M1)		Hamit (H1)	Beril (B2), Bünyamin (B1)	Arda (A2), ** Zeynep (Z3)		Adnan (A1)

*the overall score is the same but grade distribution is different and student did not volunteer for recording
** did not volunteer for recording

In *The Reflective Practitioner*, Schön states that "inquiry begins with an effort to solve a problem as initially set" (1983, p. 163). The teacher set the discrepancy between her grades and student grades as a problem to be inquired and in addition to talking to each student individually about their mini-presentation and self-evaluation, she decided to select six students from each section to record the conferencing for deeper reflection. While evaluating the discrepancies in the scores, in addition to comparing the overall grades, she also compared the grades given for each descriptor since even when the total grades given by the student and the teacher are the same, there may be important differences in the distribution of these grades for individual descriptors in the

rubric (See Appendix F for the Table of the Comparative Teacher Grades and Student's Self-grades for Mini-presentation 1).

When selecting the students for recording the teacher-student conferences, the teacher used purposive sampling since it "increases the data exposed and maximizes the researcher's ability to identify emerging themes that take adequate account of contextual conditions and cultural norms" (Erlandson, Harris, Skipper & Allen, 1993, p. 82). As they indicate purposive sampling requires the researcher to make two basic decisions:

> First, he or she must select who and what to study… Second, he or she must choose who and what not to investigate; that is, there must be a process of elimination in order to narrow down the pool of all possible sources (p. 83).

This elimination is extremely important in qualitative data analysis when there is a big amount of data which needs to be analysed in detail. As Patton indicates a number of different strategies can be used for making these decisions including intensity sampling, sampling extreme or deviant cases and convenience sampling (as cited in Erlandson et al., 1993, p. 83). A combination of intensity sampling, sampling extreme or deviant cases and convenience sampling were used in choosing the students for recording their conferencing.

In the sampling process, first, as illustrated in table 3.1, the teacher-researcher grouped the discrepancy scores into six bands. The first band included discrepancy scores below 1 and 44% of the scores was in this range. Since discrepancy below 1 was viewed as a minor problem, despite the high frequency, the teacher decided to ask three students from this band for permission to record the conferencing. Unfortunately, one of the students from this band was available during the week recordings were done; therefore, there is only one student from this band in the sample. The second band included discrepancies between 1 and 2, and 34% of the scores were in this range. Since 1 to 2 point discrepancy in student and teacher grades was regarded as a significant difference and the scores clustered in this band (34%) rather than band 3 (12%), the majority of the students (nine students) for recording were chosen from this band. Band 3 covered scores between 2 and 3, and 12% of the scores was in this range. It was decided to

approach six students from this band to ask for their consent to record the conferencing. Any discrepancy above 3 was viewed as an extreme case and the teacher-researcher wanted to record the conferences with all of these students. Thus, extreme case or deviant case sampling was used at this point (Miles & Huberman, 1994). One of these students in this band did not want the conferencing to be recorded; therefore, there are five students from this group in the data collected. In addition, when sampling, the teacher-researcher paid attention to including a balanced number of students from the three different sections. The teacher-researcher asked students if they would volunteer to participate in the study as they came for conferencing and she continued the recordings until she recorded the seventeen conferences from the identified bands.

The students completed written reflections on their first and second mini-presentations. The reflections on the first mini-presentation were used only to support the analysis of the reflective dialogues when needed. The reason why they were not used to trace how reflection promoted learning was that they were written after the student-teacher conferences and were likely to be highly shaped by teacher feedback rather than individual reflection. On the other hand, all the reflections on mini-presentation 2 were included in the data analysis (Sixty-three reflective paragraphs were submitted).

As stated earlier, the students wrote reflections on all the writing tasks they completed. Among these tasks, the reflections on reaction-response paragraphs were selected for closer analysis for a number of reasons. First, reaction-response task was the final reflection task and thus the students had become more experienced in reflective writing by that time (Moon, 2004). Second, none of the students practiced writing reaction response paragraphs earlier; therefore, it was a new learning experience for all of them and the impact of prior learning on success was less compared to the other tasks. Third, the essay was written through process writing and thus the students also had the opportunity to improve their work through drafting and rewriting the same piece of work. On the other hand, when writing reflections on their reaction-response, students did not rewrite their paragraph and worked on three different tasks. Finally, the reaction-response paragraph was also tested in the final exam and as stated above, this gave the

teacher the opportunity to follow up the students' progress in three different tasks completed at different times.

When sampling reaction-response paragraphs for analysis, the teacher again used extreme or deviant case sampling. The process she followed when sampling was as follows. She first studied the grades of the reaction-response paragraphs written in the final exam. She made a chart by listing the grades from the highest to the lowest. Then, to the chart, she added the grades the students got in their graded paragraphs and feedback she had noted down for the practice paragraph (the practice paragraph was not graded). She studied how each student performed over time and noted down cases of unexpected progress or failure in students' performance. These cases included students who started with unsatisfactory paragraphs and ended up getting a full grade in the final exam, students who had a fluctuating success graph (success, regression, success), students who were successful in other tasks but did rather poorly in the final exam, students who did worse in the final than in their previous paragraphs and students who did very poorly in the final exam (2.5 and below). More detailed information about the groups is provided in Chapter Four. There were ten students who did not return their first and/or second reaction response paragraphs and the teacher only had their final exam score. These students were not included in the sampling.

3.4 Data Collection Instruments and Procedures

In the present action research study, the teacher made certain adaptations in the tasks specified in the ENG 101 syllabus and she developed a number of reflective activities related to these tasks. For data analysis, a selection of the ENG 101 tasks and reflection tasks was analysed to answer the research questions. Figure 3.5 gives an overview of instructional tasks and which of these tasks were used as data collection tools. In addition, at the beginning of the semester the students were given a questionnaire to collect information about their perceived needs. At the end of the semester, the students were asked to evaluate

the effectiveness of the reflective activities they were engaged in. Throughout the semester, the teacher kept a journal in which she reflected on critical incidents.
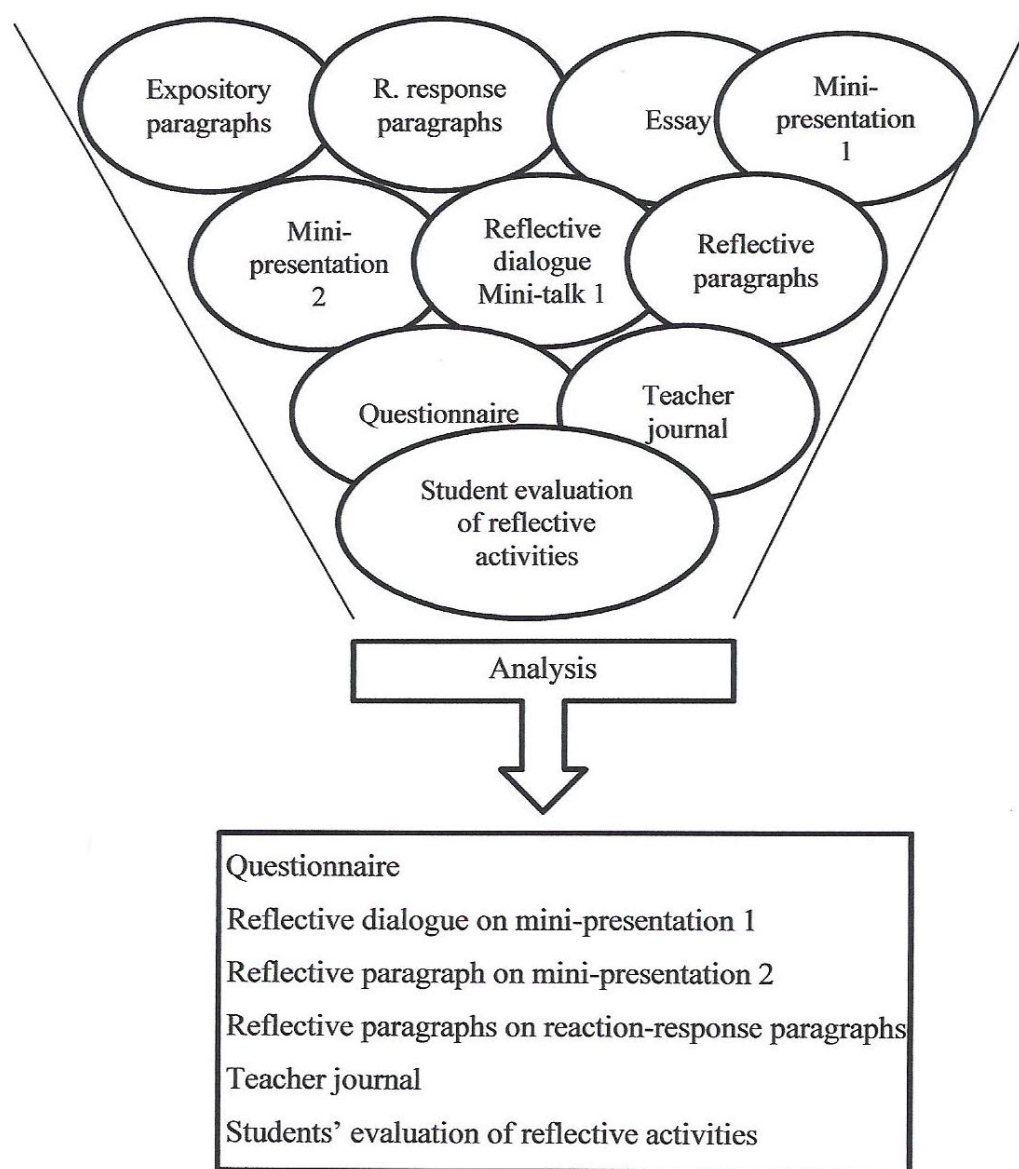
Figure 3.5 Instructional Tasks and Data Collection Tools

3.4.1 Student questionnaire

The primary aim of the questionnaire is to collect information about the students included in the study. This information is important for two main

reasons. First, the teacher uses this information to learn about the beliefs, attitudes and needs of the students so that she can plan accordingly. Second, others who read the study can use this information to compare the group in this study with students in their own contexts. This is important for the validity of action research as a research method as well. Detailed information about the context and participants of an action research is a way to compensate for the difficulty of the generalizability of results of action research studies. The generalizability of the results of action research studies is discussed later in this chapter. Because of the reasons given above, although the questionnaire does not answer one of the research questions, it is included in the data collection tools and data analysis.

Over the years she taught, the teacher-researcher has developed a questionnaire to administer at the beginning of the semester in order to obtain information about beliefs, attitudes and perceived needs of students. Based on feedback from teacher education experts, this questionnaire was further polished to be used in the present research study and changes were made in the layout and language of the questionnaire. The revised version was piloted with a section of ENG 102 students in the spring term of the 2008-2009 academic year. Twenty students did the questionnaire and on analysing students' responses, the teacher-researcher found out that only one student answered question 15 which asked students what kind of changes in the grading system would help them focus more on their learning and less on their grades. The teacher-researcher thought of eliminating that question from the questionnaire but then decided to keep it since there might be students who would like to answer the question in the actual study. The revised version was used in the 2008-2009 summer school class where the curricular changes were first implemented as a pilot study. Finally, the revised and expanded version was used with the three sections with whom the study were carried out. Then the parts from the questionnaire that are relevant to the research questions of the study were included in the data analysis (See Appendix D for the questionnaire).

3.4.2 Student Work

As Stringer (2008) indicates "student work samples provide a wonderful resource for investigation, providing highly informative, concrete visual information" (p. 74). In the present study, student work samples are also used as research data. Table 3.2 provides a list of the tasks students carried out throughout the semester.

Table 3.2 List of the Tasks Students Carried out throughout the Semester

	Week
Expository paragraph (non-graded)	week 2: 5-9 Oct
Reflective paragraph on expository paragraph (non-graded)	week 3: 12-16 Oct
Expository paragraph (graded)	week 4: 19-23 0ct
Mini-presentation 1 & self-evaluation (graded)	week 9: 23-27 Nov
Video & conferencing on mini-presentation 1	week 10-11-12: 30 Nov- 18 Dec
Reflective paragraph on mini-presentation 1 (graded)	week 11-12: 30 Nov- 18 Dec
Essay outline	week 10: 30 Nov- 4 Dec
Outline feedback (written & face to face)	week 11: 7-11 Dec
In-class essay writing	week 12: 14-18 Dec
Reflective paragraph on the preparation part for the essay	week 12: 14-18 Dec
Essay feedback (written & face to face)	week 14: 28 Dec-1 Jan
Mini-presentation 2 (graded)	week 14: 28 Dec-1 Jan
Reflective paragraph on mini-presentation 2 (graded)	week 15: 4-8 Jan
Reaction-response paragraph (non-graded)	week 14: 28 Dec-1 Jan
Reflective paragraph on the reaction-response paragraph	week 15: 4-8 Jan
Reaction-response paragraph (graded)	week 15: 4-8 Jan
Reflective paragraph on the essay-part II	week 15: 4-8 Jan
Reaction-response paragraph (graded)	final exams week
Evaluation of reflective activities	final exams week

With the exception of mini-presentation 2, the teaching and testing of the speaking and writing tasks listed in table 3.2 were among the course requirements of the ENG 101 syllabus.

For speaking, the teacher decided to include two mini-presentations in the course since she believed that the students need to be given more opportunities to improve their speaking skills. In addition, since there is not a specific speaking

input in the ENG 101, she taught that the first mini-presentation could be used as a learning experience. Furthermore, as noted previously, the questionnaire also showed that students attached significant importance to speaking, and thus the teacher wanted to make more room for speaking activities. Moreover, the teacher believed that since mini-presentations allowed the students prepare in advance, they would be less threatening than more spontaneous forms of speaking tests. In addition, the students were also told that from the two mini-presentations, the one with the higher score would be counted as the final speaking grade. By doing so, the teacher aimed to reduce the amount of stress caused by public speaking. Although she was planning to include a debate as a third speaking task, there was not sufficient time for this task. As table 3.2 illustrates, all students' written and oral performances were followed by a related reflective activity.

3.4.2.1   The Development and Design of Reflection Tasks

3.4.2.1.1 The Development of the Reflection Tasks and Rubric for Assessing Reflection Tasks

By making certain adaptations in the tasks in the ENG 101 syllabus and by designing and introducing the reflection component, the teacher-researcher integrated systematic reflection into ENG 101. In the present study, the development of the reflection tasks and the rubric for their assessment and integration of reflections tasks in the syllabus displays how the researcher integrated systematic reflection to ENG 101. The tasks and the way they are introduced, practiced and assessed provided a framework for such an undertaking.

When developing the reflective tasks, the teacher-researcher reviewed the reflective writing samples, comments on these samples and questions to prompt reflection in literature (Moon, 2004; Cowan, 1998; Thorpe, 2002). In addition, it was aimed that the tasks would encourage the students themselves to engage in the reflective cycle of action research and become action learners. For each reflection task, the teacher researcher formulated a set of prompts. When writing the prompts, the aim was to help students to go beyond the descriptive level. The

students were prompted to reflect on both the process they went through and the product they created in order to identify the strengths and weaknesses. However, identifying the strong and weak points was only the first step in this reflective process. Especially, in case of weaknesses, the students were asked not only to trace the possible reasons of the problems identified but also to brainstorm solutions. By asking the students to focus not only on problem setting but also on problem solving, the teacher wanted to create a learning culture in which the students became action researchers. Furthermore, some reflective activities also included prompts which asked the students to reflect on the teaching practices of the teacher.

In addition, the teacher-researcher developed a rubric to evaluate students' reflective writing. Moon (2004) underlines the importance of distinguishing between evaluating the product and the process of reflection when developing assessment criteria for reflective learning:

> The product of the [reflective] learning is 'content' – what the learner can do or what she now knows or understands as a result of the reflective learning. In this case, [the method chosen for assessment] is the means of developing the knowledge. However, it is being seen as important that learners, particularly those involved in professional learning, are able to engage in reflection on their practice (or progress). In this case, [the method chosen for assessment] may be used primarily as a means of developing the learner's capacity in reflective learning and it is the process that is important. Process and product would be expressed in separate learning outcomes, and would require separate assessment criteria. (p. 155)

Moon (2004) adds that when the aim is to assess the product, it is possible to use a wide range of assessment tools as long as "the assessment criteria are appropriate, and relate to the aim, level and learning outcomes" (p. 155). The reflection tasks developed by the teacher-researcher aimed to encourage the students to engage in reflection so that they have a better understanding of their weaknesses and strengths in their work and try to develop action plans to overcome these weaknesses. Thus, the focus was primarily on assessing the product and the rubric was designed to assess the content of the reflective writing.

On analysing reflective writing samples in literature particularly the ones provided by Moon, the teacher-researcher prepared a holistic rubric that describes the qualities of good reflective writing. The criteria describing good reflective writing is given figure 3.6.

A good reflection has the features listed below:

- displays clear evidence of the thinking process and your awareness of your strengths and weaknesses in relation to the task.
- traces the possible reasons that may have caused the problems and/or that may have contributed to success of the presentation
- links new learning to prior experiences.
- is solution and learning oriented.
- expresses emotions clearly.
- uses the language effectively to express ideas.

Figure 3.6 The Criteria Describing Good Reflective Writing

When writing the criteria, the teacher-researcher paid special attention to user-friendliness since she wanted both the students and other teachers to be able to use it. Indeed, in the following academic year, the rubric designed by the teacher-researcher was used by the ENG 211 committee with minor changes for evaluating the reflective activities in that course.

In relation to assessing the process or assessing learners' ability to learn from reflection (Moon, 2004), a formal assessment tool was not developed. Instead, in the final reflection task, the students were asked to evaluate the value of engaging in reflection for their learning. It was believed that a positive stance towards reflective activities would reveal that through engaging in reflective activities, the students had developed an appreciation for reflective learning. Such an appreciation was a highly valued orientation the students were expected to gain from this process.

With the exception of the first one, reflective writing tasks were graded as quizzes and constituted the 10% of the students' overall grade. Reflective paragraphs were graded over 3 points; A indicating excellent work (mastery: 3 points), B indicating moderate work (emerging: 2 points) and C indicating

amateur work (non-mastery: 1 point) (The terms are borrowed from Stergar, 2005). Work that remained at the descriptive level and/ or lacked to show any evidence of reflective thinking process received US, indicating that the work was unsatisfactory. The highest three reflective paragraphs were taken into account for the final grading and one point completion grade was given for the student evaluation task.

The reflection tasks and the rubric were reviewed by two ELT experts and certain revisions were made under the light of their feedback. For example, the phrase "the teacher" in the questions was replaced with "your teacher" since the first did not accurately reflect the personal involvement of the teacher-researcher in the study and the intimacy of the relation between the teacher and the group. The revised tools were used in the pilot study. Reflecting on the field notes she took, the teacher-researcher made some further revisions on the tasks. First, she decided to assign the two parts of the essay reflection at two intervals since in the pilot study the students seemed to write both the reflection on the outlining process and the first draft together. Second, she added one more part to the reaction-response paragraph reflection since she wanted them to engage in reflection one more time before they wrote the reaction-response paragraph in the final exam.

When checking the students' reflective writing pieces, the teacher had the opportunity to share the students' *inner dialogue with the situation* [based on Vygotskyian notion of inner dialogue and Schön's notion of reflective dialogue with the situation]. When she felt that the students were stuck, she tried to help them through the written and oral feedback she gave on student reflective writing.

3.4.2.1.2 Reflection Tasks

3.4.2.1.2.1 Expository Paragraph and Expository Paragraph Reflection Task

The fact that the majority of the students studied the prep at METU meant that these students had already studied writing paragraphs. However, in the prep, they wrote a lengthy paragraph called the extended paragraph which was a form

of writing that merged the qualities of a paragraph and an essay. This structure was different from the structure required in ENG 101. When teaching the expository paragraph, the emphasis was on this difference. The students were expected to write a very structured paragraph which started with a clear topic sentence and to develop the paragraph using various supporting techniques. After giving the input on expository paragraph writing, the teacher-researcher had allowed the students to write a timed practice paragraph in the class (See H for the task and rubric for the practice expository paragraph task). Then she gave written feedback to the paragraphs. The students were invited to talk with the teacher if they had further questions in their mind about their practice paragraph.

Then the students were asked to complete the reflective writing task on the expository essay (See Appendix I for the reflection task for the practice expository paragraph). The teacher-researcher also collected these reflective writing paragraphs. In her feedback, she dwelled on both the problems students overlooked about their expository paragraph and the strengths and weaknesses in their reflective writing. Although the students were introduced to the features of reflective writing in advance, she was not satisfied with the overall quality of the reflective writings. Therefore, she wrote a list of tips for the students and went over this list with the students (See Appendix J for the list of tips for reflective writing). Moreover, she told the students that their first reflective writing would be treated as a learning experience and would not be graded. Since the students were not yet ready to effectively reflect, the expository paragraph reflections were not analysed in the data analysis as well.

The expository paragraph reflection also included questions regarding the effectiveness of classroom instruction and the quality of teacher feedback. The teacher reflected on students' comments on these questions to tailor her teaching.

3.4.2.1.2.2 Mini-presentation 1 and Mini-presentation 1 Reflection Task

In the course, the students gave two mini-presentations. The first mini-presentation was in the ninth week and the second was in the fourteenth week of the course. The input for first mini-presentation was taken from the course book.

It was a 2-3 minute presentation and the students were asked to describe an avatar and give their opinions on its owner. It could be an avatar they saw on the internet or their own avatar. For the assessment of the mini-presentation, the teacher made some revisions on the speaking rubric provided by the syllabus committee in order to clarify the expectations from the students (Stergar, 2005). In the original rubric, there were three descriptors; namely, content (3 points), organization (2 points) and language (1 point). The teacher added delivery and visual components to the rubric and wrote descriptors for each category. The overall rubric was designed to assess the students' competencies at giving a presentation at a very basic level (See Appendix E for the task and rubric for mini-presentation 1).

When setting the task, the teacher-researcher distributed the task sheet which also included the rubric and went over the descriptors together with the students. Then she gave a model presentation. When her presentation was over, she asked the students to evaluate her performance using the rubric. The aim of this task was to help the students better understand the descriptors in the rubric. Moreover, as the teacher-researcher reflected on her own strengths and weaknesses with the students, she modelled reflection. Then, she told the students that they would be required to self-assess their own performance in their mini-presentations. As Moon (2004) states self-assessment is a kind of reflective activity (p. 161). This initial self-assessment included the students' giving themselves grades using the rubric provided. She also told them that later on they would write a reflective paragraph on their mini-presentation. The teacher-researcher explained that their talks would be video-recorded and they would watch these recordings with the teacher later on so that they can reflect on their performance more effectively. At first, some students were concerned about the idea of video-recording. However, the teacher-researcher ensured them that the video-recordings would not be shared with anybody without the individual student's consent and underlined the fact that the aim was to help them have a clear picture of their presentation skills with concrete data in hand.

As stated, on the day of the mini-presentation, the students' presentations were video-recorded. The teacher-researcher also collected students' self-assessments. She told them that they all needed to meet her at the office and

reflect on the video before they wrote their mini-presentation 1 reflections (See Appendix K for the reflection task for mini-presentation 1). In the following three weeks, the students came to the teacher's office to watch their video. As they watched the video, the teacher-researcher used the stimulated recall technique to promote self-reflection. Nunan associates stimulated recall technique with teachers' researching their own practice and states that "in stimulated recall, teachers listen to an audiotape or view a videotape of their teaching and describe what they are doing and why" (1989, p. 69). However, stimulated recall technique can be used for any group of learners. Gass & MacKey (2000) state that "stimulated recall is carried out with some degree of support, for example, showing a video so that they can watch themselves carrying out an activity while they vocalize their though processes at the time of the… activity (p. 38). As they indicate stimulated recall is a form of self-reflection and the participants are supported by the researcher in the process. In her Master's thesis on the place of the native culture in the English language classroom, Gülcü (2010) used stimulated recall technique to encourage teachers to reflect on their video-recorded lessons. Both of the teachers in the study indicated that stimulated-recall supported self-reflection and raised their awareness of the "importance and place of culture in the language classroom" (pp. 62, 63). In the present study, the teacher-researcher used the technique to help her students and herself to recall the mini-presentation and to elaborate on the rationale behind their assessment. First, she gave the students brief information about the stimulated recall technique and how and why they would carry out the conferencing. In the process, she stopped the video when needed to encourage the students to reflect on their performance and experience. In addition, the students could also stop the video to ask questions and to make explanations. Prompted by reflective dialogue which was aided by the stimulated recall technique, the students revised their initial self-assessment when necessary. Then the teacher-researcher gave the rubric back to the student and asked him or her to complete the mini-presentation reflection task and submit the rubric and reflection within a week.

3.4.2.1.2.3 Reflective Dialogues

As explained in part 3.3.2.1, seventeen of the teacher-student conferences were recorded. Then these recordings were transcribed using a simplified version of Jefferson's transcribing conventions (Rapley, 2007) (See Appendix L for the explanations to the transcribing conventions used). The transcribed data was analysed for three main purposes. First, the teacher-researcher wanted to analyse the data within the framework of Schön's concept of practitioner's reflective conversation with the situation to cast light on how reflection-in-action works in teaching profession. Furthermore, she aimed to investigate the Vygotskyian concept of mediated learning and how reflective dialogue contributes to learning. Finally, she wanted to reflect on the way she conducted the conferencing with a critical eye for her professional development.

3.4.2.1.2.4 Mini-presentation 2 and Mini-presentation 2 Reflection Task

The second mini-presentation task was designed by the teacher. In ENG 101, the students study how to react and respond to an idea and write reaction response paragraphs. The teacher developed a mini-presentation assignment in which the students would choose a cartoon related to the one of the themes in the course and would orally react and respond to it in 3-4 minute presentation (See Appendix M for task and rubric for the mini-presentation 2). Similar to the first mini-presentation, the students were required to start the presentation by a description of the cartoon and continue with the message of the cartoonist and their own reaction-response to this message. The rubric used in the first presentation was also used for mini-presentation 2 and the teacher again included the rubric in the task sheet. She went over the task sheet in the lesson but this time she did not give a model presentation. In addition, the students were reminded to look at their reflections on the first presentation to remember their action plan for the second presentation. They were also told that they could watch the video again if they wanted to.

Mini-presentation 2 was also video recorded; however, for the second mini-presentation, the teacher did not hold conferences with the students. Instead, the students were given a copy of the video of their mini-presentation and asked to do the self-assessment and reflection on their own. Similar to the first mini-presentation, students submitted their self-assessment and reflective paragraph together. There were questions which asked the students to compare their first and second mini-presentation in the prompts.

3.4.2.1.2.5 Essay and Essay Reflection Task

In ENG 101, the students are required write a non-documented expository essay through process writing. The teacher-researcher gave the students a list of research questions related to the theme of the course and asked them to choose a research question for their essay. They were allowed to come up with their own research questions and if the teacher approved it, they could write about that research question. In the second stage, upon giving input on writing thesis statements, the teacher wanted the students to submit their thesis statements. The teacher-researcher gave feedback on the thesis statements and the students made revisions when necessary. In the third stage, the students read a model essay and analysed it. Then they studied the outline for that essay and discussed the format and the content of an outline. Then they were told to prepare and submit their outline. The model essay and outline were also uploaded on METU Online. The teacher-researcher gave written feedback on the outlines. The students also received face-to-face feedback at the office hours when they wanted to get further feedback on their outlines.

The students wrote the essay during the lessons using the outline that had prepared. They were given 3 lessons (150 minutes) to complete a 600-800 word essay. At the end of the third lesson, the teacher collected the outline and gave out the first part of the essay reflection to the students. In this reflection, the students were required to reflect on the process they had gone through before writing the essay and how this work linked to the writing of the first draft of the essay (See Appendix O for the reflection task for essay).

The teacher checked the first drafts and the first part of the essay reflection. She gave them back together and wanted the students to write the final draft and complete the second part of the essay reflection. The second part of the reflection was to be completed in two stages as well. First, the students were asked to reflect on the first draft and then on the final version prepared to be submitted. The questions in the second part of the reflection included prompts that ask the students to reflect on the teaching practice as well.

3.4.2.1.2.6 Reaction-Response Paragraph and Reaction-Response Reflection Task

In ENG 101, the students are expected to write reaction response paragraphs. After giving the input on reaction-response paragraphs, the teacher-researcher asked the students to write a practice paragraph (See Appendix P for the task and rubric for the practice reaction response paragraph). She gave written feedback to these paragraphs and wanted the students to complete the first part of the reaction response reflection task (See Appendix Q for the reflection task for the reaction-response paragraphs). They were also asked to reflect on the quality of the feedback provided by the teacher.

The teacher-researcher was not satisfied with the quality of the students' practice paragraphs. Therefore, before the students wrote the graded paragraph, she provided them with further sample paragraphs and they analysed these paragraphs. Then the students wrote the graded paragraph. The teacher gave feedback on these and wanted the students to complete the second part of the reaction response reflection.

3.4.2.1.2.7 Reaction-Response Paragraph in the Final Exam

In the final exam, the students wrote a reaction response paragraph either to the given quotation or to the cartoon. These paragraphs were also analysed by the teacher-researcher.

3.4.3 Student Evaluation of Reflective Tasks

At the end of the term, the students were given a final reflection task in which they were asked evaluate the effectiveness of engaging in reflective activities (See Appendix R for the task for the evaluation of reflective activities). The data collected through student evaluations were used to investigate how students perceived reflective activities. In their evaluation, the students were asked to answer the questions below:

1. How effective was engaging in the task of reflection in helping you to monitor and manage your own learning? How effective were they in improving your performance? Which of the reflective activities were the most useful? Why?
2. How did the reflective activities affect your attitude toward the lesson and motivation?
3. What is your opinion on your teacher's responses to your reflections? What is your overall opinion of the support provided by your teacher?
4. Are you planning to continue to reflect on your performance in future English lessons? Why/ why not?
5. Would you consider reflection as a learning opportunity for your other courses? Why/ why not?
6. Would you consider reflection as a useful skill in your future career? Why? Why not?

3.4.4 Teacher's Reflective Journal

The teacher-researcher kept a journal during the pilot study and the actual study. Richards and Farrel (2005) state that "a teaching journal is an ongoing written account of observations, reflections, and other thoughts about teaching, usually in the form of a notebook, book, or electronic mode, which serves a source of discussion, reflection, or evaluation" (p. 68). A journal can be both a data collection and analysis tool (Bailey, Curtis & Nunan, 2001). They "can be

used as data collection devices in practicing reflective teaching, in conducting action research, or the basis for a diary study" (Bailey et al., p. 49). As Lincoln and Guba (1985) state a reflexive teacher journal is also a technique to achieve trustworthiness in qualitative data analysis. They describe a reflexive journal as a "kind of diary in which the investigator on a daily basis, or as needed, records a variety of information about self and method" (p. 327). Lincoln and Guba (1985) explain the importance of information provided through a reflexive journal:

> With respect to the self, the reflexive journal might be thought as providing same kind of data about the human instrument that is often provided about the paper-and-pencil or brass instruments used in conventional studies. With respect to method, the journal provides information about methodological decisions made and the reasons for making them [italics in the original]. (p. 186)

In this study, the researcher kept a journal in which she recorded her reflections. Relevant parts from the journal were used in the analysis and evaluation of data.

Bailey, Curtis and Nunan (2001) state that there are four key benefits of journal keeping for teachers' professional development:

1. articulating puzzles or problems (including posing hypothesis for further research);

2. venting frustrations;

3. clarifying and realizing;

4. stretching ourselves personally. (p. 59)

On the other hand, keeping a journal is not an easy task. One of the problems with journal keeping is that it is a time consuming practice (Bailey et al., 2001; Richards & Farrel, 2005). One way to cope with this problem is to focus on one particular aspect of teaching at a time (Bailey, et al., 2001). They also point out that "successful implementation of journal writing requires careful thought about its goals, its focus, and the time demands it can create for both writers and readers" (p. 82).

In terms of the format of writing, Richards and Farrel (2005) indicate that there are two approaches to writing down journals entries: stream of consciousness approach and edited approach. In the former, the teacher does not

worry about grammar, style or organization and focuses on recording a full account of his or her experience. In this way, the teacher can capture lots of ideas and awareness which he or she can further explore. In the latter, the teacher pays attention to grammar, style and organization and this approach is usually preferred when the journal is going to be shared with another teacher or a supervisor. In the present study, the teacher-researcher wrote entries in her journal as needed (Lincoln & Guba, 1985), and she followed the stream-of-consciousness approach. At times, the entries were very brief and in the form of scribbled notes. Such notes were taken mostly during the lessons, when checking student work, or teacher-student conferences. At other times, the entries were extended into reflective paragraphs. These cases emerged especially when the teacher-researcher was dealing with a problem she needed to solve. Although she followed a stream-of-consciousness approach when keeping the journal, when she selected parts to include in the dissertation, she edited them when the need arose.

3.5 Data Analysis Procedures

The first set of data was collected through the student questionnaire. The quantitative data collected from the questionnaire was analysed by using descriptive statistics. The Likert scale data collected through the questionnaire was analysed through presenting the means, percentages and frequencies obtained for each item. In addition, the data was displayed using pie charts and bar charts. The qualitative data obtained through the questionnaire was evaluated by coding and clustering common themes that emerged in the analysis (Miles & Huberman, 1994). For intra-rater reliability of the analysis of the qualitative data, the teacher-researcher repeated the coding with an interval of a month. As mentioned earlier, only the relevant parts of the questionnaire are included in this study to provide detailed information about the student participants.

The second source of data was teacher-student conferences. Seventeen of the teacher-student conferences were recorded to analyse the reflective dialogues between the teacher and students. These dialogues were transcribed using a simplified version of Jeffersonian transcribing conventions (See Appendix L for

the explanations to the transcription conventions used in the study). Inductive analysis was used to analyse the transcribed data. Thomas (2006) states that inductive analysis "refers to approaches that primarily use detailed readings of raw data to derive concepts, themes, or a model through interpretations made from the raw data by an evaluator or researcher" (p. 238). Thomas (2006) describes the procedures followed in inductive analysis:

1. Preparation of raw data files (data cleaning): Format the raw data files in a common format (e.g., font size, margins, questions or interviewer comments highlighted) if required. Print and/or make a backup of each raw data file (e.g., each interview).

2. Close reading of text: Once text has been prepared, the raw text is read in detail until the evaluator is familiar with its content and gains an understanding of the themes and events covered in the text.

3. Creation of categories: The evaluator identifies and defines categories or themes. The upper-level or more general categories are likely to be derived from the evaluation aims. The lower level or specific categories will be derived from multiple readings of the raw data, sometimes referred to as in vivo coding. In inductive coding, categories commonly created from actual phrases or meanings in specific text segments.

4. Overlapping coding and uncoded text: Among the commonly assumed rules that underline qualitative coding, two are different from the rules typically used in quantitative coding: (a) one segment of text may be coded into more than one category, and (b) a considerable amount of the text (e.g., 50% or more) may not be assigned to any category, because much of the text may not be relevant to the evaluation objectives.

5. Continuing revision and refinement of category system: Within each category, search for sub-topics, including contradictory points of view and new insights. Select appropriate quotations that convey the core theme or essence of a category. The categories may be combined or linked under a superordinate category when the meanings are similar. (p. 296).

Following the inductive coding process, the reflective dialogues between the teacher and students were analysed in order to investigate the nature of

reflective dialogue and how reflective dialogues promoted reflective learning. To this end, the teacher-researcher closely read the transcribed data and identified the emerging themes. As suggested by Thomas (2006), the general categories were derived from the research questions and specific categories were derived through multiple readings of the transcribed data. When introducing the results of the data analysis, the patterns are presented with excerpts from the transcripts.

The third source of data was students' reaction response paragraphs and their reflections on these paragraphs. Through purposive sampling (details regarding purposive sampling are provided in Chapter Four) twenty-two students' papers were selected for content analysis. Students' performance in three different paragraphs written over a period of time and the reflections they wrote on them were analysed to investigate evidence of reflective learning.

The fourth source of data which is the students' evaluations of the reflective tasks was analysed through coding and clustering the emergent themes (Miles & Huberman, 1994). Then these results were quantified. For the reliability of the analysis, first the teacher-researcher coded the data and then for intra-rater reliability she coded the same data with a month interval. She noted the parts where she observed inconsistencies. Then another rater, an ELT expert coded the data where the first rater observed inconsistencies. Then the two sets (first rater's second coding and second rater's coding) were compared. When a discrepancy was observed in the coding, the two raters discussed the data and negotiated.

Finally, as the teacher analysed the collected data listed above, she reflected on the content of the data and developed action plans. Her reflective notes are presented with the data analysed when the results are discussed. In addition, the content of the journal entries were analysed and relevant parts are also presented when the results of the study are discussed. Table 3.3 presents a summary of the data collected, sources and data collection tools.

Table 3.3 Data Collection Sources and Tools

Data collected	Source	Data collection tool
demographic information about students & information about their perceived needs	students	questionnaire
information about the contribution of reflective dialogues to learning & the characteristics of reflective dialogue	students and teacher-researcher	reflective dialogues
contributions of reflective writing to learning	students	mini-presentation 2 & reflection task
contributions of reflective writing to learning	students	reaction response paragraphs & reflection tasks
contributions of reflection to teacher development	teacher-researcher	journal
students' perceptions regarding the intervention	students	reflective activities evaluation task

3.6 Trustworthiness

The present action research falls under the naturalistic paradigm and therefore, following Lincoln and Guba (1985), and Greenwood and Levin (2007), to establish the trustworthiness of the study, instead of using the conventional criteria which is mostly associated with quantitative research, alternative criteria are taken as a point of reference. Lincoln and Guba (1985) state that trustworthiness is concerned with the question: "How can an inquirer persuade his or her audiences (including self) that the findings of an inquiry are worth paying attention to, worth taking into account?" (p. 290). In the conventional research paradigm, the trustworthiness of an inquiry depends on to the extent which the inquiry meets the four criteria: external validity, internal validity, reliability and objectivity. Lincoln and Guba (1985) assert that the conventional criteria are not appropriate to discuss the trustworthiness of naturalistic inquiry and to this end, they propose alternative criteria. Instead of the criteria, external validity, internal validity, reliability and objectivity, they introduce credibility, transferability, dependability and confirmability. In this part, how the present research study established trustworthiness is discussed.

Lincoln and Guba (1985) substitute external validity with credibility. They note that the implementation of the credibility criterion is a twofold task:

> First, to carry out the inquiry in such a way that the probability that the findings will be found to be credible is enhanced and, second, to demonstrate the credibility of the findings by having them approved by the constructors of multiple realities being studied (p. 296).

Then they suggest five techniques to achieve credibility:

> Activities that make it more likely that credible findings and interpretations will be produced (prolonged engagement, persistent observation, and triangulation); an activity that provides an external check on the inquiry process (peer debriefing); an activity aimed at refining working hypotheses as more and more information becomes available (negative case analysis); an activity that makes possible checking preliminary findings and interpretations against archived "raw data" (referential adequacy); an activity providing for the direct test of findings and interpretations with human sources from which they have come _ the constructors of the multiple realities being studied (member checking). (p. 301)

Among the procedures they suggested, prolonged engagement, triangulation, peer debriefing and referential adequacy were used to accomplish credibility of the study.

First, the research met the prolonged engagement criterion. As Lincoln and Guba (1985) state prolonged engagement "is the investment of sufficient time to achieve certain purposes" and they add that sufficient time is "long enough to be able to survive without challenge while existing in that culture" (p. 301). Two of the main purposes of prolonged engagement are to learn the culture of the context and to build trust. The teacher-researcher started her research study in her third year in MLD. This gave her the opportunity to familiarize with the syllabus and students. Before the present action research, she had already carried out two small projects on the assessment practices in the department. Her observation that the students were not investing time to reflect on their work was the starting point for the action research.

As Lincoln and Guba (1985) warn there are certain dangers of prolonged engagement as well. One of these dangers is the researcher's distorting the data due to her prior beliefs and assumptions. Under the influence of his or her prior beliefs, assumptions and knowledge, the researcher may "write out ahead of time what one expects to find there" (p. 302). In the present research study, the researcher took the danger of researcher distortion into account when collecting and analysing data. In the first place, by carrying out an action research study, the researcher aimed to increase her awareness of her own beliefs, assumptions and knowledge and explore ways to improve her teaching. Therefore, the unexpected and controversial outcomes were welcomed since they were viewed as a natural consequence of the discovery process. In addition, it is believed that the fact that the raw data was provided together with the interpretations made about them provides evidence that the data was not distorted by the prior beliefs, assumptions and knowledge of the researcher. Not only the researcher but also other participants, in this case, the students involved in the study can introduce distortions. Lincoln and Guba (1985) state that the respondents may not give true information for a number of reasons including "wanting to please the investigator, saying normatively appropriate things, or simply not being motivated to address the investigator's concern fully" (p. 302). This concern was mostly applicable to the evaluation task in which the students evaluated the effectiveness of the reflective activities. On the other hand, throughout the semester, there was strong emphasis on developing a classroom which appreciated constructive criticism and students were encouraged to provide feedback to the teacher all throughout the semester. Their criticisms were always well received by the teacher-researcher. In addition, the fact that there were also negative and unexpected comments in the data indicates that to a great extent the students provided true information.

Triangulation was used to enhance the credibility of the study. As Mills also (2007) states a generally accepted belief is that in action research circles "researchers should not rely on any single source of data" (p. 56). Similarly, Suter (2006) states that in action research, credibility is usually achieved through the triangulation of data which "refers to the use of multiple sources of data and collection strategies, all of which should converge" (p. 328). Stringer (2008) also

highlights the importance of triangulation in data collection. He says that "the use of multiple sources diminishes the possibility that one perspective alone will shape the course or determine the outcomes of investigation, and provides a diversity of materials from which to fashion effective solutions to the problem" (p. 55) Sagor suggests using a triangulation matrix, "a simple grid that shows the various data sources that will be used to answer each research question" (as cited in Mills, 2007, p. 56). The triangulation matrix in Table 3.4 shows which data sources were used to answer the research questions.

Table 3.4 The Triangulation Matrix

Research Questions	Data Source		
	1	2	3
(2, 5) learning through reflective dialogue	teacher-student conferences	teacher's reflective notes and journal	student evaluation of reflective tasks
(3) the nature of reflective dialogues	teacher-student conferences	teacher's reflective notes and journal	
(3, 5) learning through reflective writing	reaction-response paragraphs and reflection paragraphs	teacher's reflective notes and journal	student evaluation of reflective tasks
(6) perceptions regarding the effectiveness of reflective tasks		teacher's reflective notes and journal	student evaluation of reflective tasks

As Table 3.4 demonstrates multiple sources were used to collect data to answer the research questions.

Another procedure used to achieve credibility was peer debriefing. Lincoln and Guba (1985) define peer briefing as a "process of exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind" (p. 308). The peer plays the role of the "devil's advocate" and helps the researcher to keep honest by asking him or her searching questions. They also note that for the success of debriefing, the debriefer should not be a junior or senior position compared to the researcher. In the first case, the debriefer may not be taken seriously and in the second case, the researcher may feel under pressure (p. 309). In the present study, the teacher-researcher

approached one of her friends who works in the Department of Foreign Language Education for peer-debriefing. This teacher had a PhD in ELT. In addition, the teacher-researcher has known her over ten years, and she has complete trust in her friend's expertise in the field and honesty in giving feedback. The peer-debriefer read the study and commented on the trustworthiness of the conclusions the teacher-researcher arrived. In fact, there was only one disagreement between the peer-debriefer and teacher-researcher, and the disagreement was about the role of the critical friends in their peer's learning. In her comments on contribution of the critical friend in reflective dialogues, in relation to Adnan's case, the peer-debriefer wrote that "Hale'cim, odadaki diğer 2 öğrenci onun 'why not' cevaplarının nedeni olabilir. Eğer ikna olmasa written reflection'da kabul etmezdi (December 8, 2011)" (Dear Hale, the two other students may be the reason for his 'why not?' questions. If he did not agree with you, he would not accept [his weaknesses] in his written reflection as well). Reflecting on this comment, the teacher-researcher agreed with her peer and this encouraged her to question when critical friends can fail to be helpful. Her conclusions are discussed in Chapter Five. Later on, in Beril's case, the peer briefer noted that she thought other students should not be in the room. She noted that it was the critical friend rather than the Beril who did the reflection. Similarly, in Kemal's cases, she asked if the student who observed was better at reflecting because the focus was not on him. On the other hand, the peer-debriefer started to see the positive impacts of critical friends as he continued to read the study. For example, for Feride's suggestion to her friend Murat, she wrote "positive peer feedback". As she read other excerpts and teacher-researcher's analysis and comments in part 4.2.2.7, the peer-debriefer noted that she agreed that critical friends had the potential to contribute their friends' learning.

In addition, referential adequacy was also achieved in this study. All the collected raw data was archived "for later recall". First of all, all the recorded data, both the video-recordings of the mini-presentations and audio recordings of the teacher-student conferences were kept. Similarly, all the work by the students was kept for reference when needed.

The second criterion for trustworthiness is transferability. Lincoln and Guba (1985) are critical of enforcing generalizability as criteria to judge the value of research results. They cite from Kaplan when presenting the defining characteristics of generalizations:

> the generalization must be truly universal, unrestricted as to time and space. It must formulate what is always and everywhere the case, provided only that the appropriate conditions are satisfied. (as cited in Lincoln & Guba, 1985, p. 110)

Based on these characteristics, they conclude that "generalizations are assertions of *enduring value* that are *context-free*. Their value lies in their ability to modulate efforts at prediction and control" [italics in the original] (p. 110). They state that although the idea of generalizability is appealing, in its classic form whose outlines are given in the quotation above, it is not feasible for all kinds of studies in social sciences. Lincoln and Guba (1985) explain why making generalizations is not feasible and why any generalization can only be a working hypothesis rather than a conclusion:

> Local conditions make it impossible to generalize. If there is a "true" generalization, it is that there can be no generalization. And note that the "working hypotheses" are tentative both for the situation in which they are first uncovered and for other situations; there are always differences in context from situation to situation, and even the single situation differs over time… Constant flux militates against conclusions that are always and forever true; they can only said to be true under such and such conditions and circumstances. (Lincoln & Guba, 1985, p. 124)

Instead of generalizability, Lincoln and Guba (1985) focus on *transferability* which is concerned with how outcomes discovered in one context can be transferred to another context (p. 123). They state that "the degree of *transferability* is a direct function of the similarity between the two contexts" and call this similarity *fittingness* (p. 124). They define *fittingness* as "the degree of congruence between sending and receiving contexts" (p. 124). If two contexts are "sufficiently congruent", the findings discovered in one can be applicable in the other one (p. 124). Therefore, it is important to include a "thick description of the

context" so that "anyone else interested in transferability has a base of information appropriate to the judgment" (pp. 124, 125). As Lincoln and Guba (1985) suggest, a thick description of the context and the participants was provided for the readers of the research study. The readers can use this description to find out how similar the context in which the present study was carried out to their own context and decide how applicable the findings are to their own context.

Greenwood and Levin (2007) discuss external and internal validity together and they also point out the necessity of using a different set of criteria to validate action research. They state that "the conventional social research community believes that credibility is created through generalizing and universalizing propositions of the universal, hypothetical, disjunctive, and generic types, whereas action research believes that only knowledge generated and tested in practice is credible" (p. 67). Greenwood and Levin (2007) define "credibility as the arguments and the process necessary for having someone trust research results" (p. 67). They distinguish between two kinds of credibility: internal and external. Internal credibility refers to the knowledge that makes the results acceptable to the local stakeholders. In this research, the teacher-researcher reflected on the outcomes of the research study and found the results acceptable. As will be discussed in the conclusion, she used the findings in this study to prepare an action plan for future implementations. Unfortunately, it was not possible to involve the students in the evaluation of the results of the study due to time limitations.

Greenwood and Levin (2007) state that "external credibility is knowledge capable of convincing someone who did not participate in the inquiry that the results are believable" (p. 67). In addition, for them, the credibility-validity of action research knowledge is measured according to whether actions that arise from it solve problems (workability) and increase participants' control over their own situations (p. 63). In this respect, it can be said that in the year following this study, independent from the present research study, the department decided to put more emphasis on reflection in ENG 211. There was a need for a rubric to assess reflective activities. The teacher-researcher shared the rubric she prepared with the ENG 211 committee and with minor changes, the rubric was used for that course.

The third criterion for establishing trustworthiness is dependability. To achieve dependability a number of procedures were carried out. First, when the original data was translated, the data was presented both in Turkish and English to minimize the distortion of data in translation. Second, when the questionnaire data was coded, the coding was reviewed for intra-rater reliability. Third, in the analysis of the data collected through students' evaluations of the reflective activities, another rater was also involved. The details regarding how inter-rater reliability was achieved are included in part 4.4. In addition, direct quotations were provided to support the conclusions arrived. Finally, as explained above, an ELT expert was asked to read the analysis and results parts to give feedback on the reliability of the conclusions.

The fourth criterion for trustworthiness is confirmability. Lincoln and Guba (1985) define value as the "criterion, or touchstone, or perspective that one brings into play, implicitly or explicitly, in making choices or designating preference" (pp. 160, 161). Values encompass assumptions or axioms, theories or hypotheses, perspectives, social and cultural norms and personal or individual norms (p. 161). They point out that conventional paradigm of inquiry stresses that inquiry should be value-free (p. 161). In other words, it should be free from the influence of any of the values listed above. On the other hand, naturalistic paradigm states that inquiry is value-bound:

> [Inquiry] is influenced by the values of the inquirer, by the axioms or assumptions underlying both the substantive theory and the methodological paradigm that undergird the inquiry, and by the values that characterize the context in which the inquiry is carried out. (Lincoln & Guba, 1985, p. 161)

They point to the importance of the realization that inquiry is value-bound for the reliability of any inquiry. They state that "without the admission that inquiry is value-bounded, there is no hope of dealing with the influence of values" (pp. 185, 186). They also assert that the belief that inquiry should yield to one final truth is mistaken. According to Lincoln and Guba (1985) inquiry "yields constructions that also have value dimensions, and such constructions are useful even if they are not absolute" (p. 184). They indicate how researchers should deal with values:

At minimum, we should be prepared to admit that values do play a significant part in inquiry, to do our best in each case to expose and explicate them (largely a matter of reflexivity), and, finally, to take them into account to whatever extent we can. Such a course is infinitely to be preferred to continuing in the self-delusion that methodology can and does protect one from their unwelcome incursions. (Lincoln and Guba, 1985, p. 186)

Among the procedures, Lincoln and Guba describe to achieve confirmability, triangulation and reflective journals were used in this study. The first procedure, triangulation, is already explained above. According to Lincoln and Guba (1985), the second procedure, the reflective journal, is a technique which applies to all the criteria for trustworthiness. In this study, the researcher kept a journal in which she recorded her reflections. How the teacher journal used in this study is discussed in detail in part 3.4.4.

CHAPTER IV

RESULTS OF DATA ANALYSIS

4.0 Presentation

The results of the study are presented in this chapter. In part 4.1, in-depth information about the students that participated in the study are given. In part 4.2, the characteristics of reflective dialogue and its contribution to learning are discussed. In part 4.3, contributions of reflective writing to learning are explored. Finally, in part 4.4, how students evaluated the reflective activities is discussed.

4.1 In-depth Information about the Students in the Study

As explained in Chapter Three, action research studies need to provide detailed information about the context in which they are carried out so that interested parties can transfer the findings (Lincoln and Guba, 1985). To this end, the results of the student questionnaire are presented in this part. As stated earlier, in this study, only the relevant parts of the questionnaire were used in data analysis and therefore items 16 and 17 which are related to the content of the extensive reading pack for the course were not included (See Appendix B for the questionnaire).

The questionnaire included both quantitative and qualitative items. The procedures followed in analysing quantitative data are explained in parts 4.1.1 and 4.1.2. Procedures followed when analysing qualitative data are explained here. First, when analysing the responses to qualitative items, ambiguous responses were excluded. In cases when a student provided more than one answer, each answer was regarded as an individual response (Thomas, 2006). Each response that emerged in the data more than once was coded and the codes were displayed in a table. When naming a code "a name that is closest to the concept it is describing" was chosen (Huberman & Miles, 1994, p. 64). Then the frequency of

the codes was calculated. The qualitative data was re-coded within a month interval for intra-rater reliability. Detailed information about the analysis of qualitative data using coding is provided in part 4.4 in relation to the analysis of students' evaluations of reflective activities.

The first two items in the questionnaire aimed to collect demographic information about the students and the results are presented in Chapter Three when the participants of the study are introduced. In this part, based on the analysis of the questionnaire, first students' perceived needs are presented. Second, their self-perceptions as learners are given. Finally, their expectations about feedback and assessment are displayed.

4.1.1 Students' Perceived Needs

In item 3 in the questionnaire, the students indicated the areas that they thought they would make most use of their English after they graduated from the university. Table 4.3 shows the frequency for each area.

Table 4.1 Students' Perceived Needs regarding the Areas they will Need to Use English most after Graduation

	Frequency	Percentage
a. academic life	22	57%
b. living / studying abroad	30	78%
c. finding a job	35	90%
d. passing proficiency exams (KPDS, TOEFL, etc.)	15	39%
e. others	*	
f. none	-	

* Other areas indicated by the students: to be a film director, to communicate with other people to learn about different cultures, to work at a foreign company, speaking clearly with foreigners.

As Table 4.1 shows finding a job was the most important reason (90%) to learn English for the students. This was followed by living or studying abroad (78%).

The fact that the importance of English for academic life was viewed as relatively less important (57%) may indicate a mismatch between students' perceived needs and curriculum objectives. Indeed, the fact that most students felt the need for more room for speaking practice is consistent with these results.

The mean score and percentage analysis for item 4 in the questionnaire, which was based on a three-point Likert scale is presented in table 4.2. For this item, a three-point Likert scale, from one to three, was used based on the possible answers "least important", "neutral", and "most important", which stand for the means between 1.00 - 1.66; 1.67 - 2.32; and 2.33 -3 respectively as indicated in figure 4.1 below. It should be noted that "neutral" may be a regarded as a term which means that a stance is not taken; however, and in the questionnaire "neutral" refers to "somehow important".

Table 4.2 The Mean Scores Displaying the Perceived Importance Attached to Foreign Language Skills

		3		2		1	
	Mean	Frequency	%	Frequency	%	Frequency	%
a. Reading	2.58	23	59	16	41	0	0
b. Writing	2.25	15	38	19	49	5	13
c. Listening	2.64	27	69	10	26	2	5
d. Speaking	2.84	33	85	6	15	0	0

least important   neutral   most important

1   **1.66**   **2.32**   **3**
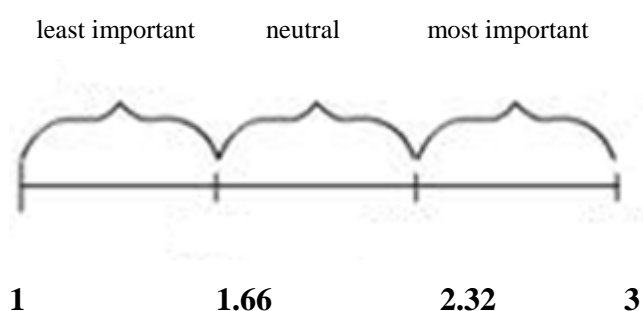
Figure 4.1 Likert Scale 1

Speaking (2.84) was the most important skill for the students. Listening (2.64) and reading (2.58) were also in the most important band. Writing (2.25), on the other hand, was in the neutral (somehow important) band. The results pointed to a mismatch between students' perceived needs and the relative emphasis on the four skills in the course. For the students, the most important skill was speaking; however, speaking was the least emphasized skill in the ENG 101 syllabus (5% of the overall grade). Similarly, the students believe that writing was the least important skill; however, writing and reading were the most emphasized skills in the course.

Item 5 wanted the students to indicate the best ways to improve the language skills that they have specified as the most important in question four. Students' responses were read multiple times and the emergent themes were coded. The codes created are provided in table 4.3.

Table 4.3 Explanation of the Codes Used in the Analysis of Responses to Item 5

Codes that emerged	
Speaking	
NA	not answered
P	practice (a specific way is not given)
F	more focus
LA	living abroad
DL-FR	using in daily life to speak with your friends
DL-FO	using in daily life to speak with foreigners
CHA	chatting
INS	making changes in teaching
AS	making changes in assessment
CA	classroom activities
Reading	
EXT	extensive reading
Listening	
MED	watching movies, listening to songs
General	
INT	Internet
MOT	being motivated to improve
STR	learning strategies
VOC	learning vocabulary

Out of the thirty-nine students who returned the questionnaire, thirty-two students answered the question. Fourteen students indicated that they needed to practice

without making further explanations and one student said "more focus" without further clarification. As the majority of the students specified speaking as the most important skill, most of the responses were related to speaking. Eight students stated that going abroad was the best way to improve their speaking skills and one student wrote that being in a place where always English is spoken was useful. Speaking to people in daily life (three students), speaking to foreign people (four students) and chatting were also identified as the best ways to improve speaking skills. Two students said that instruction and assessment should have been changed. Four students indicated that certain classroom activities were effective ways to improve speaking skills. Debates, discussions and mini-presentations were the classroom activities suggested by different students. One student referred to the stress caused by talking in the class and another student said that non-graded activities would help improving speaking skills.

For listening, six students said that watching movies and listening to songs were the best ways to improve their skills. For reading, six students indicated that extensive reading was the best way to improve their reading skills. One student suggested reading texts and discussing them as an effective classroom activity to improve reading skills. Two students made suggestions about writing. One of these students said that doing writing exercises of web-pages was useful and the other student stated that writing about the texts read in the class was an effective way to improve writing skills. Learning vocabulary (one student), learning strategies (one student) and being willing to improve also emerged as effective ways to improve language skills.

Item 6 asked the students what language areas they felt strong in and how they had developed that language knowledge or those language skills. Thirty-five students answered the question. In the analysis of the data, four new codes emerged and these codes are displayed in table 4.4.

Table 4.4 The Additional Codes that Emerged in the Analysis of Responses to
        Item 6

Codes that emerged	
PREP	in the prep
HWK	by doing homework
REL	stronger compared to the other skill, but still not very good
STU	by studying

Nineteen students said that they were strong in reading and three students stated that their reading skills were better compared to their other skills. Eight students stated that they improved their reading skills by practice. Three students stated that they improved their reading skills at the prep school. Doing extensive reading (2 students), doing homework (1 student), studying (1 student), watching videos and speaking in English (1 student) were the other ways indicated by the students. In addition, 3 students wrote that vocabulary was a challenge for them. Thirteen students indicated that they felt strong in listening and one student stated that her listening was better compared to the other skills. Eight students indicated that they improved their listening skills by watching movies and/or listening to songs. Living abroad, practice, studying and frequent exposure were the other ways stated by the students (each response is given by one student).

Five students indicated writing as their strongest skill. They stated that they improved their writing skills by practice (3 students), studying (1 student), doing homework (1 student) and watching videos and speaking in English (1 student). Speaking was viewed as their strongest skill by four students and one student indicated that his speaking was better compared to his other skills. Watching videos and/or listening to songs (2 students), speaking to others in English (1 student), speaking to foreigners (1 student), living abroad (1 student) were listed as the ways they improved their speaking skills. Two students said that grammar was their strongest area and one student said that her grammar was better compared to his other skills. One student stated that her grammar was good because she thought that she could do it and this positivity helped her to become successful. Another student said that his grammar was good because there has been a lot of focus on grammar in his education.

Item 7 asked the students to point out what language areas they felt weak in and how they could advance in those areas. Two students did not answer the question (Thirty-seven students answered the question). Five new codes emerged in the analysis of the data and these codes are displayed in table 4.5.

Table 4.5 The Additional Codes that Emerged in the Analysis of Responses to
Item 7

Codes that emerged	
PART	by participating
EMO	stress, nervousness and lack of confidence
TH	trying hard
CON	concentration problems
REV	by reviewing

Twenty-one students (57%) said that speaking were their least developed skill. Two students indicated that speaking skills can be improved by talking to foreign people and four students stated that living abroad would help improve speaking skills. Four students said that practice would be useful. Five students pointed to the importance of making room for more speaking practice in the syllabus and three students said that speaking can be improved by participating in class activities. One student stated that trying harder was important. On the other hand, some students explained why speaking was a challenge for them. One student said that because it was not tested in the proficiency exam in the prep school, she did not focus on it and therefore she was weak at it. Four students referred to the emotional barriers that hindered their speaking such as stress, nervousness and lack of confidence. Two students talked about the accuracy-fluency issue. One of these students indicated that he knew grammar but found it difficult to use it correctly when speaking. The other student said that focusing too much on accuracy hindered his fluency.

Nine students stated that their listening skills were weak. Watching videos and/or listening to songs (1 student), practice (2 students), improving vocabulary (one student), strategy training (1 student), review (1 student) were listed as ways to improve listening skills. Two students stated that they found it difficult to concentrate when listening and this made listening a challenge for them. On the

other hand, eight students stated that they were weak in writing. Practice (2 students), improving vocabulary (2 students), review (1 student) and focusing on reading and making sentences were provided as ways to improve writing skills.

Three students indicated reading as their weakest skill. Improving vocabulary (2 students) and practice (1 student) was given as ways to improve reading skills. Two students said that their grammar was weak. One of these students said that grammar was not important anyway. The other student indicated that extensive reading could help improve grammar. Finally, three students stated that their vocabulary was weak.

Item 8 asked the students to rate the given learning methods in terms of their usefulness for supporting their learning. Table 4.6 presents students' perceptions of effective learning methods.

Table 4.6 Students' Perceptions regarding Effective Learning Methods

| | Mean | 3 | | 2 | | 1 | |
		Frequency	%	Frequency	%	Frequency	%
a. listening to your teacher's lectures	2.79	31	79.5	8	20.5	0	0
b. consulting your teacher (i.e.: visiting during the office hours)	2.23	13	33	22	57	4	10
c. working in cooperation with your classmates (i.e.: pair work or group work in class)	2.05	8	21	25	64	6	15
d. reviewing outside the class individually	2.46	21	53	15	39	3	8
e. reviewing outside the class with your friends	1.92	9	23	18	46	12	31

The mean score and percentage analysis for item 8 in the questionnaire, which was based on a three-point Likert scale are presented in table 4.2. For this item, Likert type three-point scale, from one to three, was used based on the possible answers "least important", "neutral", and "most important", which stand for the means between 1.00 - 1.66; 1.67 - 2.32; and 2.33 -3 respectively as indicated in Figure 4.2.

least useful   neutral   most useful

1   1.66   2.32   3
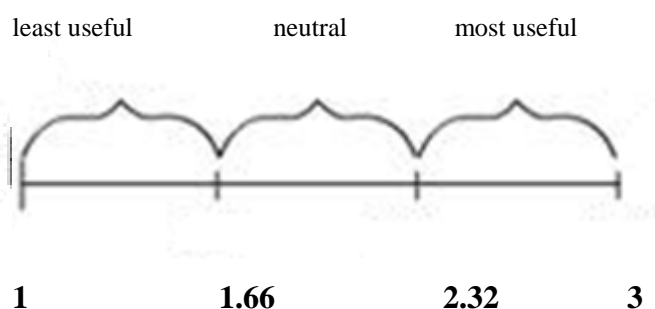
Figure 4.2 Likert Scale 2

The results showed that "reviewing outside the class with friends" (1.92), "working in cooperation with friends in the class" (2.05) and "consulting your teacher" (2.23) were in the neutral (somehow important) band. On the other hand, "reviewing outside the class individually" (2.46) and "listening to your teacher's lectures" (2.79) were in the most useful band. These results revealed that students might not be ready for a learner-centred approach where they take the responsibility of their learning and pointed to the importance of scaffolding them during the process.

Item 9 asked the students their expectations from the teacher to support their learning. Out of the thirty-nine students who returned their questionnaires, twenty-seven answered the question. One student said "nothing" and two students indicated that they were happy with what she was doing at the moment. Seven students stated that they wanted her to prepare enjoyable lessons and one student said that he wanted the lessons to pass more creatively. Three students stated that they wanted to read about interesting and beneficial topics and one of these students specified "academic topics important for business" as topics to be covered in the lessons. Three students said that they expected the teacher to support them to improve their weaknesses and one students said that he expected the teacher to encourage him to speak and read in English. Helping them to improve their listening (1 student), speaking (1 student) and vocabulary (3 students) were listed as other expectations. One student pointed out the importance of student-teacher relationships for students' motivation. Being understanding (1 student) and caring about individual students (2 students) were also listed among student expectations. One student stated that the teacher should

be a role-model. Finally, one student stated that the teacher should speak more slowly. The fact that the majority of the students stated that they expected the lessons to be enjoyable was a concern for the teacher. In the first place, enjoyment is a matter of taste and what in enjoyable for one student may not be enjoyable for the other. Second, learning cannot always be fun. Therefore, the teacher felt the need to share her concerns with the students and discuss what could be done to make lessons both fruitful and enjoyable.

Item 10 wanted the students to specify their responsibilities as learners. Twenty-nine students answered the question. The codes that emerged in the analysis of the data are provided in table 4.7.

Table 4.7 The Additional Codes That Emerged in the Analysis of Responses to Item 10

Codes that emerged	
ATT	attendance
LC	listening carefully and paying attention

Students specified their responsibilities as doing homework (8 students), studying (7 students), listening carefully and paying attention (6 students), participating (6 students), reviewing (5 students), trying hard (4 students), attending classes (3 students), being willing to learn (2 students), studying vocabulary (1 student), doing extensive reading (1 student), watching video and/or listening to songs (1 student), considering teacher's suggestions (1 student), meeting deadlines (1 student), being punctual (1 student). One student wrote that "I should make most of the lessons. What matters is not where I am but how much I progress". One another student said "asking questions about what I do not understand and reviewing the answers of these questions". On the other hand, one another student wrote that "I've already fulfilled them. No more responsibilities please". The answers by these three students illustrate how students may vary in terms of their readiness for reflective activities.

4.1.2 Students' Self-perceptions

In item 11, students were asked to tick the learner behaviours that described them. Table 4.8 displays the mean scores and frequency for each item.

Table 4.8 Students' Self-perceptions as Learners

	Mean	3		2		1	
		Frequency	%	Frequency	%	Frequency	%
i. I set goals for my learning.	2.51	20	51	19	49	0	0
ii. Before starting a task, I make sure that I understand what I am expected to do.	2.43	18	46	20	51	1	3
iii. I use my background knowledge when learning new knowledge or skills.	2.82	32	82	7	18	0	0
iv. I feel confident about asking questions.	2.25	13	33	23	59	3	8
v. I learn from my mistakes and see them as learning opportunities.	2.69	27	69	12	31	0	0
vi. I check my work for quality and reflect on it to discover my strengths and weaknesses.	2.51	20	51	19	49	0	0
vii. I can objectively assess the quality of work.	2.38	15	38	24	62	0	0
viii. I am willing to revise my work to improve its quality.	2.51	21	53	17	44	1	3
ix. I cooperate with my instructor to learn better.	2.23	11	28	26	67	2	5
x. I cooperate with my classmates to learn better.	2.17	9	23	28	72	2	5
xi. I am a creative thinker and generate original ideas.	2.12	10	26	24	62	5	12
xii. When I do not succeed at first try, I keep trying until I succeed.	2.56	22	56	17	44	0	0
xiii. I prefer to be told of the correct/ possible answers/ solutions.	2.41	17	44	21	53	1	3
xiv. I prefer to discover the correct/ possible answers/ solutions myself.	2.35	15	38	23	59	1	3
xv. I am interested in finding out about effective thinking methods that help me to improve my own work.	2.41	18	46	19	49	2	5

never   sometimes   often

1   **1.66**   **2.32**   **3**
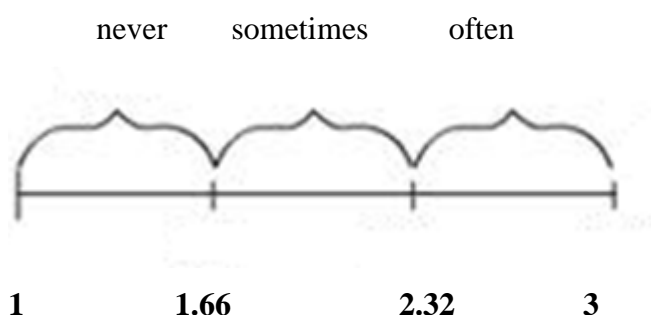
Figure 4.3 Likert Scale 3

The mean score and percentage analyses for item 8 in the questionnaire, which was based on a 3-point Likert scale are presented in table 4.8. For this item, Likert type three-point scale, from one to three, was used based on the possible answers "never", "sometimes", and "often", which stand for the means between 1.00 - 1.66; 1.67 - 2.32; and 2.33 -3 respectively as indicated in Figure 4.3 above.

Most students believed that they used their background knowledge when learning new knowledge or skills (2.82). This was followed by "I learn from my mistakes and see them as learning opportunities" (2.69). Overall, the students' responses revealed a positive view of themselves as learners. As seen in the table the majority of the responses were in the "often" interval. On the other hand, consistent with the results in item 4 in the questionnaire, items related to cooperation with other students and teachers were in the "sometimes" interval. The mean score for "I feel confident about asking question" was 2.25, the mean score for "I cooperate with my instructor to learn better" was 2.23, and the mean score for "I cooperate with my classmates" was 2.17. The item with the lowest mean score was "I am a creative thinker and generate original ideas", which pointed out the importance of focusing on the development of creative thinking skills in the course.

4.1.3 Students' Expectations about Feedback and Assessment

In item 12, students were asked what they did when their grade for an English assignment (i.e.: exam, essay, presentation) was announced. Seven students did not answer the questions and two students gave unclear answers

119

(Thirty-two students answered the question). The codes emerged in the analysis of the data are provided in table 4.9.

Table 4.9 The Additional Codes that Emerged in the Analysis of Responses to
     Item 12

Codes that emerged	
CMIS	check the paper to learn mistakes and fix them
FEED	ask for feedback
LG	just learn the grade

Sixteen students stated that they checked their papers to learn their mistakes and fix these mistakes. One of these students pointed out that his intention would not be increasing his grade. Two students stated that in addition to seeing their mistakes, they would ask for feedback. Three students indicated that if their grade was low, they would decide to study harder. Two students stated that they would just learn the grade. One student said that he evaluated himself. Some students wrote about their feelings. Good results made them feel happy and confident (1 student) and relaxed so that she could study other courses (1 student). Bad results made them feel angry and sad (1 student) and discouraged (1 student). Two students said "depends" without making any explanations and two students said "nothing".

In item 13, students were asked to state how they thought their teacher should approach the mistakes in their written work. Eleven students did not answer the question. The codes that emerged in the analysis of the data are given in table 4.10.

Table 4.10 The Additional Codes that Emerged in the Analysis of Responses to
     Item 13

Codes that emerged	
TC	teachers should show the mistakes
SM	small mistakes should not be penalized

Four students gave unclear answers. Seventeen students stated that the teacher should show the mistakes. One of these students indicated that teachers should show the mistakes in a motivating way. Another student said that she would like

to be given a chance to rewrite. Two students wrote that small mistakes should not be penalized. One of these students defined small mistake as a mistake that does not impede meaning. Some students described the manner the teacher should correct mistakes and wrote that teachers should be polite (1 student), helpful (1 student), and tolerant and understanding (1 student). One student stated that the teacher should try to understand why the student made the mistake and why she was thinking incorrectly. Another student stated that the teacher should appreciate different points of views.

Item 14 asked the students to indicate how they thought their teacher should approach the mistakes in oral exams. Nineteen students answered the question. One new code emerged in the analysis of the data and it is AWM (against corrections while speaking). Six students gave unclear answers. Seven students indicated that they were against teacher's correcting mistakes while they were speaking. Two of these students stated that speaking was a sensitive area for students and correcting students while speaking would be demotivating. Three students wrote that teacher should show the mistakes. Three students wrote that small mistakes should be tolerated. Two students stated that teacher should be tolerant and understanding when correcting students. These results confirm the earlier suppositions about students' sensitivity about speaking skill.

Item 15 asks students what kind of changes in the grading system would help them focus on their learning and less on grades. Eighteen students answered the question. However, two students stated that they did not have an idea and two of the answers were unclear. One student stated that he was happy with the current system. Another student shared her dilemma and stated that sometimes low grades forced her to study harder but they also created stress. She added that a curve system could be used in difficult exams. Two students suggested increasing the grades allocated for speaking in the course. Other plausible suggestions included not grading oral and spelling mistakes (1 student), providing opportunities for checking and correcting mistakes before grading, not talking about grades in the lesson (1 student), appreciating the effort when grading (1 student) and accepting alternative answers (1 student). On the other hand, giving high grades (1 student), eliminating exams (1 student), giving easy exams (1

student) and not giving homework (1 student) were responses that were not very realistic. One student said that it was impossible not to focus on grades because in his department all the students were ambitious.

4.2 The Characteristics of Reflective Dialogue and Its Contribution to Learning

To inquire the characteristics of reflective dialogues and their contribution to learning, seventeen of the teacher-student conferences on the mini-presentation 1, which were selected through purposive sampling, were audio-recorded (See table 3.1 for the sampling of the participants). In these conferences, the teacher and the student watched the recordings of the presentations, reflected on the recorded presentation through stimulated recall technique and reviewed the initial self-assessment. The collected data was later transcribed using a simplified version of Jeffersonian transcription conventions (Rapley, 2007) (See Appendix L for the explanations to the transcription conventions used in the study). The data was analysed following the procedures of inductive approach to qualitative analysis. The transcripts were studied very carefully through multiple readings and the emerging themes were identified.

Through conversation, the teacher-researcher challenged the students' assumptions regarding their strengths and weaknesses as presenters and encouraged them to reconsider their self-assessment. At times, students' questions, answers and comments helped the teacher to gain insights into why they behaved in a particular way. In addition, as she transcribed the data, she had the opportunity to reflect on the way she held the dialogues and the way she gave feedback and as a result she made action plans to improve her practice. The data collected through the analysis of the dialogues are presented with extracts from student's reflective writings and teacher's journal.

In parts 4.2.1.1 and 4.2.1.2, the extreme cases, that is, the dialogues with students in bands 4 and 5 are analysed. In this part, the focus is exploring the nature of reflective dialogues with the students who overrated and underestimated their performance. As explained in part 3.3.2.1 in detail, among the fifty students

who submitted their self-assessments, only five were in bands 4 and 5 and the analysis of the conferences with four of these students are presented in part 4.2.1.1 and 4.2.1.2. When presenting this data, lengthy quotations from the transcripts were given in order to demonstrate the nature of reflective dialogue. In addition, the content of these students' reflective paragraphs on their mini-presentation were analysed to investigate the impact of the reflective dialogue on their written reflection. Finally, relevant parts from the teacher's journal were included to demonstrate facets from the teacher's reflection process.

In part 4.2.2, the themes that emerged in the analysis of the transcripts of the teacher-student conferences are discussed. In this discussion, lengthy extracts from the transcripts are included to display how the themes were identified.

4.2.1 The Characteristics of Reflective Dialogue

The reflective dialogues with the students who overrated and underestimated their performance were explored in order to find out the characteristics of the reflective dialogues. There was a special focus on investigating if there were differences between the students who overrated and underestimated their performance in the way they respond to teacher's comments/ feedback and if any differences were observed when reflecting on the parts of the criteria (content, organization, delivery, visual and language) in terms of reaching an agreement of the strengths and weaknesses.

4.2.1.1 Reflective Dialogue with Students who Overrated Their Performance

In bands 4 and 5, there were only two students, Adnan (A1) and Arda (A2), who had a tendency to overrate their performance. Below, there are extracts from teacher-student conferences where the teacher and the student watched the recordings of the first mini-presentation task, reflected on the recorded presentation through stimulated recall technique and reviewed the initial self-assessment.

Adnan was the only student in band 5 and he gave his presentation a grade five points higher than the teacher gave. The following entry is taken from the teacher-researcher's journal which she had written before the conference:

Date: November 27, 2009

Adnan

In his self-evaluation, he overrated himself. He seems to be weak in self-assessment. Or maybe he did not take the self-assessment task seriously. Does he really believe that he was that good? I wonder how I will help him to look at his performance more objectively. I need to be open but I also should avoid hurting his feelings. Probably, behind this boosted grade there are self-confidence issues.

The teacher-researcher's dilemma between being open and hurting students' feelings expressed in the above entry recurred in several other entries in her journal as well. The entry revealed the teacher's nervousness before the conference.

During the conference, two of Adnan's classmates (St2 and St3) were also in the room. They had been absent from the lessons during the presentations and Adnan gave them permission to watch the video with him. Although St3 was not involved in the conference between the teacher and Adnan, St3 participated in the dialogue from time to time. The conference with Adnan was called "the passive resistant" since Adnan seemed to be defensive especially at the beginning of the dialogue and had a tendency to reply the "why" questions with "why not".

Extract 1.1: A1 The Passive Resistant (Part I)

1	((T. stops the recording))	((T. stops the recording))
2	T: Have you heard what you said? You said	T: Ne dediğini duydun mu? "It reflects
3	"it reflects some of my features like	some of my features like handsome"
4	handsome".	dedin.
5	A1: Handsomeness	A1: Handsomeness.
6	T: Handsome... It does not matter. It is not	T: Handsome… Fark etmez. Önemli
7	important.	değil.
8	A1: So?	A1: Hee?
9	T: Why did you make such an introduction?	T: Niye böyle bir giriş yaptın?
10	A1: Why ((not))? Can't I? ((laughs))	A1: Niye? Yapamaz mıyım? ((laughs))
11	T: ( ). The… the… You did not talk about	T: ( ). Şeyi şey... Hiç anlatmadın... Hiç...
12	the ... At all ... yet. You made an abrupt start.	Henüz. Direk böyle fırt diye bir giriş
13	You said these before you described the	yaptın. Avatarı filan describe etmeden

Extract 1.1: A1 The Passive Resistant (Part I) (continued)

14	avatar. Noticed… Have you noticed?	söyledin bunu? Fark... Farkında mısın?
15	A1: I've noticed now. ((Is he starting to	A1: Şimdi fark ettim. ((Is he starting to
16	make things more seriously?))	make things more seriously?))
17	T: OK.	T: Hah.

In the extract above, it is possible to see that the teacher-researcher was somehow confused with the way Adnan negated her questions (Extract 1.1, lines 8, 10-14) and her hesitations reflect her confusion. The student had made a rather awkward beginning to his presentation and the teacher-researcher believed that he would be able to spot this problem easily when he watched the video. However, the student did not seem to find the beginning of the presentation problematic (line 10). Startled by Adnan's responses, she tried to point out what was missing at the beginning (lines 11-14). At this point, Adnan said he now noticed how he had begun his presentation. Then, they continued to watch the video. As they continued to watch the recording, the teacher-researcher stopped the video twice to draw attention to the problematic content of the mini-presentation.

Extract 1.2: A1 The Passive Resistant (Part II)

18	((T. stops the recording))	((T. stops the recording))
19	T: You hear, don't you? Yellow t-shirt,	T: Duyuyorsun değil mi? Yellow
20	brown... Here you are talking about his	t-shirt, brown… Burada kıyafetlerinden
21	clothes.	bahsediyorsun.
22	1:40 ((T. continues the recording))	1:40 ((T. continues the recording))
23	1:46 ((T. stops the recording))	1:46 ((T. stops the recording))
24	T: I'll stop. Why did you list these	T: Durduruyorum. Niye bunun örnekleri
25	examples?	saydın?
26	A1: Why not?	A1: Niye saymayım?
27	T: No. I mean, well... If you are listing ((the	T: Hayır. Yani şey… Sayıyorsan ((refers
28	colours)), it means they have a significance.	to the colours)) bir önemi vardır
29	What is the significance ((of the colours)).	demektir. Ne önemi var? Bak sonra bak
30	Let's see, if you will link it to something	bakayım bir yere bağlıyacak mısın?
31	later on.	
32	A1: ( )	A1: ( )
33	T: Because when you refer to colours... He	T: Çünkü renkleri kullandığın zaman…
34	wears dark clothes, so he ((must be)) a	şöyle koyu renkler giymiş ciddi bir
35	serious person... One expects something like	insandır… Böyle bir şey bekliyorsun…
36	this... as if it will link to something but are	Bir yere bağlanacak diye bekliyorsun
37	you just listing the colours or are you	ama sen sadece renkleri mi sayıyorsun
38	making a link? Let's think about it.	yoksa bir yere bağlıyor musun? Bir
39		düşün bakalım.
40	A1: I just list.	A1: Sayıyorum sadece.
41	T: We'll see. ((I am starting to feel a bit	T: Bakacağız. ((I am starting to feel a bit
42	more comfortable))	more comfortable))

Here, although Adnan once again avoided giving answer to the first question "why did you list these examples" (Extract 1.2, lines 24, 25), he seemed to be getting a bit more co-operative as the teacher provided explanations to his "why not" question (lines 27-31, 33-38). She told Adnan that when he focused so much on the colours, the audience expected him to make a link between the colours and the personality of the avatar. She asked him if he made such a link (lines 35-38). For the first time in the conversation, Adnan gave a short but direct answer to the teacher's question and said that he just listed the colours (line 40). In response, the teacher-researcher seemed to have gained a bit of confidence. As the dialogue continued, certain disagreements between the teacher and the student emerged.

Extract 1.3: A1 The Passive Resistant (Part III)

43	((T. stops the recording))	((T. stops the recording))
44	T: You said ((he is)) "self-confident". Where	T: "Self-confident" diyorsun. Hani
45	is your evidence?	"evidence"ın?
46	A1: His facial expression.	A1: İşte onun yüz ifadesinden.
47	T: But you do not say that.	T: Demiyosun ama onu.
48	A1: I do.	A1: Diyorum onu ya.
49	T: You don't. You don't say ... because of	T: Demiyorsun. Yüz ifadesinden demi-
50	his facial expression.	yorsun.
51	A1: Let's rewind. I must have said so.	A1: Geri alalım. Demiş olmam lazım.
52	St2: ((laughs))	St2: ((laughs))
53	3:40 ((rewinds and watches again))	3:40 ((rewinds and watches again))
54	((St2 interferes; the teacher hushes))	((St2 interferes; the teacher hushes))
55	A1: I cannot hear anything.	A1: Bi şey duyamıyorum.
56	T: He's self-confident... You said handsome	T: He's self-confident... handsome and
57	and self-confident.	self-confident dedin.

Here, the teacher-researcher and the student could not agree whether Adnan explained why he said that the avatar looked self-confident (Extract 1.3, lines 47-50) and as Adnan suggested they tried to sort out the problem by rewinding the video and watching it again (line 51). However, on watching the part once again, Adnan said that he could not hear (line 55), and he still was not convinced that he had not provided evidence to support that his avatar belonged to someone who was self-confident. In brief, so far in the conversation, the teacher and the student had been challenging each other and there was not some sort of a negotiation as a result.

When the video was over, the teacher wanted the student to re-evaluate his performance. She told the student that it was very important to be able to spot the problems accurately so that he could try to fix them in the second mini-presentation and be more successful. First, she wanted the student to go over the content of his presentation.

Extract 1.4: A1 The Passive Resistant (Part I)

1	T: First, let's go over the content. Did you	T: Birincisi content'e bakalım. Sen bu iki
2	answer these two questions effectively?	soruyu ((points at the questions in the
3	((points at the questions in the task sheet))	task sheet)) effective bir şekilde
4		cevaplamış mısın?
5	A1: Were there two questions?	A1: İki soru mu vardı?
6	T: Well... there are two different questions.	T: Eee… İki tane farklı var ya. Bir,
7	First, what does the avatar reveal about the	((avatar)) personality ile ilgili ne
8	personality ((of the owner)). And what is	söylüyor. Bir de description ile ilgili ne
9	included the description? (0.8). You talked	var? (0.8) Kıyafetlerden bahsettin.
10	about the clothes. You said handsome. And	Handsome dedin. Bir de ciddi bir insan
11	you said he is a serious person.	dedin.
12	A1: Good job.	A1: İyi demişim.

When the student once again retrieved into his un-cooperative mode (Extract 1.4, line 12), the teacher-researcher provided a detailed explanation on the content of the mini-presentation (Extract 1.5, lines 13-23). The increase in the amount of teacher's talk increased considerably as she switched to explanation.

Extract 1.5: A1 The Passive Resistant (Part II)

13	T: Did you explain why he is serious? No.	T: Neden ciddi olduğunu açıkladın mı?
14	Then ııı... Only serious... You did not make	Hayır. Ondan sonra şey var ııı... Sadece
15	any inferences other than a serious person,	ciddi … Ciddi bir insan dışında da başka
16	as well. Can I make myself clear? You	bir çıkarımda da bulunmadın.
17	needed to elaborate on this. If your avatar	Anlatabiliyor muyum? Bunu biraz
18	was not suitable, then you could have	deşmen gerekiyordu. Eğer avatar uygun
19	changed it. But what was the aim of the	değilse, avatarını da değiştirebilirdin.
20	avatar presentation here? You will choose an	Ama buradaki avatar presentation' ının
21	avatar. Using that avatar, you will make	amacı neydi? Sen bir avatar seçeceksin.
22	assumptions about the owner but you did not	O avatarı kullanarak, o kişilik hakkında
23	do this.	assumption' larda bulunacaksın ama onu
24		yapmadın.
25	(.)	(.)
26	You can talk about clothes. If the colours are	Kıyafetlerinden bahsedebilirsin. Renkler
27	important, you can talk about the colours.	önemliyse, renklerden bahsedebilirsin.
28	You can talk about his serious, tough look.	Çok ciddi, sert durduğundan
29	"Posture"…You can talk about his	bahsedebilirsin. Duruşunu...
30	"posture". However, you need to make	posture'ından bahsedebilirsin. Ama
31	connections between all these. I mean the	bunların hepsini birbirine bağlaman gere-

Extract 1.5: A1 The Passive Resistant (Part II) (continued)

32 33 34 35 36 37 38 39 40 41	question remained almost completely unanswered. The first question is partially answered. Have I been able to convince you? A1: So so. T: So so? What part is unconvincing? Because if you really cannot see the problem, you will repeat the same things in your next presentation. Expectations… If you cannot see what the expectations are.	kiyor. Yani ikinci soru kısımı hemen hemen hiç cevaplanmamış. Birinci soruda partial cevaplanmış. Seni ikna edebildim mi? A1: Biraz. T: Biraz? Neresine ikna olmadın? Ya çünkü gerçekten hatanı görmüyorsan öbür presentation da yine aynı şeyi yaparsın. Bek... beklenenin ne olduğunu görmüyorsan.

As seen in the extract 1.5, when she finished her explanation, she asked the student if he was convinced (lines 34, 35). However, the student said he was not totally convinced (line 36). Then, in order to encourage the student to cooperate, the teacher told the student if he really could not understand the expectations and see the problems, he would not be able to fix them in his next presentation (lines 37- 41).

Then the teacher-researcher explained Adnan that she did not want to give grades for the presentation but just talk about the performance. The student seemed to become more open to criticism after this point. He did not object to the teacher's comments on the delivery. Similarly, as illustrated in extract 1.6, he accepted the teacher's comment on language.

Extract 1.6 A1 The Passive Resistant

1 2 3 4 5 6 7 8 9 10 11	T: You had prepared your visual and you used it. That's fine. About the language... I think you can use more sophisticated language. I mean a bit more... You do not need to exaggerate. But... he has a brown tie, he has this and that ( ), he is handsome… This is not sufficient. This is also directly related to the content as well. When you improve the content, this ((language)) will automatically improve. OK?	T: Visual'ını hazırlamışsın ve kullandın da gösterdin de o tamam. Language' le ilgili… ( ). Language'le ilgili bence daha sofistike bir language kullanabilirsin. Hani birazcık daha... Çok abartmana gerek yok. Ama işte bunun brown tie' ı var, şuyu var buyu var demekle ( ), he's handsome demekle bu iş olmaz. Ama bu direk olarak content'le de ilgili. Content'i geliştirdiğin zaman bu zaten otomatikman düzelir. Tamam mı?

At the end of the conference, the teacher-researcher reminded Adnan to complete the reflection assignment. She told him that he did not need to worry about the presentation any longer, but he needed to focus on writing a reflection in which he

diligently investigated his weak points, traced the reasons behind the problems and brainstormed how he could overcome these in the next mini-presentation.

In this dialogue with the student, it was seen that the student was not clear about the expected performance and also he was not aware of his strengths and weaknesses. As a result, in most cases, the teacher-researcher needed to explicitly tell him what the problem was. On the other hand, Adnan's reflective paragraph on the mini-presentation revealed that he effectively reflected on his mini-presentation and the points raised in the conference. In his written reflection, Adnan included a detailed account of the problems discussed in the conferencing. In addition, he was able to identify other problems that were not discussed. For example, he wrote that he was "smiling needlessly" during his presentation. In addition, he stated that he did not make any vocabulary mistakes but did not consider this as strength because he "used basic words". He also referred to his strengths in his written reflection. For instance, he wrote that "my grammar and pronunciation can be regarded as success". Finally, in the conclusion of his reflection, he included an action plan for the next presentation:

> I will spend much more time to prepare the presentation. I will try to develop the topic effectively by using mature, meaningful, relevant and clear descriptions, examples, explanations. I will try to use much more transitionals and use them correctly. I will try to keep eye-contact with the audience. I will try not to smile needlessly. I will try to talk loudly. I will try to remember to thank the audience. I will do these and better my performance for the next presentation (n.d.).

Although in his action plan, Adnan copied some of the phrases from the rubric, it can be said that the written reflection enabled Adnan to re-evaluate both his presentation and the conference and focus on the issues that most mattered to him.

On the other hand, reflecting-on-action, the teacher-researcher was not fully satisfied with the way she led the dialogue. The entry below is taken from the teacher's journal:

Date: December 17, 2009

Adnan

On listening to the conversation, I can say that I talk too much. Instead of repeating the same thing I can try thinking more before I speak and saying it more slowly. I guess I was stressed out because of the other students waiting outside and I guess I got impatient when he did not want to see the truth (Of course I am being judgmental. Maybe he really did not see the truth). Anyway, I'll work on my elicitation techniques. The way they are now, they are a bit softer than a slap on the face. But I think we still managed to have a friendly atmosphere. I hope so. I am looking forward to reading his reflection.

As the entry shows, reflecting-on-action, for the following conferences, the teacher decided to slow down and to improve her elicitation techniques. However, her following reflections in her journal revealed that she was not able to overcome this problem as effectively as she wanted to.

Arda was the other student who had overestimated his performance. The grade he gave to himself was 3.75 points higher than the grade the teacher-researcher gave, placing him in band 4 as shown in table 3.1. The conference with A2 was titled "to read or not to read" since the student several times expressed that he was tempted to read from his paper when he was presenting and uncertain if his presentation would have been better if he had done so. Before the conference, the teacher-researcher made these comments about the student in her journal. "He is one of the weakest and least motivated students in the whole group. He is always sleepy in the class and almost never speaks. I wonder how he will respond to the differences between his grades and mine" (November 27, 2009).

During the conference, with the permission of Arda, there were two other students in the room. For his avatar presentation, Arda had chosen a character from a cult movie. At the very beginning of the conference, Arda told the teacher-researcher that the other students had prepared easy texts and thus could easily speak, which can be considered as a correct observation (Extract 1.2, lines 1-3). It seemed that he believed that the real problem was having prepared a difficult text that he could not memorize. He also told how hard he had tried to resist the temptation to read from his notes. He was distressed for having stammered and

said that if he had read from the text, he would "at least" have felt more confident (lines 11-12).

Extract 2.1: A2 To Read or not to Read

1	A2: I would have read. Then I realized	A2: Okuyacaktım. Sonra baktım herkes
2	everybody comfortably… ((They)) write	rahat rahat… Kolay kolay şeyler
3	easy things... They had memorized. As I told	yazıyor… Ezberlemiş. Bunları size
4	you I wrote them ((the night before the	dediğim gibi o [gece yazmıştım]
5	presentation))	
6	T: It is much better that you did not read. It	T: [Okumaman] okumaman çok daha iyi
7	is very good that you did not read. OK?	olmuş. İyi ki okumamışsın.Tamam mı?
8	A2: If I had read, I would have looked at the	A2: Okusaydım kağıda bakacaktım
9	paper.	
10	T: Yes, that would have been the case.	T: Evet, öyle olacaktı.
11	A2: Then, at least I would have felt more	A2: En azından kendime güvenim daha
12	confident... I guess I stammered.	fazla olacaktı da… Böyle kekeledim
13		galiba.
14	T: Stammering is not very important ☹...	T: Kekelemek falan filan önemli değil
15	Imm. We will talk about this. OK?	ııı☹... Üzerine konuşacağız. Tamam mı?

At this point, the teacher-researcher did not elaborate on Arda's mixed feelings on not having read during his presentation. Arda did not even know that the teacher gave a much lower grade than the one he gave to himself. However, she had to find a way to show the student reading from the notes would not have made his presentation better. Before they started watching the video, the teacher went over the task with the student and as she did this, she tried to highlight certain problematic areas of Arda's presentation covertly. As she did so, she tried to encourage Arda to reflect on these areas.

Extract 2.2: A2 To Read or not to Read (Part I)

1	T: First, let's remember. It was an avatar	T: İlk önce şimdi bir hatırlayalım. Avatar
2	presentation. There should have been two	presentation'dı. Presentation'ın 2 kısmı
3	parts in the presentation. In the first part, you	olacaktı. İlk kısımda resmi, avatar'ı tarif
4	describe the picture, avatar. In the second	ediyorsun. İkinci kısımda da avatar'ı
5	part, you make inferences like what kind of	kullanan insan nasıl bir insandır gibi
6	a person is the person who uses the avatar.	çıkarımlarda bulunuyorsun.
7	A2: Hım… I did not do the second part.	A2: Hım… Ben ikinci kısmı pek
8		yapmadım.

As soon as Arda heard what he was supposed to do in the second part of the mini-presentation, he realized the problem in his presentation (Extract 2.2, line 7).

However, this did not stop him from objecting to his teacher's comments on the content of the presentation.

Extract 2.3: A2 To Read or not to Read (Part II)

9	T: ((laughs))	T: ((laughs))
10	A2: But it is obvious, I mean. But it is	A2: Ama belli oluyor yani. Ama Hocam
11	obvious, Hocam... I mean a serious man	belli oluyor. Yani ciddi adam kullanır
12	would use this ((such an avatar))	bunu.
13	T: So, you should state this. Good... Very	T: Ya işte bunu söyleyeceksin. Çok...
14	good. It is very important that you are aware	Çok güzel. İnsanın yaptığının farkında
15	of what you did. This is about the content.	olması gayet önemli bir olay. O
16	Organization (.) How did you start your	content'le ilgili. Organizasyon (.)
17	presentation? There should have been two	Presentation'a nasıl başladın? 2 tane
18	parts. How did you link these two parts?	bölüm olması gerekiyor. 2 tane bölümü
19	Were the transitions within the presentation	birbirine nasıl bağladın? İçersindeki
20	smooth? And how did you conclude your	geçişler net miydi? Ve presentation'ı
21	presentation? Delivery (.) How natural was	nasıl bitirdin? Delivery (.) Konuşman ne
22	your speech? Did you look at the people?	kadar doğaldı. İnsanlara baktın mı? Eye-
23	Did you keep eye-contact? Iıı... Was it	contact kurdun mu? Iıı... Ezber miydi
24	memorized and so on? Also, the highness or	filan falan. Sesinin yüksekliği alçaklığı
25	lowness of your volume is important. Visual	da önemli. Visual (.) Visual hazırlanmış
26	(.) Was a visual prepared? Was it big enough	mıydı? Arkadaşlarının görebileceği
27	to be seen by your friends? And ııı... Well,	büyüklükte miydi? Ve ııı... Şey
28	when you were doing… When you were	yaparken... sunum yaparken onu
29	presenting, did you use it?	kullandın mı?

The teacher-researcher's explanations given in extract 2.3 illustrate when going over the rubric, how she tried to highlight organization, eye-contact, voice quality and the use of the visual, which were issues in Arda's presentation.

Once they went over the rubric, Arda and the teacher-researcher started to watch the video. The teacher stopped the video to warn Arda about the use of the word "gonna". However, Arda told her that he used the word on purpose to allude to a famous line from the movie (Extract 2.4, lines 5-10).

Extract 2.4: A2 To Read or not to Read

1	T: The word "gonna" well at ııı ... Let me	T: Gonna kelimesini şey de ııı... Şuraya
2	note this here ımm...	not düşeyim ımm…
3	A2: I ...	A2: [Ben onu]
4	T: Since it is informal, do not use it.	T: [informal] olduğu için kullanma.
5	A2: That… Well… Indeed () To make art	A2: O… Şey… Zaten…. ( ) Sanat
6	… ( ). Because you know there is… (.) I	yapmak için ( ). Çünkü şey var ya (.)
7	mean you know there is the word? ((He	Yani hani söz var ya? "You can't
8	means "Don't you know the line from the	refuse". (.) "I'm gonna make a offer you
9	movie")). "You can't refuse" (.) He says	can't refuse" diyor.
10	"I'm gonna make a offer you can't refuse"	

Extract 2.4: A2 To Read or not to Read (continued)

11	T: Hımm.	T: Hımm.
12	A2: That... I translated that line ((to integrate	A2: Onu… ben ilk cümleyi de kendine
13	it to my own presentation)).	göre çevirdim.
14	T: Hee.	T: Hee.
15	A2: ( )	A2: ( )
16	T: Of course we ... We could not understand	T: Tabi biz… Senin o sanat yaptığın
17	the part you made art ((you played with the	kısmı anlayamadık tabiki de. Iıı... I see.
18	words)), Of course. Iıı… "I see".	

In the conversation in extract 2.4, it can be seen that the teacher-researcher was struggling due to the dilemma she had expressed in the journal entry cited above. Arda alluded to a line in the movie in his presentation and obviously thought that that would make his presentation more effective. On the other hand, the teacher thought that that part of the presentation was not clear. However, she did not want to create barriers very early in the reflective dialogue by insisting on this particular problem since there were more important issues to be sorted out in Arda's presentation. In addition, since she did not remember the movie, she could not be sure if she was justified in her comment. Therefore, she told Arda that she was not able to understand the allusion, and warned Arda for being careful about the background knowledge of his audience when preparing a presentation. Later, he teacher-researcher stopped the video at a scene where Arda seemed to have trouble deciphering his own notes and encouraged Arda to reflect on this problem.

Extract 2.5: A2 To Read or not to Read

1	((T. stops the recording))	((T. stops the recording))
2	T: Now, let's see. What is written there ((in	T: Bak şimdi. Orda ((in your notes)) ne
3	your notes))? The sentence... Is there a long	yazıyor? Cümleyi… Kocama:::::n cümle
4	((stresses by lengthening last syllable))? (.)	mi yazıyor? (.) İşte o kocaman cümle
5	That long sentence ((makes you ...)). What	seni şey yapar. Ne yapacaksın? Küçücük
6	should you do? There will be short content	küçücük böyle content word'ler olacak.
7	words ((noted)). When you look at them,	Baktığın zaman o kısım ile ilgili bir şey
8	you will say something about that part. You	söyleyeceksin. Süper bir cümle kurman
9	do not have to make excellent sentences. I	gerekmiyor. Hani böyle uzu:::n uzun
10	mean like very long ((stresses by	uzun filan falan çünkü orda oku... oku...
11	lengthening last syllable)) sentences because	okuduğun zaman sıkıntı oluyor.
12	when you read there, there is a problem.	
13	A2: Hı hı.	A2: Hı hı.
14	T: But of course, if ((your notes are written))	T: Ama tabi cümle olursa bir de gergin
15	in full sentences and on top of that if you are	olursan cümle okuma ihtiyacı duyarsın.
16	nervous, you feel the need to read the	Tamam?
17	sentence ((s)). OK?	
18	A2: ((huffs))	A2: ((huffs))

As seen in lines 2-12 in extract 2.5, the teacher predicted that Arda had written the whole presentation down in his notes. She told Arda why this was not a good idea and how this encouraged reading from the notes rather than keeping eye-contact. Arda "huffed" at this explanation which, to the teacher-researcher, signalled how challenging he found to speak in the manner the teacher suggested.

The teacher and Arda watched the video for ten more seconds and the teacher-researcher stopped the video again because in the video Arda looked as if he was getting more and more nervous. She wanted to learn if the student also realized this.

Extract 2.6: A2 To Read or not to Read

1	T: And I guess as you look ((at the paper)),	T: Bir de sanırım baktıkça ((at the
2	you got more nervous. I mean like "I am	paper)) kendini stress yaptın… Yani
3	looking again... I am looking again"...	"yine bakıyorum… yine bakıyorum"
4	Because after each time you look at ((the	diye… Çünkü her baktıktan sonra bir
5	paper)), you roll your eyes. A2: ((laughs)).	gözlerin dönüyor. A2: ((laughs)). Bir
6	You are "judging" yourself at the same time.	yandan kendini judge ediyorsun.
7	A2: At that point, I would start to read from	A2: Ben orada notlardan okumaya
8	my notes.	başlayacaktım da...
9	T: Then, it will not be a presentation.	T: O zaman presentation olmaz
10	A2: Yes, it won't.	A2: Evet presentation olmaz.

As seen in extracts 2.5 and 2.6, the teacher-researcher was not really giving Arda a chance to trace the reasons behind his poor delivery. Instead, she presented her own reflections on Arda's poor delivery. This was because very early in the conference, Arda had stated that he believed that his delivery was not good because he did not read. Here, the teacher-researcher was trying to challenge Arda's assumptions and highlight problems that led to his weak delivery. Indeed, Arda's response revealed that he was still contemplating on having tried reading from the script in his hand (Extract 2.6, lines 7, 8). To ensure Arda that he did the right thing by not resorting to reading, the teacher told him that if he had read from his notes, it would not have been a presentation and Arda expressed his agreement (lines 9, 10).

As they continued to watch the video, the teacher-researcher commented several times on the voice quality of the student and told him that he was not audible at times. When the video was over, the teacher wanted to clarify certain

parts that she had been confused about. This revealed the fact that the teacher had missed most of the things Arda thought that he had said. Arda first tried to answer the teacher's questions and explain what he had intended to say (Extract 2.7, lines 1-12). However, upon realizing that the teacher-researcher could not follow him and probably feeling frustrated by his teacher's ignorance, he asked if she had not seen the movie (line 13).

Extract 2.7: A2 To Read or not to Read (Part I)

1	T: "You can't refuse". How do you link it	T: You can't refuse. Onu nasıl
2	here?	bağlıyorsun buraya?
3	A2: I said behind the photograph ( ). It was	A2: O fotoğrafın altında dedim ( ).
4	clearly seen.	Gözüküyordu netçe.
5	T: Hımm. What does it try to say?	T: Hımm. O ne demek istiyor?
6	A2: There I'll make an offer and he won't be	A2: Orda ona bir teklif yapacağım beni
7	able to refuse me.	reddedemeyecek
8	T: To whom?	T: Kime?
9	A2: ( )	A2: ( )
10	T: Who? To whom?	T: Kim kime yapacak?
11	A2: I ((that))=	A2: Ben onu=
12	T: =To whom?	T: =Kime?
13	A2: Haven't you seen the movie, Hocam?	A2: Filmi izlemediniz mi, Hocam?

In fact, Arda's struggle to explain what he meant to his teacher gave the teacher the opportunity to pinpoint one of the weaknesses of Arda's presentation. He had assumed that the audience had watched the movie and expected them to understand the allusions. However, as one of the members of the audience, the teacher-researcher herself had great difficulty in following the content. At this point, the teacher-researcher warned Arda about the danger of assuming that the audience had the necessary background knowledge to understand his presentation (Extract 2.8, lines 26-30).

Extract 2.8: A2 To Read or not to Read (Part II)

14	T: I watched the film but well I mean for	T: Filmi izledim ama yani mesela şey=
15	instance=	A2: =Orda hani diyo ya ( ) olduğunu
16	A2: = There... ((he)) says that ( ) ((he)) does	kabul etmez
17	not accept	T: Hımm
18	T: Hımm.	A2: ( )
19	A2: ( )	
20	T: OK that.	T: Tamam, şey.

Extract 2.8: A2 To Read or not to Read (Part II) (continued)

21	A2: ( ) means I'll kill. I mean someone from	A2: ( ) demek öldürcem demek. Yani
22	the family ((laughs))	ailesinden birisini. ((laughs))
23	T: Haa. Hımm.	T: Haa. Hımm.
24	A2: ( )	A2: ( )
25	A2, T: ((laugh))	A2, T: ((laugh))
26	T: Because really A: [( )] our intellectual	T: Çünkü gerçekten A: [( )] entellektüel
27	level... The movie... There may be people	seviyemizi... Filmi... filmi izlemeyen
28	who have not seen the movie. ((There may	olabilir. Filmde o kısmı hatırlamayan
29	be people)) who do not remember that part.	olabilir. Bir de hani o kısmı... şeye tam=
30	Also, I mean that par... to it completely=	
31	S2: = ( )	S2: = ( )
32	T: ((There may be people who)) cannot infer	T: Çıkaramayan da olabilir.
33	that.	
34	A2: But it can be inferred... When he says	A2: Çıkar ama ya… geri çeviremeyeceği
35	I'll make an offer he cannot refuse.	bir teklif yapacam deyince.
36	T: OK but I could not understand the link	T: Tamam ama bunun şeyle avatar
37	between this and the avatar.	presentation'la bağlantıyı tam olarak
38		kuramadım.

However, although the teacher-researcher shared the confusions she had about the content of the presentation, Arda was not convinced that the audience might have had trouble to make the links and conclusions he expected them to make (lines 34, 35). Here, the teacher-researcher decided not to insist since the dialogue was about to go to a dead end. She decided to leave this issue with the question marks she created in the students' mind.

Then starting with the content, they went over the parts in the rubric. As seen in extract 2.9, when talking about the content, the teacher-researcher once again referred to the parts that were unclear but she avoided going into another lengthily discussion (Extract 2.9, lines 1-7). Despite the previous disagreement, she decreased the student's grade for the content (lines 9-14) and this time Arda did not object to the teacher's comments (line 15).

Extract 2.9: A2 To Read or not to Read

1	T: You could have expressed them more	T: Onları daha net bir şekilde ifade
2	clearly. In addition, for example, that...	edebilirdin. Bir de mesela o şeyi…
3	Really... That thing... That word you used	gerçekten… O şey… Kullanmış olduğun
4	( ) we could not understand it. I mean no	o kelime var ya ( ) onu biz anlayamadık.
5	matter how relevant it is in your mind, you	Yani ne kadar relevant olursa olsun senin
6	need to show it to us. I mean because it was	kafanda, bize onu göstermen lazım. Yani
7	difficult for us to understand.	çünkü zordu bizim için anlaşılması.
8	A2: ((he agrees))	A2: Tabi
9	T: Iıı… We could not understand that	T: Iıı... Biz onu çok net bir şekilde
10	clearly. Therefore, we need to decrease this	anlayamadık. O yüzden bunu şö:::yle

Extract 2.9: A2 To Read or not to Read (continued)

11	((like this)) ((stresses by lengthening the last	düşürmemiz gerekiyor. ((draws on the
12	syllable)) ((draws on the rubric)). You can	rubric)). ( ) söyleyebilirsin. Birazcık daha
13	say ( ). You need to think more about the	içeriğini düşürmen gerekiyor.
14	content.	A2: Tamam.
15	A2: OK.	

Then they started to talk about the organization. The student stated that he was not happy with the organization of the presentation. However, as they talked, it appeared that Arda confused organization with delivery. After fixing the misunderstanding, the teacher-researcher very quickly talked about what he did and what he was to do in his future presentations and told that the grade he gave to himself for organization could stay as it was.

The reason why she did not elaborate that much on the content and organization despite the problems was to focus on Arda's very weak delivery. She said that what they needed to focus on was the delivery. While they were watching the video, through stimulated recall, she had tried to focus the students' attention to his delivery. Through further dialogue, she tried to find out the causes of the Arda's problems with delivery. For her, one of the main reasons of the problem was the nature of the text the student had prepared and she shared this with Arda (Extract 2.10, lines 1-10). Then she asked Arda how he had prepared his notes (lines, 11, 12). As she predicted, rather than preparing notes, Arda wrote down the complete paragraph (lines 13-14). When the teacher told Arda that writing the complete paragraph could cause problems (lines 18, 19), Arda, himself, pointed out the problem he had faced. He stated how the text he had prepared caused problems for him and how he got stuck when he missed a sentence from the text (lines 17, 18).

Extract 2.10 To Read or not to Read

1	T: Iıı... The main point we need to focus on	T: Iıı... Asıl üzerine gitmemiz gereken
2	is the delivery. Very ııı... How can I tell?	yer delivery. Çok ııı... Nasıl anlatsam?
3	You have prepared a very difficult text for	Çok zor bir text hazırlamışsın kendine. O
4	yourself. What happens then? Certainly, you	zaman da ne oluyor? Mutlaka bakmak
5	need to look at ((your notes)). When you	zorunda kalıyorsun. Kaçırdığın zaman
6	miss ııı... You miss and cannot know the	ııı... Kaçıracaksın gerisini, bilemeyecek-
7	rest. You have prepared a text not to be	sin. Konuşmaktan ziyade okunacak bir
8	spoken but to be read aloud. If you plan a	text hazırlamışsın. Eğer konuşmaya uy-

Extract 2.10 To Read or not to Read (continued)

9	simpler text that is suitable for speaking, you	gun daha basit bir text planlarsan, o ka-
10	will not be that dependent on ((the paper)).	dar oraya ((paper)) mahkum kalmazsın.
11	And how were your notes? Were they	Bir de notların nasıldı? Böyle cümle
12	written sentence by sentence?	cümle mi?
13	A2: They were sentences. I wrote a complete	A2: Cümleydi. Tamamen ben paragraf
14	paragraph.	yazdım.
15	T: Hah. This also ((negatively affects you)).	T: Hah. O da seni çok ee şey yapar
16		olumsuz etkiler.
17	A2: I paid attention not to skip a sentence.	A2: Cümleyi atlamamaya özen
18	Why? (.) I missed one and got messed up.	gösterdim. Neden? (.) Bir tanesini
19		atladım çuvalladım.

Then the teacher-researcher explained how he could prepare his notes next time and he seemed to be persuaded to try changing the style of his notes in his next presentation. She told Arda that he did not need to make very long sentences and his focus should be on getting his message across clearly. Arda agreed to try this out as well. In her journal the teacher noted that "similar to Adnan, Arda was more willing to accept comments on delivery compared to the comments on content" (December 4, 2009).

In his reflective paragraph, Arda covered the main issues that had been addressed in the conferencing. In his action plan, he wrote that in his next presentation, he would choose a topic that can be understood by the general audience, simplify the language, prepare notes with key-words and vary his intonation.

An initial evaluation of the transcripts of the reflective dialogues with the overraters may create the impression that the dialogues were not very effective at encouraging the students to engage in reflection. Indeed, the teacher-researcher's journal entry on her dialogue with Adnan reflects her disappointment. In her journal, she states that "it is me who does the talking most of the time. Students either confront me or accept criticism in a rather passive way. I need to learn to listen. But when they don't talk what can I listen to?" (December 4, 2009). However, reflecting-on the transcribed data, the teacher-researcher realized that the reflective dialogues with these two overraters indeed had some strength that she had not noticed earlier.

Although a first look at the two dialogues with Adnan and Arda seem to support the position that self-reflection may be distorted with self-deceit (Brockbank and McGill, 2007), it is important to avoid arriving at quick conclusions. First of all, for most of the students, it was the first time that they gave a presentation and it is very likely that they did not have a clear idea of the features of a good presentation. Therefore, it is possible that their grade inflation is linked to their inexperience rather than self-deceit. In addition, despite the fact that the teacher went over the rubric in the class, as the dialogues revealed, it was obvious that the students still had problems about what the terms *content*, *organization* and *delivery* referred to and as the further conferences with other students also demonstrated, this problem was not limited to overraters. Considering the fact that it takes quite a lot of effort to train even teachers to use rubrics, the students' confusion may be a natural outcome of their unfamiliarity with the rubric and inexperience in self-assessment. Thus, self-assessment of the second mini-presentations is more likely to cast light on the self-deceit argument. On the other hand, through reflective dialogue, the teacher-researcher herself gained some insights. She discovered that her introduction of the task and the rubric was not sufficient. In addition, she discovered how she had a difficulty in negotiating with both Adnan and Arda in their assessment of the quality of content.

The reflective dialogues were valuable in the sense that they helped the teacher-researcher to see the experience from the students' perspective and these dialogues enabled her to "hear the inner talk" of her students (Vygotsky, 1934/1986). This created opportunities to warn the students about their hidden misconceptions. For instance, through dialogue, the teacher learned about Arda's temptation to read from the paper all throughout his presentation. If this was not brought up and discussed, it was very likely that attributing his failure to not having read, in order to deal with the problem, Arda would have decided to resort to reading in his next presentation. Again, in Arda's case, the teacher-researcher was able to see how much effort the student had spent to put together the content that did not make sense to her at all. Therefore, she tried to refrain from making comments that might have hurt the student. However, she still had the opportunity

to tell Arda why the content was not clear to her and probably to the rest of the audience. On the other hand, the students had the chance to listen to the story from his teacher's perspective and listen to her point of view. Finally, during the conferencing, when the students were not able to spot the problem or develop solutions, as "the social other", the teacher tried to provide support and guidance (Vygotsky, 1926/1997).

4.2.1.2 Reflective Dialogue with Students who Underestimated their Performance

On the other extreme, there were students who had a tendency to underestimate their performance. In bands 4 and 5, there were three students, Bünyamin (B1), Beril (B2) and Zeynep (Z3), who had a tendency to underestimate their performance. Zeynep did not volunteer for recording; therefore, her conference was not recorded. Bünyamin and Beril gave themselves grades three points lower than the teacher's grades. The recording were transcribed and analysed to cast light into nature of the reflective dialogue. Below, there are extracts from the teacher-student conferences where the teacher and the student watch the recordings of the presentations, reflect on the recorded presentation through stimulated recall technique and review the initial self-assessment.

The conference with Bünyamin was titled the "perfectionist" because the teacher believed that perfectionism prevailed through Bünyamin's reflection. She had noted in her journal that "Bünyamin had already set certain standards for himself and eager to push himself to live up to those standards" (December 3, 2009). Bünyamin's high motivation to reflect on the problems and his lengthy and detailed discussions of these were a prominent feature of the dialogue. For instance, as seen in extract 3.1, when the teacher stopped the video to make a comment on the organization, he automatically started reflecting on why he had organized the presentation in that way, what the problem was and how it could have been fixed. Referring to the images of a house and a dog in Bünyamin's visual, the teacher suggested talking about them separately in order to improve the organization. However, Bünyamin expressed his disagreement and gave the

rationale for putting the images together (lines 5-13). In his mind, the house and the dog represented the kind of place he wanted to live. He explained that the organization problem stemmed from not having placed the picture in the appropriate order in the visual he prepared and because of this he could not link the dog and the scene in the visual as he had planned to do (lines 5-16). He also stated that his inexperience with the computer program he used and time restrictions were the reasons why he could not design the visual as he wanted to (lines 17-22; 24-28). He expressed his dissatisfaction with his mini-presentation when he said he thought he could have done better (lines 34, 35). On the other hand, because the teacher-researcher thought the presentation indeed met the expectations, she felt the need to express her disagreement and she rephrased Bünyamin's comment. She said to him, rather than saying "I could have given a better presentation", he should have said, he could have given a presentation that he would have liked more (lines, 36-37). With these words, she wanted to emphasize Bünyamin's high expectations.

Extract 3.1: B1 The Perfectionist

1	((T. stops the recording))	((T. stops the recording))
2	T: Maybe you should not have linked these.	T: Belki bunları birbirine
3	First ( ) and then ( ).	bağlamayabilirdin. İlk önce ( ), ondan
4		sonra ( ).
5	B1: For me they are closely associated. I	B1: İşte onlar bana çok çağrışım
6	mean I would like to live in a place like that.	yaptırıyor. Hani ben öyle bir ortamda
7	To live alone. I mean that environment,	yaşamak isterdim. Yanlız başıma
8	peace, calm... T: [Hıı hı].	yaşamak. Yani o ortam, dinginlik,
9	With a loyal dog by my side, I don't know.	sakinlik... T: [Hıı hı]. Yanımda hani
10	Because I would really enjoy living like that,	sadık bir köpek ne bileyim. O şekilde bir
11	the two were closely related. I wish I had put	yaşam sürmek bayağı hoşuma gittiği için
12	the two pictures next to each other. ((B1	o ikisi çok yakındı. Keşke o resimleri
13	creating solutions))	yanyana koysaydım. ((B1 creating
14		solutions))
15		
16	T: [Heh].	T: [Heh].
17	B1: [ ] I thought a lot but the computer...	B1: [Çok] düşündüm ama bilgisayar...
18	When everything clashed at the last minute,	İşte son ana denk gelince herşey karıştı
19	they all got mixed-up. For example, I was	birbirine. Mesela o uçak resmini ben
20	not planning to put the picture of the plane	ortaya koymayacaktım çünkü diğer
21	in the middle because it closed the other	resimleri çok engelliyordu.
22	pictures.	
23	T: Hımm.	T: Hımm.
24	B1: I would organize them but on the	B1: Ben onları düzenleyecektim ama
25	computer... Because the program was so...	bilgisayarda işte… Program şey olduğu
26	Because it was simple... Also because I	için çok (.) Basitçe olduğu için… Bir de

Extract 3.1: B1 The Perfectionist (continued)

27	could not use the program... So it was a bit	ben tam kullanamadım programı… O
28	awkward. In the end, I had to bring this.	yüzden birazcık saçma oldu. Ben de en
29		son mecburen bunu getirdim.
30	T: ((laughs))	T: ((laughs))
31	B1: E... As I said, Hocam I could not	B1: E... İşte dedim ya, Hocam tam iyi
32	prepare that well. Otherwise=	hazırlanamadım. Yoksa=
33	T: = OK, it is not a problem.	T: =Olsun, problem değil.
34	B1: I thought maybe I could do something	B1: Belki daha iyi bir şey çıkarırdım
35	better.	diye düşünüyorum.
36	T: Let's say something that you would have	T: Kendinin daha çok beğeneceği bir şey
37	liked more.	diyelim.
38	B1: Ha. Right.	B1: Ha. Doğru.

From the very beginning of the reflective dialogue, it can be seen that Bünyamin had set certain standards for himself and as he reflected on his performance he judged himself against these standards. As discussed above, he also reflected on the possible reasons of the problems in his presentation together with possible solutions to these problems. It is also important to note that compared to the dialogues with Adnan and Arda, in the conversation between the teacher and Bünyamin, there is a significant decrease in the amount of teacher talk.

When the video was over, the teacher-researcher and Bünyamin started to talk about the Bünyamin's self-assessment. The teacher-researcher was rather surprised by the grade Bünyamin gave to himself for the content and she wanted to elaborate on the reason why Bünyamin was not satisfied with the content. As seen in extract 3.2 (lines 5-27), Bünyamin was not satisfied with the content of his presentation and he deducted some points for the content because he believed that he had made some misleading links, failed to clarify certain parts and left out parts in his presentation. Responding to Bünyamin's comment that he deducted "birazcık (some)" points for these problems, in order to express her disagreement with Bünyamin, the teacher repeated back the word "birazcık (some)" by stressing on the word in the form of a question (line 28). However, Bünyamin did not seem to notice the sarcasm in the teacher's question and simply repeated the phrase again (lines 29, 30). Then, she openly stated that "their understanding of 'some' is different" (lines 31-33). Her first attempt to explain why she did not agree with Bünyamin was interrupted by him (lines 34-38). The teacher waited for

Bünyamin to complete his explanation before she told her account of the content of Bünyamin's presentation.

Extract 3.2: B1 The Perfectionist (Part I)

1	T: OK. Now let's have a look at it together.	T: OK. Şimdi gel beraber bakalım.
2	You gave yourself 1 for the content. Why?	Content'den kendine 1 puanı layık
3	Was there such a big problem? What did not	görmüşsün. Neden? O kadar büyük bir
4	you like?	eksik var mıydı? Neyi beğenmedin?
5	B1: Well, in content, for example, I did not	B1: Ya işte, content'te mesela yani ben o
6	elaborate on the topic of astrophysics.	astrofizik konusunu tam açamadım.
7	Indeed, a lot… The topic of books eee…	Aslında çok... Kitap konusunu eee...
8	((When talking about)) the books, for	Kitapta mesela tek astrophysics'e
9	example, I linked books only to astrophysics	bağladım ((a very insightful comment)).
10	((a very insightful comment)).That made me	O beni çok şey yaptı... Çünkü orda
11	very... Because there I was not planning to	kitapları pek astrophysics'e
12	link books to astrophysics. T: [Hım]. Iıı...	bağlamıyacaktım. T: [Hım]. Iıı... Çünkü
13	Because I read different books about	farklı alanlarda da kitaplar (okuyorum).
14	different topics. For example, I would talk	Mesela onlardan bahsedecektim. Onlar-
15	about these. I would give examples from	dan örnek verecektim. ( ) yapmadım. T:
16	these. ( ) I couldn't do it. T: [Hı hı]. Also,	[Hı hı.]. Bir de işte tam o astrophysics'e
17	when I was going to link to astrophysics,	bağlarken biraz daha söylemek istediğim
18	there were a few other things I wanted to	birkaç bir şey vardı. Mesela bir tek şeye
19	talk about. For example, there, I linked ((it))	bağlamışım ben orda. Halbuki uni...
20	to only one thing. However, I also wanted to	universe'in bize verdiği bilgi... bilgilerin
21	say that the information the universe has	daha tam olmadığı ve yani orda daha çok
22	given us is not complete and I mean there is	bilgi saklandığı ve onu da söylemeye
23	a lot more hidden there and I also would	çalışmak isterdim. Onu tam söyleyeme-
24	have liked to try to say that. I could not say	dim. Daha clear… Yani tam olmadı.
25	that completely. More "clear"... I mean it	Oradan birazcık kırdım.
26	was not complete. I deducted some points	
27	for that.	T: Birazcık? ((sarcastically))
28	T: Some points? ((sarcastically))	B1: Biraz. ((does not seem to notice the
29	B1: Some. ((does not seem to notice the	sarcasm))
30	sarcasm))	T: Eee. OK. "Birazcık" anlayışımız
31	T: Eee. OK. My understanding of "some" is	seninle farklı. Şimdi, evet onları söyle-
32	different from yours. Now, yes you may	mek istemiş olabilirsin. E=
33	have wanted to say those. E=	B1: =Sonlara doğru T: [Hı.]. Bir de tam
34	B1: =Towards the end. T: [Hı]. In addition, I	size şey anlatamadım. Yani tam teşekkür
35	could not tell you ((it)) well. I mean I was	edecektim… bitirdim. O sonda şey oldu.
36	about to thank… I finished. At that time	İşte çok çabuk bitirdim. Sanki öyle bir
37	something happened. I mean I finished	şey geldi bana.
38	rather abruptly. I thought I did so.	T: Hı hı.
39	T: Hı hı.	B1: O yüzden.
40	B1: That is why.	

Having heard Bünyamin's justification for the grade he had given for the content, the teacher-researcher then explained why she did not agree with Bünyamin's grading (Extract 3.3). She told Bünyamin that the parts that he deducted points for not having included in the presentation did not really make the

content suffer (lines 41-51). According to the teacher, except for the part where he created the impression that he read books only on astrophysics, the content was good (lines 49, 50). She added that the two main components of the content were in the presentation (lines 56-60). As the teacher made these explanations, Bünyamin listened and said "hı hı", which the teacher interpreted as signs of agreement.

Extract 3.3: B1 The Perfectionist (Part II)

41	T: Now, some of the missing parts in the	T: Şimdi, söylediğin yerlerdeki
42	parts you have pointed out are noticeable,	eksikliğin bir kısmı hissedilir, çoğu kısmı
43	((but)) most of them are not noticed.	hissedilmiyor. Çünkü senin önündeki
44	Because we do not have the text you have in	text bizim önümüzde yok. Biz senin o
45	front of you. I mean we do not know	teksti takip edip etmediğini, söyleyip
46	whether you follow the text or not ((or))	söylemediğini kafandakileri B1: [Hı hı].
47	whether you can say what you have in your	bilmiyoruz. B1: [Hı hı]. Yani bazı şeyleri
48	mind. B1: [Hı hı]. I mean the fact that you	söylememiş olman… Kitaplar konusun-
49	did not talk about certain things... I agree	da katılıyorum ama… Çok büyük bir
50	with you about the books but... ((It)) did not	eksiklik yaratmadı. B1: [Hı hı]. Yani bir
51	create a big problem. B1: [Hı hı]. I mean	konuşma olduğu için mümkün olduğu
52	since it is a talk, we want it to be as natural	kadar doğal olmasını istediğimiz B1: [Hı
53	as possible, the parts that you skipped do not	hı]. için atladığın herşey korkunç bir
54	create a big problem. B1: [I see] I mean,	sıkıntıya yol açmıyor. B1: [Anladım].
55	therefore, I think ııı... There was not such a	Yani o yüzden bence ııı... Bu kadar
56	big problem. Also... You gave information	büyük bir eksiklik yoktu. Hem kul...
57	about both why ((the avatar)) was chosen	neden seçildiğini hem de kullanan kişiyle
58	and what kind of information it reveals	ilgili nasıl bilgiler verdiğini söyledin B1:
59	about its user. B1: [Hı hı]. ((And these were	[Hı hı]. Avatar'ın ki presentation'ın
60	the core of the presentation content))	temelini ııı... bu oluşturuyordu.

Similarly, the teacher-researcher thought that Bünyamin was unjustifiably harsh when grading the organization of his mini-presentation. She wondered if Bünyamin was constantly reflecting on his action as he presented. However, the student told her that he did not do so. The same negativity was evident in terms of the assessment of the delivery as well. As seen in the extract 3.4, the teacher asked Bünyamin to justify the grade he had given for delivery. When talking about delivery, Bünyamin said that he did not think that the speech was smooth enough (lines 3-10). The amount of details he recalled was noteworthy. As he reflected on the problems he pointed in his presentation, he also made comments on how to improve them. In addition, he added that on watching the video he realized that he used too many "because"s in his speech (lines 10-12). However, the teacher-

researcher said that the variety of words and structures was not about delivery but was about language and thus she reframed the problem for Bünyamin (Schön, 1983, 1987). Then, Bünyamin expressed his agreement with his teacher.

Extract 3.4: B1 The Perfectionist

1	T: Iııı...You have given yourself a 2 for the	T: Iıı... Delivery'de kendine 2 puan
2	delivery. What was missing?	vermişsin. Neyi eksik?
3	B1: Ha. For example, my speech did not	B1: Ha. Mesela konuşmam akıcı bir
4	flow very smoothly. I mean I made links	şekilde geçmedi. Hani because'larla ve
5	using because ((s)) and what ((s)). I was	what'larla bağladım. Bir yerde de
6	stuck at one point, in my speech. I could not	takıldım, konuşmamda. Orayı
7	remember that part ((?)). T: [Hıı?]. When I	getiremedim ((?)). T: [Hıı?]. Sea'yi
8	was talking about the sea. I mean at the sea	anlatırken. Hani deniz kenarında ( ).
9	side ( ). Maybe by linking ((them)) like that I	Belki o şekilde bağlayıp daha akıcı bir
10	could have used it more smoothly. I had	şekilde kullanabilirdim. Orada işte
11	some problems there and I used because too	sıkıntım oldu ve because' ları biraz fazla
12	much. I have realized now.	kullanmışım. Şimdi
13	T: I think we can think about it in relation to	fark ettim.
14	language.	T: Onu bence language ile ilgili olarak
15		düşünebiliriz.
16	B1: Hı hı. Ha, that is right too.	B1: Hı hı. Ha, o da doğru.

The teacher-researcher also noted that he agreed with Bünyamin in his comments about language and stated that at his level of proficiency, Bünyamin could have used more sophisticated and varied vocabulary (Extract 3.5 lines 1-8). Then coming back to the issue of delivery, she told Bünyamin that she believed that he spoke fluently and managed to keep eye-contact to a great extent (lines 9-12). Reflecting on the teacher's comment, Bünyamin explained how he had decided to improve his eye-contact while watching his friends' presentations (lines 13-19). As he was watching his friends present, he realized that they were not keeping eye-contact with the audience and developed a strategy to maintain eye-contact. The teacher told him that she believed that HİS delivery was successful and she increased the grade Bünyamin gave for the delivery on the rubric.

Extract 3.5: B1 The Perfectionist

1	T: What you can do... I do not say this to all	T: Şey yapabilirsin… Bunu her
2	the students. Because for some of the	öğrenciye söylemiyorum. Çünkü bazı
3	students what is important is well... To get	öğrenciler için önemli olan şey...
4	over with the presentation. However, at your	Presentation'ı kurtarabilmesi ama senin
5	level, you can think about varying the	seviyende "because I'm ( ), because I'm

Extract 3.5: B1 The Perfectionist (continued)

6	language by using structures such as	interested, because I'm keen on" gibi
7	"because I'm ( ), because I'm interested in,	kelimeleri çeşitlendirmeyi B1: [Hı hı]
8	because I'm keen on". D: [Hı hı]. However,	düşünebilirsin. Ama o daha çok
9	this is more about language. I think you	language. Bence akıcı, hızlı konuştun ve
10	spoke fluently and fast☺ and kept eye-	eye-contact'ı büyük çapta kurdun.
11	contact to a great extent. (("fast" is not the	(("hızlı" is not the right word))
12	right word)).	
13	B1: I mean I did my best to keep eye-	B1: Yani onu elimden geldiğince
14	contact. Because I looked at ((my friends))	kurmaya çalıştım. Hani bazısına baktım
15	((he is monitoring his friends very	çünkü ((he is monitoring his friends very
16	effectively)), they were looking at you or	effectively)) size bakıyordu ya da
17	few looked at the camera. They were	kameraya çok az bakan vardı. Size doğru
18	looking at your direction. I wanted to look	bakıyorlardı. Ben biraz daha çevreye
19	around. T: [Hı hı]. ((Starting from the right I	bakmak istedim. T: [Hı hı]. Sağdan
20	wanted to look around)). Therefore= ((He is	başlayarak… Başlayarak böyle tarayım
21	making an action plan as he watches others	dedim. O yüzden= ((He is making an
22	present and putting it into action when he	action plan as he watches others present
23	presents sucessfully))	and putting it into action when he
24		presents sucessfully))
25	T: =That was quite succesful. I think it was a	T: =Gayet güzel olmuş. Bence aslında
26	sucessful presentation ((draws on the rubric	başarılıydı sunum olarak. ((draws on the
27	and increase the grade for the delivery))	rubric and increase the grade for the
28		delivery))
29	B1: OK, Hocam.	B1: Tamam, Hocam.

Then the teacher-researcher and Bünyamin engaged in a lengthy dialogue on language. She told Bünyamin that at his level of proficiency, he should have attempted using more sophisticated vocabulary and highlighted the expression *the language is appropriate to the level and the task* on the rubric (Extract 3.6, lines 3-11). According to the teacher, Bünyamin chose the easy way. He expressed his agreement with the teacher's remark (line 12). Then the teacher-researcher brought up the fact that how using unfamiliar vocabulary might hinder delivery (lines 17-19). Again Bünyamin agreed with her and told her that he also had such a concern (lines 21; 24-27; 30, 31). The teacher-researcher told him that despite the challenge, he needed to try to make an effort to use more sophisticated language and suggested a way to do so (lines 39-45).

Extract 3.6: B1 The Perfectionist

1	T: Iıı... [yes].	T: Iıı...[evet].
2	B1: [Language ( )].	B1:[Language ( )].
3	T: For example, this could have been	T: Mesela bu bir çok başka arkadaşın
4	satisfactory for most of your friends. B1: [Hı	için yeterli olabilirdi. D: [Hı hı.] Ama
5	hı] However, what we have said here ((in the	burda ((in the rubric)) mesela dediğimiz
6	rubric))... Here it is stated that "appropriate	şey… Şurda diyor ya "appropriate to the

Extract 3.6: B1 The Perfectionist (continued)

7	to the level". ((I love this part of the rubric, indeed the way I interpret it)). I am referring to your level and considering your level, it ((the language)) could have been more colourful.	level" de diyorlar. ((I love this part of the rubric, indeed the way I interpret it)) Senin level'ını ben burda kastediyorum ve senin level'ına göre daha renkli olabilirdi.
8		
9		
10		
11		
12	B1: Yes, that is it ( ).	B1: Evet işte ( ).
13	T: Iıı... But as I said... Iıı... it is not... It is like this because it is you. For someone else, it could have been perfect☹ ((misleading word)). We can think about varying vocabulary. B1: [Yes]. But do not do like this. Trying to vary the vocabulary, do not ((lose)) fluency=	T: Iıı... Ama yani dediğim gibi... Iıı... Şey değil… Bu sen olduğun için böyle. Başka bir insan için bu mükemmel☹ ((misleading word)) olabilirdi. O kelimeleri çeşitlendirmeyi düşünebiliriz. B1: [Evet] Ama şöyle yapma. Ben bu kelimeleri çeşitlendirmeye çalışacağım diye akıcılığından filan=
14		
15		
16		
17		
18		
19		
20		
21	B1: Ha, yes. I asked this question (a lot).	B1: =Ha evet. İşte o soruyu (çok sordum).
22		
23	T: ((Do not)) lose.	T: Kaybetme.
24	B1: Sometimes different words come together. Its pronunciation... Or when that happens... T: [Hı hı] fluency is disrupted. T: [Hı hı] I mean it has a great impact on that.	B1: Bazen farklı kelimeler bir araya geliyor. Onun pronunciation'ı... Ya da şey olunca... T: [Hı hı.] Akıcılık çok bozuluyor. T: [Hı hı.] Yani ona çok büyük bir etkisi var.
25		
26		
27		
28		
29	T: Right.	T: Yani.
30	B1: Therefore, I tried to avoid words I do not know.	B1: O yüzden ben de yani şey fazla bilmediğim kelimelerden kaçınmaya çalıştım.
31		
32		
33	T: No. I will ask something. One after another... "I say this because of this, I say this because of this, I like this a lot, I am interested in" are used together=	T: Yok. Bir şey soracağım. Arka arkaya... "Bunu, bunun için söylüyorum, bunu bunun için söylüyorum, çok fazla seviyorum, ilgileniyorum" bir araya gelmiş=
34		
35		
36		
37		
38	B1:= Right, I used them.	B1: =İşte, onları kullandım ben.
39	T: You can say let's look words up in the dictionary and use different words in one or two places. You look them up in the dictionary. Then, during the presentation, ((if you like)), you do not use them. I mean there is nothing to do but we should always target going beyond where we already are.	T: Sözlükten bakayım sonra bir iki yerde başka bir şey kullanayım dersin. Bakarsın. Ondan sonra sunum sırasında kullanmazsan kullanmazsın. Yani yapacak bir şey yok ama her zaman kendi olduğumuzun bir üstüne geçmeyi hedeflemeliyiz.
40		
41		
42		
43		
44		
45		
46	B1: Hı hı.	B1: Hı hı.
47	T: OK?	T: Tamam?
48	B1: OK. Thank you, Hocam.	B1: Tamam. Sağolun, Hocam.
49	T: Thank you.	T: Teşekkür ederim

In this teacher-student conference, Bünyamin who underestimated his performance and ignored his strong points was able to focus on his strong points through reflective dialogue. At the end of the conference, the presentation grade of the student was raised by the teacher. As stated earlier, the teacher-researcher thought that as a result of the conference, Bünyamin were convinced that his mini-presentation was better than he thought in his initial assessment. However, to the

teacher-researcher's surprise, in his written reflection, Bünyamin stated that he still did not want to change his grades because he believed that he could have prepared better. Bünyamin's insistence on keeping the grades as they were was a point overlooked in the teacher's evaluation of the conference. She had believed that he agreed with her that he did not give a fair grade to himself. However, Bünyamin's written reflection revealed that her assumptions were wrong. His insistence on his initial evaluation became evident in his written reflection. He wrote "I think I don't change my grade. Because [*sic*] I should have prepared better." This raised the idea that giving the students some more and individual time to digest the feedback shared through reflective dialogue can be useful to obtain a reliable conclusion on what the students make out the reflective dialogue.

It is also important to note that being a motivated and hard-working student, Bünyamin was also eager to engage in reflection. As a result, there was significant amount of student reflection and a noticeable decrease in the teacher talk time. As noted in the teacher-researcher's journal entry, "the utterances were shorter as well. It must be the student factor. It seems as if the more the student is capable of reflecting on action, the less the teacher needs to do" (December 3, 2009).

Beril was the second student in band 4 and as stated above, like Bünyamin the score she gave to herself was 3 points lower than the score given by the teacher. This conference was named "a second thought" because the teacher-researcher thought that there was a change in Beril's views on her presentation when she reflected on it for the second time. During the conferencing, with Beril's permission, Beril's friend, Cemile (C1) was also in the room. Beril requested a copy of the video-recording from the teacher-researcher and the teacher-researcher said that she could have one.

As usual, the teacher started the conferencing by going over the task and the descriptors in the rubric. As they watched the video, the teacher stopped the video to attract Beril's attention to her hands in her pocket.

Extract 4.1: B2 A Second Thought

1	2:28 ((T. stops the recording))	2:28 ((T. stops the recording))
2	T: Is your hand in your pocket?	T: Elin cepte mi?
3	B2: Yes. ( )	B2: Evet. ( )
4	T: Aaaah. OK. Because it cannot be seen...	T: Aaaah. Tamam. Görülmüyor çünkü…
5	We ((do)) our hands... We do not put	Ellerimizi şey yapıyoruz… Cebe koymu-
6	((them)) in our pockets. OK?	yoruz. Tamam?

As they continued to watch the video both the teacher-researcher and the student made occasional comments on the video. When the video was over, the teacher-researcher and Beril started to go over the Beril's initial self-assessment. On watching her performance, Beril seemed to have adopted a more positive stance towards her presentation. As seen in extract 4.2, first, the teacher-researcher and Beril reassessed the content of Beril's presentation. The teacher-researcher asked Beril if the content addressed both parts of the task (lines 1-5). Beril said that it did but she was still a bit hesitant (lines 6, 7). Then the teacher-researcher asked why she gave such a low grade for the content then (line 8). At this point, Cemile was also involved in the dialogue and asked what the total point was (line 9). The teacher-researcher answered Cemile's question but the question the teacher-researcher asked to Beril remained unanswered. Then the teacher-researcher started to explain why she thought the content was satisfactory. However, at this point, the dialogue seemed to have turned into a monologue. When Beril did not respond to her comments (line 21), the teacher-researcher went on to explain. It was the teacher-researcher who made most of the explanations and Beril briefly expressed her agreement in short utterances. She told Beril that changing the organization of the content could have fixed the problem. However, the teacher-researcher did not agree with the grade Beril gave to the organization of her mini-presentation (lines 33-37; 39). She stated that although there were certain problems it had the basic organizational pattern. Both for the content and the organization, the teacher-researcher agreed that there were problems but she thought they did not hinder the presentation as much as Beril thought.

Extract 4.2: B2 A Second Thought

| 1 | T: Now let's look at the content. Iıı... Did | T: Şimdi content'e bakalım. Iıı... Resmi |
| 2 | you describe the picture? About the picture | tanımlamış mısın? Resimle ilgili… Iıı... |

Extract 4.2: B2 A Second Thought (continued)

3	... Iıı... Did you make inferences about the	Resmi kullanan kişi ile ilgili çıkarımda
4	person who uses the picture? It has two	bulunmuş musun? İki parçası var bunun.
5	parts.	
6	B2: ( ). I did. As far as I listened now... I	B2: ( ) Bulunmuşum. Şimdi dinlediğim
7	have thought so.	kadar… Gibi geldi…
8	T: So, you see? ((A grade)) like 0.5?	T: Yani, di mi? 0.5 gibi bir...?
9	C1: 3? What is the total?	C1: 3? Kaç toplamda?
10	T: She gave herself 0.5 out of 3. I think you	T: 3 üzerinden 0.5 vermiş kendine.
11	described the picture. Then you made	Bence resmi describe etmişsin. Daha
12	inferences about her personality. I mean	sonar personality'si ile ilgili çıkarımda
13	what is missing here is not the content but to	bulunmuşsun. Hani burada aslında eksik
14	some degree organization. We will talk	olan içerik değil eksik olan aslında biraz
15	about organization. I mean if you continued	organizasyon. Organizasyonla ilgili
16	by linking these a bit more clearer, it would	konuşacağız. Yani bunları birazcık daha
17	have fit perfectly. OK? I do not think you	birbirine net bağlayarak gitseydin, o
18	deserve such a low grade.	kadar güzel çık çık çık diye oturacaktı ki.
19		Tamam? Ben bu kadar düşük bir not hak
20		ettiğini düşünmüyorum.
21	B2: (.)	B2: (.)
22	T: You described ((the picture)). You could	T: Tarif ettin. Şey diye bağlayabilirdin...
23	have linked like... For example, if you had	Mesela bu tip bir resmi kullanan bir
24	made a link by saying the woman who uses	bayan diye bağlasaydın o ikinci kısmı da
25	such a picture, the second part would have	çok oturacaktı.
26	linked more smoothly.	
27	B2: Hı hı.	B2: Hı hı.
28	T: I mean she wants to emphasize her	T: Hani sexual identity'sini ön plana
20	"sexual identity", for example, I mean.	çıkarmak istiyor filan hani. Bunları
30	There are missing parts because you did not	söylemediğin için eksiklikler var. Ondan
31	talk about these. Then you could have talked	sonra kendi fikrini söyleyebilirdin. Yani,
32	about your opinion. I mean, what is this	bu neyle ilgili? Organizasyonla ilgili.
33	about? Organization. However, in my	Ama organizasyon da bu kadar ((T.
34	opinion, the organization is not that bad	points at B2's rubric)) rezalet değil ben-
35	either ((T. points at B2's rubric)). I mean	ce. Hani çünkü ııı… Şey başlangıcı var.
36	because ııı... Well it has a beginning. It has a	Bir ortası var. Bir sonucu var.
37	middle. It has a conclusion.	
38	B2: Hı hı.	B2: Hı hı.
39	T: You tie it up to a conclusion. Of course,	T: Bir sonuca bağlıyorsun. Araları daha
40	you could have made the transitions clearer.	net yapabilirdin tabiî ki de. Nasıl net
41	How can you make it clear? You need to	yapacaksın? Planlaman lazım. Buradan
42	plan. Like how will I move from this part to	buraya nasıl geçicem... Buradan buraya
43	this part… How will I move from this part to	nasıl geçicem şeklinde. Tamam?
44	this part. OK?	
45	B2: Hı hı.	B2: Hı hı.

Then, they moved on to discuss delivery. Again the teacher-researcher believed that the low grade Beril gave to her delivery was unjustified. Probably feeling uncomfortable by the Beril's passiveness, when talking about delivery, the teacher-researcher made an attempt to encourage her to engage more in the dialogue. As seen in Extract 4.3 lines 1-3, she asked Beril concrete questions to elicit her opinions. When Beril again gave an uncertain answer (line 3), the

teacher refrained from making any comments and showed that she expected Beril to continue by saying "yes" (line 4). As the dialogue continued, by asking short questions, the teacher-researcher prompted Beril to reflect on her delivery. This technique seemed to help since the teacher talk decreased and Beril started to talk more about her actions.

When questioned, Beril told that she looked at the visual most of the time (Extract 4.3, lines 5-7). She explained why she avoided eye-contact during her presentation. She stated that keeping eye-contact with the audience distracted her attention. On the other hand, looking at the picture helped her to remember what she wanted to say (lines 9-11; 18, 19). She "confessed" that she had memorized the text because she could not speak (lines 13-14). She added that the fact that the performance would be assessed forced her to memorize and recite (lines 15-18). At this point, the teacher-researcher suggested Beril to use notes as reminders.

Extract 4.3: B2 A Second Thought (part I)

1	T: You gave yourself 1 for delivery. Let's	T: Delivery'den bir puan vermişsin. Tek
2	look at ((the components)) one by by.	tek bakalım. Eye-contact kurdun mu?
3	B2: I did, I guess.	B2: Kurdum, galiba.
4	T: Yes.	T: Evet.
5	B2: However, most of the time I was	B2: Ama genelde şeye ((her own avatar))
6	looking at the ((avatar)). ((My eyes)) were	bakıyordum. Genel olarak ordaydı.
7	generally there.	
8	T: Hı hı. Why?	T: Hı hı. Neden?
9	B2: Because it helped me to remember. I	B2: Aklıma geliyordu çünkü. İnsanların
10	lose my concentration when I look into	gözüne baktığım zaman dikkatim
11	people's eyes.	dağılıyordu.
12	T: Hı hı. Hı hı.	T: Hı hı… hı hı
13	B2: When I look at there... Well because I	B2: Oraya baktığım zaman… Ya
14	memorized... I mean to confess the truth: I	ezberledim çünkü... Hani itiraf etmek
15	do not have the ability to speak. I mean	gerekirse. Konuşma kabiliyetim pek yok.
16	maybe if I were relaxed and knew that it was	Hani böyle daha rahat olsam sınav
17	not an exam, I would try hard ((to speak	olmadığını bilsem belki kasarım ama.
18	rather than recite)). When I look at there, I	Oraya bakınca direk aklıma geliyor.
19	immediately remember. The speech I made	Aklımda akşam yaptığım konuşma...
20	yesterday... Because I lose concentration...	Dikkat dağıldığı için…

As they continued their dialogue, the teacher-researcher shared her observation that Beril did not create the impression that she was reciting a memorized script (Extract 4.4, lines 21-24). On this comment, Beril told that at parts she could not remember what she had memorized, she talked spontaneously

(lines 25-27). The teacher-researcher told that the part where Beril talked spontaneously was indeed successful (lines 28, 29). At this point, Cemile was also involved in the conversation and she pointed out that the part where Beril moved out of the script she memorized was more fluent than the rest of the presentation (lines 30, 31). Once again the teacher-researcher reminded the importance of planning rather than memorizing to give an effective presentation.

Extract 4.4: B2 A Second Thought (Part II)

21	T: Well ııı... You did not speak as if it was	T: Şey ııı... Ezberler gibi konuşmadın.
22	memorized. I mean you say that you had	Hani ezberledim diyorsun ama ezber gibi
23	memorized but I think it was not like you	değildi bence.
24	had memorized.	
25	B2: At a point... Yes... Especially at the final	B2: Bir yerde… Evet.. Özellikle son
26	part, I talked because I could not remember.	kısmı kendim konuştum çünkü
27	There I wrapped up myself.	hatırlamadım. Orda kendim toparladım.
28	T: Indeed, the part you wrapped up was	T: Üstelikte o toparladığın kısım gayet
29	rather successful.	güzel oldu aslında.
30	C1: She got stuck more often at the parts she	C1: Ezberli olduğu kısımlarda daha çok
31	had memorized.	takılmış.
32	T: Yes. This is very interesting. Quite a lot	T: Evet. Bu çok ilginç bir şey. Bunu çok
33	of students say this. Because... You know	öğrenci söylüyor. Çünkü… Ne oluyor
34	what happens? You are trying to remember.	biliyor musun? Hatırlamaya çalışıyorsun.
35	You are doing a number of things at the	Ya birkaç şey aynı anda yapıyorsun.
36	same time. However, ((it may be easier to	Ama resme bakıpta daha önceden
37	say something that you had planned by	planladığın şeyi söylemek söyle-
38	looking at the picture)). OK?	mek...söylemek daha kolay olabilir. OK?

When reflecting on the language of her mini-presentation, Beril expressed her dissatisfaction with the variety and level of the structures and vocabulary she used. The teacher-researcher told her that when working on the content, she could plan words and structures. However, she also warned Beril about the importance of avoiding words and structures which could hinder the audience's understanding and not to risk fluency for the sake of using sophisticated language. At the end of the dialogue, Beril told the teacher-researcher that now that she had watched the video and re-evaluated her performance, she thought it was better than she previously thought.

In this dialogue, upon watching the video, Beril was able to see her strong points which she had not noticed previously. In addition, together with her friend Cemile, they stated how memorization may be an obstacle for fluency. However, in her written reflection, Beril did not focus on this issue. Similar to Bünyamin,

she ended her written reflection by saying "I think I can do much better than this presentation". In addition, when talking about delivery, Beril stated that she got distracted when she looked at the audience. This was something the teacher had not thought of earlier and later on the same point was raised in Kemal's (K1) conferencing. Therefore, the teacher-researcher realized that not only notes but also the visual can inhibit students' eye-contact.

As indicated above, the grades Bünyamin and Beril gave for their presentations in their self-assessment were below the teacher's grades. During the conference, the teacher-researcher aimed to help them see their strengths. Indeed, as the reflective dialogue took place, both seemed to become aware of their strengths which they had overlooked. However, their written reflection still revealed a sense of dissatisfaction. The comments made by the students in their oral and written reflection seem to support the idea that the reason behind these students' under-estimation of their performance was associated with their high expectations. It seems that when the learner thinks that he or she can do better, they have a tendency to be more critical of their performance.

4.2.2 Reflective Dialogue as a Discovery Process

The reflective dialogue created opportunities to discover problematic areas that called for remedial work. In the analysis of data, the general categories were identified as *discovering student behaviours that lead to problems in presentations*, *discovering certain obstacles in front of self-assessment*, *discovering students' inner thoughts regarding developing ineffective action plans*, *discovering previous communication problems with students, discovering teacher errors in assessment*, *teacher's discovery of the shortcomings of her feedback giving* and *discovering the role of critical friends in reflective dialogues*. Under these general categories, specific categories are discussed and sample excerpts from the transcripts are included to illustrate how these learning outcomes are specified.

In part 4.2.2.1, a number of specific student behaviours that led to problems in their presentations are discussed. In part 4.2.2.2, certain obstacles that

impeded making reliable self-assessment are presented. In part 4.2.2.3, how reflective dialogue revealed students' ineffective actions plans is discussed. In part 4.2.2.4, how certain communication problems between the teacher and the students were revealed and clarified through dialogue is presented. In part 4.2.2.5, the discovery of teacher's errors in assessment is discussed. In part 4.2.2.6, the teacher's discoveries regarding the quality of the feedback she gave are introduced. Finally, in part 4.2.2.7, the emergence of the role of a critical friend in reflective dialogues is described.

4.2.2.1 Discovering Student Behaviours that Lead to Problems in Presentations

The reflective dialogue between the teacher-researcher and students highlighted certain student behaviours that caused problems in their presentations. These behaviours are specified as failing to understand task expectations, failing to choose an avatar suitable for the mini-presentation, failing to eliminate information that crowds the content, not knowing how to prepare and use notes, not having rehearsed properly, failing to control anxiety and using distracting gestures. Below each of these behaviours is discussed individually together with excerpts from the transcripts of the dialogues.

4.2.2.1.1 Failing to Understand Task Expectations

One of the common problems students had with the content of their presentations was failing to understand task expectations. In the task sheet, it was stated that the students were required first to describe the avatar they had chosen and then discuss what the avatar revealed about the personality of its owner. A few students elaborated only on the first part and did either spoke very briefly or did not speak at all about the second part. When the teacher-researcher redirected the students to the explanations in the task sheet, most of the students were able to spot the problem.

For example, in extract 5, it can be seen that when the teacher-researcher wanted Doğuş (D1) to re-assess the content of his presentation, Doğuş first wanted her to clarify what was meant by content (lines 1-2). When the teacher-researcher referred Doğuş to the questions in the task sheet, Doğuş realized that the second part of the task was missing in his mini-presentation (lines 6-8; 10, 12). With the teacher's prompt, Doğuş himself found out that the content of his presentation did not meet the task expectations.

Extract 5: D1

1	D1: Content? What do you mean with	D1: Content. Content dediğimiz ( )
2	content?	
3	T: Content is what is included ((translates	T: Content, içerik. Sorulara cevap vermiş
4	the word into Turkish)). Did you answer the	misin? Nasıl cevap vermişsin?
5	questions? How did you answer them?	
6	D1: I mean overall I tried to explain but I	D1: Yani genel anlamda açıklamaya
7	mean for the user I did not say he is not like	çalıştım da hani şunu kullanan kişi için
8	this ((or)) he is like this.	şöyle değildir şöyledir falan demedim.
9	T: You successfully told us ying-yeng.	T: Sen çok güzel bir şekilde bize ying-
10	D1: [But the user's]	yeng'i anlattın.
11	T: [However]	D1: [Ama kullanan kişinin]
12	D1: Did not tell why he is that.	T: [Amma velakin].
13	T: Yes. Therefore, indeed, half of your	D1: Niye şey olduğunu anlatmadım.
14	presentation is indeed missing.	T: Heh. O yüzden aslında presentation'ın
15		bir yarısı aslında yok.

Similarly, in Emrah's (E1) case, when the teacher-researcher asked Emrah if he had talked about the personality of the owner of the avatar, he stated that he did not and added that that was a problem (Extract 6, lines 5, 6). Also, Emrah's presentation was under the time limit. Therefore, the teacher-researcher pointed out that if he had completed the second part of the presentation, the timing problem would have been solved as well (lines 10-14). She also gave ideas regarding what he could have talked about. Emrah agreed her. Then, she warned Emrah about reading the instructions carefully to avoid such problems in the future (lines 19-24). Finally, she told that the initial grade Emrah gave for his content could stay as it is but added that he needed to remember that the content was missing (lines 23, 24).

Extract 6: E1

1	T: Let's move to… Iıı… Did you say	T: Şeye geçelim... Iıı... Böyle bir avatarı
2	anything like a person who uses such an	kullanan insanın personality'si böyledir
3	avatar may have this or that kind of	şöyledir diye bir şey söylemiş misin?
4	personality?	
5	E1: Iıı… I did not say that. There is a	E1: Iıı... Onu söylememişim. Orda
6	problem there.	eksiklik var.
7	T: In other words, half of your presentation	T: Yani presentation'ın yarısı [yok]
8	is [missing].	
9	E1: [missing]	E1: [yok]
10	T: Hı hı. Time was also E: [Hı hı.] it was	T: Hı hı. Şey olarak zaman olarak da
11	well… If you talked about those it would…	zaten E: [Hı hı.] şey olmuştu. Yani o...
12	For example, what would you probably	onları söyleseydin o şey... do... do... şey
13	say… A sensitive person, interested in	yapardı. Mesela şey var büyük ihtimalle
14	world's problems.	ne derdin sensitive bir insan, dünyanın
15		problemleri ile ilgileniyor.
16	E1: I could have said those, yes.	E1: Onları diyebilirdim evet.
17	T: Could not you?	T: Di mi?
18	E1: Hı hı.	E1: Hı hı.
19	T: That… To do this… What are you	T: O... Onu yapmamak için ne yapman
20	supposed to do? This rubric… Sorry, I	gerekiyor? Her zaman için bu...
21	meant instructions… You need to read the	Rubric'i... Aman rubric demişim...
22	instructions carefully. You should have	Instructionları güzel okuman gerekiyor.
23	planned that as well. The grade can stay as	Onu da planlamış olman gerekiyordu. 2
24	2. Remember that there was a missing part.	şeklinde kalabilir. Eksik olduğunu
25		unutmayalım.

4.2.2.1.2 Failing to Choose an Avatar Suitable for the Mini-presentation

Another problem that emerged in the dialogues was the students' having chosen somehow a problematic picture or topic for the mini-presentation. In Feride's (F1) case, one part of the problem was choosing an avatar that did not allow her to make conclusions about the personality of the avatar. She stated that because of this, she was not able to elaborate on the second part of the task. She explained that she tried to find an avatar that reflected her personality (Extract 7, lines 4, 5). However, in her opinion, the picture she found did not allow her to make inferences (13- 15).

Extract 7: F1

1	F1: It is hesitant because I mean it is not	F1: Tutuk çünkü yani bir akıcılığı yok.
2	fluent. Hesitation follows anxiety. ((Also,	Heyecan olunca tutukluk da geliyor
3	when I found this avatar for this homework,	arkasından. Bir de ben bu işte bu avatar'ı
4	I tried to find something that would reflect	yani bu ödev için T: [Hı hı.] araştırıp
5	me as much as possible)). I mean I play the	bulduğum da hani olabildiğince kendimi
6	flute so there should be a flute… I did my	yansıtacak işte ne hani flüt çalıyorum

Extract 7: F1 (continued)

7	search like that. I thought this was the best	falan flüt olsun ( ) olsun öyle araştırdım
8	((avatar)) I could describe. But since there	baktım. Anlatabileceğim en iyi bu gibi
9	was not much to talk about… T: [Hı. Hı.]	geldi ama bunda da çok anlatacak şey
10	Well… I matched the pink with my hair…	olmadığı için T: [Hı hı.] İşte e... Pembeyi
11	Wings…People… I help people. T: [Hım.]	saçıma uydurdum, kanatları insan...
12	like that. Well, there are the notes. Music.	İnsanlara yardım ederim ( ) T: [Hım.]
13	OK. I play the flute. Hım… Because I do not	falan filan diye. İşte notalar var. Müzik.
14	have an exploitable picture [it is not	Tamam. Flüt çalıyorum. Ha... Çok şey
15	sufficient]	elimde hani zengin bir resim olmadığı
16		için [biraz az kalmış].

As discussed in part 4.2.1.1, Arda had also problems because of the avatar he had chosen and in his written reflection, he wrote that for his next mini-presentation, he would pay attention to choosing a topic that could be understood by the general audience.

4.2.2.1.3 Failing to Eliminate Information that Crowds the Content

Another content-related problem was some students' failing to sift out the information to be included in the content. Especially in the description part, some students attempted to present more information than feasible and desirable. When they did so, they were not able to address the second part of the task effectively. In addition, some of these students sometimes ended up exceeding the time limit. Doğuş was one of the students who experienced this problem and as seen in the extract 8, the teacher told him the importance of eliminating information that crowds the content (lines 1-4). Doğuş asked the teacher-researcher if there were irrelevant parts in his mini-presentation (line 5). She told Doğuş that relevance was not the problem. He included too much information about ying-yeng considering the time-limit of the mini-presentation and warned him about the importance of being selective when planning his presentation (lines 6-13).

Extract 8: D1

1	T: Second, ımm… I mean since the time to	T: İkincisi, ımm... Şu var yani
2	present is rather short, you needed to	presentation süresi çok kısıtlı olduğu için
3	eliminate some of that information ((about	o bilgilerin bir kısmını elemen gereke-
4	ying-yeng))	cekti.
5	D1: [Do you mean I was not on topic?].	D1: [Yani, dağılmış mı?]

Extract 8: D1 (continued)

6	T: [You need to choose the most important	T: [En önemlilerini seçip kullanmak
7	parts]. It is not about not being on topic. I	zorundasın]. Dağılmışlığı ile alakası yok.
8	mean, for example, if it had been a 5 minute	Yani mesela 5 dakikalık presentation
9	presentation, you could have talked that	olsa ying-yeng'i o kadar anlatıp ondan
10	much about ying-yeng and then made	sonra da böyle bir şey kullanan insan
11	inferences about the person who used it.	filan diye anlatabilirsin. Ama 2 dakikalık
12	However, in a 2 minute presentation, you	presentation da o bilgilerin çık çık çık çık
13	need to eliminate that information.	diye elemen gerekiyor.

There was a similar problem in Giray's (G1) mini-presentation. Giray had used the photograph of a heroic leader to present in his avatar presentation. In her notes, the teacher-researcher noted down that he gave too much biographical information and little on what using such an avatar revealed about the user and in the conference, she wanted to discuss this issue with Giray (Extract 9, lines 7-13). Then Giray said that since talking about his physical appearance would not be appropriate, he decided to elaborate on biographical information (lines 14-17; 21-23). He added that he thought there might be people in the audience who did not know about the leader (lines 23, 24). At this point, the teacher-researcher made a mistake which she realized as she was reflecting on the transcribed data. In their conversation, as she responded to Giray, she used the word "personal qualities" instead of the word "biographical information", which changed the way of the discussion. At that time, when she finished the conversation with Giray, she had noted a sense of dissatisfaction with the way the dialogue ended; however, she was not able to spot the reason: "I think he is still not clear about why he should not have included that much biographical information" (December 7, 2009). Reflecting on action, she came to the conclusion that the replacement of the two words was the root of the problem.

When the teacher-researcher introduced the phrase "personal features" to the dialogue, Giray borrowed the phrase and used it to explain why he did not elaborate on the physical features of the avatar. He stated that he was using the avatar for his personal qualities. The teacher-researcher continued the discussion on the same line and said that he needed to sift through that information because of the time restrictions (lines 36-38). In response, Giray said that although he accepted that there was a need for the use of more transitions, he did not think

they were too much or irrelevant (lines 39-46). Similar to Doğuş, Giray associated eliminating information with taking out the irrelevant parts rather than selecting the most essential information. The teacher-researcher was not able to focus on this issue as well. Instead, she responded to Giray's comment on the use of transitions (lines 49-51). Indeed, she should have said that Giray could have found a way to talk about the personal qualities of the avatar without going that much into his biography. However, still Giray stated that he understood the teacher's comments on the content and time-limitation link (lines 58-65).

Extract 9: G1

1	3:17 ((T. stops the recording))	3:17 ((T. stops the recording))
2	T: Here you start to give biographical	T: Burda biography info... Information'a
3	information. Biographical information has a	giriyorsun. Biographical information'ın
4	certain organizational pattern. First,	da kendine göre bir organizasyonu
5	childhood then this…	vardır. İlk önce childhood sonra şu...
6	G1: (I did that).	G1: (Onu yaptım).
7	T: If… There is ((an organization)) to a	T: Eğer... Var hafiften var. Bir kronolijik
8	certain degree. ((You can stress the	order var. Onları yine şeyler key
9	transitions using key words)). But you need	word'lerle vurgulayabilirsin. Ama şeyi
10	to think about this. Did you have the liberty	düşünmen lazım. Acaba 2, 2.5…
11	to include this much biographical	dakikalık 2 dakikalık bir avatar'da bu
12	information in a ((2 or 2.5 minute	kadar biyografik information verme ıı...
13	presentation)). You need to think about this.	lüksün var mıydı? Onu düşünmen lazım.
14	G1: In fact, Hocam I mean in the photograph	G1: Aslında, Hocam hani şurdaki
15	I mean T: [Hı]. His clothes… I mean I	fotoğrafta hani. T: [Hı]. Hani giyim
16	cannot give a lot of information about his	kuşam... Yani dış görünüş hakkında çok
17	appearance=	bilgi veremem=
18	T: =It does not matter.	T: =Yo önemli değil.
19	G1: Glasses ( ) and etc.	G1: Gözlük işte ( ) falan filan
20	T: OK.	T: Tamam.
21	G1: Later on I mean that… I said ((to	G1: Sonradan hani o... Onla doldurayım
22	myself)) Let's include ((biographical	dedim. Hani ( ) bilmeyen insanlar olur
23	information)). I mean ( ) there may be	diye=
24	people who do not know ((him)).=	
25	T: = Indeed, there is that=	T: =Zaten şey var=.
26	G1=Because it is not something virtual. It is	G1: =Sanal bir şey olmadığı için...
27	a real photograph.	Gerçek fotoğraf.
28	T: There is nothing like why you talked	T: Niye kişisel özelliklerinden bahsettin
29	about his personal qualities ( )=	diye bir şey yok ( )=.
30	G1: = I do not use the avatar for his physical	G1: =Ben zaten fiziksel özelliği için
31	features, indeed. I used it for his personal	avatar'ı kullanmıyorum. Daha çok kişisel
32	qualities.	özelliği için kullandığım için.
33	T: For example, you could have said this as	T: Bunu da mesela söyleyebilirdin.
34	well.	
35	G1: I see.	G1: Anladım.
36	T: You can talk about the personal qualities.	T: Kişilik özelliklerinden bahsedebilir-
37	However, you still need to eliminate them	sin. Ama kişilik özellikilerini yine
38	because your time is rather limited.	elemen gerekirdi çünkü süren çok kısıtlı.
39	G1: Yes. ((Indeed I do not think I talked	G1: Evet. Aslında çok hani bahsettiğimi

Extract 9: G1 (continued)

40	much about personal qualities). Also with
41	transitions I mean ( ) etc… I mean first he
42	had some "difficulty" etc. in his childhood.
43	((Then it dragged him to prison)). T: [Hı hı.
44	Hı hı.] ((In fact, I did not use a lot of
45	transitions but I do not think that they are
46	irrelevant.))
47	
48	
49	T: Not irrelevant. There is a chronological
50	order. It can be enhanced by using
51	transitions.
52	G1: Yes. It would have been better that way.
53	
54	T: There is also this… I do not know… I
55	mean I do not know the duration ((of your
56	presentation)) but even if ((the content)) is
57	relevant, we may have to eliminate.
58	G1: Hı hı.
59	T: That is… That is about the space
60	limitation.
61	G1: I see. ((I am not sure if I made my point
62	clear))
63	T: OK? ( ) keep this in your mind.
64	G1: Yes. Because it is the first time, ((I was
65	inexperienced)).

düşünmüyorum. Bir de bağlaçlarla gerçi
hani ( ) falan filan... Yani ilk önce
çocukluğunda difficulty filan yaşadı.
Sonra onu... onu o tarafa [T: Hı hı.]
hapishane filan sürüklendi. T: [Hı hı. Hı
hı.] Aslında orda çok bağlaç
kullanmadım ama çok da alakasız
olduğunu T: [Bir kronolojik] [düşünmü-
yorum onların].
T: Alakasız değil. Bir kronolojik order
var. Bağlaçlarla (kuvvetlendirilebilir).
G1: Evet. Öyle olsa tabi daha güzel
olurdu.
T: Bir de şey var... Bilmiyorum. Hani şu
an süreyi tam süreyi bilmiyorum ama
alakalı bile olsa bazen yine eleme
yapmamız gerekebilir.
G1: Hı hı.
T: Bu şey... Yer kısıntısı ile alakalı
olarak.
G1: Anladım.
T: Tamam mı? ( ) aklında bulunsun.
G1: Evet. İlk olduğu için biraz
tecrübesizlik oluyor.

In her journal, the teacher-researcher also noted that she wanted to double-check what Giray made of the content and time-limitation link in his written reflection. In his written reflection, Giray wrote that [my second weakness] "is that I did not emphasize in the first stage of presentation why I chose this guy as my avatar (n.d.)" (the first mistake is stated as some pronunciation mistakes). The teacher agreed with this conclusion. On the other hand, as the teacher-researcher expected Giray did not make any comments on the selection and elimination of the content material.

4.2.2.1.4 Not Knowing How to Prepare and Use Notes

One of the most common problems students faced was their lack of training in preparing and using notes. In most of the cases, the notes hindered students' delivery. For example, Hamit (H1) and Emrah (E1) were two of the students who complained about their notes for the presentation. They were

together in the room during the conferences. While they were watching Hamit's video recording, seeing that Hamit is constantly looking at his notes, the teacher stopped the recording (Extract 10, lines 1, 2). Both Hamit and Emrah thought that if they had not have notes, they would have talked more (lines 5-10). Then the teacher asked if they had written down what they were going to say sentence by sentence (13, 14). They said that they had done so. Both Hamit and Emrah discussed why writing down the whole text instead of preparing notes hindered their performance and how notes would have prevented them from being stuck at times while presenting (lines 20-28). Then Hamit gave a specific example from his presentation by explaining what actually went on at the shot the teacher stopped the video. He told how he suffered because he was trying to remember the exact word he had written down (lines 31-38).

Extract 10: E1 and H1

1	T: Were you a bit dependent on your	T: Biraz notlara bağımlı mı kalmışız?=
2	notes?=	H1: =Evet=
3	H1: =Yes=	T:= Neden acaba?=
4	T: =Why?=	H1: =Notlarımı hiç yanımda götürmesem
5	H1: =If I had not taken my notes, I would	daha fazla konuşurdum.=
6	have talked more.=	
7	E1: Yes, Hocam. Me too. Well...	E1: =Evet Hocam. Ben de. Şey işte...
8	H1: [The notes]	H1: [Notlara böyle]
9	E1: [In order to look at the notes], I could	E1: [Notlara bakacam] diye hani
10	not speak. [To read directly from the notes].	konuşacağımı şey yapmadım. Direk
11		[nottan okuyacağım diye...]
12	H1: [I… There… I mean]	H1: [Ben... orda... hani...].
13	T: Were your notes like…? Did you write	T: Notlarınız şey gibi miydi böyle?
14	your notes like a paragraph?	Paragraf gibi mi yazdın notlarını?
15	E1: (.) What do you mean, Hocam?	E1: (.) Nasıl yani, Hocam?
16	T: I mean did you write them down sentence	T: Yani cümle cümle cümle mi yazdın?
17	by sentence?	
18	E1: ( ) We wrote sentence by sentence.	E1: ( ) Cümle cümle yazdık.
19	T: That is wrong=	T: Öyle olmaz=
20	E1: = When you take them with you… I	E1: =Yanında götürünce... Hani bir
21	mean when you are stuck at one word… For	kelime takıldığım zaman... Mesela iki
22	example, when I was stuck at two words… I	kelime takıldığım... Hemen bakmak
23	had to look at ((my notes)) immediately. I	zorunda hani kaldım. Hani bir bozuldu
24	mean once ((the flow)) was disrupted, I	mu daha devamını getiremedim.
25	could not continue.	
26	H1: If we had notes we could…	H1: Notlar olsa şey yaparsın...
27	E1: We could continue like I am here, I will	E1: Ben şurda kaldım, şunun üzerinden
28	go over this but…	gideceğim diye devam edebilirdik ama...
29	T: That is exactly what it is, that is exactly	T: Aynen öyle, aynen öyle.
30	what it is.	
31	H1: At just that point I did… For example,	H1: Tam orda şey yapmışım ben...

Extract 10: H1 and E1 (continued)

32	there are a few adjectives. I mean as if I	Mesela birkaç tane sıfat var. Hani
33	have to say them in the same order T: [Hım].	sırasıyla sanki söylemek zorundaymışız
34	First, I said "fat" and then I said ( ). T:	gibi T: [Hım.] Önce bir işte "fat"
35	[((laughs))] Hocam, I think something like	demişim, ondan sonra ( ) demişim. T:
36	this happened there. There is dependency on	[((laughs))] Hocam, bence orda böyle bir
37	paper there.	şey olmuş. Orda yani kağıda bağımlılık
38		var.
39	T: Then you were enslaved by the paper.	T: Demek ki, kağıdın esiri olmuşsun.
40	Let's continue.	Devam edelim.

Later on, when the teacher-researcher, Hamit and Emrah were going over Hamit's self-assessment of his delivery, they went back to the issue of notes. Hamit once again told that despite the fact that he could have talked spontaneously, he could not because he felt forced to say what was written on the paper (Extract 11, lines 1-6).

Extract 11: H1 and E1

1	H1: ( ) I forced myself to talk as ((I had	H1: ( ). O şekilde anlatayım diye çok
2	written on the paper)) so I mean for	kastım kendimi o yüzden hani hiç mesela
3	example, although I could have	unuttuğum yerleri bile hani bakmayıp
4	spontaneously talked about the part I forgot,	kendi kafamdan kurabileceğim halde
5	I could not. I tried to say ((what was written	kuramadım. Onu söylemeye çalıştım.
6	on the paper)).	
7	T: ((Preparing notes)) will save you from	T: O şeyden bağımlılıktan kurtarır seni.
8	being dependent ((on the paper)).	Bence 0.5 kadar da kötü değildi.
9	((However, still your delivery)) was not as	
10	bad as 0.5.	
11	H1: ((It can be 1 instead of 0.5))	H1: (0.5 değil de 1 olabilir)

On the other hand, İrem (I) did not prepare any notes at all and this turned out to cause some problems while she was presenting. İrem stated that she deducted points for the organization because while presenting she skipped from one topic to another (Extract 12, lines 3-10). When the teacher further questioned her, she stated that the reason for skipping from one topic to another was forgetting what she was supposed to say in the first place and then saying these things as she remembered them along the way (lines 14-16). Then the teacher suggested her to prepare short notes which she can use as reminders (lines 17-18).

Extract 12: I

1	T: OK. Let's continue. What do you think	T: Tamam. Devam edelim. Organizas-
2	about the organization?	yonla ilgili ne düşünüyorsun?
3	I: Iı… First, there is not a "clear beginning"	I: Iı... Bir kere clear beginning olmamış
4	((laughter)) Iıı… Then… I do not know…	((laughter)) Iıı... Sonra... Bilmem... Bu...
5	This… I… I thought because… ((hesitant)).	Ben... Böyle şeyden düşündüm...
6	The reason why I deducted points is that I	((hesitant)). Puan kırmamın nedeni kendi
7	did not stick to the plan I had made in my	beynimde hani oluşturduğun plana
8	mind. T: [Hı. Hı hı]. I skipped here and there	uymamıştım. T: [Hı. Hı hı] Bi oraya bir
9	here and there. T: [Hı. Hı hı] That is why I	oraya bir oraya bir o araya atlamıştım. T:
10	deducted points.	[Hı. Hı hı] O yüzden hani puan
11		kırmıştım.
12	T: Why did not you stick to the plans in your	T: Niye beyninde oluşturduğun plana
13	mind?	uyamadın?
14	I: Iıı… Well. I forgot that part because I was	I: Iıı... Şeyden. Heyecandan orayı
15	nervous. Later on I remembered ((that part)).	unuttum. Sonra aklıma geldi. Sonra orayı
16	Later I said that part.	söyledim.
17	T: Hı hı. I think you can take short notes. I	T: Hı hı. Bence küçücük notlar
18	mean to look at the end of each part.	alabilirsin. Hani her şeyin... Her
19		bölümün bitiminde bakman için.
20	I: Hımm.	I: Hımm.

Kemal (K1) was another student who did not use any notes in his presentation. The fact that he constantly avoided eye-contact and looked in front of him grabbed the teacher's attention. When she asked Kemal why he had done so, Veli (V2), another student who was in the room, said that the avatar on the OHP in front Kemal helped him to make links and remember (Extract 13, lines 9, 10). Kemal agreed with his friend (line 11). In other words, Kemal did not avoid eye-contact "in vain", as the teacher had assumed. As in Beril's case, the picture was used as a memory tool. When the teacher-researcher suggested using notes and looking at them from time to time (lines 14-16), Kemal wanted to share the experience he had in the presentation he gave in the previous year. However, as the teacher-researcher wrote in her journal, reflecting on the transcribed data, she realized that she did not seem to hear what Kemal was trying to tell her (December 4, 2009).

Extract 13: K1 (Part I)

1	T: Are there notes there? [Somewhere]?	T: Orada notlar mı var? [Bir yerde]?
2	K1: [There is nothing], Hocam. I mean I did	1: [Hiçbir şey yok], Hocam. Yani hiç not
3	not use any notes.	filan [kullanmadım].
4	T: Despite the fact that you did not use any	T: [Halbuki] hiç not kullanmamana

Extract 13: K1 (Part I) (continued)

5	notes, you constantly looked in front of you	rağmen not kullanırmış gibi sürekli
6	as if you were using notes. In vain… And if	olarak önüne baktın. Boşuna boşuna...
7	you are talking spontaneously, why don't	Hem madem kafadan konuşuyorsun niye
8	you look at people?	insanlara bakmıyorsun?
9	V2: ( ) helps him remember. He makes a	V2: ( ). Aklına getiriyor hocam.
10	link somehow.	Bağlantıyı bir şekilde kuruyor.
11	K1: That is right, Hocam.	K1: Evet, Hocam.
12	T: Hee… But you should talk to us.	T: Hee… Ama bize konuşacaksın.
13	K1: You are right, Hocam.	K1: Doğru, Hocam.
14	T: Maybe you can look ((at your notes))	T: Belki arada sırada bakıp kafanı
15	from time to time ((and then)) raise your	kaldırabilirsin, di mi? Küçük küçük
16	head, can't you? Short notes…	notlar...
17	K1: Hocam, I… A lot of… Far too much… I	K1: Hocam, ben... Öyle çok... Acayip
18	mean this can be considered trivial. Last	fazla... Yani bu aslında hiçbir şey değil
19	year I did it like that. The presentation last	sayılır. Geçen öyle yapmıştım.
20	year… ((Why am I not listening to him?))	Presentation'ı geçen sene. ((Why am I
21		not listening to him?))

Kemal expressed his concern about the negative impact of using notes in his presentation and told that the presentation he gave in the previous year was a disaster (Extract 14, lines 22-28). According to Kemal, the notes he used were responsible for his failure. However, the teacher-researcher did not explore Kemal's experience and unfortunately the issue of using notes remained unsolved for Kemal. In her journal, the teacher-researcher noted this as one of least successful moments in her reflective dialogues with her students (December 4, 2009).

Extract 14: K (Part II)

22	K1: In my presentation last year, I… I mean	K1: Ben geçen seneki presentation da...
23	as I said I did it by writing down. That ııı…	Hani dediğim gibi yazarak yaptım. O da
24	It was a big problem. I… A lot… I mean I	ııı... Çok büyük sıkıntı oldu. Ben çok
25	got stuck a lot more than this. ((He is a	fazla... Yani bundan çok daha fazla
26	natural-born reflector. Obviously, he has had	takıldım. ((He is a natural-born reflector.
27	a traumatic experience. Why do not I listen	Obviously, he has had a traumatic
28	to him?))	experience. Why do not I listen to him?))
29	T: That is very true. Then you always feel	T: Tabi tabi tabi canım tabi. O zaman
30	the need to look.	hep bakma ihtiyacı [duyuyorsun].
31	K1: Yes.	K1: Evet.

In his written reflection, Kemal wrote that "I forgot that I should make eye-contact." He stated that for the next presentation, he intended to "make eye-contact exercise… and do more presentations to prevent my stopping for some

time in the middle of my presentation (n.d.)." He added that "it is not a big deal." He did not refer to using notes in his written reflection. However, it turned out that eye-contact was a bigger issue for him than he thought.

By coincidence, the teacher-researcher met the same student the following year when he was taking ENG 211 a course on academic speaking skill. Then they had the time to discuss Kemal's final presentation in ENG 211. Unfortunately, he did not use notes for his final presentation as well and he was not content with his eye-contact either. She offered help to Kemal if he was to give other presentations in the courses he would take in the future and Kemal told that he would contact the teacher if he needed any help. Reflecting on this meeting, she noted in her journal that no matter how motivated and hard-working Kemal is, he has not been able to solve the problem:

Date: January 25, 2011

Kemal:

I met Kemal in the corridor of the department. He had come to check his grade for the final presentation. It is 18 out of 30. We talked about his performance for approximately half an hour. He was once again good at pinpointing the problems. For example, he did not use notes but looked at the A/V instead. He got stuck a few times. He was not happy with the transitions he used. However, we both got stuck when we came to the solutions. Reflection without a plausible action plan does not improve the performance.

I think the reason behind this is his refusal to accept the real cause of his poor delivery. Without preparing effective notes, it is very difficult to give a 10-minute presentation for someone who is as nervous as Kemal. However, he insists that using notes will only make the situation worse.

But at the end of the day, it is what he thinks that matters since he is the one to initiate change.

4.2.2.1.5 Not Having Rehearsed Properly

In the dialogues, it emerged that some of the students had problems in their presentations because they did not spare sufficient time to rehearse. When the teacher-researcher asked the students if they had rehearsed, some told that they did not. For example, Hamit (H1) stated that he did not rehearse even for once and he just went over the text he prepared. Then the teacher-researcher told him why he should spare time to rehearse (Extract 15, lines 4-14).

Extract 15: H1

1	T: How many times did you rehearse?	T: Kaç kere prova yaptın?
2	H1: I did not rehearse even for once. I just	H1: Bir kere bile yapmadım. Sadece
3	went over ((the text)).	elimden geçti yani.
4	T: If you rehearse, especially with a friend, it	T: Eğer prova yaparsan hele bir
5	will be very useful. OK? Because… Iıı…	arkadaşınla prova yaparsan o çok faydalı
6	All of theirs… Now at the same time to	olur. Tamam mı? Çünkü… Iıı... Onların
7	create something from scratch… Because	hepsinin... Şu an bir yandan sıfırdan bir
8	well… I mean look, to plan something in	şeyleri yaratıp bir yan… Çünkü şey...
9	your mind is something, to express what you	Yani bak, kafada planlamak başka bir
10	have planned in your mind in words is	şey, kafada planladığını kelimeye
11	something else. It is very good to plan but if	dökmek başka bir şey. Planlamak çok
12	you had expressed what you had planned in	güzel bir şey ama planladığını bir kere
13	words once and heard it yourself, it would	kelimeye döküp kendin duysaydın çok
14	have made a big difference.	fark ederdi.

Levent (L1) was a student who surprised the teacher-researcher by his presentation. In the classroom, he liked to participate and his speaking skills were strong; however, his presentation was not as good as the teacher expected. When she asked Levent how many times he rehearsed (Extract 16, lines 1, 2), he told her that he did not rehearse at all (line 5). Then the teacher-researcher said to Levent that she had sensed that he did not rehearse his presentation because it was as if he was looking at the visual and thinking about what to say at the time of his presentation (lines 12-14). Then Levent told her that he was planning to rehearse in the class as his friends were presenting but when he was to present earlier than he expected his plan did not work out. The teacher-researcher told him that he should have prepared before the class (lines 21, 22). He explained that he did not have time to get prepared (lines 23, 24). Levent also shared how he was getting prepared for the presentation. He explained that he started writing down the text

but could not finish it (lines 25-28). Later on when the teacher-researcher reflected on the transcribed data, in her journal she noted that she regretted not having warned him about the risks of writing a text (December 10, 2009). She added that "he may be arriving at a problematic conclusion which can cause problems in his further presentations."

Extract 16: L1

1	T: Aaa… Also… How many times did you	T: Aaa... Bir de şey var... Kaç kere prova
2	rehearse?	yaptın?
3	L1: Sorry?	L1: Efendim?
4	T: How many times did you rehearse?	T: Prova… Kaç kere yaptın?
5	L1: Rehearsal? None.	L1: Prova? Hiç.
6	T: Because ııı… Well, in the classroom	T: Çünkü ııı... Şey sınıfta filan da arada
7	when you speak from time to time you can	sırada konuştuğun zaman da bakıyorum
8	speak much faster (("fast" is misleading☹)).	sen çok daha hızlı ((misleading word))
9		konuşabiliyorsun.
10		
11	L1: Hımm.	L1: Hımm.
12	T: Because I felt something like this. You	T: Çünkü şöyle bir şey hissettim ben.
13	are looking ((at the picture and)) [think]	Bakıyorsun ne söyleyeceğini [düşünü-
14	what you are going to say.	yorsun].
15	L1: [I think].	L1: [Düşünüyorum]
16	T: Then you say it. If you had rehearsed	T: Ondan sonra söylüyorsun. Tek bir
17	even once ( ).	kere planlamış ((I mean rehearse))
18		olsaydın ( ).
19	L1: I was just about to, Hocam, you called	L1: Tam yapıyordum, Hocam, siz
20	on me as the second ((presenter)).	kaldırdınız ikinci.
21	T: ((laughter)) You will do it before the	T: ((laughter)) Dersten önce yapacaksın.
22	class. Is it my fault?	Suç bende mi?
23	L1: ((laughter)) I could not prepare before	L1: ((laughter)) Dersten önce
24	the lesson. There in the class… I thought I	hazırlayamadım. Orda derste... Hemen
25	would not be the first to present. There I was	ilk nasılsa kalkmam diye düşünüyordum.
26	just preparing, I wrote two sentences. I did	Orda tam hazırlıyordum, iki cümle
27	the rest very quickly but then it was	yazdım. Zaten gerisini hızlı bir şekilde
28	incomplete.	yaptım sonra kaldı.

Giray (G1) was one another student who did not rehearse properly. He told that he wrote down the text and read it and did not have the time to rehearse (Extract 17, lines 5-7).

Extract 17: G1

1	T: How many times did you rehearse?	T: Kaç kere prova yaptın?
2	G1: Hocam, ( ) I had to prepare that night	G1: Hocam, ( ) o akşam direk hazırlamak
3	((yesterday night)).	zorunda kaldım.
4	T: Really?	T: Yaaa?
5	G1: In fact, I wrote for half an hour. In the	G1: Hatta yarım saat falan yazdım.

Extract 17: G1 (continued)

6	morning I read them. I mean I could not	Sabah okudum onları. Yani yapamadım.
7	((rehearse)).	
8	T: I wish you had rehearsed. Especially if	T: Bir de prova yapsaymışsın. Hele bir
9	you rehearse with a friend, it will make a big	de arkadaşına prova yaparsan çok fark
10	difference.	eder.

Reflecting on the reflective dialogues with the students, the teacher-researcher was surprised to learn that the students did not spare time for rehearsal. In addition, she discovered that they probably did not know how to rehearse. She reflected on this discovery in her journal:

Date: December 7, 2009

On rehearsing

It is rather surprising that despite the general stress caused by oral presentations, they do not rehearse. My feeling is that they trust too much in the written text. Next time, I should try checking their note-cards and giving feedback on them before they present.

4.2.2.1.6 Failing to Control Anxiety

In the reflective dialogues with the students, their failure to control their anxiety and a number of anxiety related problems emerged. First of all, poor eye-contact was a problem associated with an overwhelming feeling of anxiety. As seen in extract 18, Emrah (E1) is one of the students who indicated how anxiety hindered his eye-contact.

Extract 18: E1

1	E1: Iıı… In fact, I tried to keep eye-contact	E1: Iıı... Aslında göze bakmaya çalıştım
2	at the beginning. Later on, pictures and so	ilk başlarda. Sonradan işte resimler
3	on… And after I got stuck, I got even more	filan… Bir de takıldıktan sonra daha bir
4	anxious. Then it got even more difficult to	heyecanlandım. O zaman bakmak daha
5	keep eye-contact.	da zorlaştı.
6	T: Hı hı. Hı hı.	T: Hı hı. Hı hı.
7	E1: Iıı… Then because of these hesitations, I	E1: Iıı... Sonra işte bu takılmalardan
8	could not ((keep eye-contact)). Indeed, I	dolayı şey yapmadım. Zaten yani 2 ya da
9	would give 2 or 1 ((for delivery))	1 verirdim ben.

Similarly, Kemal's (K1) anxiety impeded his delivery. When the teacher-researcher drew attention to the necessity of keeping eye-contact, Kemal mentioned his anxiety. Indeed, even the way he spoke about his anxiety seemed to increase it, as reflected in his hesitant utterances. He was so emotionally absorbed that he could not express his point in a meaningful sentence (Extract 19, lines 10-12). Having realized this emotional overload, the teacher-researcher suggested Kemal to make his second presentation to her first before he presented in the lesson (lines 13-17). Although Kemal agreed to do so, he did not come to see the teacher-researcher to rehearse his presentation before performing in front of the class.

Extract 19: K1

1	T: You see the problem here. Think about	T: Buradaki sıkıntıyı görüyorsun. Ne
2	what you need to do. You stand straighter.	yapman gerektiği düşün. Daha dik
3	Your voice is higher. You can rehearse a bit	duruyorsun. Biraz daha sesin yüksek
4	more. You can write down short notes. But	çıkıyor. Biraz daha prova yapabilirsin.
5	ııı… Do not look at the picture constantly. It	Küçük notlar alabilirsin. Ama ııı...
6	is as if you are reading the picture. Look at	Sürekli resme bakma. Hani ( ) resmi
7	the people. Look at me. Do not just look at	okuyor gibisin. İnsanlara bak. Bana bak.
8	me. Look here, look there. OK?	Sadece bana bakma. Oraya bak, buraya
9		bak. Tamam?
10	K1: Because I am nervous… Constantly… I	K1: Gergin olduğum için... Sürekli...
11	mean well… At that time too much… Too	Hani şey... O an çok çok...
12	much…	T: Sana bir şey söyleyeyim mi? Kendini
13	T: Can I tell you something? If it will make	daha iyi hissedeceksen presentation'ı...
14	you feel better, before you give your second	ikinci presentation'ı yapmadan önce
15	presentation, you can come here and present	gelip ilk önce burada sunabilirsin. Belki
16	it here first. Maybe you will feel more	o zaman daha rahat hissedersin.
17	comfortable then.	K1: Tamam. Teşekkür ederim. Hocam.
18	K1: OK. Thank you, Hocam. ((But he did	((But he did not come)).
19	not come))	

Feride (F1) also elaborated on the impact of anxiety on performance in her reflective dialogue with the teacher. When the teacher-researcher asked her how she can deal with anxiety (Extract 20, line 6), she said it was not possible to deal with it (lines 8, 9). She linked the anxiety she felt to stage fear and she told that whenever she was on the stage, be it playing the flute, acting or dancing, she felt anxious (lines 18-27). Both Feride and Murat (M1) agreed that this anxiety hindered their delivery (lines 10-12).

Extract 20: F1

#		
1	T: OK? Iıı… We have already talked about	T: Tamam? Iıı... Delivery ile ilgili zaten
2	delivery. It could be a bit more D: [Yes]	konuştuk. Birazcık daha D: [Evet.] akıcı
3	fluent.	olabilir.
4	F1: It was hesitant.	F1: Tutukluk vardı.
5	T: Iıı… Yes. We need to think about how we	T: Iıı... Evet. Onu nasıl yeneceğimiz
6	can overcome it. How can we overcome it?	üzerine birazcık düşünmemiz gerekiyor.
7		Nasıl yenilebilir?
8	F1: (.). That… That… That cannot be	F1: (.) O... O ye... Yenilemiyor, Hocam.
9	overcome, Hocam.	M1: Düşündüğün herşeyi söyleyemi-
10	M1: You cannot say everything you think	yorsun oraya çıkınca.
11	when you are there ((when presenting to an	
12	audience))	T: Düşündüğün herşeyi söylemek
13	T: You do not have to say everything you	zorunda değilsin ki. M1: [Hayır] Biz ne
14	think. S2 [No] We do not know what you	düşündüğünü bilmiyoruz.
15	think.	M1: Söylemek istediğin herşeyi ben
16	M1: For example, I could not say everything	mesela söyleyemedim. Biraz daha ( )...
17	I wanted to say. A bit more ( )…	F1: ( ) birden olmuyor, Hocam.
18	F1: ( ) It does not happen over a night,	Gerçekten. Ben 5 senedir flüt çalıyorum
19	Hocam. Really. I have been playing the flute	örneğin ve amatör olarak küçük konser
20	for 5 years, for instance and we had some	T: [Hımm] deneyimlerimiz oldu. Sahne
21	amateur concert T: [Hımm] experiences. We	tozu yuttuk. T: [Hı hı.] Bir ara tiyatro
22	have had stage experience. T: [Hı hı] I acted	yaptım. Yine orda sahne tozu... Bir
23	in the theatre once. Also, there the stage	heyecanımı bastırayım... Yine olmuyor...
24	experience… Hoping I supress my	Yine olmuyor. Halk oyunları oynadım.
25	anxiety… It still does not happen… It still	Yine sahne... Yine heyecanlanıyorum.
26	does not happen. I did folk dance. Again	
27	stage… Still I feel anxious.	

The teacher-researcher asked F1 if talking about her own avatar increased her anxiety. F1 agreed that she may have felt more comfortable if she talked about an impersonal topic.

Extract 21: F1

#		
1	T: [OK. I'd like to say something]. You say	T: [Peki bir şey söyleyeceğim].
2	that you were nervous.	Heyecanlıydım diyorsun.
3	F1: Yes.	F1: Evet.
4	T: Does this have an effect? I mean you are	T: Şeyin peki ııı... Bir etkisi var mı?
5	nervous ımm… And ııı… You have chosen	Hani hem heyecanlısın ııı... Hem de ııı...
6	something that describes you. Does this	Kendini anlatan bir şey seçiyorsun.
7	increase or decrease your anxiety?	Acaba o heyecanını artırır mı azaltır mı?
8	F1: Emm=	F1: Emm=
9	T: =I mean if you had chosen an avatar that	T: =Hani mesela seninle alakalı olmayan
10	is not about you, what would have	bir kişiyi ((avatar)) seçmiş olsaydın nasıl
11	happened? If you had told, as if it was	olurdu? Başkasıymış gibi anlatsaydın?
12	somebody else?	
13	F1: Yes, then it would have been more	F1: Evet o zaman daha rahat olurdu.
14	comfortable.	
15	T: Maybe.	T: Belki.
16	F1: Hım. Hım.	F1: Hı hı.

In the reflective dialogues with students, the teacher-researcher told the students that the degree to which one suffered from anxiety was usually related to one's personality. On the other hand, there were ways to deal with it. For example, she advised them to prepare a presentation that they found interesting and effective in the first place. In addition, she advised them to prepare effective notes and rehearse properly and if possible, with a friend. She also told that usually as they got used to giving presentations, they would learn to control their anxiety. Furthermore, she encouraged them to perceive the classroom as a learning community. She wanted them to think that when they were presenting in the class, they were presenting to their friends whom they already knew and who also had similar feelings about presenting. Thus, she advised them to see in-class presentations as opportunities to prepare for their future real-life presentations.

4.2.2.1.7 Using Distracting Gestures

Another student behaviour that impaired presentations was using distracting gestures. For example, some students including Beril (B2) (Extract 22, lines 2, 3) had their hands in their pocket.

Extract 22: B2

1	T: Your making an introduction like "I am	T: "I'm going to bilmem ne" diye
2	going to bla bla" is good. Your hands' being	introduction yapman güzel. Ellerinin
3	in your pocket is?	cebinde olması?
4	B2: Bad.	B2: Kötü
5	T: ((laughter)) Keep it in your mind ( ).	T: ((laughter) Aklında bulunsun ( ).
6	Because of anxiety, people ( )… Lots of	Heyecandan insan ( )... O kadar çok
7	people did not know what to do with their	insan elini ne yapacağını bilememiş ki.
8	hands. Pay attention to this. OK?	Ona dikkat et. Tamam?

On the other hand, Hamit (H1) stood his arms akimbo (Extract 23).

Extract 23: H1

1	T: We do not put our hands on our hips.	T: Şu elimizi belimizden indiriyoruz.
2	H1: (.) Now, Hocam, that is because ee…	H1: (.) Şimdi, Hocam o şeyden dolayı
3	My… I mean… When it happens… I have	ee... Benim... Hani şey olur ya... Bende
4	it, for example… In front of public… I	mesela vardır. Topluluk... Şeye karşı
5	cannot speak ((in front of public))	konuşamam.

One another student, Murat (M1), played with his button throughout his presentation. When the teacher-researcher asked him what he could do to avoid playing with the button, he said there was nothing to do (Extract 24, lines 5-6). However, Feride (F1), who was also in the conferencing suggested that he could try holding the paper (lines 7, 8). She agreed with Feride's suggestion (lines 9-11).

Extract 24: M1

1	T: What will you do with this hand? How	T: Bu eli ne yapacaktın? Nasıl orda
2	could we save it from the button? What	düğmeden kurtaracaktık? Ne yapabilirdik
3	could have we done to save our hand from	düğmeden kurtarmak için elimizi?
4	the button?	
5	M1: There is nothing to do to save it from	M1: Düğmeden kurtarabilmek için
6	the button.	yapacak bir şey yok.
7	F1: You could have held the paper. ((How	F1: Kağıdı tutabilirdin. ((How clever of
8	clever of F. to be such insightful))	F. to be such insightful))
9	T: You can hold the paper. (.). You can point	
10	the ((picture)) with one hand and hold the	T: Kağıdı tutabilirsin. (.) Bir elinle şeyi
11	paper with the other.	göstersin bir elinle kağıt tutarsın.

4.2.2.2 Discovering Certain Obstacles to Self-assessment

Through the analysis of the transcripts of the reflective dialogues, obstacles in front of accurate self-assessment were identified. First, most students had problems in their self-assessment because they misunderstood the rubric. Students' misunderstandings regarding the rubric are discussed in part 4.2.2.2.1. Other students gave themselves lower marks than they deserved because they were cautious to overstate their performance. Students' reservation to overstate their performance is presented in part 4.2.2.2.2. Students were also unsatisfied with their performance if they did not stick to the plan they had made. Students' focusing on "sticking to the plan" is presented in part 4.2.2.2.3. In addition, some students were not able to self-assess reliably because they compared themselves with other students. Students' comparing themselves with other students is introduced in part 4.2.2.2.4. Finally, there are some aspects of presentations which are difficult to monitor when presenting, which are discussed in part 4.2.2.2.5.

4.2.2.2.1 Students' Misunderstandings regarding the Rubric

Despite the introduction in the lesson, in the conferences, it was seen that some students had problems in self-assessment because they had difficulties in understanding the rubric. The extracts below demonstrate students' confusion when using the rubric.

During the conference with İrem (I), the teacher wanted her to reassess the content of her presentation. The teacher believed that İrem's content was better than what she thought. As they discussed, it turned out that İrem deducted points for the content for the frequently using fillers while speaking (Extract 25, lines 3-9). The teacher referred İrem to the questions on the task sheet to clarify what should be covered in the content (lines 13-15). İrem took time to read the questions and then reassessed the content. This time she was able to assess the quality of the content accurately (lines 20-23). She was satisfied with the description she provided. On the other hand, she believed that she could have dwelled on the inferencing part a bit more. The teacher agreed with her comments and they changed the grade for the content (lines, 24-27; 29-31).

Extract 25: I

#		
1	T: Now first let's look at this part. Content.	T: Şimdi ilk önce tekrar bu kısma bakalım. Content.
2		
3	I: Well, my "ı"s … A lot… I mean disturbed	I: Şey, "ı" larım... Çok... Böyle rahatsız
4	me.	etti.
5	T: "I"s are not about this part ((the content)).	T: "I"'lar burayla alakalı değil ama. I'lar
6	"I"s are about delivery.	delivery ile alakalı.
7	I: Is that so?	I: Öyle mi?
8	T: Of course.	T: Tabiki de.
9	I: Imm.	I: Imm.
10	T: That is about delivery. This is	T: O konuşma ((misleading)) ile alakalı.
11	"content"… How rich was the content?	Bu content... İçerik ne kadar zengindi?
12	I: OK. Content.	I: Tamam. İçerik.
13	T: You answered the first question	T: İlk soruyu da cevaplamışsın efektif bir
14	effectively. This ((question)) ((points to the	şekilde. Bu. ((points to the question on
15	question on the rubric)).	the rubric)).
16	I: First, I need to look at the questions.	I: Sorulara bir bakmam lazım ilk önce.
17	T: I say two because I think these two	T: İki diyorum çünkü bence bu iki soru
18	questions are the same ((points on the	aynı ((points on the rubric))
19	rubric))	
20	I: Hı hı. Iıı… Indeed, well describing ııı… It	I: Hı hı. Iıı... Aslında şey describe etmeyi
21	is not short probably but ııı… There is	ııı... Kısa olmamış gibi ama ııı... O
22	missing parts in the characteristics. I think I	karakteristiklerde biraz eksiklik olmuş.

Extract 25: I (continued)

23	could have elaborated on that part.	Sanki biraz daha açabilirmişim orayı.
24	T: Hı hı. Hı hı. You could have elaborated a	T: Hı hı. Hı hı. Birazcık daha
25	bit more. You are right. OK but I think then	açılabilirmiş. Doğru söylüyorsun. Ta-
26	((the grade)) can be somewhere more in the	mam ama bence o zaman birazcık daha
27	middle ((draws on the rubric))	ortada bir yer olabilir. ((draws on the
28	I: ((laughs))	rubric))
29	T: Because there was not a big problem…	I: ((laughs))
30	There was ((a problem)) but not a very big	T: Çok kocaman bir eksiklik yoktu
31	one.	çünkü... Vardı ama çok kocaman bir
32		eksiklik yoktu.
33	I: OK.	I: Tamam.

As exemplified in Extract 25, one of the benefits of the reflective dialogue was giving students the opportunity to go over the rubric and understand unclear parts. This clarification aided the negotiation process as well because to be able to negotiate, the parties involved need to be speaking the same language (Marzano, 2011). In this case, the rubric was the language for mediation and therefore a clear understanding of the rubric was crucial for the success of the dialogue.

4.2.2.2.2 Students' Reservations to Overstate their Performance

The reflective dialogues revealed that one reason students had problems with self-assessment was their reluctance to the idea of having overestimated their performance. For instance, when the teacher-researcher asked İrem (I) why she gave a very low grade for language, she first said that "she had no idea" (Extract 26, line 4). Then she said that she believed that it was very likely that she made grammar mistakes (lines 5-7). İrem added that if she made grammar mistakes when writing, she certainly made mistakes when speaking. However, in her notes, the teacher had not noted down any grammar mistakes. As they discussed, the teacher highlighted the difference between written and oral discourse (lines 8-12). Moreover, the teacher told İrem that she should have used richer vocabulary in her presentation (lines 13-16). İrem agreed with this comment (line 19).

Extract 26: I

1	T: You gave yourself a very low grade for	T: Dilden kendine çok düşük bir puan
2	language. Why did you give such a low	vermişsin. Neden bu kadar düşük bir

Extract 26: I (continued)

1	T: You gave yourself a very low grade for	T: Dilden kendine çok düşük bir puan
2	language. Why did you give such a low	vermişsin. Neden bu kadar düşük bir
3	grade?	puan verdin?
4	I: I have no idea. But I do not know. I mean	I: Hiç bir fikrim yok. Ama ne bileyim.
5	I thought if I have mistakes even in writing	Böyle hani writing'de bile gramer
6	than I must have made mistakes ((while	hatalarım olmuşken orda da olmuştur
7	presenting))	gibi gelmişti.
8	T: You may have made grammar mistakes	T: Gramer hataları olabilir ama
9	but the grammar mistakes in writing and…	writing'de gramer hataları ile... Şeyde
10	((in speaking)) they are very different.	çok farklı... Çünkü konuşurken Türkçe
11	Because while we are speaking even in	konuşurken bile yarım beginning'ler
12	Turkish, we have false starts… we start	yapıyoruz, tekrar başlıyoruz. Bunlar
13	again. One problem ((though)) if you had	olabilir. Bir sıkıntı eğer planlamış
14	planned ((your speech)) you could have used	olsaydın çok daha renkli ((good word))
15	more colourful vocabulary.	kelimeler seçebilirdin.
16	I: The vocabulary was ordinary.	I: Kelimeler sıradandı.

In Nedim's (N1) case, the teacher-researcher wanted to question why Nedim gave 2 for the content since she had found the content of his presentation quite successful. Nedim thought for a while before he answered the question. As they started to talk about the content, Nedim was not able to present a reason. Then he said he "gave 2 because it was not a 3" (Extract 27, lines 17, 18). This explanation did not satisfy the teacher-researcher, though. She wanted Nedim to imagine that he was the teacher and the teacher was a student. She said if she were a student, she would have demanded a clear explanation so as to what was lacking in the content. She added "we should not deduct points just for the sake of deducting points, should we?" (lines 23-24). Then Nedim stated that he agreed with the teacher-researcher and said that contemplating on the content again he would also go with 3 for content (lines 25-28).

Extract 27: N1

1	N1: Why did I give 2 points for the content?	N1: Content'ten niye 2 verdim? (0.4). Ya
2	(0.4). The thing in the middle was a bit… It	aradaki şey biraz... Biraz tuhaf kaçtı. Bu
3	was a bit strange. When I was linking to that	şeye bağlarken, fiziksel özelliklerini
4	thing, I gave the physical characteristics.	verdim. Ondan sonra bir şey daha
5	Then I told something else too. That part	anlattım. Orası biraz saçma oldu.
6	was a bit strange.	
7	T: But is this about content?	T: Ama o content'le ilgili mi?
8	N1: I mean that part of the whole content.	N1: Yani hani genel content'in o kısmı
9	T: I think those transitions are more about	T: O geçişler bence daha çok
10	organization. I mean do you want to take out	organizasyonla alakalı. Hani o
11	the part you said as "secondly" or do	secondly'de söylediğin şeyi mi çıkarmak

Extract 27: N1 (continued)

12	N1: I would not change its place indeed.	istiyorsun yoksa yerini mi değiştirmek
13	This in the right place.	istiyorsun?
14	T: Hımm.	N1: Yerini değiştirmem aslında. Normal
15	N1: I mean I gave 2 because it was not a 3	burası da.
16	indeed.	T: Hımm.
17	T: But well… Consider yourself as the	N1: Yani 3 değil diye 2 verdim biraz da.
18	teacher. And I will be you. If you tell me it	T: Ama işte şey... Kendini öğretmen gibi
19	is not 3, I will ask you why it is not 3.	düşün. Ben sen olayım. Bana 3 değil
20	N1: ( )	dersen ben bunu sorarım sana neden 3
21	T: I mean we should not deduct points just	değil?
22	for the sake of deducting points, should we?	N1: ( )
23	N1: That is right. ((murmurs; sort of	T: Yani sırf puan kırmak için de puan
24	thinking aloud)). I mean when I look at the	kırmaman lazım di mi?
25	content, I would give 3… Thinking about it	N1: Doğru. ((mutters; sort of thinking
26	now…	aloud)). Hani content'e bakınca aslında 3
27	T: Is not it so? Because you answered the 2	verirdim... şimdi düşününce.
28	questions well. You covered whatever can	
29	be covered in 2 minutes. I mean missing	
30	eee… ((there is nothing missing)). I think	T: Di mi? Çünkü soruyu güzelce
31	you should not break points ((for the	cevaplamışsın. 2 dakkaya sığdırabileğin
32	content))	kadar şeyi sığdırmışsın. Yani eksik eee...
33		Kalan bir şey yok. Bence burdan puan
		kırmamalısın.

4.2.2.2.3 Students' Focusing on "Sticking to the Plan"

Some students downgraded their presentation because they diverted from the plan they had made. In other words, the presentation they had planned to give shadowed their grades and they focused on it rather than the actual presentation they gave. Hamit (H1) is one example to these students. He stated that he did not like the organization because he "could not say the things [he] wanted to say" (Extract 28, lines 4, 5). The teacher-researcher told him that the audience cannot make such a comparison since they did not know what he had in his mind (lines 6, 8). Then Hamit started to reflect on the organization. He first said that he "indeed did a good job", indicating the change in his initial assessment (line 9). Then he listed what he included in his presentation. However, he repeated that he was not able to make the exact sentences (lines 10-14). Understanding that Hamit was still bothered about not having said what he wanted to say word for word, the teacher-researcher once again said that parts he left out or changed did not impede the organization of the presentation (lines 15, 19).

Extract 28: H1

1	H1: Organization, Hocam… Indeed, I mean	H1: Organizasyon, Hocam... Zaten hani
2	well I mean even if I made the organization	şey hani organizasyonu iyi yapsam bile...
3	well… I mean I could not really do…	Hani pek şey yapamadım... Hocam, ya
4	Hocam, I could not say the things I wanted	böyle konuşmak istediklerimi konuşama-
5	to say.	dım
6	T: (We cannot) know it.	T: (Biz onu) bilemeyiz.
7	H1: True	H1: Yani.
8	T: (What you wanted to say)	T: (Senin ne konuşmak istediğini)
9	H1: Indeed, I mean I had done a good work.	H1: Aslında hani düzgün bir şey
10	I mean first an introduction. Then I had	yapmışım. Hani önce bir giriş. Ondan
11	described the character. Then why I had	sonra işte karakteri tanıtmışım. Sonra
12	chosen ((that character))… I had said that	niye ben seçmişim... Onu söylemişim
13	but I mean I could not make the exact	ama hani tam böyle istediğim cümleler
14	sentences I wanted to make, Hocam.	şey yapamadım, Hocam.
15	T: The sentences you wanted to make are	T: O söyleyeceğin cümleler seni
16	your concern. Now certainly… You can	ilgilendirir. Şimdi kesinlikle... Şimdi
17	make transitions like "now well… "Now I'll	şey... Now, I'll talk about filan falan
18	talk about" but still it was pretty well-	diye geçişler yapabilirsin ama aslında
19	organized.	gayet de organize gidiyor.
20	H1: Yes.	H1: Evet.

4.2.2.2.4 Students' Comparing themselves with Other Students

One another obstacle in front of self-assessment was students' comparing themselves with other students rather than the standards set in the rubric. For instance, İrem (I) stated that she deducted points in her self-assessment because she compared herself with her friend, Nedim (N1), who had presented before her (Extract 29, lines 10, 11). According to İrem, Nedim's presentation was very successful (lines 13, 14) and her presentation was not as good as Nedim's. Therefore, she believed that if Nedim got full point for the content, then she needed to get a lower grade (lines 16, 17). However, the teacher-researcher told that she should not compare her performance with her friends' and refer to the rubric instead. However, in her journal, she noted that "even teachers have a tendency to compare students with each other when grading; therefore, it is only natural that students do the same thing. However, they should be trained to avoid doing this" (December 10, 2009).

Extract 29: I

1	T: Let's move to delivery. Here you	T: Delivery'e gelelim. Burda yarı yarıya
2	deducted half of the grades. What did not	puanı kırmışsın. Neyi beğenmedin? Bu ıı

3	you like? You said the ((fillers)).	ıı'lar dedin.
4	I: Yes. My "ıı"s disturbed me even when I	I: Evet. Iı' larım kendim orda
5	was speaking there. ((laughter))	konuşurken bile rahatsız etti beni.
6		((laughter))
7	T: E::, OK. What else?	T: E::, tamam başka.
8	I: Now I thought it would also disturb my	I: İşte karşısındakini de rahatsız eder
9	audience. Iıı… And I also deducted points	diye düşündüm. Iıı... Bir de şeyden
10	for ((this)). I thought like this. Nedim did the	kırdım. Şöyle düşündüm. İlk prezen-
11	first presentation.	tasyon'u Nedim yapmıştı.
12	T: Hı hı.	T: Hı hı.
13	I: His was a very clear presentation and I	I: Onunki çok böyle net bir
14	really liked it.	prezantasyondu ve çok sevmiştim.
15	T: Hı hı.	T: Hı hı.
16	I: I mean I said if he deserves 3, I	I: İşte hani dedim ki eğer o 3 alırsa
17	((deserve))… ((laughs))	benim hakkım... ((laughs))
18	T: ((laughs)) Nedim ııı… He also deducted	T: ((laughs)) Nedim ııı... O da kendinden
19	points ((in his self-assessment)). For	puan kırdı. Onun da mesela beğenmediği
20	example, the thing he did not like… He said	şey... Biraz seyirciye arkamı döndüm
21	I turned my back to the audience etc. but you	falan filan dedi ama sen boşver kendini
22	should compare yourself ((with the rubric)).	şeyle kıyasla ((refers to the rubric)).

4.2.2.2.5 Elements which are Difficult to Monitor when Presenting

An obvious challenge when self-assessing a presentation is the difficulty of performing and monitoring performance simultaneously. This challenge was also voiced by some of the students. Giray (G1) was one of the students who raised this issue. When the teacher asked him why he deducted points for language, he said that he made some grammar mistakes (Extract 30, line 29, line 4). Then the teacher explained that minor mistakes were not a problem (lines 5-14). She added that she had not noted down any minor problems. Then Giray said that since he did not have an opportunity to watch his presentation, he thought that he "probably had made a lot of mistakes" (lines 15-18).

Extract 30: G1

1	T: You gave 1 for language. Iıı…	T: Language'e 1 vermişsin. Iıı...
2	G1: Some=	G1: Ya bazı=
3	T: = ( ) be careful.	T: = ( ) dikkat et
4	G1: I made some grammar mistakes.	G1: Bazı gramer hatalarım yaptım.
5	T: Grammar mistakes happen (when	T: Gramer hatası olur. (konuşmada) O...
6	speaking). That… That can happen. We do	O olabilir. Burada mükemmel per...
7	not expect perfection here ((in the standards	performansı beklemiyoruz. Orda ( )

Extract 30: G1 (continued)

8	as stated in the rubric)). There especially ( )	özellikle dikkati çekti. Ufak tefek bazı
9	drew attention. There were a few minor	pronunciation hataları var ama onların
10	pronunciation mistakes but I did not listen to	hepsini dik... dikkatle dinlemedim. Iıı...
11	all of them carefully. Iıı… But other than	Ama onun dışında determination'ı filan
12	that you pronounced ((words)) like	doğru söyledin. Hani burada bariz bir
13	"determination" correctly. I mean there are	şekilde ortaya çıkan bir language hatası
14	not major "language" mistakes here.	yok.
15	G1: In the classroom… I do not know. Since	G1: Ya sınıfta... Bilmiyorum. Tam
16	I was not able to watch my speech, I thought	konuşmamı izlemediğim için muhteme-
17	I probably had made a lot of grammar	len gramer hatası yapmışım diye
18	mistakes. I mean I guess it is because of this.	düşünmüştüm çok. O yüzden hani
19		herhalde.

The teacher's reflection in her journal on Giray's these comments (lines 19-24) reveal that she understood Giray's point:

Date: December 7, 2009

Giray

Is not he right? How realistic is to expect the students to monitor their language as they speak. In addition, I believe they can only catch the slips when they are watching the video. It is the teacher's job to pinpoint language errors if there are any.

On the other hand, Oya (O1) thought that during her presentation, she was able to maintain eye-contact (Extract 31, line 15). However, the teacher-researcher had noted that while presenting she turned her back to her audience and looked at the visual rather than her audience most of the time. When the teacher-researcher told Oya that her eye-contact was limited, she was rather surprised (line 15). She stated that she also recognized the problem as she watched the video recording of her presentation (lines 17; 27-30). The teacher-researcher told Oya that turning back to look at the visual reflected on the wall hindered her eye-contact and advised her to point the visual on the acetate on the overhead projector, OHP (lines, 23-26).

Extract 31: O1

1	O1: (In delivery) what was the problem? He,	O1: (Delivery'de) ne vardı? He, şey...
2	well… First, it was like I read a bit but then I	Başta biraz okudum gibi oldu da sonra
3	did not look at all.	hiç bakmadım.
4	T: Hı hı. Hı hı.	T: Hı hı. Hı hı.

Extract 31: O1 (continued)

5	O1: Eee… from this perspective.	O1: Eee... hani o yönden.
6	T: You have good voice.	T: Sesinin tonu güzel.
7	O1: He, I mean. That was also bad at the	O1: He yani. O da yine başta kötüydü
8	beginning then it got fine=	sonradan düzeldi.=
9	T: =Those parts are quite normal. I thought	T: =Oralar çok normal. Ben eye-
10	your eye-contact=	contact'ini biraz=
11	O1: =He, eye-contact.	O1: =He eye-contact
12	T: I thought it was.	T: Şey buldum.
13	O1: Missing?	O1: Eksik mi?
14	T: It was missing.	T: Eksikti.
15	O1: A! ((surprised)). I thought I did that.	O1: A! Ben de yaptım zannediyorum.
16	T: Yes some… there was some but.	T: Evet biraz... biraz var ama.
17	O1: Now I realized when I ((watched))	O1: Şimdi bakınca fark ettim.
18	T: There is some turning your back to the	T: Sırt dönme olayı biraz var. Ama o da
19	audience. But there is some anxiety. Maybe	ilk presentation için doğal. Hani biraz
20	if we fix that picture thing I mean.	heyecan var şu var. Belki o resim olayını
21		halledersek hani
22	O1: Hım.	O1: Hım.
23	T: If you show it there, then you can do	T: Orda gösterirsen o zaman daha şey
24	more ((she pointed the picture by turning to	yapabilirsin. Biraz daha böyle hakim
25	the wall and this hindered her eye-contact)).	olabilirsin.
26	Then you can be more in control.	
27	O1: I thought I was in control. Indeed, I	O1: Ben kendimi hakim gibi düşündüm.
28	((thought to myself I did)) "good work" ((T:	Hem de baktım aferin bana falan yaptım
29	laughter)) but I realized ((the problem))	((T: laughter)) ama burda fark ettim.
30	here.	

The teacher reflected on self-monitoring in her journal:

Date: December 15, 2009

Oya

Certain components of delivery may be hard to self-monitor while presenting. What is more, in cases like Oya's when the student believes that she was good at delivery, without the video recording the negotiation can come to a dead end. In these cases, if video recording is not feasible, previously assigning peers to give feedback on delivery can be tried.

In her written reflection, Oya stated that "the reason of that failure is my [nervousness] and being in front of a crowded class. The eyes looking at me made me nervous I guess" (n.d.). She also stated that she "would like to make more eye-contact with the audience" (n.d.). However, how she would do this was not discussed in her reflection.

Next semester, Oya was in the same teacher's section where she made another presentation and her eye-contact was still poor. The following year, when Oya was taking the ENG 211 course, the teacher-researcher met Oya by coincidence, and they talked about the course. She stated that in her presentation, she lost points for eye-contact. Therefore, as the teacher-researcher wrote in her journal it is important to note that "awareness does not necessarily lead to a change in performance" (n.d.). Both Kemal and Oya still had problems with eye-contact despite being eager and hard-working students.

4.2.2.3 Discovering Students' Inner Thoughts Regarding Developing Ineffective Action Plans

The reflective dialogues enabled the teacher to eavesdrop to students "inner thoughts" (Vygotsky, 1934/1986). As the teacher-researcher and students reflected on the presentations, the teacher had the opportunity to interfere with cases where the students attributed the problems they experienced to wrong causes. She focused on these problems because she believed that if the students did not identify the root of the problem accurately, they were very likely to develop ineffective or even risky action plans. For example, as discussed in part 4.2.2.1, Arda attributed the problems in his presentation to not having read from the text he prepared. The teacher-researcher told Arda that reading would have caused bigger problems. Similarly, through reflective dialogue the teacher learned about Kemal's concerns about using notes when presenting. Kemal believed in the danger of using notes in the presentation. However, in this case, although the teacher realized that Kemal had come up with a problematic conclusion, she was not able to provide a satisfactory solution to Kemal's problem.

4.2.2.4 Discovering Previous Communication Problems with Students

The reflective dialogues helped to surface certain communication problems that could have gone unnoticed otherwise. For example, when the teacher-researcher and Hamit (H1) were reflecting on Hamit's performance, they

discovered that Hamit misunderstood one of the teacher's comments. This misunderstanding, unfortunately, shaped the way Hamit assessed his performance.

Hamit's negativity on the success of his presentation was evident at the very beginning of the dialogue. He believed that the only good thing about his presentation was remembering to greet his friends at the beginning of her speech (Extract 32, line 3). The teacher-researcher told him that she did not remember if his presentation was as bad as he thought (lines 6, 7). Then Hamit told the teacher-researcher that she had asked him if he had not prepared at all (lines 8, 9). However, she did not remember having made such a comment (line 10, 13). Indeed, she was rather surprised for having said something of that sort (lines 15-17) and thought that if she had done so, she had insulted Hamit (lines 20-23; 25). When the teacher-researcher expressed her sadness, Hamit said that he understood why the teacher behaved like that and probably in an effort to comfort her teacher, he said that he would have behaved the same way (lines 18-19). Finally, she suggested checking what actually went on in Hamit's presentation as they watched the video recording.

Extract 32: H1 (Part I)

1	T: Look, this is good. You greeted ((your	T: Bak, bu güzel. Selam vermişsin.
2	friends))	H1: Sadece selam verdim, Hocam
3	H1: That is all I did, Hocam.	H1, E1, T: ((laugh)). Emrah'la da konu-
4	H1, E1, T: ((laugh)). We were talking with	şuyorduk. Selam verdim. Ondan sonra
5	Emrah as well. I greeted people. And then…	…
6	T: Hold on. Is it really that bad? I do not	T: Dur bakalım. Gerçekten o kadar kötü
7	remember.	mü? Ben hatırlamıyorum.
8	H1: I mean you had said that… I mean…	H1: Hani siz şey dediniz ya... hani hiç
9	did you come without having read at all?	okumadan mı geldin?
10	T: Did I say anything like that?	T: Ben öyle bir şey mi dedim?
11	H1: I … Indeed ,I came without having read	H1: Ben de... Ya zaten hakikatten hiç
12	at all.	okumadan gelmiştim yani.
13	T: Did I say anything of that sort?	T: Ben böyle bir şey dedim mi?
14	H1: Yes.	H1: Evet.
15	T: That is disgusting ((of me)). How could I	T: Ne kadar iğrencim. Nasıl böyle bir şey
16	say anything like that? ((genuinely	söyleyebilirim? ((genuinely surprised;
17	surprised; obviously there is a	obviously there is a misunderstanding))
18	misunderstanding))	H1: Hayır, Hocam. Haklısınız yani. Ben
19	H1: No, Hocam. You are right. If I were	olsam daha kötüsünü de diyebilirdim.
20	you, I could have said ((something worse)).	T: Böyle bi şey dememiş olmam lazım.
21	T: I should not have said anything like this. I	Çok ayıp etmiştim. Çok ayıp. Aaa!
22	did something very insulting. Aaa! ((Good	((Good girl, you are not stubbornly
23	girl, you are not stubbornly insisting that you	insisting that you did not. Instead, I say
24	did not. Instead, I say let's watch and see)).	let's watch and see)).

Extract 32: H1 (Part I) (continued)

25	H1: It is not insulting. I insulted you.	H1: Ayıp filan değil. Ben size karşı ayıp
26		etmişim.
27	T: I... Hold on. Did I say anything like that?	T: Ben... Dur bakayım. Böyle demiş
28		miyim?
29	H1: ( )	H1: ( )
30	H1, E1, T: ((laugh))	H1, E1, T: ((laugh))

Upon watching the video, the teacher-researcher remembered that at the end of Hamit's presentation she made a comment about the content of the presentation. In his presentation, Hamit said that he was like the avatar because like his avatar he liked to eat a lot. Since Hamit was indeed a thin student, the teacher made a comment expressing her surprise to hear that he ate a lot. Probably Hamit misheard the word "eat" and took it for the word "read". However, when she made this explanation the first time, Hamit was not totally convinced (Extract 33, lines 41-43). As the dialogue went on how much Hamit was shattered by the misunderstood comment came to the surface. He told the teacher-researcher that he could not get over his distraught for a week (lines, 49-50). She told both Hamit and Emrah treating a student like that does not suit her character.

Extract 33: H1 (Part II)

31	4:25 ((the video ends))	4:25 ((the video ends))
32	T: Indeed, you even made a conclusion. You	T: Aslında in conclusion bile yapmışsın.
33	said something like "In conclusion that's one	In conclusion that's one of my best
34	of my best characters". Iıı… Do you know	characters filan falan şeklinde
35	what I said to you there? Maybe you did not	söylemisin. Iıı... Ben orda sana ne
36	hear that. You ııı… I said you say I eat a lot	söyledim biliyor musun? Belki onu sen
37	but you do not look as if you eat a lot. You	duymamışsındır. Ya sen ııı... Dedim ki
38	did not read at all=	ya çok yemek yiyorum diyorsun ama hiç
39		de çok yemek yiyora benzemiyorsun
40		dedim. Hiç okumadan geldin=
41	H1: = There well ııı… Well (.) well without	H1: =Orda şey ııı... Şey (.) şey
42	reading… You said something like did you	okumadan... Okumadan mı geldin gibi
43	come without reading, Hocam?	bir şey dediniz, Hocam.
44	T: It is a complete misunderstanding.	T: Ya tamamen yanlış anlama...
45	Depression…	Depresyon...
46	H1: ( )	H1: ( )
47	T: ((laughs)) He could even drop the course.	T: ((laughs)) Dersi bile bırakabilirdi
48	OK… ((Never? Nothing?)) Like that=	yalnız. Tamam... Hiç... Öyle=
49	H1: = Hocam, I could not recover for a	H1: =Hocam, bir hafta ben kendime
50	week. ((confessions))	gelemedim.
51	E1: To me… We left… After we left, he told	E1: Bana da... Çıktık ... Şeyden çıktıktan
52	me that Hoca said so and soo=	sonra Hoca böyle böyle dedi=
53	T: No, Hamit [((H1 and E1 laugh))] very… I	T: =Hayır, Hamit [((H1 and E1 laugh)

Extract 33: H1 (Part II) (continued)

| 54 | mean obviously it ((behaving like that)) is | çok... Yani net bir şekilde hiç benim |
| 55 | not my personality. | karakterim değil. |

The teacher-researcher continued to explain what had happened. Hamit, on the other hand, still seemed to find it difficult to believe that he had misunderstood the teacher (Extract 34, lines 63, 64; 69, 70). The teacher-researcher explained that she thought that Hamit did not understand or did not want to answer her question about eating a lot and moved on. He still seemed suspicious since he added that he had said "I came having without read" in Turkish (lines 76-78). On this remark, the teacher-researcher stated that she had wondered why he said something like that at the end of his presentation. This final comment made all of them burst into laughter and starting from this point in the dialogue, Hamit seemed to be convinced that there had been a misunderstanding. The language he used signalled this change. For instance, he said that he thought the teacher "labelled" him (lines 82-83).

Extract 34: H1 (Part III)

56	H1: [ ]	H1: [ ]
57	T: No, there E1: [((laughs))] in a rather	T: Hayır orda E1: [((laughs))] ben gayet
58	((naïve)) way… In a naïve way… Without	şey bir şekilde... Saf bir şekilde... Senin
59	considering that you may misunderstand…	yanlış anlayacağını düşünmeden... Ya
60	Hamit, ııı… You say that you eat a lot but	Hamit, ııı... Sen çok yemek yiyorsun
61	you are not fat at all, H: [Hım.] I said. That	diyorsun ama hiç şişman değilsin H:
62	… That is it. ( )	[Hım.] dedim. O... O yani. ( )
63	H1: ((laughs)) Hocam, if I had mis-	H1: ((laughs)) Hocam, ben onu yanlış
64	understood [( )] ((laughs))	anladıysam [( )] ((laughs))
65	T: [You, my...] ((Do you)) remember ((me))	T: [Sen, benim...] böyle bir şey dediğimi
66	saying something like that?	hiç hatırlamıyor musun?
67	H1: No, Hocam.	H1: Yok hayır, Hocam.
68	T: This was what I said to you.	T: Sana söylediğim buydu.
69	H1: I really do not remember anything like	H1: Cidden öyle bir şey hatırlamıyorum.
70	that.	
71	T: (You answer) When you did not	T: (Sen cevap) vermeyince hani beni çok
72	((answer)), I thought he did not take me	kaale almadı diye düşündüm. Hala da
73	seriously. I still have the same question:	soruyorum: Sen nerene çok yemek
74	How come do you eat a lot ((taking his	yiyorsun?
75	appearance into consideration))	
76	H1: I indeed… Hocam, well… I said in	H1: Ben aslında... Hocam, şey... Türkçe
77	Turkish ((that)) Hocam, I came without	olarak dedim. Hocam, okumadan geldim
78	having read I said.	dedim.
79	T: No I… Ha I thought about that. I said	T: Hayır ben de... Ha ben de onu düşün-
80	how is it ((what he said)) relevant? ((They	düm. Ne alaka filan diyorum
81	all burst into laughter))	((They all burst into laughter))

Extract 34: H1 (Part III) (continued)

82	H1: I ((thought)) the teacher labelled ((?)) me ((laughs))	H1: Ben de beni deşifre etti Hoca ( ) ((laughs))
83		
84	T: No. I completely ((interpreted)) the incident with my assumptions on my own... I never ((say/ said)) ((something)) like that... Because ((it is not like)) me... I never make pressure on students in speaking tasks. I know it is already very difficult ((for them)). Not at all ııı... It is not my style. It is a complete misunderstanding.	T: Yok. Ben tamamen kendi önyargılarımla olayı kendi başı... Hiç öyle söyle... Çünkü hiç karakter... Speaking'le ilgili task'larda asla çocukların üzerine gitmem. Zaten çok zor olduğunu biliyorum. Hiç ııı... Benim huyum değil. Tamamıyla bir yanlış anlaşılma.
85		
86		
87		
88		
89		
90		
91		
92	H1: A misunderstanding.	H1: Yanlış anlaşılma.
93	T: Yes, anyway now you can get over depression. Let's have a look at the ( ) together.	T: Evet neyse artık şimdi depresyondan çıkabilirsin. Hadi gel beraber ( ) bakalım.
94		
95		
96	H1: ( ) ((laughs))	H1: ( ) ((laughs))

As seen in Hamit's case, reflective dialogue helped not only to surface and fix an important misunderstanding that could have had a serious and permanent negative impact on the student but also to build up a bridge between the teacher and the student(s) through dialogue.

The reflective dialogue with Feride (F1) revealed a previous misunderstanding as well. While presenting, Feride pointed at her visual on the wall on which she reflected the picture through the OHP. However, this was not very convenient since the picture was above her head and she had difficulty at reaching the points she wanted to show. Having observed this in the lesson, the teacher-researcher advised Feride to point the picture on the acetate on the OHP (Extract 35, lines 2-7). Since this was a common mistake and also probably because the teacher wanted to depersonalize the feedback to prevent the emergence of an emotional barrier, she used the second person plural "you" in Turkish while making these comments. Feride was surprised by the teacher's comment and told her that she had told them to keep away from the OHP when presenting (lines 9, 11). The teacher-researcher told Feride that there had been a misunderstanding. She had meant that they were not supposed to stand in front of the light but they could stand near the OHP (lines 16-20). She added that it was indeed convenient to be near the OHP since it eased both pointing at the picture and placing the notes (lines 22-24). Then she apologized from Feride for the misunderstanding.

Extract 35: F1

1	T: Çık ((clicking sound)). I stop. Something	T: Çık. Durduruyorum. Bilmeni
2	I do not expect you to know… Because it is	beklemediğin bir şey... Burda göstermek
3	difficult to point at ((the visual)) here, if you	zor olduğu için, şu OHP'nin üzerinde
4	point on the OHP, your finger ((laughs)) will	gösterirseniz, parmağınızda ((laughs))
5	be seen behind you and therefore ııı… You	arkanızdan görünür böylece ııı... Şey
6	do not have to be… You do not have to	olmak zorunda kalmazsın... Parmağınızı
7	stretch your finger. ((The "you's" here are in	uzatmak zorunda kalmazsınız.
8	the second person plural))	
9	F1: But you had told that eee… You should	F1: Ama siz demiştiniz ki eee... Şeyden
10	keep away from the… the… ( ) Your eyes	uzak duracaksınız... şeyden... ( ) Gözünüz
11	are dazzled and therefore=	kamaşıyor dolayısıyla=
12	T: =No. A misunderstanding.	T: =Hayır. Yanlış anlaşılma.
13	F1: = point on the wall… ((Another	F1: =duvarda gösterin... ((Another
14	opportunity reflective dialogue provided to	opportunity reflective dialogue provided
15	fix an earlier misconception))	to fix an earlier misconception)
16	T: No no. You have completely	T: Hayır hayır. Tamamen yanlış anladın.
17	misunderstood. Definitely it is not	Kesinlikle şeyden değil... Gözünün önüne
18	because… It will not be in front of your eye	girmeyecek... Şey parmakla göstereceksin.
19	((?)). Well, you will point with your finger.	Tamamen yanlış anlaşılma.
20	It is a total misunderstanding.	
21	F1: Really?	F1: Gerçekten mi?
22	T: Well indeed, for example, you can look at	T: Şey hatta mesela koyduğunuz kağıtlara
23	the papers and such that you put more	falan da o zaman daha rahat bakabilirsin.
24	comfortably.	
25	F1: OK.	F1: Tamam.
26	T: A misunderstanding. I apologize.	T: Bir yanlış anlaşılma. Özür dilerim.

As seen in the cases of Hamit and Feride, the reflective dialogues were opportunities to discover and fix misunderstandings. It was very likely that both of the problems discovered through dialogue would have never come to the surface without dialogue.

4.2.2.5 Discovering Teacher Errors in Assessment

One of the common problems in assessing speaking is rater reliability. One way to deal with this problem is to seek inter-rater reliability by involving two raters in assessment. However, due to the fact that teachers already work full load in most institutions, it is usually not feasible to arrange for co-rating especially for minor speaking tasks. On the other hand, training the students as self-assessors paves the way for using them as the second raters. Indeed, in this study, the reflective dialogues with the students increased the reliability of the assessment. As stated, although not fully trained yet, the students operated as the second

raters. The dialogue created opportunities to disclose human errors in the teacher's initial assessment. In other words, it is possible to state that in each reflective dialogue the intra-rater reliability increased as well because the teacher-researcher had the opportunity to go over the grades once again as she conferenced with the students.

There were times when the teacher-researcher felt the need to change the initial grade as she reflected on the performance of the student. For example, as a result of the reflective dialogue with Kemal (K1), she felt the need to change the grade she had given for the content of Kemal's presentation. The teacher invited Kemal to re-evaluate the content of his presentation (Extract 36, lines 1-4). As prompted, Kemal started to reflect on the content of the presentation. The teacher told Kemal that the part where he was supposed to talk about his inferences regarding the personality of the avatar owner was missing (lines 22-24). Kemal wanted the teacher to explain what was missing (lines 25, 26). Rethinking about the personality part, the teacher realized that Kemal talked about that part (lines 27-32). Kemal continued to list what he included in his presentation as if he intended to refresh the teacher's mind and in fact this seemed to have worked (lines 34, 36, 37). She admitted that probably because of the organization of the content she failed to make an accurate evaluation (lines 38-40) and changed the grade she gave for the content (line 47).

Extract 36: K1

1	T: Hım, OK. Now, let's see. When we look	T: Hım, tamam. Şimdi bakalım.
2	at the content ııı… Did you answer these	Content'e baktığımız zaman ııı... Bu üç
3	three questions effectively? Let's think	soruyu yeterli bir şekilde cevaplayabildin
4	((about it)) again.	mi? Bir düşünelim tekrar.
5	K1: OK.	K1: Tamam.
6	T: Because I had missed a part. Now as I	T: Ben çünkü bir yeri kaçırmışım. Şimdi
7	listen once again, I think differently now.	bir kere daha dinlerken, daha farklı bir
8	Hım.	şey düşünüyorum şu anda. Hım.
9	K1: Now, I talked about the "physical	K1: Şimdi, physical features'ı zaten teker
10	features" one by one I mean I talked about	teker yani bütün gördüğüm özelliklerini
11	the features I saw. I remember that. I mean	anlattım. Onu hatırlıyorum. Yani o
12	because of that…	yüzden...
13	T: Yes you did.	T: Evet anlattın.
14	K1: Facial expression... I did not use that. I	K1: Facial expression. Onu kullanma-
15	mean=	dım. Yani=

Extract 36: K1 (continued)

16	T: =Everything… But you do not have to	T: =Her şeyi... Ama her şeyi de
17	use everything.	kullanmak zorunda kullanman şart değil.
18	K1: OK.	K1: Tamam.
19	T: Maybe physical description is sufficient.	T: Belki fiziksel description yeter... Hatta
20	Indeed, maybe it is more than ((necessary))	belki fazla bile.
21	K1: Hı hı.	K1: Hı hı.
22	T: When we come to personality, I think	T: Personality'e geldiğimiz zaman bence
23	there was a bit something in the justification	biraz justification kısmında bir şey vardı.
24	part.	
25	K1: What was it? ((Good for him to push me	K1: Ne vardı? ((Good for him to push
26	for clarification))	me for clarification.))
27	T: For example ııı… No there was not a	T: Mesela ııı... Yo problem yoktu... ııı...
28	problem. You said childish... Then what it is	Childish'i söyledin. Ondan sonra ne ile
29	about. I think there was not a big problem	ilgili olduğunu. Onda da bir sıkıntı
30	about personality as well. ((So the second	yoktu. Personality ile igili de çok büyük
31	listening helps me to evaluate more	bir sıkıntı yoktu diye düşünüyorum. ((So
32	accurately as well.))	second listening helps me to evaluate
33		more accurately as well.))
34	K1: I mean he likes football.	K1: İşte futbolu seviyor.
35	T: Hı hı.	T: Hı hı.
36	K1: I said in his hand, he has a flower…	K1: Elinde çiçek var şey pardon gül var
37	Sorry a rose.	dedim.
38	T: Because it was squeezed in between	T: Aralara sıkışmış olduğu için aaa... Bir
39	aaa… There is a problem. As I listen for the	sıkıntı var. Ben şimdi ikinci kere dinler-
40	second time, I can see it more clearly.	ken bunu daha net bir şekilde
41		görebiliyorum.
42	K1: All I mean… Each feature's ııı… I	K1: Hep hani... Tek bir özelliğin ııı...
43	talked about what ((each feature)) reflects. I	Neyi yansıttığını anlattım. İşte bir özellik
44	mean I said one feature… This feature.	söyledim... Bu özelliği.
45	T: Then your grade…	T: O zaman senin notunu...
46	K1: What kind of a feature it reflected.	K1: Onun ne tip bir özelliği yansıttığı.
47	T: Let's give ((your grade)) back.	T: Geriye iade edelim.
48	K1: Thank you.	K1: Teşekkür ederim

As seen in the Kemal's case, the student served as a second rater and guided the teacher. He aided her to make an accurate assessment through reflective dialogue. Through dialogue, they negotiated a fair grade for the content of Kemal's presentation. The whole process increased the reliability of assessment by decreasing the impact of teacher error.

4.2.2.6 Teacher's Discovering of the Shortcomings of her Feedback Delivery

As the teacher-researcher reflected on the transcribed data of the reflective dialogues, she discovered certain things that she would like to change about the way she gave feedback. First, she was usually discontented with the amount of

teacher talk. She was critical of herself for not listening attentively and patiently. One of the examples was seen in the reflective dialogue with Kemal, which was discussed in part 4.2.2.1.4 (Extract 13, lines 21, 26 and Extract 14, lines 26-35). She reflected on this issue of teacher talk in her journal:

Date: December 15, 2009

On giving feedback and teacher talk

One reason for my impatience is the students who are lined up outside for feedback. Despite the appointment system, there are clashes. Still, I have to slow down. Otherwise, it will not be worth the time we spent on it.

There were times the teacher found the feedback she gave unclear and even misleading. As she transcribed the reflective dialogues, she highlighted these parts and also marked them with an "unhappy face" on the transcript. For example, she realized the way she had been using was the word "hızlı (fast)" could be misleading (Extract 3.5, line 10 and Extract 16, lines 8). She told some students that they were capable of talking "hızlı" to praise their speaking skills. However, reflecting on it, she decided that the right word should be "akıcı (fluent)" since speaking fast can indeed be a problem especially when presenting. Moreover, certain statements she made while conferencing seemed to be incorrect especially when reflecting on them out of context. For example, she had told Arda that "stammering is not very important" (Extract 2.1, line 14), which is not true.

In addition, the teacher-researcher discovered that she repeated certain words or phrases frequently and reflecting on it, she decided that not using them would increase the quality of her feedback. For example, only in the reflective dialogue with Doğuş (D1), he used the phrase "aklında bulunsun (keep this in your mind)" four times. Similarly, she decided to avoid using "bilmen ne (whatsoever), "di mi (is not it?)" and "falan filan" (etc., etc.) when giving oral feedback. Moreover, she found out that she used terms like "mekanik linkers (mechanical linkers)" and "net gramer (clear grammar)" which did not make sense. About these phrases, in her journal, she wrote that "sometimes even I do not understand what I am talking about" (December 15, 2009).

Finally, the teacher-researcher discovered that sometimes she talked too certain about things that can only be predicted. Especially, when talking about the

second mini-presentations they would give, in order to encourage the students, she had a tendency to tell that they would be better. For example, in Extract 37, it can be seen that when talking to Murat (M1) about the next presentation, the teacher-researcher used expressions which conveyed the message that she was certain that the second presentations would be better. She first shared her experience with the summer school students and then generalized that Murat and his friends would be as successful as them (Extract 36, lines 1-8). However, the second presentations of the students were not necessarily better than the first one.

Extract 37: M1

1	T: The second presentations are very	T: İkinci presentation'ında çok fark
2	different. You will not believe it. I mean	ediyor. İnanmayacaksınız. Yani ben
3	even I, for example, in this summer school, I	kendim bile mesela bu yaz okulunda
4	was very surprised. There is a huge	böyle şaşırdım yani. İlk presentation ile
5	difference between the first and second	ikinci arasında dağlar kadar fark vardı.
6	presentations. Iıı… I am sure the same thing	Iıı... Eminim sizde de aynı şey olacak.
7	will happen to you ((second person plural))	Ama şeylere dikkat edin ııı... Neler
8	as well. But be careful about ııı… Be careful	yapmanız gerektiğine dikkat edin.
9	about what you need to do. OK? Do you	Tamam? Var mı sorucağın bir şey?
10	have any questions?	
11	M1: (.) No.	M1: (.) Yok.

Similarly, when talking to Emrah (E1), the teacher-researcher almost took it for granted that Emrah would do better in the second mini-presentation (Extract 38, lines 7-9). In both cases, using a positive but cautious language would have been more realistic.

Extract 38: E1

1	T: Now there is a problem like this. Because	T: Şimdi şöyle bir sıkıntı var.
2	there is not the second part of your	Presentation'ın öbür kısmı olmadığı için
3	presentation, I cannot evaluate the transition	o kısma geçişi değerlendiremiyorum. E1:
4	to the second part. E1: [Hı hı.]. Therefore,	[Hı hı.] O yüzden burda şö:::yle ııı... Bir
5	here like this ((the consonant is lengthened))	yerde bırakalım. ((draws on the rubric))
6	ııı… Leave it somewhere here ((draws on	2. presentation E1: [Hım.] çok daha iyi
7	the rubric)). Because your second	olacağı için... Tamam mı?
8	presentation will be much better… E1:	
9	[Hım.] OK?	

As her action plan, in her journal, the teacher-researcher wrote she would make an effort to improve the quality of her feedback:

Date: December 15, 2009

On giving feedback and teacher talk

I should not fear silence any more. They need time to digest what I say. If they cannot understand, then they should be the ones breaking the silence. Also, I need to think more before I say something. Certain things I say do not seem to make much sense. And definitely, I need to speak more slowly when giving feedback.

Next semester, I will try to get feedback from the students on the way I give feedback. This can even be a future study.

I also want to note that one benefit of given written feedback to written reflections is reducing the amount of confusion that teacher talk yields to.

4.2.2.7 Discovering the Role of Critical Friends in Reflective Dialogue

The reflective dialogues enabled the teacher-researcher to reflect on the role of critical friends in assessment. As a principle, the teacher-researcher held the conferences with individual students and one student was allowed in the room at a time. She believed that this way, she could save the students from any stress that was caused by the presence of peers. However, at times, when the students gave permission she allowed his or her friend (s) to stay in the room. In case of Adnan, the guest students did not contribute to the reflective dialogue. However, in the other conferences where there were guest students, these guest students were involved in the dialogue and contributed to it. For example, as discussed in part 4.2.1.2, when Beril (B1) told that she memorized the text she presented, the teacher said that it was not like memorization (Extract 4.4, lines 21-24). Then, Beril told that in the final part, she talked because she could not remember (lines 25-27). The teacher-researcher stated that she found that final part "rather successful" (lines 28, 29). At this point, Cemile (C1) joined the conversation and supported and built on what the teacher-researcher stated. Cemile said that Beril "got stuck more often at the parts she had memorized" (lines 30, 31). This additional support coming from a second assessor naturally increased the credibility of the judgment passed by the teacher.

In the reflective dialogue with Hamit (H1) and Emrah (E1) which was discussed in part 4.2.2.1.4, Hamit and Emrah discussed and shared their personal experience on how the notes they prepared impaired their delivery (Extract 10). Also, as presented in the same part, when the teacher-researcher questioned why Kemal (K1) kept looking in front of him although he did not have any notes there, his friend, Veli (V2) was the one who answered the question. Veli stated that looking in front of him, probably at the visual helped to make links (Extract 13, lines 9, 10). Kemal stated that Veli was right (line 11). Here, not only Veli helped his friend to make a plausible explanation but also they co-operated and helped the teacher to gain a new insight.

The reflective dialogue with Murat (M1), which is presented in part 4.4.2.1.7, diplays another example of the contribution of a critical friend in reflection. Here, the teacher-researcher asked Murat who had played with his button all throughout his presentation what he could have done "to save [his] hand from the button" (Extract 24, lines 1, 4). Murat said that "there is nothing to do to save it from the button" (lines 5, 6). When Murat said this, Feride (F1) joined the conversation and made a suggestion to solve the problem. Feride said to her friend that he "could have held the paper" (line 7). The teacher-researcher agreed with Feride's suggestion. Later on, when the teacher and Murat were reflecting on the organization of the mini-presentation, Feride took part in the reflection once again. In fact, Feride interrupted the video by a question to Murat. She asked how the presentation was organized in Murat's notes and thus prompted him to reflect on his notes (Extract 39, lines 6, 7). The teacher-researcher stopped the video so that Murat could answer the question. Feride wanted to learn whether the organization was not well-planned in the first place or Murat got mixed up as he presented. She also shared her own experience of mixing the order of the lines when using notes because of anxiety (lines 17-22). Murat told that he only wrote down the main headings in his notes (lines 23, 24). The teacher-researcher thought that the notes were not sufficient and suggested noting down the examples (lines 26-28). (However, later on, as she reflected on the transcribed data, she realized that her feedback was not clear and it was very likely that the message did not get across). Then she told Murat that he needed to speak more loudly when

presenting. Once again, Feride joined the conversation and said that this was the way Murat naturally spoke (line 34). This was something the teacher had not paid attention to. In response to Feride's comment, the teacher-researcher said that Murat needed to speak a bit more loudly (lines 35, 36). However, as Feride pointed out, the teacher should have focused more on the volume since Murat was naturally not inclined to use high volume when speaking.

Extract 39: M1 and F1

1	15:11 ((T. stops the recording))	15:11 ((T. stops the recording))
2	T: Look you have moved to "personality".	T: Bak personality'e geçmişsin. Sonra
3	Then again ııı… ((You went back to the	tekrar ııı... Karaktere ((the character in
4	character in the visual)). Is not it so?	the visual)) döndün. Di mi?
5	15: 20 ((T. continued the recording))	15: 20 ((T. continues the recording))
6	F1: Is not written like this on that paper?	F1: O kağıtta da öyle mi yazıyor acaba?
7	((Feride starts questioning))	((Feride starts questioning)
8	15:22 ((T. stops the recording due to	15:22 ((T. stops the recording due to
9	Feride's question))	Feride's question))
10	T: What is written on the paper?	T: Ne yazıyor kağıtta?
11	M1: On which paper?	M1: Hangi kağıtta?
12	T: [The paper in front of you].	T: [Önündeki kağıtta].
13	F1: ((Is you presentation organized like this	F1: [Kağıtta da o tarz] [bir organizas-
14	on that paper?))	yon].
15	M1: [Organization]. I wrote down what	M1: [Organizasyon]. İşte aklıma ne geldi
16	came to my mind. ( )	yazmıştım. ( )
17	F1: Because sometimes because of anxiety	F1: Çünkü bazen insan heyecandan ııı...
18	one … Well, she can miss the thing he or	şey düzenlediği şeyi kaçırabiliyor. Hani
19	she prepared. I mean when talking about	şurdan konuşurken ben birden bu
20	something, I suddenly forget what is in the	alttakini unutup, alt... Onun altına
21	line below and I may move to the one below	geçebiliyorum.
22	that line.	
23	M1: ((I wrote only the headings)). I will talk	M1: Sadece başlıkları şey yapmıştım...
24	about this. I did not write it completely.	Yazmıştım. İşte şundan bahsederim.
25		Tamamen yazmamıştım.
26	T: Hım. ((Maybe you can note down the	T: Hım. Belki birazcık daha onları şey...
27	examples shortly. Maybe this can help the	örnek... Örnekleri küçücük kısa olarak
28	transition☺ Also, a little bit more volume.	not edebilirsin. Belki geçişine daha çok
29		yardımcı olabilir☺ Bir de birazcık daha
30		yüksek ses.
31	M1: Ha, there is also that problem. Right.	M1: Ha o sorun da var. Doğru.
32	T: ((Speak a little bit more loudly))	T: Biraz daha yüksek.
33	F1: But he normally mumbles as well.	F1: Ama normalde de (ağzının içinde)
34		konuşuyor.
35	T: But but a bit louder voice…He can speak	T: Ama ama biraz daha yüksek ses
36	louder. A bit more…	çıkabilir o ses. Azcık daha...
37		

As seen in the examples above, involving a third person, a critical friend in the reflective dialogue offered certain benefits. To begin with, the critical friend

sometimes supported the teacher's observation and judgements. S/he also helped identifying and elaborating on problems. What is more, some of the critical friends shared their own learning experiences with their friends and encouraged them to think. At times, the student and his/ her critical friend engaged in a discussion and at other times they prompted reflection by asking questions. Sometimes, the contributions by a critical friend drew the teacher's attention to an issue she had overlooked and helped her to adopt a new perspective. In short, it can be said involving a critical friend in the reflective dialogue provided diverse and rich food for reflection. In her journal, the teacher-researcher reflected on the issue of critical friends:

> December 18, 2009
>
> On critical friends
>
> I think the presence of a critical friend creates a less threatening environment. I feel less stressed because I do not feel alone. The power issue is always a challenge to deal with when giving feedback. When there is another student who helps me, I feel as if I am sharing the power with somebody else and I think I feel less dangerous. Also, the students may feel safer when they have a friend whom they like and trust. I can do some research on this topic in a future study.

4.2.3 Summary

Table 4.11 summarizes the findings of the analysis of reflective dialogues.

Table 4.11 Summary of the Findings of the Analysis of Reflective Dialogues

The characteristics of reflective dialogue:
Students who overrated themselves resisted and got defensive during reflective dialogue.
It was easier to agree on the weaknesses and strengths regarding delivery compared to negotiating on the quality of content.
Teacher talk decreased when students were more willing to reflect.
Stimulated recall through video-recording was an effective tool for promoting self-reflection.
Students' reflective dialogue and their reflective writing on the same experience might have different foci and express different ideas.
Reflective dialogue as a discovery process:
Student behaviours that lead to problems in presentations were revealed in the dialogues.
Obstacles in front of self-assessment came to surface through dialogue.
Students' inner thoughts were vocalized through dialogue, which helped remedy misconceptions, ineffective action plans developed by students and repair communication problems.
Reflecting on reflective dialogue supported teacher's professional development. This way she could identify errors in her assessment practices and feedback delivery.
Critical friends had a positive role in reflective dialogues when the pairs were matched appropriately.

4.3 Contributions of Reflective Writing to Learning

In this part, the results of the analysis of the students' written reflections are presented in order to explore how reflective writing contributes to learning. First, the results of the analysis of reflection task on mini-presentation 2 and then the results of the analysis of reaction-response paragraphs and related reflection tasks are discussed.

4.3.1 Contributions of Mini-presentation 2 Reflections to Learning

As explained in Chapter Three, when the students gave their first mini-presentation, they were required to self-assess using the rubric provided by the teacher. The teacher-researcher collected this initial self-assessment and compared the grades given by the students with the grades she gave. Then the students were called for conferencing. In these conferences, the teacher-researcher and the student watched the video-recording of the mini-presentation together and engaged in a reflective dialogue evaluating the presentation. In a few of these conferences, a critical friend was present as well. Following the conferencing, the

students were required to complete a written reflection on the first mini-presentation (See Appendix K for the reflection task for mini-presentation 1). Parts from these written reflections on the first mini-presentation 1 presented to trace to what extent the students internalized reflective dialogues. However, since these written reflections mostly mirrored the reflective dialogues in the conferencing, they were not included in the analysis in this part.

Similar to the first mini-presentation, for the second mini-presentation, the students were asked to complete an initial self-assessment using the given rubric (See Appendix M for the task and rubric for mini-presentation 2). The second mini-presentations were video-recorded as well. The teacher-researcher again collected the initial self-assessment and compared the grades given by the students with the notes she had taken when watching the students present in the class. Before she gave the rubrics back to the students, she wrote down brief prompts on the rubrics if she wanted to draw a student's attention to a particular topic when the student was re-assessing their work. On the other hand, different from the first presentation, this time, the students were not called for conferencing. Instead, the teacher gave each student a copy of the video-recording of his or her presentation together with the rubric and asked him or her to re-assess the presentation on his or her own. The students were asked to complete a written reflection on their second mini-presentation after watching the video. They were told that they could revise their initial grades when necessary (See Appendix N for the reflection task for mini-presentation 2).

In this part, the results of the analysis of written reflections on the second mini-presentation are discussed in order to inquire how they contributed to both students' and teacher's reflective learning. First, when the students' self-assessment grades in the first mini-presentation were compared to their self-assessment grades in the second-mini-presentation, it was seen that their self-assessment became more reliable. This progress in explained in part 4.3.1.1. Then, the teacher-researcher conducted inductive analysis and analysed the content of the data. Sixty-three students submitted their reflective paragraphs and all the paragraphs were included in the data analysis. The reflective tasks were read multiple times by the teacher and the themes emerged were identified (Thomas,

2006). Here, these findings are presented with examples from student work. In the extracts from student work, to preserve the originality of the work, the language mistakes are left unedited most of the time. If there were any changes made to the original to clarify the meaning, these changes were indicated in square brackets. Using the results, the teacher was able to develop a framework to include the students in the formal assessment of their mini-presentation. The framework is presented in 4.3.1.2. In 4.3.1.3, other themes emerged in the data analysis are introduced.

4.3.1.1 Improvement in Self-assessment Skills

As explained above, the students were engaged in a multi-staged reflection process before they completed their self-assessment. Before the students wrote their written reflections and reviewed their initial grades, they had the opportunity to watch the video-recording of their own mini-presentation. In addition, they were given back their rubrics on which the teacher-researcher noted down reminders when she wanted the student to pay attention to a particular point in their initial self-assessment. Moreover, in the first mini-presentation, through the reflective dialogues, they had practised how to self-assess with the support of the teacher. Therefore, the teacher-researcher believed that she could have more confidence in the reliability of the students' self-assessment. In fact, when the discrepancy scores of the first and second mini-presentations are compared it can be concluded that overall the discrepancy between the teacher and student grades decreased. Table 4.12 shows the distribution of students over the discrepancy score bands in mini-presentation 1 and mini-presentation 2.

In the first mini-presentation, 44% of the students were in band 1 whereas in the second mini-presentation, this percentage increased to 70% (the range of discrepancy score in band 1 was 0-0.75). In the first mini-presentation, the percentage of the students in band 2 was 34% and in the second one this number was 20% (the range of discrepancy score 1-1.75). In the first mini-presentation, there were six students in band 3 (12%) and in the second one there were five students in this band (12%) (the range of discrepancy score 2-2.75). Finally, in the

first mini-presentation, four students (8%) were in band 4 and one student (2%) in band 6. On the other hand, in the second mini-presentation, there were no students in bands 4 and 6 and there was one student in band 5 (the range of discrepancy score 4-4.75). (See Appendix G for the table of the comparative teacher grades and student's self-grades for mini-presentation 2). The results also showed that the students had a better understanding of the assessment criteria in the rubric and gradually needed less scaffolding.

Table 4.12 Five Discrepancy Score Bands and the Distribution of Students over the Bands in Mini-presentation 1 and Mini-presentation 2

Discrepancy in grades (points)	0	0.25	0.5	0.75	1	1.25	1.5	2	2.25	2.5	2.75	3	3.75	4.25	5
	Band 1				Band 2			Band 3				Band 4		Band 5	Band 6
Frequency of students Mini-presentation 1	9	4	8	1	7	1	9	3	1	1	1	2	2	0	1
Frequency of students Mini-presentation 2	29	3	10	0	7	1	4	3	0	2	0	0	0	1	0

4.3.1.2 Developing a Systematic Way to Include Student's Self-grades in Formal Assessment

Reading the written reflections enabled the teacher-researcher to gain insight into the reflection process behind the grades given by the students. This aided her when finalizing the students' presentation grades. As explained above, most of the students were quite accurate with their self-assessment. In addition, most of the time, they justified their grades in their written reflections. Therefore, in the grading of the second mini-presentation, the teacher regarded the students as the primary assessors.

When there was a discrepancy between the teacher and student grades, the written reflections helped the teacher to negotiate the grades. The teacher developed a set of principles for this negotiation. To illustrate, some students identified a problem in their presentation and reflected on it in their writing. However, they did not break points for it. When the problem was a minor issue, the teacher did not change the grade by the student given. For example, Levent (L1) spotted that at one point, he put his hand in his pocket and wrote about this in his reflection. However, he did not break points for this. The teacher-researcher also thought this mistake was tolerable.

Date: December 30, 2009

However, I repeated some of mistakes. An example for this is action of my hands. I put them in my pocket without consciousness. I think it is because of my [anxiety]. I believe when I beat my [anxiety], I beat this problem too.

However, there were cases in which the student was unable to identify a major issue in the presentation. In such cases, the teacher-researcher interfered and explained what the problem was. She gave written or oral feedback depending on the complexity of the required explanation. In these cases, the teacher-researcher changed the grade given by the student. For example, in his mini-presentation, Salih (S1) only described the cartoon and did not react and respond to it. Therefore, an important part of the content was missing. However, he still gave himself 2.5 out of 3 for the content. In this case, the teacher-researcher explained why the content of the presentation could not get 2.5 points and deducted points for the content.

The teacher-researcher also did not accept the grades given by Doğuş (D1). In his written reflection, Doğuş expressed his dissatisfaction with the presentation without explaining what he did not like in particular. However, when he graded himself, he gave rather high points for his work. In this case, the teacher-researcher used her own notes to grade Doğuş and explained why his self-assessment was not acceptable. Another student Veli (V2) gave himself full credits for his content, in his initial assessment, However, the teacher-researcher thought that Veli did not develop his stance effectively. On the rubric, she wrote

"have you developed your stance sufficiently?" inviting him to justify his view. However, in his written reflection, Veli did not touch upon this issue and thus the teacher deducted points for the content. If Veli had provided a satisfactory explanation in his written reflection, he could have changed the teacher's perception.

Students who displayed a lack of clear understanding of the rubric also lost their positions as the primary assessors of their own work. For instance, Kemal (K1) wrote that "I stop speaking for a long time in presentation" and deducted points for language. However, as the teacher-researcher made it clear earlier in the reflective dialogue, Kemal could have considered this problem under delivery. Although Kemal gave himself full credits for delivery, the teacher deducted points for it. Finally, there was a case in which the teacher asked the student to rewrite his reflection and reassess his presentation. Semih (S2) was one of the students who did not give the first presentation and this was the first time he carried out self-assessment. The teacher-researcher thought that he gave a very good presentation. However, in his initial self-assessment, Semih gave himself a grade lower than the teacher expected. In this case, as the first step, the teacher-researcher wrote a note on Semih's rubric. She wrote that "It seems as if I liked your presentation more than you did. Watch the video and see if you change your mind. Remember to include why you broke points in your reflection". However, his written reflection also did not provide a satisfactory justification of his self-grade. In this case, the teacher called Semih for conferencing and they reflected on his presentation together.

4.3.1.3 Promoting Assessment for Learning

One of the greatest obstacles in front of effective learning is the assessment practices used in education. Boud and Falchikov (2007) underline the powerful effect of the way they are assessed on students' learning:

> Assessment, rather than teaching, has a major influence on students' learning. It directs attention to what is important. It acts as an incentive for learning. And it has a powerful effect on what students do and how they do

it. Assessment also communicates to them what they can do and cannot succeed in doing. For some, it builds their confidence for their future work; for others, it shows how inadequate they are as learners and undermines their confidence about what they can do in the future. (p. 3)

Asking students to reflect on their work and assessing students' reflections on their work supported the development of an assessment system that has a beneficial backwash effect. One of the benefits of having students write reflections was helping them to see the inter-connectedness of learning experiences. The traditional assessment procedures reinforce the tendency to focus on the final grade received in a test rather than how the test results can be used to further improve learning. On the other hand, requiring the students to complete a written reflection on their mini-presentation encouraged them to think about the completed task. They needed to revisit the way they prepared, gave and evaluated their presentation in order to be able to write a reflection on them. In addition, in the reflection task, they were asked to compare their final presentation with the one (s) they had given previously (See Appendix N for the reflection task for mini-presentation 2). Thus, in a way, they were given an opportunity to view a test as a link in a chain rather than an end itself. Evidence signalling the adoption of a stance viewing assessment as a tool for learning was found in students' written reflections and their evaluation of reflective activities.

4.3.1.2.1 Focusing on Progress and Identifying Areas for Further Improvement

Pınar's (P1)'s written reflection shows how she compared her first and second mini-presentation, and how she reflected on the improvements and problems she observed.

Date: January 7, 2010

My last presentation was better and more successful than the first one in terms of content and delivery. Since I had prepared an outline before the presentation I knew what [I] would say. Therefore, I had more relevant and clear examples and explanations for my major ideas… Moreover, although

there are still some problems, my speech became more natural at second time with the help of one or two rehearsals I had made individually before the presentation. Also, these preparations made me more relaxed. However, there are still two persistent problems: my body language and voice tone. I know something about them, but I could not apply and I do not have any idea [*sic*] to correct this situation except paying more attention to them.

Likewise, Refik's (R1) written reflection exemplifies how the written reflection helped him to focus on the progress he made and identified things he could not solve yet.

Date: December 30, 2009

Firstly, I was so [nervous in] my first mini-presentation and it was so hard to talk in front of audience. Therefore, I stuttered in some part of my speech. However, [in] my second mini-presentation, I controlled my [anxiety] better than I did in the first one. I think if I do more practice, I can handle with [*sic*] my [anxiety] easily. In addition, when I was speaking I looked at my notes so often. I think this is a persistent problem for me because I did it [in] my second mini-presentation too. I think, this will not be a big problem for me because I prepared my two speeches in limited time and I could not prepare well. That is [why] I looked at my notes so often. I learned from that I should not [prepare] my presentation on the last night.

4.3.1.2.2 Making Action Plans

When the students were comparing their first and second mini-presentations, some of them made references to the development plans they had made as well. For example, in his written reflection Adnan (A1) went over his development plan and reflected on to what extent he was able to stick to it.

Date: December 30, 2009

I [was] able to stick to the development plan a lot. After my first presentation, I planned to develop the topic more effectively, to keep eye-

contact, to use transitions effectively, to keep eye-contact with the audience, to not smile [*sic*] needlessly, to talk loudly and to remember to thank the audience. I tried to carry out all and I achieved to do most but I repeated to smile needlessly and somewhere to not [*sic*] keep eye-contact with audience [in] the second presentation.

However, not all the students believed that they made a progress. There were students who stated that there was no or little improvement in their second mini-presentation and some other students stated that their second mini-presentation was worse. To complete the written reflection, they traced the reasons for the failure they observed in their presentation (s). For example, in his reflection, Kemal (K1) wrote that he was not able to overcome the problem of getting blocked while presenting. As discussed in part 4.2.2.1.4, he had the same problem in his first mini-presentation as well. At that time, when the teacher and Kemal talked about this issue in the conferencing, the teacher-researcher advised him to use notes. However, he was not convinced that using notes would help him to improve his delivery. In addition, in his written reflection on mini-presentation 1, he did not refer to any plans regarding using notes. On the other hand, this time, Kemal linked his "speaker's block" to not having prepared notes. He wrote that using notes could help him when presenting.

Date: January 8, 2010

After my first presentation I planned some actions to do in my second presentation. I made my second presentation in line with these actions. But I could not fix the problem of stop [*sic*] speaking in the middle of presentation. This problem is caused by not having an outline. I will prepare an outline which includes some phrases and short notes to look when I stop. I know my teacher said I should have prepared an outline for my presentation. But how to do this is a mystery for me until I made my second presentation. Now I think I know how to prepare my outline.

Some students reflected on the insufficiency of their presentation skills for their future career. For example, Uğur (U) observed that his presentation skills needed further improvement.

Date: January 8, 2010

It is obvious that my presentation skills are not enough for business life and it is compulsory to improve that skill to have a good job or for promoting in a job. The experiences improved that skill a bit and I am more enthusiastic to present a subject because I imagine myself as presenting a subject in my job to my colleagues and managers.

4.3.1.3 Maintaining motivation

Salih (S1) wrote that he was not able to improve his eye-contact and like many of his friends who had a similar observation, he acknowledged the fact that dealing with the eye-contact problem was likely to be solved over time. In this way, the students set realistic expectations to achieve observable progress, which plays an important role in the development and maintenance of motivation.

Date: January 8, 2010

I had problems in delivery and organization. There were two persistent problems. I think I can solve organization problem I mean [*sic*] good beginning and ending in short term but for solving delivery problem like having eye-contact I should make a long-term investment.

Tarık (T2) also believed that his first presentation was better than his second and he explained the reason for this in his written reflection. He believed that if he had prepared as good as he had done for the first mini-presentation, he would have been more successful. Having found the reason of the problem and how to solve it, he was positive that he would do better next time. In other words, Tarık did not feel that he was not making any progress, which would probably have demotivated him.

Date: January 8, 2010

My second presentation was not as good as my first one. There were some problems which I did not expect. The first problem was time. I guess my presentation lasted five or six [minutes]. I am very surprised with it because when I timed it at home, it lasted about three minutes. The reason of this could be that I sometimes did not depend on the presentation text,

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so talking without preparing taked [*sic*] more time… I think there were no persistent problems. When [one] prepared himself for the presentation well, there will be no problems. I could not prepare myself [*sic*] to my second presentation as in my first one [*sic*] and the reason of my weaknesses in second one is this. In these two [experiences], I see that I am better than I expect in presentation, so I trust myself more about this issue.

4.3.1.4 Students' Sharing their Feelings about their Experiences

In their written reflections, the students had the opportunity to express their feelings and the teacher-researcher had a chance to respond to them. For example, Yeşim (Y2) shared how the presentations made him feel happy and increased her ambition.

Date: January 10, 2010

While I was presenting both of my presentations, I got aware of the fact that I like presenting and speaking in English. Being aware of that makes me happy and more ambitious about these assignments.

Cemile (C1) expressed how her audience increased her motivation and increased her self-confidence.

Date: January 4, 2010

I give presentation more [*sic*], I think I do not [make the] same mistakes again. However, I think I am lucky because I have good audience. I was nervous but they were not so hard [*sic*] as far as I feared. I liked to tell people something and trust myself a little [*sic*].

On the other hand, Hamit (H1) reflected on his fear that his dread of talking in front of public would never cease. In her written feedback, the teacher-researcher advised Hamit not to give up trying and he might get over his anxiety as he gave more presentations in the future.

Date: January 1, 2010

My biggest problem is that I cannot talk in crowded places and I am afraid of my this [*sic*] habit. Even [*sic*] I know very well my topic, I cannot speak

about my topic in crowded places. I do not think that I can solve this problem.

One another student, Adnan (A1), shared his concern that studying English took a lot of time and because of this he did not have "enough time to study other lessons" (January 7, 2010).

4.3.1.5 Discovering Students' Problematic Action Plans

Reading the written reflections also enabled the teacher-researcher to identify ineffective action plans of the students. In these cases, the teacher-researcher made suggestions to the students but as she noted in her journal "at the end of the day, it is their action plan and I do not want to impose any technique on them" (January 1, 2010). To illustrate, although the teacher warned Vildan (V1) about the risks of memorizing when they were conferencing on mini-presentation 1, Vildan decided that memorizing the speech was a solution to loosing concentration and to reading from the paper when presenting. As feedback, the teacher-researcher wrote that memorizing was likely to create problems especially in longer presentations and her speech might sound unnatural if she recited a memorized text. She again advised Vildan to try using an outline. However, as cited in the above entry from her journal, the teacher-researcher acknowledged the fact that it was up to Vildan whether to take feedback into account or not.

Date: January 7, 2010

After my first presentation, I decided to write an outline, not the whole speech, but when I was preparing my second mini-presentation, I wrote the whole speech again because I did not want to worry about organize [*sic*] sentences at [*sic*] the class. There is a persistent problem when I am talking. Because of my [anxiety], I cannot remember the speech and I need to look at the paper. As a result of this, I lost [*sic*] concentration. The only thing that I can make that learning by heart all the speech completely [*sic*].

4.3.2 Contributions of Reaction-response Paragraph Reflections to Learning

In all three sections, the teacher-researcher presented, practiced and assessed reaction-response paragraphs in the same way. Figure 4.4 illustrates the procedure followed in teaching and assessing writing reaction-response paragraphs. First, she introduced how to write reaction response paragraphs. In the lesson, she showed a cartoon to the class and asked the students to describe what they saw in the cartoon. Then she wanted them to work in pairs and infer the message of the cartoon. She elicited answers from the students and on the board, she wrote the messages that were agreed on. Next, she asked the students whether they agreed, disagreed or partially agreed with the message and wanted them to justify their stance with examples or explanations. Then she handed out a reaction-response paragraph written on the cartoon they had been studying. The students worked individually and analysed the paragraph.

The following lesson, the students wrote their practice paragraphs on a different cartoon. They were given fifty minutes to complete their paragraphs. The teacher-researcher collected the paragraphs and gave feedback on them. The students were asked to reflect on their non-graded paragraph (See Appendix P for the task and the rubric for the practice reaction-response paragraph). In addition, when checking the students' paragraphs, she realized that there were some recurrent problems in the paragraphs. Therefore, in the next lesson, she brought another cartoon and three different types of reaction response paragraphs written about it. The students studied the cartoons and focused on how the topic sentences were formulated and supported. In the following lesson, they wrote their graded paragraphs. Again, the teacher-researcher gave feedback and the students wrote a reflection on the graded paragraph. Both in the non-graded and graded paragraph, the teacher's feedback mainly consisted of focus questions and prompts for self-discovery.

As described above, the students reflected on reaction-response paragraph writing in different ways. In other words, written reflections were not the only means to encourage them to think about their skills and work. Therefore, it was not possible to directly attribute their performance in the final exam to their

success in their reflections. On the other, the teacher-researcher believed that the students' reflective writings could help to cast light on the cases of unexpected progress or failure in certain students' performance.

Analysis of the Model Reaction-response Paragraph

↓

Writing the Practice Reaction-response Paragraph (Non-graded)

↓

Feedback (Focus Questions & Prompts) on the Practice Reaction-response Paragraph

↓

Analysis of more Model Reaction-response Paragraphs

↓

Writing Reflective Paragraphs on Practice Reaction-response Paragraphs

↓

Writing the Reaction-response Paragraph (Graded)

↓

Feedback (Focus Questions & Prompts) on the Graded Reaction-response Paragraphs

↓

Writing Reflective Paragraphs on Graded Reaction-response Paragraphs

↓

Writing the Reaction-response Paragraph in the Final Exam

Figure 4.4 Procedure Followed in the Teaching and Assessment of Reflective Paragraph Writing

4.3.2.1 Reflections of Students who Started with Unsatisfactory Paragraphs and Ended up Writing Successful Paragraphs in the Final Exam

The first group whose reflections were selected for closer analysis consisted of students who started with unsatisfactory practice paragraphs. On the

other hand, they consistently did better and finally in the paragraph writing section of the final exam, they received grades ranging from 4.25 to 5 (out of five points in total). The teacher-researcher reflected on the three reaction-response and two reflection paragraphs they had written in order to explore the reasons of their success.

The practice paragraphs by Yeşim (Y2), Demir (D2), Refik (R1) and Esra (F2) were evaluated as unsatisfactory by the teacher and these students received full credits for the reaction-response paragraphs they wrote in the final exam. The reason why Yeşim's and Demir's paragraphs were unsatisfactory was their misinterpretation of the message of the cartoon. In these cases, believing that she was following the departmental testing principles the teacher conveyed the message that if the students misunderstood the cartoon, their paragraph would not be graded. In her written reflection, Yeşim politely expressed her idea that there might be different interpretations of the cartoon.

> After I wrote my paragraph, I and my friends talked about it. My interpretation was different from theirs. It might cause the problem [*sic*] because according to your feedback my interpretation is 'confusing. I tried to mention the value of books, however, the common interpretation is lost [*sic*] of books' values. (n.d.)

Indeed, in her paragraph, Yeşim wrote that "whereas a child who is on the books may mean that books lost their values for people, I think this should be interpreted that people can develop both themselves and technology thanks to books." Obviously, she believed that both interpretations were justified and chose the second one. However, the second interpretation was not accepted by the teacher and as stated earlier, she gave unsatisfactory to the paragraph. Nevertheless, as reflecting on her action later on, the teacher questioned if she had done the right thing then. The teacher researcher's scepticism increased as she studied other students' work in this group.

In her graded paragraph, Yeşim was able to write a good paragraph (4.5 points out of 5) and the only significant comment was on the way she formulated her topic sentence. This time, the teacher-researcher wrote down a sample topic sentence which clearly indicated the focus of the reaction. In her reflection, Yeşim

compared how she was able to fix certain problems she identified in her practice paragraph.

> In the first one I [described] the cartoon, however I learned that I should not [describe] it. In the second one I did not [describe]. I improved my stance sentence, at least I wrote a stance sentence more clearly. By using more clear [*sic*] stance and topic sentence, I wrote the continuity [*sic*] of my paragraph easily. In the first one, I was in difficulty with it [*sic*]. (n.d.)

On the other hand, she did not mention the misinterpretation conflict in her reflection. In addition, she stated that for her, the most effective practice which helped her to improve her writing skills was to analyse model paragraphs.

> Like Yeşim, Demir misinterpreted the message of the cartoon and his paragraph got unsatisfactory because of this. In his reflection, Demir elaborated on this problem.

> There were no strengths about my paragraph because I really could not concentrate on it due to the reason I wasn't ready to write it. I think I can improve my paragraph by taking a little time. For example, I can think for 30 minutes in order to brainstorm or make an outline then I can finish it only in 10 minutes. (December 29, 2009)

As his writing revealed, Demir believed that he was capable of writing a better paragraph if he spent time on planning. When giving feedback, the teacher-researcher suggested it was a good idea to invest time in planning; however, he could reconsider the time he allocated for planning and writing. Later, in his reflection, Demir made a suggestion to his teacher. He stated that "In my opinion, we need at least one day to work on a new lecture. So we can be more successful about that lecture. Writing just after we learnt the lecture is not so much useful" (December 29, 2009). Reflecting on Demir's comment, the teacher-researcher agreed that she might have given the students some time to digest the new input before she asked them to produce a paragraph. On the other hand, it could also be concluded that the problems in the practice paragraph created a need for the students to study the model paragraphs. At this point, the teacher-researcher thought that she could have explained the reason behind asking the students for immediate production.

Similar to Yeşim, Demir's graded paragraph was successful (4.7 points out of 5 points) and the teacher-researcher suggested writing a more guiding topic sentence. In his reflection, Demir expressed his satisfaction with the improvement and he stated that the model paragraphs helped him a lot to understand the organization and the content of a reaction-response paragraph (January 14, 2010).

Unlike Yeşim and Demir, in his paragraph, Refik (R1) did not follow the conventions of a reaction-response paragraph. Refik did not state his stance and include a topic sentence that governed his response. In her feedback, the teacher-researcher stated the problem and suggested him to study the model paragraph provided. Refik did not write a reflection on his practice paragraph. In his graded paragraph, he was able to fix the problems and write a successful paragraph. In his reflection on the graded paragraph, he attributed his success to studying with his girlfriend who "listened [*sic*] the course carefully and [taught] me how to write a reaction-response paragraph" (n.d.).

Similar to Refik, Esra's (F2) paragraph did not follow the conventions of a reaction-response paragraph. She also did not write a reflection on her practice paragraph. She made a great progress in her graded paragraph. The most significant problem was not having written a guiding topic sentence. In her reflection, she explained how she fixed the problem.

> There are several improvements in my paragraph. Firstly, while my stance in my graded paragraph [was] stated at the end of the paragraph instead of after the topic sentence, in my second paragraph its place is right. Secondly, I could be more clear [*sic*] on my topic sentence for second one. (January 15, 2010)

In reference to the problems she had in her graded paragraph, she wrote that "I think that the problem can be solved in short-term even next time" (January 15, 2010). In addition, she believed that reflection was "the most useful activity… since I realized the difference between firsts and seconds… In other words, I could see missing or wrong parts and change them. It means that I made a real reflection :)."

There are some common points of these four students. First, they all focused on improvement. They stated that they had improved and they were

aware of what helped them improve. In addition, they understood what the problem was in the work which was found to be unsatisfactory and expressed this clearly in their reflection. Finally, it can be said that they all conveyed the message that they believe they could write a good paragraph next time.

Feride's (F1) practice reaction-response paragraph was evaluated as unsatisfactory and her final paragraph was 4.75. Similar to Demir and Yeşim, the problem in her paragraph was stated as misinterpreting the message of the cartoon. In her reflection, she identified the weakness of her paragraph as not writing a satisfactory topic sentence because she "forgot one part of the mental outline" she prepared (December 29, 2009). In addition, she wrote a new topic sentence and added that with this new topic sentence, she would be able to write a "more coherent and [unified paragraph]." However, Feride expressed her disagreement with her teacher that she misinterpreted the cartoon. She wrote that "On the other hand, my strength is my ideas. I defense [*sic*] my opinions about this issue although they are too general according to 101's logic. There is not any mistake but there is a [*sic*] organization problem." She insisted that the way she interpreted the cartoon was justified and referring to the explanation the teacher orally made to Feride when Feride asked why her interpretation was not acceptable, she stated her disagreement with the departmental policy. Although at that time, the teacher-researcher tried to persuade Feride that she was overgeneralizing the message of the cartoon, reflecting on it, when she revisited student work, she realized that Feride was indeed right. In the following semesters, she paid attention to be more flexible about different interpretations and consult to a third person in case of a conflict. The copy of Feride's graded paragraph was not submitted back. However, as it can be concluded from her reflection, the most significant problem was writing a concluding sentence.

Gündüz (G2) progressed from "unsatisfactory" in his practice paragraph to a 4.5 in his final paragraph. Gündüz's paragraph was unsatisfactory because he did not take a stance in his paragraph. In his reflection, he basically repeated the teacher's comments and did not refer to the problem of not taking a stance. His graded paragraph was more successful. This time he had a clear stance. However, he did not have a guiding topic sentence and he did expand the artist's ideas. In

his second reflection paragraph, Gündüz stated the problem with his topic sentence and explained how he would fix it. In addition, he told that analysing model paragraphs helped him to learn how to write a reaction-response paragraph most. In his final paragraph, he clearly stated his stance and wrote a topic sentence. In addition, he was able to support the artist's view without merely repeating him.

Murat's (M1) practice paragraph was "unsatisfactory" and he got 4.25 in the final exam. Murat's paragraph was evaluated as unsatisfactory because he misinterpreted the message of the cartoon. In addition, like Yeşim, he included the alternative interpretation in his paragraph as well. Furthermore, he introduced a number of ideas that were neither smoothly connected nor sufficiently developed. Murat wanted to talk to the teacher about his paragraph before he wrote his reflection and his reflection was a summary of this conference. In his graded paragraph, the message of the cartoon was correctly interpreted. Still, the teacher-researcher noted that Murat did not take into consideration certain details in the cartoon which were a part of the message the artist tried to convey. On the other hand, in her written feedback, the teacher-researcher asked "what is your topic sentence?" indicating the absence of a guiding topic sentence in Murat's paragraph. Finally, Murat introduced a new topic with his concluding sentence. In his reflection on his graded reaction-response paragraph, Murat wrote that he "was careful about supporting one and only one [main] idea and don't lead to [*sic*] misunderstanding" (n.d.). He also stated that he "gave my stance in a topic sentence." Although the teacher-researcher agreed that Murat improved the unity and coherence of his paragraph, she still thought the topic sentence lacked a clear focus. In his final paragraph, Murat wrote a similar topic sentence once again. In addition, in his second reflection, he wrote that "the persistent problem… this time [was] not in the supporting idea but in the conclusion. I am planning to read what I wrote from top to bottom in the end and write a clear conclusion (n.d.). The problem of the concluding sentence in Murat's graded paragraph was not a matter of clarity but a matter of relevance. Unfortunately, once again in his final paragraph, Murat wrote a concluding sentence that did not closely relate to the

body of the paragraph. He pointed out studying model paragraphs was the practice activity which he found most helpful.

In her practice paragraph, Oya (O1) started with the message of the cartoon. However, although the focus of the cartoon was television, she generalized the message to "new technological devices" (n.d.). The teacher-researcher made a comment on this and wrote that "we can only see the TV in the cartoon. You may extend it to other devices in your stance." Oya continued with her stance and the topic sentence. The teacher-researcher thought that the topic sentence did not set a clear focus for the body of the response and wrote this in her feedback. She also added a comment to encourage Oya to reflect on the unity and coherence problem in the body. In the footnotes, the teacher-researcher wrote "lacks unity and coherence. Can you identify the reason? How can the problem be solved?" Oya concluded her paragraph with a well-written concluding sentence which both wraps up the paragraph and links it to the message of the artist. The teacher-researcher put a check for the concluding sentence.

In her reflection on her practice paragraph, Oya first explained how she started to write her paragraph. She wrote that she did not "have an outline because only one idea came to my mind and while I was writing I tried to enhance it" (n.d.). In response to Oya's comment, the teacher-researcher wrote that "maybe that's why you kept repeating." Then she started to discuss her weaknesses. According to Oya, her concluding sentence was not good enough. She also thought that her paragraph was weak because she did not ask about the solutions. She added that suggesting solution was one of the "most important parts of the writing." At this point, the teacher-researcher had not made any written comments on Oya's these ideas. However, the student did not have to talk about the solutions. Oya's assumption that not talking about the reasons or solutions was the weakness of her paragraph signalled a misunderstanding. Later in her reflection, as a part of her action plan, Oya wrote that in her next paragraph, she will not "focus on only the message which the writer wants to give us. I will also tell something about the solutions if the cartoon describes a problem. In addition, I have to focus on the reasons" (n.d.). In the feedback she wrote in the footnotes, the teacher tried to fix this misunderstanding. She wrote that "obviously, there has

been a misunderstanding" and referred her to the comments she wrote on the reflection paragraph. The teacher-researcher added that "I hope the comments above help you. If not, see me before writing the graded paragraph." She wrote that the students can discuss the solutions "only if you expand it to solutions with a topic sentence that links your response to the writer's message." As seen in Oya's case, Oya's reflection helped the teacher-researcher to discover a problem in Oya's beliefs about writing a reaction-response paragraph and in her feedback, the teacher tried to fix the misunderstanding.

Oya's graded paragraph was successful. One of the suggestions the teacher-researcher made was about writing a more guiding topic sentence. She did not try to write about the reasons or solutions of the problem illustrated in the cartoon, which could be seen as an indication of her correcting of her misunderstanding. She supported her topic sentence by giving examples. However, the teacher stated that although the specific example Oya used in her paragraph was good, depending too much on examples from personal experience could lead to problems in academic writing. In her reflection on her graded paragraph, Oya said that her second paragraph was better. She attributed her success to clearly having understood what she had to do when writing the second paragraph and added that writing the second paragraph helped her to improve her understanding of reaction-response paragraph writing. On the other hand, although she stated that she needed to improve her topic sentence, she did not explain why or how. In her final paragraph, she wrote a satisfactory paragraph. The major problem was the lack of a topic sentence that would give a focus to the body of her response and related organizational problems.

Leman's (L2) practice paragraph was unsatisfactory. She started with a correct interpretation of the message of the cartoon but then included her own ideas in the message part. In her written feedback, the teacher-researcher asked "why do you include this in the writer's message?" Her topic sentence did not give a focus to the body of the paragraph. In the body, in her first major, she repeated the topic sentence. She did not support her second major. Finally, in her concluding sentence, Leman introduced a new topic. The teacher-researcher pointed to all these problems in her feedback. In her reflection on her practice

paragraph, Leman wrote that she realized that she did not learn how to write a reaction response paragraph and added that she wanted to "talk about how reaction response paragraph is written."

Leman's graded paragraph was well-written. As the teacher-researcher pointed out in her written feedback as well, she wrote a topic sentence which "gives the body a focus". The most important problem was Leman's failing to support her ideas effectively and this was also pointed out in the teacher's written feedback. In her reflection on her graded paragraph, Leman wrote that she noticed an improvement in her writing and attributed her success to the model paragraphs studied in the lesson. Leman did not reflect on the necessity of improving the supporting ideas in her reflection. In her final paragraph, she lost points only for the content for not effectively developing her supporting ideas.

Adnan's (A1) practice paragraph had unnecessary repetitions in the message part. His topic sentence did not give a clear focus to the paragraph. There were unnecessary repetitions in the body as well. The teacher-researcher pointed out these problems in her feedback. In addition, to promote Adnan's reflection, she wrote "what is the focus of your paragraph" at the footnotes. In his reflection, Adnan explained that he did not understand what the roman numerals "I" and "IV" in the teacher's feedback meant. The teacher-researcher used these numbers to signal the four parts of the reaction-response paragraph; however, she never explained it to her students. Reflecting on it, she decided that explaining what these numbers stood for in the lesson before giving the papers back could have helped the students better understand the feedback. As Adnan continued, he wrote that he was not competent at writing reaction-response paragraphs and stated that he was planning to read more sample paragraphs and read his friends' work to improve his work.

Adnan's graded paragraph was successful. He started with the message and wrote a guiding topic sentence. There was an unclear idea in the content and other than that the ideas were well-developed. In his reflection, he wrote that he "noticed a lot of improvements in" his second paragraph in terms of content and organization (n.d.). He explained that "after I wrote the first one, I analysed my friend's good paragraphs and I got feedback from my teacher, I learned what I am

supposed to do when writing the reaction response paragraph" (n.d.). In his final paragraph, Adnan did not have any persistent problems. There were some grammar problems and the first major which was supposed to explain one reason why people were addicted to their computers was not a reason.

4.3.2.2 Reflections of Students who Had a Fluctuating Success Graph

In this group, the paragraphs and reflections of students who wrote successful practice paragraphs but who had problems in their graded paragraphs are analysed. These students' final paragraphs were successful as well. There were two students Emrah (E1) and Enis (E2) in this group.

Emrah's practice paragraph started with the message of the cartoon. Then as required, he stated his stance. In the body of the reaction-response paragraph, he extended the message of the cartoon and discussed two reasons why children preferred watching TV to reading books. However, he did not write a topic sentence which introduced that he would extend the message. In her written feedback, the teacher showed this missing point by writing "reasons in the topics." Reflecting on her comment when analysing her feedback, the teacher-researcher realized that the feedback was clear enough. In his reflection, Emrah stated that he had some grammar mistakes without specifying them. These mistakes were using contractions and the personal pronoun "you" in formal writing. He stated that he could correct these mistakes next time. He did not reflect on the topic sentence issue and the teacher felt the need to put a reminder on his paper. She wrote "Topic sentence: expand by adding reason." However, this was not a clear feedback either. In addition, Emrah wrote that he could not answer the last two questions because he did not understand them. These questions asked if the student felt competent at writing reaction-response paragraphs. On the other hand, Emrah expressed his content with his success. He wrote that "you say 'well-done'. I haven't listened these words in my English class:)) Thank you" (n.d.). As the quotation illustrates Emrah used his reflective paragraph to communicate his feelings to his teacher.

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In his graded paragraph, Emrah had a clear stance and topic sentence. He again expanded the message of the cartoon. The problem was that he was not able to develop the second major support in the body of the paragraph. In addition, although he did not use any contractions, he used personal pronoun "you" in his writing. In her written feedback, the teacher-researcher wrote that Emrah's first paragraph was more successful and wanted him to reflect on what made the first paragraph stronger. He did not write a reflective paragraph on his graded paragraph. In his final paragraph, he was able to write a good reaction response paragraph, and the only major point was failing to write a topic sentence that showed how he would expand his stance by discussing the reasons.

Like Emrah, Enis' practice paragraph was successful. Although he did not include the books in the cartoon in his interpretation of the message, the teacher accepted his version. However, she noted that "It may be a good idea to include the books. I don't think their existence is a coincidence." Other than that there was one sentence in the paragraph that broke the unity and the concluding sentence introduced a new topic. In terms of grammar mistakes, at one place, Enis wrote that "the only thing [children] focus is television" and made a sweeping generalization (n.d.). In her feedback, she pointed out this problem. Enis' reflection included a summary of the teacher's these comments. Unlike Emrah, Enis wrote a rather weak paragraph compared to his first one. He did not include a topic sentence and in the body he kept repeating the cartoonist's message. In his reflection, he wrote that although he was able to write a better concluding sentence, overall he could not improve his earlier work. He explained that the reason for his failure was being tired. He wrote that "I was so tired while I was writing it. Therefore, I could not concentrate so much and I repeat same sentences in my paragraph" (n.d.). He added that thanks to the model paragraphs analysed in the lesson and teacher's feedback on his paragraphs, "my writing skill improved so much and I hope I take a good mark from the final exam"(n.d.). In his final exam, he received full credits for his reaction response paragraph. As seen in Emrah's and Enis' cases, sometimes the students used their reflective paragraphs as a communication tool. Emrah expressed how feedback made him happy and Enis explained why he could not perform as good as he could.

4.3.2.3 Reflections of High-achievers who Wrote Unsuccessful Paragraphs in the Final Exam

Both Suzan (H2) and Nedim (N1) were successful students and they received high grades in the previous tests. Especially, Suzan had very good command of English and was one of the two students who were exempt from the prep class due to her success in the proficiency exam. As a result, the low grades they received for the reaction-response paragraphs in the final exam were unexpected. Unfortunately, the teacher-researcher was not able to talk to these two students after the final exam. The teacher-researcher studied these students' reaction response paragraphs and reflections on these to trace explanations for their unexpected failure.

In Nedim's practice paragraph, one of the comments the teacher-researcher made was about the message of the cartoon. Instead of focusing on the children, Nedim generalized the discussion to people and the teacher asked "transition from children to people?" The second comment was about the topic sentence. It did not give a focus to the body of the reaction-response paragraph. The body was repetitive and the ideas were not supported effectively. Finally, the concluding sentence included ideas that were not discussed in the body. Nedim did not write a reflection on his practice paragraph. In his graded paragraph, again he generalized the topic from computers to technological devices without making a transition. The topic sentence did not give a clear focus to the body. There were repetitions in the body. In his reflection, he wrote that there were persistent problems in his work. To a great extent, his reflection mirrored the teacher's. Furthermore, he wrote that "when I wrote the wrong message, my topic sentence becomes irrelevant" (n.d.). However, this was not a valid conclusion. First, his interpretation of the message was not wrong but incomplete and he could still use his interpretation by making a smooth transition. Second, his topic sentence was not irrelevant. The problem with it was its failing to give a focus to the body of his response. As a result, Nedim did not seem to notice the fact that the repetitions in the body were a consequence of the insufficiency of the topic sentence. On the other hand, at that time, the teacher-researcher did not effectively elaborate on

these problems and reflecting on it later on, she realized that the feedback she gave was not helpful. In his final paragraph, Nedim started with an acceptable interpretation of the message of the cartoon. However, Nedim once again did not write a guiding topic sentence and there were irrelevant and repeated ideas in the body. In her reflection, the teacher-researcher concluded that if she had taken more effective action when she read Nedim's reflection, she might have found a more effective way of providing support.

When writing her practice reaction-response paragraph, Suzan spared a rather long part to explain the message of the cartoon. In her feedback, the teacher-researcher put the parts that can be left out in square brackets (the meaning of such signs was explained in the error code provided early in the semester). In addition, in the message part, Suzan included the joke in the cartoon and the teacher-researcher wrote indicated that the joke should not be retold in the message part and added that she was not supposed to describe the cartoon. Furthermore, Suzan's topic sentence did not clarify how she would develop her stance. The body part was kept rather short and there were repetitions and contradicting ideas. Regarding the insufficiency of the body, the teacher wrote "your response simply repeats the message." Finally, Suzan's concluding sentence once again repeated her topic sentence. Suzan did not write any reflections on her reaction-response paragraphs. In her graded paragraph, she was able write a much better paragraph. The message part was short and to the point. Although the topic sentence did not give the paragraph a clear focus, the following sentence did. The teacher-researcher suggested turning this second sentence into the topic sentence of the paragraph. Suzan supported her topic sentence with two examples. The teacher-researcher thought that although the examples were well-chosen, they could have been developed more effectively; however, she did not make a written comment sharing her view. On the other hand, on Suzan's opinion that playing games outside taught children to cooperate and this made "them not to grow selfish" (n.d.), the teacher asked if "this [not growing selfish was] the only benefit." Finally, Suzan concluded with a successful concluding sentence which both wrapped up her response and linked the argument back to the writer. This was also one of the suggestions the teacher-researcher made when giving

feedback on Suzan's practice paragraph. In her final exam paragraph, Suzan wrote the least successful reaction-response paragraph she had written until then. She did not include a stance and a clear topic sentence. Since she had not written any reflections and the teacher-researcher did not have a chance to talk about her final exam paper, her regression remained a mystery for the teacher-researcher.

4.3.2.4 Reflections of Students who Regressed in the Final Paragraph

In this group, paragraphs written by students who got 1 or more than 1 points lower in their final exam reaction-response paragraphs than they got in their previous paragraphs were analysed. The paragraphs by Kemal (K1), Veli (V2), Tınaz (C2), Suzan (H2), Rasim (R2), Pelin (P2), Mehmet (M2) and Beril (B2) were in this category. Since Suzan's paragraphs were already studied in part 4.3.2.3, they were not included here.

Kemal's practice paragraph started with the message of the cartoon. Then he gave his stance. He had a topic sentence but this topic sentence did not clarify the focus of the body. To further explain, in the body of his reaction-response, he discussed the reasons why children preferred watching TV to reading books but he did not state that he would expand the message of the cartoonist by discussing the reasons. When giving feedback on this point, the teacher wrote "there is a single problem related to coherence. Can you spot it? How can it be fixed?" This question was supposed to be a prompt for Kemal's reflection. However, reflecting on the written feedback she had provided, she found it "far too general" and "not sufficiently guiding." In addition, she also found out that although Kemal had not developed his second major support effectively, she had not given any feedback regarding this problem. In his reflection, Kemal did not focus on the problem of the topic sentence. Then, in her written feedback on Kemal's reflection, the teacher-researcher explained how reformulating the topic sentence could have helped writing a more coherent response. In Kemal's graded paragraph, he again expanded the artist's message by discussing the reasons. This time he made an attempt to write a more guiding topic sentence. However, the teacher-researcher thought that the wording was still confusing and she fixed the topic sentence in

her written feedback. This time he used a citation to support one of his major ideas. However, since this was in-class writing on an unseen cartoon and Kemal could not provide the reference for his citation, the credibility of the source was an issue. The teacher-researcher explained this in her written feedback. Kemal did not write a reflection on his graded paragraph. In his final paragraph, he wrote a problematic topic sentence. He stated that he "partly agreed with the writer for two reasons" but in the body he discussed only what he agreed with (n.d.). The analysis of the work by Kemal and teacher's feedback on them seemed to reveal that Kemal was not able to appreciate the importance of the topic sentence for writing a successful paragraph.

Similar to Kemal, the main problem in Veli's practice paragraph was the topic sentence. He wrote "For some reasons I agree with the writer". In the body, he discussed two upbringing-related reasons why children did not develop a reading habit. In her feedback, the teacher-researcher made the following comments. "(1) State your stance in the form of a topic sentence. (2) First reason for what? Second reason for what?" She also wrote that "your paragraph lacks unity and coherence especially [in] part III. Can you identify the origin of the problem?" As stated above, the questions were planned as a prompt for reflection. However, Veli did not reflect on these questions in his reflection. He simply repeated that his paragraph lacked unity and coherence. What is more, again in his reflection, he wrote that he did not "understand the cartoon correctly"(n.d.). However, he had understood the cartoon. In her feedback to Veli's reflection, she asked "what does this mean?" in response to Veli's "I did not perceive the cartoon as a problem." Nonetheless, she was not able to elaborate on why Veli believed that he had misunderstood the cartoon. Finally, there were some irrelevant sentences towards the end of the paragraph and the teacher realized that when giving feedback on Veli's practice paragraph, she did not make any comments on them. Veli's graded paragraph was well-written. In her written feedback, the teacher-researcher wrote "great progress compared to the 1st paragraph. How do explain the improvement" to encourage Veli to reflect on what brought about his success. However, Veli did not complete the second reaction-response reflection task. In the feedback on the graded paragraph, the first comment was on the topic

sentence and the teacher wrote down some suggestions about how he could reformulate the topic sentence. The second comment was about including specific examples to support one of his ideas. Like Kemal, Veli did not write a reflection on his graded reaction-response paragraph. Veli's final reaction-response paragraph was not as good as the graded one. First, the message was general. Second, he did not include a guiding topic sentence. There were some repetitions in the body.

Tınaz wrote a very successful practice paragraph. Indeed, in her written feedback, the teacher-researcher praised the student's work and asked him to share his paragraph with his friends so that they could see a good sample. In his reflection paragraph, there was one thing on which the teacher-researcher commented. In response to the first prompt, "how did you gather your ideas", Tınaz wrote that "I did not gather idea [*sic*], I used my own knowledge when I wrote my paragraph" (n.d.). This showed that for Tınaz gathering ideas meant doing research. However, the teacher-researcher did not expect the students to do any research when writing their paragraphs and here the prompt was supposed to help students focus on the pre-writing process before they started to write their work. She noted that there might be other students who thought like Tınaz and the importance of one again reminding the students the value of using their own experience and observations when generating ideas. On the reflection prompts for the second paragraph, she noted that since Tınaz could already write a good reaction-response paragraph, he was required to answer only the third part. This part asked the student to evaluate the effectiveness of the tasks designed to teach writing reaction-response paragraphs. To this prompt, Tınaz wrote that for him the most useful task was writing the practice paragraph. In the final paragraph, Tınaz made a good start but he was not able to complete writing the paragraph and thus received a low grade.

Rasim did not submit a practice paragraph. In his graded paragraph, he started with a valid interpretation of the cartoon. He stated his stance and wrote a guiding topic sentence. The body of the response was also well-developed. He did not write a reflection on his graded paragraph. In his final paragraph, he started with the message of the cartoon and wrote a topic sentence which clarified a focus

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for the body of the response. However, this time the supporting ideas were not effectively developed. There were repetitions as well. It seemed as if Rasim had to write his paragraph in a rush.

The only problem in Pelin's practice paragraph was with her topic sentence which did not clarify how she would expand the cartoonist message. In her written response, the teacher-researcher asked if the topic sentence gave her paragraph a focus to encourage her to reflect on her topic sentence. However, in her reflection she did not focus on the topic sentence. In addition, she wrote that she thought that "my majors are not clear so I cannot explain myself clearly"(n.d.). On the other hand, the teacher-researcher believed that the majors were well developed. However, she did not make any comments on this in her written feedback. Pelin's graded paragraph was also well-written. The teacher's made some comments on the examples Pelin provided. In her reflection, she compared the two paragraphs and explained how she improved her topic sentence. She added that this time she tried partially agreeing with the artist to test her writing skills. She wrote that she felt competent that she could write a good reaction-response paragraph. Finally, she noted that the graded paragraph was the most useful practice activity "because the cartoon was much more interesting than the other and it is about the things that I consider important" (n.d.). In her final paragraph, Pelin could not display her previous success. She started with a very general message. Her topic sentence did not clarify the focus of the paragraph. The majors in the body overlapped and there was a loose idea. The teacher-researcher thought what Pelin wrote in her second reflection on the link between finding the cartoon interesting and writing a good paragraph might explain her poor performance. What is more, the change in her handwriting signalled that she probably had to rush when writing the paragraph.

Mehmet's practice paragraph was weak in unity and coherence mainly because he did not have a topic sentence which gave his paragraph a focus. In her feedback, the teacher-researcher wrote the body "lacks unity and coherence. What may be *the* reason?" In his reflection, when responding to the first prompt, like Tınaz, Mehmet wrote that "I used my own ideas and I didn't need to search from the Internet" (n.d.). This confirmed the teacher's assumption that some students

mis-interpreted the prompt "gathering ideas". On the other hand, Mehmet did not make an attempt to respond to the teacher's question on his practice paragraph and focus on the problem of unity and coherence in his paragraph. The teacher-researcher made a note of this on his reflection paragraph. Mehmet's graded paragraph was very well-written. In her feedback, she asked Mehmet "how do you explain the improvement?" In his reflection on his graded paragraph, he explained that studying sample paragraphs helped him most when learning how to write good reaction-response paragraphs. In his final paragraph, Mehmet was not able to write a good paragraph, though. He started with the message of the cartoonist. However, he could not write a clear topic sentence. The ideas in the body were repetitive and not fully developed. Once again, the teacher-researcher could not explain the reason for the regression. She meant to call Mehmet for conferencing but since it was the final exam week, she was not able to arrange a meeting.

Beril misunderstood the message of the cartoon in the practice paragraph. She did not have a topic sentence for her paragraph. The ideas in the body did not flow smoothly as well. Indeed, there were so many irrelevant ideas that the teacher-researcher chose not to comment on each individually. In her feedback, the teacher wrote "your response lacks unity and coherence." However, reflecting on the feedback she had provided then, she came to the conclusion that the feedback was not probably clear to the student. In her reflection, Beril noted that having a mental outline did not help her a lot. Other than that she repeated the teacher's feedback and did not make an attempt to trace the reasons behind the unity and coherence problem. In her graded paragraph, there was some improvement in unity and coherence. The message was correctly understood. There was a topic sentence but it still did not clarify the focus of the body of the response. Although the majors were relevant ideas, they were not smoothly linked to the topic sentence and each other. In her written reflection on her graded paragraph, Beril also noticed the improvement. She mentioned the problem of unity and coherence once again but she still did not elaborate on the root or the solution of the problem. This time in her written feedback, the teacher-researcher encouraged her to be more specific and solution-oriented. For instance, when Beril wrote "although I have mistake [*sic*], I think that they can be solved if I pay

attention much more" (n.d.), the teacher wrote "pay attention to what?" The teacher-researcher also wanted her to try to generate solutions. In her final paragraph, Beril failed to react and respond to the quotation by providing clear and convincing support. This time the main problem was a problem of reasoning.

Once again the analysis pointed to the importance of providing clear feedback. When written feedback was not likely to be effective, talking to the students face to face can be tried. In addition, the teacher realized that the rules of giving constructive feedback were neglected to a great extent. The students' tendency to repeat the teacher's comments rather than trying to elaborate on the cause and the solution was another observed pattern. Finally, she decided that in two part assignments when the task is achieved at the first time, the second task can be modified or completely taken out for the student who successfully accomplished the task.

4.3.2.5 Reflections of Students who Got very Low Grades in the Final Exam

In this group, work by students who did very poorly in the final exam was analysed. There were five students who got 2.5 or below in the final exam. One common point of these students is that they all missed 12 lessons, which is the highest number of lessons they can miss in ENG 101.

Arda's (A2) practice paragraph was unsatisfactory because he did not write it following the conventions of a reaction-response paragraph. Instead, he wrote an expository paragraph on the negative effects of television on children. In addition, Arda's paragraph was weak in unity and coherence. The teacher gave written feedback on these problems. He did write a reflection paragraph on his practice paragraph. Arda's graded paragraph was good. He started with the message of the artist. When writing his stance and topic sentence, however, he had some problems. First, in this sentence he wrote that "I agree with the artist that computer games are more creative, more attractive to attract children's interest than traditional games" (n.d.). The teacher-researcher noted that the artist does not say that computer games are more creative. She also did not think that Arda had a clear topic sentence. The supporting ideas in the body were

meaningful but they were not well-developed. The grammar mistakes impeded understanding from time to time as well. In fact, rereading the paragraph and reflecting on it once again, the teacher-researcher thought that in her first assessment she had over-graded the student. Unfortunately, since the students are generally grade-oriented, the grade (4 out of 5). Arda took for his paragraph might have let him believe that the problems pointed out in the feedback were not that important. In his reflection paragraph, Arda repeated the teacher's comments. In the final exam, he started with the message of the cartoon, but he did not include his stance and a topic sentence and thus ended up writing an expository paragraph. One possible explanation of this regression was the student's failure to see what he did right in the second paragraph he had written.

Orkut (O2) made a good start with his practice paragraph. He started with the message. He wrote a topic sentence but it did not clarify how he would develop his response. As a result, although he had strong arguments in the body of the response, they did not link to the beginning smoothly. In her written feedback, the teacher-researcher pointed out this problem for both of the major supports. In addition, in the footnotes, to encourage Orkut to reflect on the topic sentence, she wrote "one single addition to your topic sentence would have made a great difference. Can you spot it?" Orkut wrote an improved version of the topic sentence and showed it to his teacher later on. In his reflection, he stated that he did not plan his writing and wrote "spontaneously." He also wrote that he believed that he was competent at writing a reaction-response paragraph. At this point, the teacher-researcher also agreed with Orkut. However, Orkut's graded paragraph was not satisfactory. He had interesting ideas; however, the organization of the paragraph was not weak and lack of clear transitions combined with grammar mistakes made it difficult to follow his arguments. In his reflection, Orkut elaborated on the organization problem. He stated that "I tried to [*sic*] more qualified writing, but in that way the writing was more complicated and with my grammar mistakes it was fully confusing". In a way, he wanted to use his creativity and took risks but as a result he failed. At this point, the teacher-researcher did not make any comments on Orkut's comments; however, in retrospect, she believed that she should have used the opportunity to encourage

the student to be creative. She realized that when giving feedback she should have appreciated the quality of the arguments more and how they could be used more successfully with a better organization. Orkut also stated that he did not like planning "but for English essays, organization is a key factor and therefore my essays can't sometimes [*sic*] satisfy instructors" (n.d.). He added that "free-style writing is not appreciable [*sic*] for essay writing and I need to become more organized and clear when I am expressing myself" (n.d.). Orkut's final paragraph was also very weak in organization. In addition, this time he did not clearly express the message of the cartoon.

Kenan's (K2) practice paragraph was also very weak. He kept the message part long and there were unnecessary repetitions. He did not have a topic sentence and did not have a body as well. In addition, frequent grammar mistakes impeded understanding. Kenan did not write a reflection on his practice paragraph. In his graded paragraph, Kenan followed the conventions. However, the grammar mistakes were still an issue. Although they were not fully developed, the supporting ideas in the body were reasonable. One thing that came out in Kenan's reflection on his second paragraph was his conviction that his second paragraph was as bad as the first one. As a proof for his idea he showed the teacher's feedback. He wrote "I looked at my feedback and I couldn't see any improvement in any part of my graded paragraph" (n.d.). When reading this reflection, the teacher-researcher looked back at her feedback and realized that she did not make comments that conveyed the message that he improved. This confirmed her earlier finding that she neglected giving constructive feedback. Kenan's final paragraph was not satisfactory. Indeed, he copied the "partially agreement pattern" he used in the graded paragraph and simply stated that "no one can say that everyone is in this situation". Unfortunately, the teacher-researcher had not given any feedback on the weak points of this pattern when giving feedback on Kenan's second paragraph.

Yakup's (Y1) practice paragraph was well-written. He started with a valid interpretation of the cartoon's message. In her feedback, the teacher-researcher noted that "it would be clever to include book and TV" when giving the message. He had a topic sentence and in her feedback on the topic sentence, the teacher-

researcher wrote "transition from book to other media is smooth." However, revisiting the student's paper, she could not understand what she meant with the feedback. For the body of the response, she wrote "good start but unity and coherence can be improved." Although she did not give any related feedback, in her second examination of the paper, the teacher-researcher also thought that the content needed to be improved by further developing the supporting ideas. As an overall comment, she wrote "you deserve a bonus point for your hard work. Thanks." Yakup's reflection on his graded paragraph repeated the teacher's feedback. He also wrote that "there is no unclear parts" in the teacher's feedback.

Yakup's graded paragraph was less successful than his first one. He overgeneralized the message of the cartoon, and the teacher-researcher warned him about this problem since in the final exams such overgeneralized interpretations could not be accepted. He did not have a topic sentence that gave the body of the response a focus. The body was weak both in content and organization and in fact he repeated some of the arguments in his practice paragraph without linking them smoothly. Finally, with his concluding sentence, Yakup introduced a new topic. In his reflection, Yakup did not trace the reasons of the specific problems in his work. Yakup's performance in the final was similar to his performance in the graded paragraph. The message was not clearly expressed due to grammar problems. He did not have topic sentence with a clear focus. He used a research result without citations. There were unity and coherence problems.

Nilay's (N2) practice paragraph was unsatisfactory. She started with the message of the cartoon. In her topic sentence, she wrote "I agree with the artist that children are compelled [*sic*] studying and reading by their parents" (n.d.). The teacher did not make any comments on this topic sentence at that time. However, in her second analysis, she thought that the argument in the topic sentence should have been given as a part of Nilay's expansion of the cartoon's message. The ideas in the body were not effectively developed. There were logical fallacies as well. In her feedback, the teacher-researcher wrote "because you do not clearly explain what you mean by books as tools it is not possible to make sense of the response." However, reflecting on her feedback, she came to the conclusion that

the feedback was simplistic and she should have attended to the individual problems in the body. In her reflection, Nilay did not trace the reasons of the problems in her work. Moreover, like in Yakup's case, although the teacher found her own feedback confusing, she wrote that the teacher's feedback was clear.

Although there was some improvement in Nilay's graded paragraph, still it was not at a satisfactory level. In the message part, she overlooked the details in the cartoon and the teacher-researcher noted this in her feedback. Similar to the topic sentence in her practice paragraph, she merged the cartoonist's message with her own and this time the teacher-researcher showed how to make the distinction on the paper. Then she seemed to have turned to writing an introduction and added general statements in the body of the paragraph. The teacher-researcher warned Nilay about this problem in her feedback. There were unnecessary repetitions in the body. Finally, she introduced a new topic in her topic sentence. In the footnotes, the teacher asked two questions to prompt reflection: "What is your topic sentence? How do you develop a topic sentence?" She also wrote "It seems that you need to go over these. See me if you need help." Nilay did not come for help. She also did not write a reflection on her graded paragraph.

Nilay's final exam paragraph was also unsatisfactory. The message of the cartoon was problematic and thus the content suffered. The topic sentence did not give the body a clear focus and although she wrote that she would discuss one reason, she covered a number of reasons. On the other hand, this time, the body part of the paragraph flowed more smoothly.

4.3.3 Summary

Table 4.13 summarizes the main findings about the contributions of writing reflective paragraphs to learning.

Table 4.13 Summary of the Findings of the Analysis of Reflective Paragraphs

Reflective Paragraphs on Mini-talk 2
Writing reflective paragraphs improved students' self-assessment skills.
The teacher-researcher developed a system in which she used reflective writing paragraphs to validate students' self-grades.
Writing reflective paragraphs promoted assessment for learning.
In their reflective paragraphs, students focused on their progress, identifying problems and brainstorming ways to overcome these problems. In this way, reflective writing fostered motivation for learning.
Students' inner thoughts were vocalized through reflective paragraphs, which helped remedy ineffective action plans developed by students and repair communication problems.
Reflective Paragraphs on Reaction-response Paragraphs
Students expressed their criticism in their reflective writing and this helped the teacher-researcher take action.
It was not possible to make a meaningful link between students' improvement and their reflective writing. This may be due to the fact that students had other opportunities for reflection such as the model reaction-response paragraphs.
Reflective paragraphs helped the teacher to capture students' ineffective action plans.
Certain students' unexpected regression remained a mystery since these students did not write reflective paragraphs.
Reflecting on reflective writings by students supported teacher's professional development. This way she could identify errors in her assessment practices and feedback delivery.

4.4 Students' Evaluation of Reflective Activities

For the analysis of the qualitative data obtained from the student evaluations, a matrix was created by typing the coded research questions in the rows and student names in the columns (Miles & Huberman, 1994, p. 93). When naming a code "a name that is closest to the concept it is describing" was preferred (p. 64). In addition, the codes were defined to enable consistent use "by a single researcher over time" and to provide clear guidance for multiple researchers who may code the same data (p. 63).

When coding the first research question, the first two parts of the question were coded together since in the overview of the sheets, it was discovered that most of the students treated the two parts together. The code *EFF* was given to refer to the perceived effectiveness of the tasks. The third part of the first research question, perceived most useful task, was coded as *TAS*. The second research question regarding the impact of carrying out reflective activities on student motivation was coded as *MOT*. For the third question, the code *TEA* was created

to refer to the student evaluation of teacher feedback and support. For questions four five and six, which are about the students' plans regarding using reflection in the future, respectively codes *ENG, OTH*, and *CAR* were used to refer to future English lessons, other courses and future career. Table 4.14 demonstrates a full list of the codes used in the analysis together with their definitions.

When the matrix was given its final form, the student evaluation sheets were reviewed and analysed through coding (Miles & Huberman, 1994, p. 56). As the data was entered in the matrix, student responses to yes-no questions were coded as *yes (Y), no (N)* or *unsure (US)*. In addition, recurrent themes, themes that occurred three or more times, were also coded and thus additional codes were created. When reviewing the data, responses that centred on the same theme were clustered into one code. A list of the codes that were created in the coding and their definitions are given in table 4.14. Moreover, while coding, important phrases were entered on the matrix and representative quotations were highlighted on the electronic form of the student evaluation sheets. In addition, a set of guidelines explaining the points that needed to be paid attention to were prepared for the second rater (See Appendix S for the guidelines for the second-rater for coding the students' evaluation of the reflective activities).

The second coding was done two weeks after the initial coding. At this stage, the student evaluations were re-examined and re-entered into a separate matrix. Then, matrix one and matrix two were compared to check the intra-rater reliability. Several inconsistencies were identified and these were highlighted on the matrix. Following this, a second rater independently coded the parts where inconsistencies were identified. Then, the codings of the raters were compared. There was one disagreement between the first raters' second coding and the second rater's coding, which occurred when the data was inferential. Some students had written that they would use reflection sparingly and the first rater had coded this as *US* (unsure). However, the second rater coded the same part as *Y* (yes). In this case, the relevant part in the source was read together for negotiation and upon negotiation a new code, *SEL* referring to selective use was created.

Based on the results of the intra and inter reliability check, the matrix and the codes were revised and given its final form (See Appendix T for the finalized

matrix). Then the frequency of the codes was counted and the percentages were calculated (Huberman & Miles, 1994, p. 253). This information was transferred to a new table. Table 4.15 displays the frequency codes and percentages. Representative quotations that clarify student responses were identified and entered on a separate sheet.

Table 4.14 Explanation of the Codes Used in the Analysis of Student Evaluations

Codes created from the research questions	
EFF	perceived effectiveness of reflective tasks
TAS	perceived most useful reflective task
MOT	impact on student motivation
TEA	student evaluation of teacher feedback and support
ENG	plans regarding using reflection in the future English courses
OTH	plans regarding using reflection in other courses
CAR	plans regarding using reflection in future career.
Codes that emerged in the first coding	
Y	positive/ yes
N	negative/ no
US	unsure/ indecisive/ conditional
CHA	attitude change towards reflective tasks (from positive to negative)
SWCI	help see strengths (S), weaknesses (W); help correct mistakes(C); improvement (I)
ATT	increased attention/ involvement/ concentration
SELF	encourage self-evaluation/ criticism
PS	help problem solving
PLA	encourage making a plan
CONF	increased confidence
MEN	planning to continue reflection mentally not in the written form
NUM	useful only for verbal lessons/ not applicable to mathematical lessons.
WOL/ T	workload/ too many tasks/ time-consuming
VOL	should be voluntary
MIS	believes that mistakes will not be repeated
SKL	help improve writing skills/ language
LAZ	feels lazy to carry on reflection
TD	teacher dependent/ feels the teacher is essential to carry out reflective writing
QUE	the importance of asking the right questions
WRI	writing has a deeper impact than merely thinking
-	the question is not answered/ misunderstood/ the answer is incomprehensible
Codes that emerged further in the analysis	
SEL	planning to use of reflection selectively

Table 4.15 The Frequency of Codes and Percentages in Student Evaluations

1. a. How effective was engaging in the task of reflection in helping you to monitor and manage your own learning?

ME (21 sts.)	IE (20 sts.)	GEO (16 sts.)	Total (57 sts.)
19 yes 1 don't know 1 no	20 yes 1 st. negative in the other questions	14 yes 1 no answer 1 no	93%

1. b. How effective were they in improving your performance?

ME (21 sts.)	IE (20 sts.)	GEO (16 sts.)	Total (57 sts.)
19 yes 1 don't know 1 no	20 yes 1 st. negative in the other questions	14 yes 1 no answer 1 no	93%

1. c. Which of the reflective activities were the most useful? Why?

	ME (21 sts.)	IE (20 sts.)	GEO (16 sts.)	Total (57 sts.)
presentation	7+2	9	5	40%
Essay	2	3		9%
R. R paragraphs	2+2	2		10.5%
All	1	-	1	3.5%
vague		1	1	3.5%
None/ same		1	1	3.5%
No answer		4	7	12%

* there are sts. who indicated two activities (+)

2. How did the reflective activities affect your attitude toward the lesson and motivation?

ME (21 sts.)	IE (20 sts.)	GEO (16 sts.)	Total (57 sts.)
16 (yes) 2 (both) 2 (no) 1 (no answer)	11 (yes) 6 both (*) 3 (no)	10 (yes) 3 (both) 1 (no) 2 (no answer)	65% 19% 11%

*time-consuming/ too many

3. What is your opinion on your teacher's responses to your reflections? What is your overall opinion of the support provided by your teacher?
*Sts. responded to both prompts together

ME (21 sts.)	IE (20 sts.)	GEO (16 sts.)	Total (57 sts.)
17 yes 2 OK 1 unsatisfied 1 no answer	19 yes 1 unnecessary/ feed-back is enough	14 yes 1 too much 1 unnecessary/ feedback is enough	87% 4% 9%

Table 4.15 The Frequency of Codes and Percentages in Student Evaluations
          (continued)

4. Are you planning to continue to reflect on your performance in future English lessons? Why/ why not?

ME (21 sts.)	IE (20 sts.)	GEO (16 sts.)	Total (57 sts.)
15 yes	6 yes	8 yes	77%
5 mentally	7 Yes but mentally	3 mentally	26%
	3 unsure	1 unsure	7%
1 no	2 No. I am lazy	1 no plan	
	1 teacher is essential	1 no/ 2 no answer	

5. Would you consider reflection as a learning opportunity for your other courses? Why/ why not?

ME (21 sts.)	IE (20 sts.)	GEO (16 sts.)	Total (57 sts.)
12 yes	13 yes	7 yes	56%
3 no numbers	4 no numbers	5 no numbers	21%
1 no. "I can already do it"	1 unsure. Time	1 not sure	
		1 both	
3 no answer	2 no answer	1 no useless	
1 no		1 no workload	
1 vague			

6. Would you consider reflection as a useful skill in your future career? Why? Why not?

ME (21 sts.)	IE (20 sts.)	GEO (16 sts.)	Total (57 sts.)
15 yes	13 yes	10 yes	66%
	1 language		
	1 no plan	2 don't know	
1 no		1 no	
5 no answer	5 no answer	3 no answer	

4.4.1 Students' Perceptions regarding the Effectiveness of Engaging in the
Task of Reflection in Supporting their Learning

Fifty-three students (93%) stated that they thought that engaging in reflective activities helped them to monitor and manage their own learning and these tasks helped them improve their performance. Five students (8%) indicated that first they did not think that the reflection tasks were useful but then they realized their benefits. Some of the students specified how reflection helped them to monitor and manage their learning. One of the benefits of reflection pointed out by students was that it improved their ability to see their strengths and weaknesses and helped them to correct their mistakes (forty-three students, 76%). Six students

(11%) indicated that reflections helped not to repeat the mistakes. For example, Pınar (IE) stated that reflective activities "helped me to see whether or not I did [*sic*] same mistake the second time" (n.d.). Some students commented on how reflections encouraged them to revisit their work and become aware of their mistakes. For example, Arif (ME) wrote that "if I didn't write reflection paragraphs, I wouldn't look at my falses [*sic*] and maybe I will [*sic*] make these mistakes again in the future" (n.d.). Zeki (ME) also indicated how reflections helped him to identify his mistakes. He wrote that "I may not realize my errors or weaknesses without reflection. For example, after avatar presentation I did not realize my lack of eye contact, so after watching presentation video and avatar reflection I try to improve this situation" (n.d.). Cenk (IE) also commented on this issue.

> If I had not written reflections, I would not have revised my works and would not have developed my skills especially speaking skill because I understand that I can talk easily when I do not memorize words... I understand this after I wrote first mini-presentation reflection. (n.d.)

In addition, students indicated that reflections improved their performance. To illustrate, Adnan (IE) said that "I tried to correct my mistakes and in most of the activities my second performance was better than the first one thanks to these reflections" (n.d.). Demir (GEO) also commented on this issue.

> Reflecting on my own tasks, paragraphs or essay was really effective to see my own weaknesses and strengths. If there were no reflection or something else like that, I couldn't read my work again at home. So I couldn't see my failures or strengths about my writing. It may cause that [*sic*] there will be no improvement about my paragraphs. (n.d.)

Tarık (ME), Cüneyt (IE) and Burç (IE) pointed out that reflections required them to think carefully about their work. Tarık explained how reflecting is more effective than reading feedback.

> Writing reflection is useful for me because it is helpful to see what I do in my work. When I write reflection about it, I can see my weaknesses and strengths more clearly. Reading feedback notes is not as enough as [*sic*] writing reflection because I must think on them more when writing.

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Cüneyt made a similar comment and said that "before writing about something, I have to think about that thing well to write well" (n.d.). Burç also commented on how reflections promoted thinking.

I think they make me more inside of [*sic*] lesson, and they obstruct [*sic*] any disconnection between me and lesson. They provide [*sic*] me thinking English not only in lesson but also out of lesson. Briefly, I can say they help me to more studying [*sic*].

Encouraging self-evaluation and criticism was indicated as another benefit of reflection (six students, 11%). Mehmet (ME) said that reflections helped him to look at his work with a critical eye.

By means of the reflections, I can approach to my own paragraphs in [*sic*] a critical eye. Dealing with my mistakes and corrections help me to realize where I fell into [*sic*] mistake and what should I do [*sic*] not to repeat them.

Fatma (IE) also made a similar comment.

I can say that reflection was a good way looking the tasks with a different perspective. The questions in the reflections help you realize the points which you did not see while doing [them]. They were effective in improving my performance by making me noticed [*sic*] what I do well or bad.

Other benefits included improving language skills (three students, 5%); improving problem solving skills (one student); improving writing skills (one student) and showing the importance of asking the right questions for reflection (1 student).

Forty students answered the questions about which reflection task was the most useful. Twenty-two of the students (55%) indicated that they favoured mini-presentation reflections. Some of these students pointed out that mini-presentation reflections increased their self-evaluation skills and self-confidence. For example, Semih (ME) stated that reflections improved his confidence. He wrote that "most of the students would disagree, but I think reflections were the most useful tasks in this course. Reflections taught me how I can develop my work. In fact, it encouraged me that I can do better" (n.d.). Six students (15%) stated that they

were all useful. Five students (13%) thought that essay reflections were more effective and five students (13%) thought that reaction-response reflections were more effective. Two students stated that writing reflections were more useful without specifying a particular writing task. One student stated that none of them was useful.

Two students did not think that reflective activities were useful. Aydın (GEO) and Yakup (GEO), expressed their dissatisfaction with the reflective activities. Aydın thought that reflections wasted his time. He wrote "they wasted my time because I can also understand my weaknesses or strengths about task by keeping in view [*sic*] teacher's notes about my writing or considering comments about my performance" (n.d.). On the other hand, Yakup stated that they should be voluntary. It should be noted that Yavuz (ME) who did not answer this question expresses his negativity about carrying out reflection in another question.

4.4.2 Students' Perceptions regarding the Effect of Reflective Activities on their Attitudes towards the Lesson and their Motivation

Thirty-seven students (65%) students stated that reflective activities had a positive impact on their attitude towards the lesson and they increased their motivation. Eleven students (19%) expressed that they sometimes increased their motivation and at other times, the activities decreased their motivation. Increasing their attention (six students, 11%) and their confidence (four students, 7%) were two of the ways reflection motivated students. Adnan (IE) explained how seeing that he improved his work through reflecting on it increased his motivation:

> After each reflective activity, I thought that my mistakes can be corrected by clamping down [*sic*]. As a result of this thought, in the [*sic*] most of activities I achieved to correct my mistakes and after the reflections I did a better work than before. This situation increased my motivation and affected my attitude toward the lesson positively.

Six students (11%) found the reflective activities demotivating. Eight students (14%) noted that there were too many reflective activities and they were time-consuming. For example, Leman (IE) stated that "reflection activities

increased my motivation but sometimes it alienated me from lesson. I think the number of reflections must be balanced" (n.d.). Similarly, Suzan (IE) complained about their number:

> The reflection paragraphs actually made me a little estranged from the lesson due to [*sic*] they take a lot of time especial at midterm and finals times. It is so hard to keep up with them and try to be done with all of them. Therefore it stressed me more than being helpful maybe it should have been during the classes than time will not be problem anymore. (n.d.)

On the other hand, Yavuz (ME) was critical of the amount of feedback teacher provided and thought that it was demotivating. He wrote "to be honest, reflective activities took all of my enthusiasm for English lesson. I think that my teacher make more corrections than necessary on the reflections because the reasons of my failure according to me, cannot be false" (n.d.). His comment was rather interesting because he thought he could not be wrong about what he thought of as the reason of his failure.

4.4.3 Students' Opinions of the Teacher's Responses to Their Reflections and their Overall Opinion of the Support Provided by the Teacher

Fifty of the students (87%) were satisfied with the teacher feedback. Fatma (IE) thought that teacher feedback helped her to see her own mistakes. She wrote that "teacher was really objective and I think she used reflections for us to see our mistakes, which she realized, by ourselves"(n.d.). İrem (IE) noted that teacher feedback helped her to see my strengths. She said that "I know if I stay [*sic*] own my own, I do not care [*sic*] my strengths. Thanks to my instructor, I try to notice my strengths" (n.d.). One another student, Zeki (ME) noted that teacher feedback encouraged him to make a plan to improve his work. He stated that "instructor reads our writings precisely [*sic*] makes a chance [*sic*] for us to know our mistakes to make plan for solving them" (n.d.). He also noted that teacher feedback motivated him. He said that "she always motivated me when I'm in hopelessness" (n.d.).

On the other hand, two students (4%) said that is average. Three students (9%) believed that the teacher's feedback was not helpful. One student expressed his view that the teacher provided too much feedback. Two students stated that reflections were not necessary and the teacher should only provide feedback rather than asking the students to reflect. The students' feedback on teacher feedback will be used to pinpoint the features of effective feedback as perceived by the students.

4.4.4 Students' Opinions regarding Continuing Reflection in Future English Lessons

Forty-four students (77%) indicated that they would continue to reflect on their performance in future English lessons. They stated that they would continue to reflect because reflections helped them to improve and be successful. For example, Levent (ME) commented on this issue.

> I do not know if I write a reflection paragraph for my mistakes, but it is sure that I will at least note my mistakes and try to solve them in the future English lessons, because it helps me to improve myself and it causes me to become closer to my best job. (n.d.)

Doğuş (ME) made a similar comment.

> I can easily see what I did and I can have an idea what I am going to do…To know what you do is very important for courses… It is also a very good guide to improve working skills because people can see what they did before and using this reflection notes they can become successful their jobs. (n.d.)

Fifteen students (26%) stated that they would reflect but do this mentally rather than writing reflections. Four students (7%) said that they were not sure and four students (7%) stated that they would not carry out reflections. One of these students, Adnan (IE), indicated that although he believed that they were useful, he was too lazy to reflect. Another student, Pınar (IE), thought that without teacher feedback reflection would not be useful.

4.4.5 Students' Opinions regarding Using Reflection in Other Courses

Thirty-two (57%) students stated that they would consider reflection as a learning opportunity for other courses as well. For example, Ulus (GEO) stated that reflections were useful for the other courses as well because it helped to improve. He wrote that "yes, of course it is also useful for other courses. When we [*sic*] checking something we done [*sic*] previously we see negative and positive points in it. This checking is very effective for preserving stronger points and eliminating weaknesses" (n.d.).

Twelve students (21%) who said "no" to this question stated that in their other courses they needed to deal with numbers and therefore reflective activities did not apply. Two students indicated that they would not continue reflection because of time and work load limitations. One student stated that they were useless and another student stated that now that he learned how to self-assess and he did not need to continue doing reflection tasks.

4.4.6 Students' Opinions regarding Using Reflection in their Future Career

Thirteen students (23%) did not answer this question. In the remaining 77%, thirty-eight students (66%) indicated that they would consider reflection as a useful skill for their future career. Some students indicated that reflections were important for being capable of assessing and fixing problems on their own. For example, Savaş (ME) wrote that "[reflection is important] because in future we cannot find people who [*sic*] fix my mistakes like our teachers so we should use this skill" (n.d.). Another student, Leman (IE) said that "of course it is useful. It is an undeniable fact that self-assessment is very important in life" (n.d.). One student, Fatma (IE) stated that reflections were important because they help them to ask the right questions for self-assessment.

> Of course reflection is a good learning opportunity for other courses too, but the most important one is asking the right questions while evaluating your work. I can say that reflection would be good for our career because it is always good to know what you can do or not do, what is your failure

or success. Being aware of these, people can improve themselves much more easily. (n.d.)

Three students stated that they did not have plans and two students said that they did not think that reflection would be an important skill for them in their career. One student pointed out that reflection would be useful when improving his or her language skills. One of the students, Oya (ME), did not think reflection was a skill because when the questions are provided the task is very easy to carry out. Yavuz (ME), on the other hand, believed that reflection was not important for his career. He believed that reflections were not needed because the product was more important than the process.

> I do not think that it is a useful skill for my future career because in my future career, there will be always homeworks [*sic*], exams, jobs which depend on the result, not the way of preparation [*sic*].

4.3.4 Summary

Table 4.16 summarizes the main findings of the analysis of student evaluations of reflective activities.

Table 4.16 Main Findings of the Analysis of Students Evaluations

Contributions of Engaging in Reflection to Learning
Benefits of reflection are:
helping monitor oneself,
helping see strengths and weaknesses and correct mistakes,
helping not to repeat the mistakes,
encouraging self-evaluation and criticism,
promoting reflective thinking,
improving performance,
increasing confidence,
improving language skills,
improving problem solving skills,
showing the importance of asking the right questions for reflection.
The Effect of Reflection on Motivation
Seeing that reflections contribute to improvement is motivating.
Completing too many reflections is demotivating.
Too much feedback is demotivating.
Effective Feedback Practices
Effective feedback:
helps students see their own mistakes,
helps students see their strengths,
encourages students to make a plan to improve their work,
motivates students,
is not overwhelming.
Reflection as a life-long learning skill
Reflection is a life-long learning skill because it is:
important for being able to assess and fix problems on their own,
important for asking the right questions for self-assessment.

CHAPTER V

CONCLUSIONS

5.0 Presentation

The present dissertation investigated how reflection can be integrated into the EAP courses at tertiary level, and to what extent such an undertaking contributes to student and teacher learning. To this end, both the teacher-researcher and students worked as action researchers who reflected on their work and experience. In this chapter, the findings of the study and their implications are discussed. In addition, the action plan developed for the next cycle of action is presented.

5.1 The Summary and Discussion of the Findings

5.1.1 The Characteristics of Reflective Dialogue and its Contribution to Learning

5.1.1.1 Hearing Students' Inner Voice

The analysis of the reflective dialogues revealed that reflective dialogue is a tool for hearing students' inner voice and hearing this voice offers a number of benefits (Vygotsky, 1934/1986). First of all, one of the problems the teacher-researcher faced when talking to the students about their self-assessment was her concerns over creating emotional barriers when she disagreed with students' grades especially when they overrated themselves. When there was grade inflation on the part of the student, she wanted to learn the reason behind this. The reflective dialogues helped the teacher-researcher to see whether the student really believed that he or she deserved a high grade or the student consciously overrated his or her performance. In both cases, dialogue created opportunities for

discussion. Therefore, it can be concluded that reflective dialogue is an effective tool for understanding students' reasoning process when they are self-assessing.

Second, reflective dialogues created an opportunity to discover students' misconceptions. When such misconceptions emerged during the dialogues, they were opened up to discussion. At times, this helped the teacher-researcher to interfere with students' problematic action plans. In addition, thanks to reflective tasks, she was able to discover previous communication problems with students and remedy them. Although it is not possible to claim that students changed their misconceptions as a result of discussion, it can be said that such misconceptions were at least brought to light and viewed from a different perspective. Students' evaluation of the reflective tasks also confirmed this conclusion. As von Glaserfled (1995) states understanding students' conceptual structures is a prerequisite for effective learning and the reflective dialogues created an opportunity for discovering students' conceptual structures and thus supported effective learning.

5.1.1.2 Challenging Existing, Beliefs, Assumptions and Knowledge

As Brockbank and McGill (2007) also states reflective dialogues challenged the teacher-researchers' and students' beliefs and assumptions. Reflective dialogues did not necessarily end up in agreement. In fact, when there was a high discrepancy between the teacher's grades and student's self-assessment, it was difficult to carry on the reflective dialogue. For example, despite the video recording, both of the overraters, Arda and Adnan, became defensive during conferencing. It was particularly difficult to discuss the quality of the content. However, the written reflections of the students showed that despite their resistance during the dialogue, the students were able to take a more critical stance toward their work as a result of the reflective dialogue.

5.1.1.3 Patterns Observed in Reflective Dialogue

With regards to the answer of the research question, "what are the characteristics of the reflective dialogues with students who overrate or under-estimate their performance?", it was observed that students who had higher expectations of themselves were more likely to underestimate their performance. Furthermore, it was seen that in the dialogue with the student who was naturally a reflective thinker (Bünyamin), there was a significant decrease in the amount of teacher talk time. During the reflective dialogues, the overraters were more defensive and seemed to be less responsive to teacher's feedback. However, in their written reflections, they accepted the criticism and developed action plans accordingly. On the other hand, the students who underestimated their performance created the impression that they agreed with the teacher during the reflective dialogues. However, in their written reflections, to a great extent, they stuck to their initial assessment. This observation is in line with Boud's and Falchikov's (2007) comments on self-assessment. As they state "only the learner can learn and therefore any act of assessment that takes place on the student will only influence their learning behaviour if it corresponds to the learner's self-assessment" (p. 7). Since the students who underestimated their performance still believed that their presentation was not as good as it could have been, they did not change their self-assessment in their written reflection.

5.1.1.4 Lessons for Promoting Successful Self-assessment

The reflective dialogues revealed that it is not possible to attribute students' grade inflation in their self-assessment to being dishonest about grades. It was seen that they needed to be scaffolded more effectively before asking them to use rubrics for self-assessment. For instance, the teacher-researcher decided to design more effective activities to familiarize students with rubrics. As Arter and Chappuis (2006) point out that "good student friendly versions [of rubrics] are rare" (p. 82). As Leahy, Lyon, Thompson, & William (2005) state teachers must help students understand the grading process by using a student-friendly rubric to

evaluate either his or her own or a peer's work. One of these activities is to ask the students to rewrite rubrics for themselves (Marzano, 2011). One such study was carried out by Hasanbaşoğlu who is also teaching in the context where the present action research was carried out. Hasanbaşoğlu (2001) conducted a mini-action research about students' translating the rubrics into their own language, which she presented to the teachers in the Department of Modern Language at METU. In her presentation, she first explained how the currently used rubrics were written in teacher language and how certain parts in the rubric did not make sense to the students. In her study, she gave her students the reaction-response essay rubric used in ENG 102 and wanted them to work in groups and translate the rubric into student language. The students rewrote the rubric following the guidelines provided by their teacher. In her presentation, she presented parts of the rubric rewritten in student language and showed how rubrics became more student-friendly. Another possible way to help students understand rubrics is to involve them in the creation of rubrics. Airasian and Russell (2008) state that "involving students in identifying performance criteria gives them a sense of ownership of the rubric as well as an early preview of the important characteristics of the process or product they will be working on" (p. 232). Both the present study and Hasanbaşoğlu's study reveal that the teachers in the MLD should explore ways to familiarize their students with the rubrics used to evaluate their performance. In this way, students will have a clear idea of the expectations, and it will be easier to give feedback when the teachers and students use the same language (Marzano, 2011).

Through the analysis of the transcripts of the reflective dialogues, obstacles in front of accurate self-assessment were identified. First, as discussed above, most students had problems in their self-assessment because they misunderstood the rubric. Other students gave themselves lower marks than they deserved because they did not want to overstate their performance. Some students downgraded their performance because they did not stick to the plan they had made. Comparing their performance with other students' rather than the criteria was another obstacle in front of reliable self-assessment. Finally, students found it difficult to monitor some aspects of presentations such as language when

presenting. Discovering these obstacles will aid the teacher-researcher when preparing her students for self-assessment.

Talking about the rubric and how it should be used during the reflective dialogues helped the students to understand the rubric. During the reflective dialogues, the teacher-researcher and students used the rubric as the point of reference for assessment and this created the opportunity to go over the rubric and work on unclear parts. This clarification aided the negotiation process as well because as stated earlier, to be able to negotiate the parties involved need to be speaking the same language. In this case, the rubric was the language for mediation and therefore a clear understanding of the rubric was crucial for the success of the dialogue. The fact that students' second self-assessment improved was also a sign that they got better at using the rubric after the reflective dialogue.

One of the benefits of reflective dialogues and written reflections was to push the students to justify the grades for their self-assessment. As they forced themselves to come up with a reasonable explanation, they sometimes changed their perspectives. For example, if they deducted points because they were reluctant to give full points, they were challenged by the teacher to either state the problem or give the grade back. The need for justification also increased the accuracy of self-assessment and it is believed that when the students are asked to carry out self-assessment, they should not be asked to only give a grade and they should be asked to explain the rationale behind their grading.

5.1.1.5 Reflective Dialogue as a Platform for Communication

Reflective dialogues enabled the parties involved to listen to the story from the point of the other. Through reflective dialogues, the students had the opportunity to share their feelings with the teacher, which is very important for effective communication. This made the teacher-researcher feel more emphatic towards her students. However, it was not possible to say that the teacher always heard what the students were trying to say. Reflective dialogues in which the teacher is deaf to students' feelings about the experience are deficit. Reflecting on the transcribed data the teacher decided to become a better listener.

It was observed that in their written reflections following the reflective dialogues students could express opinions that they did not discuss in the dialogue. One of the possible reasons for this can be that they did not want to confront the teacher in face-to-face conversation. Another reason may be that having a chance to reflect on the presentation and the dialogue individually, they may have made new discoveries or arrived at new conclusions. Therefore, it can be said that the reflective dialogue and the reflective writing task complemented each other.

5.1.1.6 Identifying Weaknesses and Developing an Action Plan

In the reflective dialogues, the teacher's main strategy was to provide prompts for reflection. In most cases, students were able to respond to these prompts effectively. As a result, they discovered problems and traced the reasons of the problems on their own. These aspects of the reflective activities were identified as one of their strong points in the students' evaluation of the reflective activities as well.

The reflective dialogue between the teacher and students highlighted certain student behaviours that caused problems in their presentations. These behaviours were identified as failing to understand task expectations, failing to choose an avatar suitable for the mini-presentation, failing to eliminate information that crowds the content, not knowing how to prepare and use notes, not having rehearsed properly, failing to control anxiety and using distracting gestures.

The students tried to develop action plans to cope with the problems they identified. However, they were not always able to accomplish their action plans especially if they set unrealistic goals. As observed in Kemal's and Oya's cases, motivation, hard work and reflective skills could not solve all the problems and these positive qualities did not always lead to success in the actual performance. Therefore, it is important to help students to set realistic goals and distinguish between short-term and long term goals.

5.1.1.7 Teacher-researcher's Professional Development

As Jove (2011) also states reflecting on practice enabled the teacher to discover problems in her teaching. As stated earlier, discussing content in self-assessment posed some problems in some reflective dialogues. However, it was observed that it was easier to talk about content problems when the reasons behind the problems were traced. The students acknowledged the problems in the content when they linked it to not fulfilling the task and not choosing an unsuitable avatar. However, it was observed some students seemed to be confused about what was meant by eliminating unnecessary information. They confused such information with irrelevant information. Since the teacher was not able to handle the situation effectively at that time, they were not convinced about why the teacher insisted that the information should be excluded. In her action plan, the teacher made a note to be careful about clarifying the difference between unnecessary and irrelevant information when teaching and giving feedback.

Reflecting on the transcribed data, the teacher discovered that at times her grading was not fair. The same problem was observed in the analysis of reaction-response paragraphs as well. For example, reflecting on her evaluation of her students' practice reaction-response paragraphs, she realized that the interpretations she did not accept to be valid indeed made sense. In fact, it was the students' polite criticism expressed in their written reflections which made the teacher-researcher go over her initial assessment. Furthermore, including the students in self-assessment enabled the teacher to fix some of the teacher mistakes in grading. Therefore, the findings in this study confirms Taras' (2003, 2008) research studies and like Taras, the teacher-researcher believes that training students as the second raters is important to increase the reliability of grades.

As Nicol and Macfarlane-Dick (2006) point out it is a challenge to provide high quality feedback. By reflecting on the transcribed data and her written feedback, the teacher-researcher discovered the shortcomings of the feedback she provided. At times, the quality of teacher feedback was very low. Sometimes the feedback was unclear, incomplete or misleading. This discovery raised the issue that when the teachers are complaining about students' not making use of teacher

feedback, they should evaluate the quality of the feedback they provide. She also noted that her written feedback was more confusing than her oral feedback. The teacher decided to slow down and speak less when giving oral feedback. Reflecting on the reflective dialogues, the teacher realized that she needed to be more patient when the students disagreed with her comments. She saw that her elicitation techniques were not sufficient in these cases.

5.1.1.8 The Role of the Critical Friend

The reflective dialogues in which critical friends were present showed the potential value of critical friends in assessment. It was observed that the involvement of a critical friend in the reflective dialogue made certain contributions to the process. First, the atmosphere created by the position of the teacher as the sole beholder of the power changed (Taras, 2008). Second, when the critical friends confirmed the teacher's feedback, naturally the credibility of the judgment passed by the teacher increased. Sometimes critical friends helped the teacher by drawing her attention to an issue she had overlooked. It was observed that at times, critical friends supported their friends and helped them to express themselves more clearly. In these cases, this co-operation helped the teacher to gain a new insight. Critical friends also contributed to their friends' learning by making suggestions, sharing their own experience and prompting reflection. The teacher decided to design her future assessment activities so that she made room for peer assessment.

As explained in the chapter three, the colleague who did the peer debriefing was first sceptical of the positive effect of the critical friend in the reflective dialogue. In fact, the teacher-researcher also agreed that in Adnan's case the other students probably increased Adnan's resistance to cooperate. The teacher-researcher then remembered the strange rivalry between Adnan and his friend in the room. In addition, this student had not made the first presentation. Therefore, as the teacher-researcher's peer suggested this student' presence in the room might have had a negative impact on Adnan. On the other hand, in the other cases, critical friends were cooperative, supportive and useful. The teacher-

researcher's peer also wrote that as she read more excerpts, she changed her mind and she agreed that critical friends contributed to reflective dialogues. However, the teacher-researcher noted the importance of being careful when pairing up critical friends.

5.1.2 Reflective Writings on Mini-presentation 2

As discussed in part 5.1.1.4, reflective dialogue on the first mini-presentation and subsequent reflection paragraph helped the students to improve their self-assessment skills. In order to be able to reflect on their performance, they were required to understand the rubric. Because the students showed significant progress in their second self-assessment task, which was on the second mini-presentation, the teacher developed a framework to include students' self-grades in assessment. As Taras (2008) also points out it is important to find out ways to use students' self-grades for official grading. She used the students' reflective writings on mini-presentation 2 to decide whether or not the students' self-grades were reliable. When there was a minor problem in the mini-presentation, and this problem was brought up and discussed by the student in his or her written reflection, the teacher did not deduct points for this minor problem provided that the student also did not deduct points. However, if a student failed to discover a major problem in the work and did not reflect on it, the student's self-grade did not count. In such a case, the teacher gave feedback on the problem. Finally, if a student displayed that he or she did not understand the rubric, his or her self-assessment was not taken into account because a sound understanding of the rubric is essential to qualify as reliable raters.

The analysis of students' reflections on mini-presentation 2 revealed that reflections supported assessment for learning. Written reflections put the limelight on often ignored aspects in assessment; that is, to appreciate progress and to encourage making development plans. When students believed that they were successful, in their paragraphs, they focused on the progress they made compared to the first mini-presentation. They also identified areas for further improvement

and developed action plans. As aimed, the students collaborated in the action research.

When the students thought that they were not successful, they traced the reasons behind the problem. They were encouraged to distinguish between problems that can be solved in the short-run and problems that they could overcome in the long run. In addition, through their reflective paragraphs, the students had the opportunity to reflect on their feelings about the experience and communicate these feelings. The students' concern over spending too much time for studying English emerged in one of the written reflections as well.

5.1.3 Reflective Writings on Reaction-response Paragraphs

With the group of students who started with unsatisfactory paragraphs and wrote successful paragraphs in the subsequent tasks, it was seen that in most of the cases there was a conflict between the teacher and students about the message of the cartoon. Therefore, even if the student learned how to write a reaction-response paragraph, s/he failed the task. Therefore, it cannot be concluded that there was a link between their reflections and their success. In fact, with the exception of two students, students attributed their progress to studying model reaction-response paragraphs. On the other hand, the written reflections showed that these students did not agree with the teacher's not accepting their interpretations. Students' explanations on why their interpretations were also acceptable caused the teacher to step back. As Jove (2011) warns teachers can make mistakes when they assess their students. Although she did not change her feedback with this group of students, in the following semesters, she became more open to alternative interpretations. Some students also used their reflective paragraphs to communicate their views on the instructional design. One of the students suggested that they needed more time to digest the input before they were asked to write the paragraph. Only one of the students stated that the teacher's feedback was not clear and he explained why he could not understand it. The teacher totally agreed with the student's comment and wondered why the other students did not express similar concerns. In brief, although it cannot be

concluded that written reflections on reaction-response paragraphs contributed to the success of the students in the final exam, it can be said that it served as an effective communication tool.

In the case of the two proficient and hardworking students who did poorly in the final exam, their reflective paragraphs did not provide any clues to reveal the mystery of their failure. However, in her evaluation of the reflection tasks, one of the students said that she was demotivated by the excessive amount of the reflection tasks. The evaluation of the other papers also did not show a significant link between the quality of reflection and progress.

5.1.4 Reflective Activities and Good Feedback Practice

Reflective activities promoted good feedback practices, which are consistent with Nicol and Macfarlane-Dick's criteria for good feedback (2006). When carried out properly, reflective activities helped clarifying the expected standards and students' understanding of these standards. In this way, they facilitated the development of self-assessment skills. Furthermore, they encouraged teacher and peer dialogue. It was observed that feedback shared in the reflective activities increased the students' self-esteem. In addition, in most cases, they helped the students to make progress. Finally, they provided information to the teacher-researcher which she used to shape her teaching.

5.1.5 Students' Evaluation of the Reflective Activities

Similar to Ayan's study (2010), in the present study, majority of the students reported that reflective tasks were effective in helping them monitor and manage their own learning. The reflections on mini-presentations were found to be more useful than the other reflections. The students pointed out several benefits of reflection tasks for them. They stated that engaging in reflection:

    1. increased their confidence;

    2. required them to think carefully about their work;

3. helped them monitor themselves and look at their work with a critical eye;

4. encouraged them to revisit their work and become aware of their mistakes;

5. improved their performance.

On the other hand, two students were particularly negative about reflection. These students stated that reflections were unnecessary and the teacher should give feedback rather than asking the students to carry out reflections. Another student pointed out that they should be "voluntary". Unfortunately, since the evaluation was carried out at the end of the semester, the teacher-researcher did not have a chance to talk to these students about their negativity. However, it is believed that the modifications which will be discussed in the action plan part will improve the implementation and the revised implementation will receive less negative feedback. Moreover, since reflection is viewed as a learning skill when students reach a certain level of success in a particular task, their reflection task should be modified so as to make engaging in reflection still meaningful for the student. Otherwise, students may lose their motivation (Kato, 2009). As Schön (1983) states practitioners engage in reflection when they are faced with a problem and this element of problem solving is important to maintain students' motivation to reflect. In addition, the fact that only two of the students were very negative about the reflective activities indicates that despite the limitations in the implementation, reflective activities were successful.

Although the majority of the students found reflective activities effective in helping them learn, 65% of the students stated that reflective activities had a positive impact on their attitude towards the lesson and that they increased their motivation. The majority of the students noted that there were too many reflective activities and they were time-consuming. The teacher also agreed with the students that she should decrease the number of written reflection tasks and add some variety.

Eighty-seven per cent of the students were satisfied with the teacher feedback. Four per cent said that her feedback is average. Nine per cent of the students believed that the teacher's feedback were not helpful. One student

expressed his view that the teacher provided too much feedback. Two students stated that reflections were not necessary and the teacher should only provide feedback rather than asking the students to reflect. The teacher-researcher used the students' comments on feedback to list the features of good feedback. Based on the students' comments, good feedback:

1. helps students see their own mistakes;

2. helps students see their strengths;

3. encourages students to make a plan to improve their work;

4. motivates students;

5. does not overwhelm students.

She also decided to carry out another action research study which focused on her feedback giving.

The analysis of the data revealed that majority of the students stated that they would continue to reflect. Seventy-seven per cent of the students indicated that they would continue to reflect on their performance in future English lessons. Twenty-six per cent stated that they would reflect but do this mentally rather than writing reflections. Fifty-seven per cent of the students stated that they would consider reflection as a learning opportunity for other courses as well. Twenty-one per cent of the students who said "no" to this question stated that in their other courses they needed to deal with numbers and therefore reflective activities did not apply.

Thirteen students (23%) did not respond to the question which asked if they regarded reflection as a useful skill for their future career. Among the students who answered the question, 66% indicated that they would consider reflection as a useful skill for their future career. Three students stated that they did not have plans for the future and two students said that they did not think that reflection would be an important skill for them in their career. One student pointed out that reflection would be useful when improving his or her language skills. These results show that reflection is perceived as a life-long learning skill by most of the students.

5.2 Action Plan

Based on the analysis of the findings, the teacher-researcher developed an action plan which she has gradually started to implement. In this part, the action plan is presented. To begin with, as the students suggested, the teacher-researcher decided to decrease the number of reflective activities. Since more students found the speaking-related reflective activities more effective and there is evidence that they directly contributed to learning, these activities will be kept as they are. Reflections on writing tasks, on the other hand, will be modified. To begin with, reflective writing task on the essay will not be used because students are engaging in reflection by rewriting the essay. In addition, too much writing was reported to be demotivating by the students. It is also possible to give students options and let them choose the task on which they want to reflect. Second, the teacher-researcher has decided to adapt the interview task introduced in the ENG 101 syllabus in 2010-2011 academic year to promote reflection on writing. In this interview task, the teacher and students hold a conference in which students are encouraged to reflect on the tasks and their performance. The teacher-researcher will use this speaking task to promote reflection on essay writing and take out the essay reflection task.

Reflective dialogues were effective in modelling reflection and stimulated recall through the video was also useful in promoting reflection. This confirmed the findings of Gün's study (2011). Moreover, it was a good idea to gradually decrease scaffolding by first watching the video with the students and then asking them to watch it on their own and complete the related reflection task. Therefore, the teacher-researcher will continue to use these methods. On the other hand, the teacher-researcher will design more effective activities to familiarize the students with rubrics. Creating the rubric with students (Airasian and Russell, 2008) and asking them to translate the rubric into their own language (Marzano, 2011) are two of the activities that will be tried.

The teacher-researcher has made action plans about the assessment practices she employs. First, she will make room for peer feedback. Since it seems that it is easier to observe delivery, it is possible to ask peers to focus on delivery

first. Then in mini-groups observations can be shared. Second, the research results confirmed that teachers can make mistakes when they are grading students (Taras, 2008). Self-assessment, peer assessment and reflective writings will be used to validate teacher grades. The teacher-researcher will continue to use the system she developed to use student grades for formal assessment. Furthermore, she will share the procedure she will use with her students. The findings of the study about the common problems faced in presentations and obstacles in front of self-assessment will be taken into account when designing tasks. These findings of the research will also be shared with the other teachers in the department.

Reflecting-on-action, despite the fact that majority of the students stated that the teacher's feedback was satisfactory, the teacher-researcher discovered that there are problems with the way she gave feedback and realized that she needs to continue to monitor her oral and written feedback. She is planning to develop an action research study to improve the way she gives feedback. In the meantime, she has decided to decrease her talking time and listen to the students more. Based on her own experience with feedback-giving, she will share with her colleagues that if they have complaints that students do not use feedback, it can be useful to explore their feedback giving style.

One of the things that emerged in the analysis of the questionnaires was that students believed that to improve their language skills they need to "practice". The misconception that practice makes perfect will be shared with students. She will tell her students that "practice does not make it perfect… However, perfect practice makes perfect", and in her lessons, she will focus on how students should practice certain skills (Sousa, 2001, p. 99). The analysis of data revealed that the majority of the students have concerns about their speaking skills, and they want the syllabus to put more emphasis on speaking. In addition, for most of them, it has been the most neglected skill in their education. In fact, in 2010-2011 academic year, there has been a change in the ENG 101 and ENG 102 syllabi and now there is more room for speaking. However, there are still concerns about how to teach and test speaking. As an insider, the teacher-researcher is also aware of the common goal of the Department of Modern Languages and Department of Basic English to improve students' speaking skills. The teacher-researcher will

inquire if it is possible to make curriculum renewal so that the order of the EAP courses offered by the department can be rearranged. In this way, ENG 101 can focus heavily on speaking and the subsequent courses can emphasize reading and writing. To investigate possible benefits and limitations of such an action, a comprehensive needs analysis study needs to be carried out.

As the teacher-researcher was carrying out the present action research on reflection, she observed that there was also a growing interest in reflection in the EAP courses offered by the MLD. For example, as explained above, the interview task introduced in the ENG 101 and ENG 102 syllabi is a reflective activity. In 2010-2011 academic year, ENG 211 Academic Speaking Skills went under serious revision. In the revised syllabus, there were two pieces of reflective writing assignments, which required students to reflect on their presentations. ENG 211 committee adapted the rubric developed in the present study by the teacher-researcher to be used for the assessment of students' reflective writing paragraphs. In 2011-2012 academic year, the number of the reflective tasks is reduced to one and students are currently required to reflect only on their final presentation which is given at the end of the semester in the final exam week. This new implementation has certain limitations. For instance, the teachers do not see students' performances; however, they are evaluating students' reflections on these performances. What is more, although the findings of the present research study and other similar studies in literature stress the importance of teaching and modelling reflection, reflection is not taught and modelled in the course. It is believed that reflective tasks in ENG 211 will be more successful is they are revised under the light of the findings of the study. These insights will be shared with the ENG 211 syllabus committee.

The present study also displayed that the potential of action research for teacher and institutional development needs to be further explored. For instance, the teacher-researcher's colleague who did the peer debriefing noted that reflecting on the present study, she thought action research was an effective tool in supporting professional development. Like Atay (2008), she suggests that action research can be an integral part of the pre-service teacher education program in the Department of Foreign Language Education. She believes that

action research can be integrated to the FLE 311 Advanced Writing and Research Skills course. She adds that the best practice will be to move this course to year 4 and ask students to carry out an action research study in the context where they are doing practice teaching. The teacher-researcher's colleague will further explore this issue.

Finally, when doing literature review for the present study, the teacher-researcher realized that her colleagues in the department carried out a number of studies on topics that would be of interest to the other teachers in the department. However, she had been unaware of most these studies. She has decided to ask the MLD administration if MLD Talks, the end-of year convention in which teachers give mini-presentation to share their inspiring ideas, can be used as a platform to share these studies. In addition, teachers in the department may be asked to carry out action research studies in which planned curricular changes can be piloted. In this way, useful feedback can be provided prior to implementing such changes on a larger scale. This is of significant importance since, as Sahinkaras et al. (2010) point out when teachers are involved in the research process, they are more likely to accept and adapt to change.

5.3 Concluding Remarks

The present action research study explored ways to integrate systematic reflection into EAP courses and investigated the effects of such an intervention on learning. As the action research evolved, the teacher-researcher developed an interactive reflection model in which the teacher and students were engaged in a collaborative endeavour for their development. This model draws on the constructivist principles and contributes to the field of English Language Teaching by presenting a framework which outlines a process in which the language learners and language teacher engage in reflection both as an individual and social activity in order to improve their performance. Figure 5.1 demonstrates how the teacher and students engage in a cyclical process of reflection and how they interact in the process.
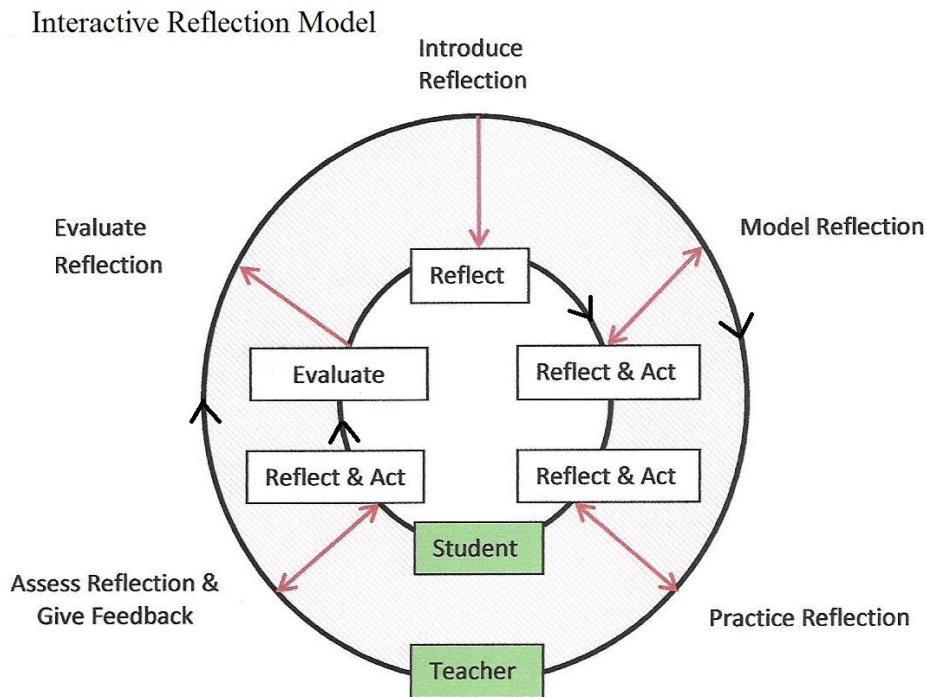
Figure 5.1 Interactive Reflection Model

In the first phase of the interactive reflection model, the teacher introduces reflection. S/he explains the students what is reflection and why they are asked to reflect. The students complete 3-4 reflective activities in total in relation to the tasks they perform. If the students have chance to practice the tasks multiple times, they will have a chance to observe the impacts of their reflection and action. At this stage, how reflective activities will be carried out and assessed is clarified as well. The cyclical nature of reflection; that is, the *reflect/evaluate - plan action – act - reflect/evaluate* pattern is repeated until the desired outcomes are achieved, is presented at this stage.

In the second phase, the teacher models reflection, and reflective dialogue is used as a means to model reflection. Through reflective dialogue, the teacher and student reflects on the student's performance in a particular task in collaboration. In the process, the participants' existing beliefs, assumptions and knowledge are challenged with an aim to establish "connected knowing" (Cowan, 1998; Brockbank & McGill, 2007). Through dialogue, students have a chance to

observe how to carry out reflection. At the same time, the teacher can use reflective dialogue to evaluate the tasks she designed and her teaching skills. Critical friends can also be included in reflective dialogues. However, choosing critical friends prudently is essential for the success of the reflective dialogues. Critical friends should be friends whom the student trusts and who are willing to carefully observe and help.

In the third phase, the students practice reflection on their own by writing reflective paragraphs. Reflective writing tasks include reflective questions to prompt the students. The students write reflective paragraphs exploring their strengths and weaknesses. Identifying problems is important but not sufficient and in their reflective work, the students are expected to trace the reasons behind the problems and generate solutions to tackle these problems. When needed, the teacher scaffolds the students by writing focus questions on their work in her feedback so that the students are guided in their reflection. Furthermore, the teacher also gives feedback to students' reflective paragraphs. This feedback may be related to any major strong or weak points the student overlooked, problematic action plans and students' feelings about the experience. Finally, in their reflective paragraphs, the students can provide explicit feedback for the teacher about his/her teaching. On the other hand, the teacher can investigate students' reflections to trace implicit feedback on her teaching skills.

In the fourth phase, the students evaluate the effect of reflective activities on learning and the teacher reflects on these evaluations. This evaluation phase creates an opportunity for the students to inquire the value of reflection for them and decide if and how they will continue to reflect. On the other hand, for the teacher, students' evaluation of the reflective activities provides feedback to revise her intervention. Remedial plans can be made and the next cycle of the action research can start.

In conclusion, the interactive reflection model actualizes fundamental constructivist principles to build a framework for integrating reflection into English Language Teaching. Through reflection learner's inner voice is vocalized and their conceptual structures are disclosed. In the process, learners are scaffolded and this scaffolding is gradually decreased. In this process, the role of

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the social others (teacher and peer) is optimized. Moreover, by engaging the practitioner, the teacher in the process, teacher's professional development is supported. As a researcher of her own context, the teacher gets holds of important information with which h/she can contribute to the body of the educational research (Mertler, 2012). The interactive reflection model offers a dynamic learning process through which the participants acquire self-assessment and self-regulated learning skills which will aid their life-long learning.

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APPENDICES

APPENDIX A

ENG 101 Course Outline

2008-2009
ENG 101
Course Outline (general)

Instructor's name: Hale Kızılcık **Email:** khale@metu.edu.tr **Office:** 137

Course Description

English 101 is a learner-centred, integrated-skills based course that will develop students in the four skills (reading, writing, listening and speaking) in an academic context. Tasks involving higher order thinking skills will require students not only to perform at knowledge and comprehension levels, but to synthesize and evaluate information, ideas and judgments as well. The variety of texts and perspectives presented through themes in and outside the class will facilitate their critical thinking process and thus enable students to become active and autonomous learners.

Course aim and objectives

The overall aim of this course is to develop students' four skills in language and higher-order thinking skills. In this course, students will practice the following skills:

READING
Students will practice:
1. pre-reading strategies (i.e. skimming, scanning, previewing)
2. identifying points of reference
3. guessing the meaning of unknown words
4. strengthening their use of different types of dictionaries
5. identifying figurative speech
6. making inferences from a reading text
7. distinguishing between facts and opinions
8. identifying the writer's technique
9. deducing the underlying meaning in sentences or parts of a text
10. identifying key ideas in a text
11. recognizing the relationship between ideas in a text
12. recognizing the relationship between multiple texts
13. evaluating and reflecting on the ideas in a text

14. reacting to the ideas in a text

LISTENING
Students will practice:
1. listening for a specific purpose
2. listening for main ideas
3. listening for implied ideas

SPEAKING
Students will practice:
1. initiating and maintaining discussions
2. expressing their opinion
3. asking for clarification
4. asking questions
5. debating
6. giving reasons
7. describing a photograph / picture

WRITING
Students will:
1. write expository paragraphs
2. write reaction paragraphs
3. write an expository essay
4. learn, internalize, accept and carry out the stages in a process writing approach, while writing paragraphs
and/or essays
5. use correct, appropriate language structures, vocabulary and discourse markers

Course material
Gulen, G., Hasanbasoglu, B., Sesen, E., & Tokdemir, G. (2009). *Academic English: Survival skills I* (Rev. ed.). Ankara: Yargı Press.

Extensive Reading Pack to be distributed by the instructor

* It is the student's responsibility to read and study the extensive reading packs. After reading the pack, there will be tow related quizzes.

The layout of the book
The book revolves around one main theme "Change", and it has been divided into 4 units, each focusing on a different aspect of change. Each unit covers all four skills with a variety of tasks and exercises. Since the book encourages autonomous learning, it is accompanied by "Study Skills" and "Appendices" sections, which enable students to further develop their academic survival skills outside the class as well.

Attendance

You are allowed 12 hours of absence. You will get an "NA" grade if you exceed this limit. If you miss an exam or an in-class graded task, you will not be given a make-up unless you have an official medical report. It is your responsibility to catch up to the class and to make-up any work. Missing the class does not excuse you from not turning in assignments.

Grading

	The grade break-down is as following:	
Midterm Exam: 20%	90-100	AA
Final Exam: 30%	85-89	BA
Expository Essay: 15%	80-84	BB
(12,5% essay+ 2,5% process)	75-79	CB
Extensive Reading Pack Quiz: 5%	70-74	CC
Reflection tasks: 10%	65-69	DC
Speaking: 5% (2 or 3 tasks)	60-64	DD
Paragraph writing: 10% (2 paragraphs)	50-59	FD
	0-49	FF

ENG 101 Course Outline: Further Guidelines

This additional part to the general outline provided below is prepared in order to give you detailed information on how we will conduct the ENG 101 lessons this semester. To begin with, my intention is to make the lessons as **learner** and **learning** centred as possible. To this end, I give utmost value to create a non-threatening learning environment in which we work, share feedback and reflect to bring out the best in each of us - including me. I hope that in addition to improving your language skills, the course will open new doors for you. Thanks for your cooperation.

Assessment:

The ENG 101 course deals with the theme "change". In addition to the course book, there will be a reading pack consisting of several texts dealing with the theme "change", which I will assign in the coming weeks. When I am choosing texts for the reading pack, I will use the feedback you will provide regarding your preferences for extensive reading by completing the questionnaire I will give out at the beginning of the semester. Although it may not possible to please everybody, I hope, we will be able to find areas of common interest. The pack is intended for extensive reading and there will be two reading pack quizzes this semester. These quizzes are worth 5% of your overall grade.

In writing, you will write two expository and two reaction response paragraphs. The first paragraph of each kind will be used as a practice activity and

will not be graded. The paragraphs are written following a product-approach and are worth 10% of your overall grade. You will also write an expository essay and a process approach will be used in writing the essay (12.5% essay+2.5% process=15%). You will be able to consult your teacher to discuss your work throughout the essay writing process.

In speaking, you will give two mini-presentations and participate in a debate. The speaking tasks will be video-taped so that you will watch and evaluate your own performance. You will grade your speaking tasks as well. The procedures about self-grading of the speaking tasks will be explained in more detail later in the semester. The speaking tasks are worth 5% of your overall grade.

Throughout the semester, you will be asked to reflect on the content of the texts, tasks and your performance in various tasks. The aim of such reflection is to help you stretch your critical thinking skills and become more aware of your own strengths and weaknesses and develop at your own pace. There will six reflection quizzes in which you reflect on the quality of your work, the process you went through to produce that work and your feelings regarding the experience. You will be asked to develop remedial strategies when necessary. The reflective quizzes are worth 10% of your overall grade.

In addition, there is one midterm exam (25%) and one final exam (30%) in the ENG 101 course. Detailed information regarding the content of the exams is provided by the department a week in advance to the exam date.

Tips to Make Best Use of the Course

Focus on your learning and improvement rather than grades since you will have opportunities to review and better your performance.
Pay attention to the deadlines.
Attend classes regularly. Although you are allowed 12 hours of absence, it will be difficult to make up for the tasks you miss since we have a tight schedule. Remember that you are in charge of your own learning and it is your responsibility to catch up with the missing work.
Remember to bring the required materials. Having your materials ready for the class is a sign that you are an enthusiastic student and willing to learn.
The reflection quizzes will be assigned as take-home quizzes. Remember to submit them. Work that is not submitted in time will not be graded.
Be active in the lessons.
Contact your teacher when you have any questions.

I wish you a happy and fruitful semester ☺

APPENDIX B

Informed Consent Form for the Questionnaire
Gönülü Katılım Formu 1

Bu çalışma, Hale Kızılcık tarafından yürütülen ve ENG 101 dersi kapsamında gerçekleştirilen eğitim çalışmalarının yapısalcı kuram prensipleri ışığında yorumlanması sonucunda geliştirilen yansıtmalı düşünmeyi destekleyen aktivitelerin derse entegre edilmesinin öğrencilerin ve dersi veren araştırmacı-öğretmenin tutumları ve başarıları üzerindeki etkisini incelemeyi amaçlamaktadır. Çalışmada kullanacak olan veri toplama araçları müfredatta öngörülen eğitim aktiviteleri ile birebir uyumludur. Bu çalışmaların öğrenciler tarafından nasıl değerlendirildiğini irdelemek için daha derin veri toplamaya yönelik çalışmalar da olacaktır. Bu tür çalışmalara katılım tamamıyla gönüllülük temelindedir. Bu anket bu çalışmaların bir parçasıdır.

Bu anketin bir gereksinim belirleme çalışması olup, amacı dersi alan öğrencilerin ilgi ve ihtiyaçlarını tespit etmek ve bu verilerin ışığında, dersi, müfredatın müsaade ettiği ölçülerde, öğrenci merkezli olarak yapılandırmaktır. Ankette, sizden kimlik belirleyici bilgi istenmektedir. Bunun amacı gerektiği takdirde sizinle iletişime geçerek ders içi uygulamalarla ilgili bireysel yorumlarınızı almak ve bunların beklentilerinizle ne denli örtüştüğünü irdelemektir. Ayrıca, bu anket dönem içerisinde ilgi ve ihtiyaçlarınızda olan olası değişiklikleri takip etmeyi de mümkün kılacaktır. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacı-öğretmen tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır. Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Modern Diller öğretim görevlilerinden Hale Kızılcık (Oda: S136; Tel: 210 3924;; E-posta: khale@metu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad   Tarih   İmza   Alınan Ders

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APPENDIX C

Informed Consent Form for the Reflective Dialogue
Gönülü Katılım Formu 2

Bu çalışma, Hale Kızılcık tarafından yürütülen ve ENG 101 dersi kapsamında gerçekleştirilen eğitim çalışmalarının yapısalcı kuram prensipleri ışığında yorumlanması sonucunda geliştirilen yansıtmalı düşünmeyi destekleyen aktivitelerin derse entegre edilmesinin öğrencilerin ve dersi veren araştırmacı-öğretmenin tutumlari ve başarıları üzerindeki etkisini incelemeyi amaçlamaktadır. Çalışmada kullanacak olan veri toplama araçları müfredatta öngörülen eğitim aktiviteleri ile birebir uyumludur. Bu çalışmaların öğrenciler tarafından nasıl değerlendirildiğini irdelemek için daha derin veri toplamaya yönelik çalışmalar da olacaktır. Bu tür çalışmalara katılım tamamıyla gönüllülük temelindedir. Öğrenci ile öğretmenin kompozisyon çalışmaları ile ilgili görüşmelerinin sesli kaydının yapılması bu çalışmaların bir parçasıdır.

Bu sesli kayıtlar öğrenci ve öğretmen arasındaki diyalog ile kompozisyon çalışmalarının adım adım nasıl şekil aldığını kaydetmeyi amaçlamaktadır. Ayrıca bu sayede geribildirimin niceliği ve niteliği ile ilgili veri toplamak da amaçlanmaktadır. Kayıtlar tamamıyla gizli tutulacak ve sadece araştırmacı-öğretmen tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.Bu kayıtlar öğrenci tarafından da kopyalanıp kullanılabilirler.

Bu görüşmeler kişisel sorular içermemektedir ve kompozisyon yazma sürecinde gerçekleşen olağan diyaloğu kaydetmeyi hedeflemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz kayıt işini yarıda bırakmakta serbestsiniz. Böyle bir durumda öğretmeninize, kayıt işlemini istemediğinizi söylemek yeterli olacaktır. Bütün kayıtlar kullanımınıza açıktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Modern Diller öğretim görevlilerinden Hale Kızılcık (Oda: S136; Tel: 210 3924; E-posta: khale@metu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad   Tarih   İmza   Alınan
Ders

                    ----/----/-----

The Student Questionnaire

Welcome to ENG 101

The aim of this questionnaire is to get to know you better and learn about your needs and interests so that I can prepare more learner-centred lessons. You are requested to include your names since I am planning to communicate with you throughout the semester to investigate how far the course is meeting your expectations and if there are any changes in your initial perceptions in the meantime. Your answers will be kept confidential. You can answer in Turkish, if you like.

Thank you in advance for your
contribution.
Ins. Hale Kızılcık

Name:
Department:
Date:

1. Circle the type of high school you attended

Public High School (Düz Lise)
Anatolian High School (Anadolu Lisesi)
Anatolian Science School (Anadolu Fen Lisesi)
Private High School (Özel Okul)
Other (please, specify):

2. Did you attend the prep school in ODTU?
a. Yes   b. No

3. Circle the areas you think that you will make most use of your English after you graduate from the university. You can choose more than one.
academic life
living/ studying abroad
finding a job
passing proficiency exams (KPDS,TOEFL, etc)
others (please specify)
_____

4. Indicate how important each of the following (foreign) language skills are for you to achieve your aims. Tick the corresponding box.

	3 most important	2 neutral	1 least important
a. Reading			
b.Writing			
c. Listening			
d. Speaking			

Please answer the following questions as detailed as possible

5. What might be the best ways to improve the language skills that you have specified as the most important in question 4?

_____

_____

_____

_____

6. As a user of English, what are the language areas you feel strong in? How do you think you have developed this language knowledge or these language skills?

_____

_____

_____

_____

7. As a user of English, what are the areas you feel weak in? What may be the way to advance in those areas?

_____

_____

_____

_____

8. Which of the learning methods listed below is more useful for you to learn better?

Tick the corresponding box.

	3 most useful	2 neutral	1 least useful
listening to your teacher's lectures			
consulting to your teacher (i.e.: visiting during the office hours)			
working in cooperation with your classmates (i.e.: pair work or group work in class)			
reviewing outside the class individually			
reviewing outside the class with your friends			

Specify, if there are any others.

_____

_____

_____

_____

9. What are your expectations from your teacher to support your learning?

_____

_____

_____

_____

10. What are your responsibilities as a learner?

_____

_____

_____

_____

11. To what extent, do the following statements describe you? Tick the corresponding box.

	3 often	2 sometimes	1 never
I set goals for my learning.			
Before starting a task, I make sure that I understand what I am expected to do.			
I use my background knowledge when learning new knowledge or skills.			
I feel confident about asking questions.			
I learn from my mistakes and see them as learning opportunities.			
I check my work for quality and reflect on it to discover my strengths and weaknesses.			
I can objectively assess the quality of work.			
I am willing to revise my work to improve its quality.			
I cooperate with my instructor to learn better.			
I cooperate with my classmates to learn better.			
I am a creative thinker and generate original ideas.			
When I do not succeed at first try, I keep trying until I succeed.			
I prefer to be told of the correct/ possible answers/ solutions.			
I prefer to discover the correct/ possible answers/ solutions myself.			
I am interested in finding out about effective thinking methods that help me to improve my own work.			

12. What do you do when your grade for an English assignment (i.e.: exam, essay, presentation... etc.) is announced?

_____

_____

_____

13. How do you think your teacher should approach the mistakes in written essays?

_____

_____

_____

14. How do you think your teacher should approach the mistakes in oral exams?

_____

_____

_____

15. What kind of changes in grading system would help you focus more on your learning and less on your grades?

_____

_____

_____

16. What kinds of texts do you prefer to read in the English language lessons? You can indicate more than one.
Short stories
Poems
Articles from English newspapers
Articles from academic journals and/or books
(Others) _____

17. For extensive reading, do you prefer to read texts that are related or unrelated to your field? Specify if you have any special area(s) of interest.

_____

_____

18. Please indicate if you have any requests from the instructor to provide better learning opportunities for you.

_____

_____

_____

That is the end of the questionnaire. Thank you for your answers ☺

The Task and Rubric for Mini-presentation 1

Name: Date:

Mini-presentation 1: Online Identities

Choose an avatar you find interesting from the Internet or create one yourself. Prepare a mini-presentation about the avatar. Length of your talk should be 1½-2 minutes.

Remember to include the following information in your talk:

Analyse the physical feature, facial expressions, costumes and the accessories they wear.

Identify what clues the avatar gives about the personality of its owner.

Discuss what kind of a personal image is the owner of the avatar trying to create. (If it is your avatar, discuss what kind of a personal image you have tried to create.)

Notes:

Refer to page 86 in your course book for a list of useful expressions you can use when speaking.

Remember to check the pronunciation of unfamiliar words before your talk.

Rubric for the assessment of mini-presentation:

	Comments	Total: _____ / 10			
Content: The talk addresses all parts of the topic and develops the topic effectively by using mature, meaningful, relevant and clear descriptions/ example/ explanations.		3	2	1	0.5
Organization: The talk has a clear beginning and ending. The ideas are logically and smoothly connected. Transitional and cohesive devised are used effectively.			2	1	0.5
Delivery: Speech is natural. The presenter does not read and keeps eye contact with the audience. Time is used effectively.		3	2	1	0.5
Visual: The visual can be seen by the audience and used effectively to aid the talk.				0.5	0.25
Language: The language is appropriate to the level and the task. Grammar and vocabulary mistakes do not impede communication. Pronunciation is accurate.			1.5	1	0.5

APPENDIX F

The Table of the Comparative Teacher Grades and Student's Self-grades for Mini- presentation 1(Week 9: 23-27 Nov.)

	Teacher's grade						Students' self grade						Difference	Finalized grade					
	Content	Organization	Delivery	Visual	Language	Total	Content	Organization	Delivery	Visual	Language	Total		Content	Organization	Delivery	Visual	Language	Total
Sarp	1	2	2	0.5	1	6.5	2	2	2	0.5	0.5	7	0.5	1.5	2	2	0.5	1	7
Rasim	1	1	2	0.5	1.5	6	1.5	1	2	0.5	1.5	6.5	0.5	1.5	1	2	0.5	1.5	6.5
Tarık	2	1.5	2	0.5	1.5	7.5	2	2	2	0.5	1.5	8	0.5	2	1.75	2	0.5	1.5	7.75
Remzi	2.5	2	2	0.5	1.5	8.5	2	2	1	0.5	1	6.5	2	2.5	2	2	0.5	1.5	8.5
Ayhan	2	1	2	0.5	1.5	7	2	2	1	0.5	1.5	7	0	2	2	2	0.5	1.5	8
Enis	2	2	2.5	0.5	1.5	8.5	3	2	2	0.5	1	8.5	0	2.5	2	2.5	0.5	1.5	9
Tuncel	2	1	2	0.5	1	6.5	2	1	2	0.5	1	6.5	0	2	1	2	0.5	1	6.5

The Table of the Comparative Teacher Grades and Student's Self-grades for Mini- presentation 1(Week 9: 23-27 Nov.) (continued)

Table of the comparative teacher grades and student's self-grades for mini-talk 1 (continued)

Name	Teacher's grade Content	Organization	Delivery	Visual	Language	Total	Students' self grade Content	Organization	Delivery	Visual	Language	Total	Difference	Finalized grade Content	Organization	Delivery	Visual	Language	Total
Önder	2	2	1	0.5	1.5	7	2	2	1	0.5	1.5	7	0	2	2	1	0.5	1.5	0
Veli	1	1	0.5	0.5	1	4	1	1	0.5	0.5	1	4	0	1	1	0.5	0.5	1	0
Murat	3	1	1	0.5	1.5	7	3	2	3	0.25	1	9.25	2.25	3	1	2	0.5	1.5	8
Feride	2	2	2	0.5	1.5	8	3	2	2	0.5	1.5	9	1	2	2	2	0.5	1.5	8
Beril	2	1	2	0.5	1	6.5	0.5	0.5	1	0.5	1	3.5	3	2	1	2	0.5	1	6.5
Cemile	2.5	1.5	2	0.5	1	7.5	2	1	2	0.25	1	6.25	1.25	2.5	1.5	2	0.5	1	7.5
Emrah	2	1	1.5	0.5	1.5	6.5	2	2	2	0.5	1.5	8	1.5	2	1.5	1.5	0.5	1.5	7
Hamit	2	1.5	1	0.5	1	6	1	1	0.5	0.25	0.5	3.25	2.75	2	1.5	1	0.5	1	6
Leman	3	2	2.5	0.5	1.5	9.5	3	2	2	0.5	1	8.5	1	3	2	2.5	0.5	1.5	9.5
Burç	3	2	1	0.5	1.5	8	3	2	2	0.5	1.5	9	1	3	2	1.5	0.5	1.5	8.5
Vildan	3	1.5	2	0.5	1.5	8.5	3	2	2	0.5	1.5	9	0.5	3	2	2	0.5	1.5	9

The Table of the Comparative Teacher Grades and Student's Self-grades for Mini- presentation 1(Week 9: 23-27 Nov.) (continued)

Table of the comparative teacher grades and student's self-grades for mini-talk 1 (continued)

	Teacher's grade						Students' self grade						Difference	Finalized grade					
	Content	Organization	Delivery	Visual	Language	Total	Content	Organization	Delivery	Visual	Language	Total		Content	Organization	Delivery	Visual	Language	Total
Zeynep	3	2	2.5	0.5	1.5	9.5	2	1	1	0.25	1	5.25	3.75	3	1.5	2.5	0.5	1.25	8.75
Pelin	3	1	2	0.5	1.5	8	2	2	1	0.5	1	6.5	1.5	3	1.5	1.5	0.5	1.5	8
Refik	1	2	2	0.5	1.5	7	3	2	2	0.5	1	8.5	1.5	1.5	2	2	0.5	1	7
Pınar	2	1	2	0.5	1	6.5	2	2	1.5	0.5	0.75	6.75	0.25	2	1	2	0.5	1	6.5
Esra	3	1.5	2	0.25	1.5	8.25	2.5	2	2	0.5	1	8	0.25	3	1.5	2	0.5	1.5	8.5
Fatma	3	2	3	0.5	1.5	10	2	2	2	0.5	1	7.5	2.5	3	2	2.5	0.5	1.5	9.5
Kerime	2	1.5	2	0.5	1	7	3	2	2	0.5	1	8.5	1.5	2	1.75	2	0.5	1	7.25
Cenk	3	2	2	0.5	1.5	9	3	2	2	0.25	1	8.25	0.75	2.75	2	2	0.5	1.5	8.75
Suzan	3	2	3	0.5	1.5	10	3	2	3	0.5	1	10	0	3	2	3	0.5	1.5	10
Giray	2	1.5	2	0.5	1.5	7.5	3	2	2	0.5	1	8.5	1	2.5	1.75	2	0.5	1.5	8.25
Yeşim	2	1.5	2	0.5	1.5	7.5	2	1	2	0.5	1	6.5	1	2	1.5	2	0.5	1.5	7.5

The Table of the Comparative Teacher Grades and Student's Self-grades for Mini- presentation 1(Week 9: 23-27 Nov.) (continued)

| Finalized grade | | | | | | Difference | Students' self grade | | | | | | Total | Language | Visual |
Total	Language	Visual	Delivery	Organization	Content		Total	Language	Visual	Delivery	Organization	Content			
9	1	0.5	2.5	2	3	1.5	7.5	1	0.5	2	2	2	9	1	0.5
N.G						5	10	1	0.5	3	2	3	5	0.5	0.5
6.5	1	0.5	1.5	1	2.5	2	5.5	0.5	0.5	1.5	1	2	7.5	1.5	0.5
7.25	1	0.25	2	1	3	0.25	7.5	1	0.5	2	1	3	7.25	1	0.25
8	1	0.5	2	1.5	3	2	9.5	1	0.5	2	2	3	7.5	1	0.5
7.5	1	0.5	2	1	3	1	8.5	1	0.5	2	2	3	7.5	1	0.5
7	1.5	0.5	2	1	2	0.5	7.5	1	0.5	2	2	2	7	1.5	0.5
9.75	1.5	0.5	2.75	2	3	0.25	9.75	1.5	0.25	3	2	3	9.5	1.5	0.5
9	1.5	0.5	2.5	2	2.5	0.5	8.5	1	0.5	3	2	2	9	1.5	0.5
6.5	1	0.5	2	1	2	0	6.5	1	0.5	2	1	2	6.5	1	0.5
8	1	0.5	2.5	2	2	1.5	8.5	1	0.5	3	2	2	7	1	0.5

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The Table of the Comparative Teacher Grades and Student's Self-grades for Mini- presentation 1(Week 9: 23-27 Nov.) (continued)

Table of the comparative teacher grades and student's self-grades for mini-talk 1 (continued)

	Teacher's grade						Students' self grade						Difference	Finalized grade					
	Content	Organization	Delivery	Visual	Language	Total	Content	Organization	Delivery	Visual	Language	Total		Content	Organization	Delivery	Visual	Language	Total
Zehra	2	1	2	0.5	1.5	7	3	2	1	0.5	1	7.5	0	2	1.5	2	0.5	1.5	7.5
Zeki	3	1.5	2	0.5	1.5	8.5	3	1	3	0.5	1	8.5	0	3	1.5	2	0.5	1.5	8.5
Osman	2	2	2.5	0.5	1	8	2	2	2	0.5	1	7.5	0.5	2	2	2.5	0.5	1.5	8.5
Yavuz	2.5	1	2.5	0.25	1.5	7.75	2	2	3	0.25	1.5	8.75	1	2.5	1.5	2.5	0.25	1.5	8.25
Levent	3	1.5	2	0.5	1	8	3	2	3	0.5	1	9.5	1.5	3	1.5	2	0.5	1	8
Doğuş	1.5	1.5	2.5	0.5	1.5	7.5	3	2	2	0.5	1.5	9	1.5	2	2	2.75	0.5	1.5	8.75
Oya	2.5	1.5	2.5	0.5	1.5	8.5	2	2	3	0.5	1.5	9	0.5	2.5	1.75	2.75	0.5	1.5	9
Bünyamin	2.5	1.5	2.5	0.5	1.5	8.5	1	1	2	0.5	1	5.5	3	2	1	2.5	0.5	1	7
Cemal	3	1.5	2	0.5	1.5	8.5	3	2	3	0.5	1.5	10	1.5	3	1.5	2	0.5	1.5	8.5
Arda	1.5	1	1	0.25	1	4.75	3	2	0.5	0.5	1	7	3.75						N.G

*Students who did not submit their self-assessment are not included in the analysis

The Table of the Comparative Teacher Grades and Student's self-grades for Mini-presentation 2(Week 13: 21-25 Dec.)

Student's self-grades for mini-talk 2 (continued)

Finalized grade — Total	Language	Visual	Delivery	Organization	Content	Difference	Self-grade Total	Language	Visual	Delivery	Organization	Content	Total	Language	Visual
10						1.5	8.5	1.5	0.5	2.5	2	2	10	1.5	.5
5.25						0	5.25						5.25	1	.25
8.5						0.5	8	0.5	0.5	2	2	3	8.5	1	.5
7.5						0	7.5						7.5	1	.5
6.5						4.25	2.25	0.5	0.25	0.5	0.5	0.5	6.5	1	.5
4.25						0	4.25	1	0.25	1	1	1	4.25	1	.25
4.5						1.5	6	1.5	0.5	2	1	2	4.5	1.5	.5
6	1	0.5	1	1.5	2	2	7.5	1	0.5	2	2	2	5.5	1	.5
8						0.5	8	1	0.5	2	2	2.5	7.5	1	.5
8.5	1.5	0.5	1.5	2	3	1	9	1.5	0.5	2	2	3	8	1.5	.5
9						0	9						9	1.5	.5

The Table of the Comparative Teacher Grades and Student's self-grades for Mini-presentation 2(Week 13: 21-25 Dec.) (continued)

Table of the comparative teacher grades and student's self-grades for mini-talk 2 (continued)

	Teacher's grade						Student's self-grade						Difference	Finalized grade					
	Content	Organization	Delivery	Visual	Language	Total	Content	Organization	Delivery	Visual	Language	Total		Content	Organization	Delivery	Visual	Language	Total
Zeynep	3	2	2	0.5	1	8.5													8.5
Pelin	3	2	2	0.5	1	8.5	3	2	3	0.5	1	9.5	1						9
Refik	3	2	2	0.5	1.5	9						9	0						9
Pınar	2.5	1.5	2	0.5	1.5	8	2.5	1.5	2	0.5	1.25	7.75	0.25						8
Esra	2	2	2	0.5	1	7.5						7.5	0						7.5
Fatma	3	2	3	0.5	1.5	10	3	2	3	0.5	1.25	9.75	0.25						10
Kerime	2	1.5	2	0.5	1.5	7.5													7.5
Cenk	3	2	2	0.5	1.5	9	3	2	2	0.5	1.5	10	1						9
Suzan	3	2	3	0.5	1.5	10	3	2	3	0.5	1	10	0	3	2	3	0.5	1.5	10
Giray	3	2	2	0.5	1	8.5	3	2	3	0.5	1	9.5	1						9
Yeşim	3	2	3	0.5	1.5	10						10	0						10

The Table of the Comparative Teacher Grades and Student's self-grades for Mini-presentation 2(Week 13: 21-25 Dec.) (continued)

Table of the comparative teacher grades and student's self-grades for mini-talk 2 (continued)

	Teacher's grade						Student's self-grade						Difference	Finalized grade					
	Content	Organization	Delivery	Visual	Language	Total	Content	Organization	Delivery	Visual	Language	Total		Content	Organization	Delivery	Visual	Language	Total
Nedim	3	2	3	0.5	1.5	10	2	2	3	0.5	1.25	8.75	1.25						9.5
Adnan	3	1.5	2	0.5	1.5	8.5	3	1.5	2.5	0.5	1.5	9	0.5						8.5
İrem	3	1	2.5	0.5	1.5	8.5	3	1	2.5	0.5	1.5	8.5	0						8.5
Kenan	3	1.5	2	0.5	1.5	8.5							0						8.5
Cüneyt	2	1	3	0.5	1.5	8							0						8
*Soner.	2.5	1	1	0.5	1	6	3	1	2	0.5	1	7.5	1.5						7
*Köksal.	2	1	2	0.5	1	6.5	2	1.5	3	0.5	1	8	2.5						6.5
*Keriman.	3	2	2	0.5	1	8.5							0						8.5
Gündüz	3	2	2	0.5	1	8.5	3	2	2	0.5	1.5	9	0.5						8.5
Gencer	3	2	2.5	0.5	1	9	3	2	3	0.5	1	9.5	0.5						9
Yusuf	3	2	3	0.5	1	9.5							0	9.5					

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The Table of the Comparative Teacher Grades and Student's self-grades for Mini-presentation 2(Week 13: 21-25 Dec.) (continued)

Table of the comparative teacher grades and student's self-grades for mini-talk 2 (continued)

	Teacher's grade						Student's self-grade						Difference	Finalized grade					
	Content	Organization	Delivery	Visual	Language	Total	Content	Organization	Delivery	Visual	Language	Total		Content	Organization	Delivery	Visual	Language	Total
Arif	2*	2	2*	0.5	1.5	8	1.5*	2	2.5*	0.5	1.5	8	0*						8
Tunç	3	1	2.5	0.5	1.5	8.5						8.5	0						0
Ege	3	2	3	0.5	1	9.5						9.5	0						9.5
Buğra	3	2	2	0.5	1.5	9						9	0						9
Uğur	3	2	2	0.5	1.5	9						9	0						9
Zehra	1	1	1	0.5	1.5	5	1	1	3	0.5	1	6.5	1.5						6.5
Zeki	3	2	2	0.5	1.5	9							0						9
Osman	3	1.5	2.5	0.5	1.5	9	3	1.5	3	0.5	1.5	9.5	0.5						9.5
Yavuz	3	2	3	0.5	1	9.5						9.5	0						9.5
Levent	3	1	2.5	0.5	1.5	8.5	3	1	3	0.5	1.5	9	0.5						9
Doğuş*	3	1	2	0.5	1.5	8	3	1	3	0.5	1.5	9	1						8

The Table of the Comparative Teacher Grades and Student's self-grades for Mini-presentation 2(Week 13: 21-25 Dec.) (continued)

Table of the comparative teacher grades and student's self-grades for mini-talk 2 (continued)

	Teacher's grade						Student's self-grade						Difference	Finalized grade					
	Content	Organization	Delivery	Visual	Language	Total	Content	Organization	Delivery	Visual	Language	Total		Content	Organization	Delivery	Visual	Language	Total
Oya	2.5	2	2.5	0.5	1.5	9	2.75	2	2.75	0.5	1.5	9.5	0.5						9
Bünyamin*	3	1.5	3	0.5	1	9	2	1	2	0.5	1.5	7	2						8
Kemal	2.5	2	1.5	0.5	1*	7.5	2.5	2	3	0.5	1	9	2.5						7.5
Arda	3	2	2	0.5	1.5	9	3		2		1.5	9	0						9
Salih	1.5	1.5	2	0.5	1.5	7	3	2	2	0.5	1.5	9	2						9
Mehmet	3	2	2	0.5	1.5	9						9	0						9
Veli*	2.5	2	1.5	0.5	1.5	8	3	2	1.5	0.5	1.5	8.5	0.5						8
Savaş	3	2	2	0.5	1	8.5						8.5	0						8.5
Ediz*	3	2	3	0.5	1.5	10							0						0
Orkut*	3	2	1	0.5	1.5	8													
Semih*	3	2	2	0.5	1.5	9.5	2	2	2	0.5	1	7.5							

The Table of the Comparative Teacher Grades and Student's self-grades for Mini-presentation 2(Week 13: 21-25 Dec.) (continued)

	Teacher's grade						Student's self-grade						Difference	Finalized grade					
	Content	Organization	Delivery	Visual	Language	Total	Content	Organization	Delivery	Visual	Language	Total		Content	Organization	Delivery	Visual	Language	Total
Sarp	0.5	0.5	0.5	0.25	0.5	2.25	0.5	0.5	0.5	0.25	0.5	2.25	0						2.25
Rasim	2	1.5	2	0.5	1.5	7.5	2	1.5	2	0.5	1.5	7.5	0						7.5
Tarik	2	2	2	0.5	1.5	8	2	2	2	0.5	1.5	8	0						8
Remzi	2.5	1	2	0.5	1	7	3	1	2	0.5	1	7.5	0.5						7.5
Uluç	2	2	2	0.5	1.5	8	2	2	3	0.5	1.5	9	1						8
Enis	3	2	2	0.25	1	8.25	3	2	2	0.5	1	8.5	0.25						8.5
Tuncel	3	2	2.5	0.5	1	9	2	2	2.5	0.5	1	8	1						8

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The Table of the Comparative Teacher Grades and Student's self-grades for Mini-presentation 2(Week 13: 21-25 Dec.) (continued)

Notes from the journal:

* Veli did not respond to the teacher prompt on the rubric. I thought that the stance was not sufficiently developed so I wrote a note on the rubric and wanted Veli to reflect on this issue. However, Veli did not elaborate on this. Therefore, I did not negotiate the grades.

* Ediz was absent from the class in both presentations. He gave the presentation in my office.

*Orkut's self-assessment was not graded.

* I did not agree with Semih's grades. I thought he was really successful. He had not done the first mini-talk. I invited Semih to talk about his presentation. He seemed genuinely surprised by the fact that I found his presentation quite impressive. In the final evaluations of the mini-talks, Semih turned out to be one of the students who really favoured reflections.

* Doğuş' written reflection revealed dissatisfaction. However, he still gave full grades for the content and delivery. Giving full grades especially for delivery does not make sense. Therefore, I did not negotiate grades.

*Kemal deducted points in the wrong place. Thus, I believe that he still is not clear about the rubric and I cannot rely on his self-grades. I did not negotiate the grade.

APPENDIX H

The Task and the Rubric for the Practice Expository Paragraph

Name: Grade: _____/ 5

Timed writing: expository paragraph   Time allowed: 50 minutes

Respond to the question below in the form of a well-developed paragraph.

How do ads fuel people's obsession with beauty?

- Make sure that you start with the topic sentence.

- You may narrow down the topic, if necessary.

- Your paragraph should be between 120-150 words.

- You are NOT required to submit an outline. However, remember that planning your paragraph before writing will improve its organization.

- Double-space when you are writing.

- Below, you can find the writing criteria which will be used to assess your paragraph.

	Comments	TOTAL: _____/5			
Content: The content is mature, meaningful, relevant and clear.		2	1.5	1	0.5
Organization: The ideas are well organized and fit the purpose of the task. The ideas are logically and smoothly connected with the use of transitional and cohesive devices.		2	1.5	1	0.5
Language: The language is accurate and appropriate.			1	0.5	0.25

APPENDIX I

The Reflection Task for the Practice Expository Paragraph

Name: Date: Grade: A/ B/ C/ US

Reflect on your first expository paragraph.

How did you start writing your paragraph? How did you gather ideas for your paragraph? How did you organize your ideas? Were your methods effective? Would you do anything differently next time? If so, how?

Considering the qualities of a good paragraph, what are the strengths and weaknesses of your paragraph? Can you identify any specific problem or area that you need to improve?

Is the teacher's feedback clear? How do you feel about the amount of the corrections? Should the teacher correct all your mistakes? Do you know how to correct the mistakes? If not, what are you planning to do?

You were told that this assignment would not be graded but your teacher would give you feedback on it. How did this influence your performance?

In the lessons, we have carried a number of activities to practice writing paragraphs. Which one (s) helped your learning most? How could they be done differently to make them more useful?

A good reflection has the features listed below:
- displays clear evidence of the thinking process and your awareness of your strengths and weaknesses in relation to the task.
- links new learning to prior experiences.
- is solution and learning oriented.
- expresses emotions clearly.
- uses the language effectively to express your ideas.

_____

_____

_____

_____

APPENDIX J

Tips for Reflective Writing

1. Go through your work thoroughly and check if there are any persistent problems. If there are such problems, identify them clearly in your reflection. Then brainstorm the possible causes of the problem together with how you are planning to handle the problem in your future work.

2. Remember to focus on your strengths as well. If you think that you are particularly good at something, you can trace your background knowledge, previous experience, planning prior to the task and performance to find out the key to your success. Then this information can be shared with your friends who may benefit from it.

3. It is important to be specific in your reflections. For instance, a statement like "my grammar is weak and I have to improve it" is not of much use. Similarly, "my topic sentence is weak" is not satisfactory. Instead, focus on a point that seems to recur and/or that seems to puzzle you and try to explain the problem. For example, "*Each time I used the expression 'such that', my teacher underlined it and put an (!) exclamation mark. There must be something wrong with the expression but I am not sure. I will talk to her and ask for clarification*" is much more beneficial than saying "*I need to practice grammar*". Similarly, the explanation "*my topic sentence is misleading because it does not clarify that I will talk about the reasons why people create online identities. I should have written 'people create online identities for mainly two reasons' rather than saying 'more and more people prefer to create online identities'*" is

a better example of reflection than the statement "*my topic sentence is weak*".

4. Especially when you are reflecting on a particular kind of task for the second time you may feel that you have already covered everything. In those cases, you can focus on a single issue like a logical fallacy and build your reflection on it.

5. Remember that the aim of these reflections is to help you cope with the problems that haunt you ("Hocam hep aynı hataları yapıyorum. Bir şey değişmiyor") and develop good habits of thinking. Give yourself a chance to bring out the best in you☺

The Reflection Task for the Mini-presentation 1

Name.   Date: Grade: A/ B/ C/ US

Reflect on your first mini-presentation.

How did you prepare for the mini-presentation? How did your preparation contribute to or hinder your performance?

On watching the video and reflecting on your performance, what are your strengths and weaknesses? What can be the possible reasons of your success and failure?

After watching the video, would you like to make any changes in your initial self-assessment? At what points? Why?

What will you do differently to better your performance for the next presentation?

A good reflection has the features listed below:
- displays clear evidence of the thinking process and your awareness of your strengths and weaknesses in relation to the task.
- traces the possible reasons that may have caused the problems and/or that may have contributed to success of the presentation
- links new learning to prior experiences.
- is solution and learning oriented.
- expresses emotions clearly.
- uses the language effectively to express your ideas.

_____

_____

_____

_____

_____

_____

_____

Explanations to the Transcription Conventions Used in the Study

Symbol	Example	Explanation
(0.6)	that (0.5) is odd	Length of silence measured in tenths of a second.
(.)	right (.) okay	Micro-pause, less than two tenths of a second.
::::	I:::: I don't know	Colons indicate sound-stretching of the immediately prior sound. The number of rows indicates the length of prolonged sound.
_____	I know that	Underlining indicates speaker's emphasis or stress.
[	T: [Well at's R: [I mean really	Left brackets indicate the point at which one speaker overlaps another's talk.
=	you know=I fine	Equal sign indicates that there is no hearable gap between the words.
( )	What a ( ) thing	Empty parentheses indicate inability to hear what was said.
(word)	What are you (doing)	Word in parentheses indicates the best possible hearing.
(( ))	I don't know ((coughs))	Words in double parentheses contain author's descriptions.

Simplified Jeffersonian transcribing conventions
Rapley, T. (2007). *Doing conversation, discourse and document analysis*.
        London: Sage Publications (pp. 59-60)

Note:
(( )) when translation of a part is not possible with false beginnings etc. the meaning is given.

APPENDIX M

The Task and Rubric for Mini-presentation 2

Name: Date:

Mini-presentation 1: Online Identities

Choose a cartoon that **<u>IS RELEVANT TO</u>** one of the themes we have covered so far in the course. Prepare a mini-presentation in which you first describe the cartoon and then respond to it.

Length of the presentation: 3 to 4 minutes.

- Describe the cartoon paying special attention to details that may contribute to the message it tries to convey.

- Remember to use a certain organizational pattern when you are describing the cartoon (e.g. from left to right, first the main figures then the details, etc.)

- State the message the artist is trying to convey.

- Explain your response to the writer's message. Do you agree, disagree or partially agree with the writer?

- Justify your stance.

Reminder: Make sure that you look at your reflections on the first presentation to remember your action plan for the second presentation. You can watch the video again, if you wish.

Rubric:

	Comments	TOTAL: _____/10			
Content: The talk addresses all parts required in the task and develops the topic effectively by using mature, meaningful, relevant and clear descriptions/ examples/ explanations.		3	2	1	0.5
Organization: The talk has a clear beginning and end. The ideas are logically and smoothly connected with the use of transitional and cohesive devices.			2	1	0.5
Delivery: Speech is natural. The presenter does not read and keeps eye contact with the audience. Time is used effectively.		3	2	1	0.5
Visual: The visual can be seen by the audience and is used effectively to aid the talk.				0.5	0.25
Language: The language is appropriate to the level and the task. Grammar and vocabulary mistakes do not impede communication. Pronunciation is accurate.			1.5	1	0.5

1st grades:

2nd grades:

The Reflection Task for Mini-presentation 2

Name: Date: Grade: A/ B/ C/ US

Reflect on your second mini-presentation.

Reflect on your first and second mini-presentation. Can you notice any improvements in the second one? If so, in what areas has there been an improvement? Please, be specific. How do you explain the change?

How far were you able to stick to the development plan you made after your presentation? Explain.

Are there any persistent problems? What are they? Please, be specific. How are you planning to deal with these problems? Are there problems that can be solved in the short-term or do you need to make a long-term investment?

Is there anything you could have more paid attention to or do differently to improve your final performance?

What did you learn from the two experiences about your presentation skills/ study skills/ personality traits? Have the experiences made any positive or negative emotional changes in you? Explain.

A good reflection has the features listed below.
- displays clear evidence of the thinking process and your awareness of your strengths and weaknesses in relation to the task.
- traces the possible reasons that may have caused the problems and/or that may have contributed to success of the presentation
- links new learning to prior experiences.
- is solution and learning oriented.
- expresses emotions clearly.
- uses the language effectively to express your ideas.

_____

_____

_____

_____

APPENDIX O

The Reflection Task for the Essay

Name.   Date: Grade: A/ B/ C/ US

Why did you decide to write about the topic you choose? How did you gather ideas for your essay?

How helpful was starting with a research question? How effective was your outline in helping you writing your essay? Did you need to revise your outline? If so, why? Were there disagreements with your instructor at the outlining stage? If so, how did you solve them? If you needed to change anything in the process before your started writing your essay, what would you differently next time? Why? Would you consider outlining as a useful strategy for writing even if it was not required?

Based on the feedback given on you first draft, what are the strengths and weaknesses of your essay? Be very specific and selective. What can be the possible reasons of your success and failure? How do feel about the amount of the corrections? To what extent, is the feedback clear to you? Which of the mistakes can you fix on your own and for which would you need help? How will you improve your essay? Did you use the rubric to self-check before submitting the first draft? If so, was it useful? If not, will you do so before writing the final draft? Do you have any suggestions for your instructor regarding the way she gave feedback?

(For the final draft) How did you revise your essay? Did you go over the list of requirements before submitting the final draft? What did you learn from writing the essay with regards to the conventions of writing an essay/ your writing abilities/ the topic you wrote about? How can what you have learnt be useful for you in the future?

The Prompt and the Rubric for the Practice Reaction-response

Paragraph

Name: Grade: _____ / 5

Timed writing: reaction-response paragraph   Time allowed: 50 mins.

Write a reaction response paragraph in relation to the cartoon below.
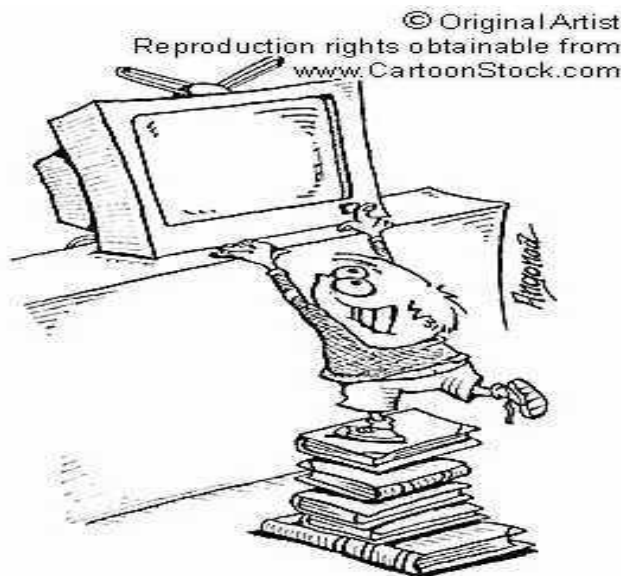
- Make sure that you start with the artist's message. Do not describe the cartoon.
- Write your stance in the form of a topic sentence.
- You may narrow down the topic, if necessary.
- Your paragraph should be between 120-150 words.
- You are NOT required to submit an outline.
- Double-space when you are writing.

Rubric

	Comments	TOTAL: _____ /5			
Content: The content is mature, meaningful, relevant and clear.		2	1.5	1	0.5
Organization: The ideas are well organized and fit the purpose of the task. The ideas are logically and smoothly connected with the use of transitional and cohesive devices.		2	1.5	1	0.5
Language: The language is accurate and appropriate.		1	0.75	0.5	0.25

APPENDIX Q

The Reflection Task for the Reaction-response Paragraphs

Name.   Date: Grade: A/ B/ C/ US

Reaction Response Paragraph Reflection

Part I: Reflect on the practice reaction-response paragraph you wrote.

How did you gather ideas and plan your paragraph? Did you have a mental or written outline?
Considering the qualities of a reaction response paragraph, what are the strengths and weaknesses of your paragraph? Can you identify any specific problem or area that you need to improve? (Remember to be very specific and trace the reasons and solutions when applicable)
Are there any unclear parts in the teacher's feedback which you would like to talk about? What are they?
Do you think you are competent at writing a reaction-response paragraph now that you have written one and received feedback on it. If not, what are you planning to do to get ready for the next reaction response paragraph you will write?

Part II: Reflect on the graded paragraph you wrote.

Can you notice any improvements in the second one? If so, in what areas has there been an improvement? Please, be specific. How do you explain the change?
Are there any persistent problems? What are they? Please, be specific. How are you planning to deal with these problems? Are there problems that can be solved in the short-term or do you need to make a long-term investment?
In the course, we have carried a number of activities to practice writing reaction response programs. Which one (s) helped your learning most? How could they be done differently to make them more useful? Is there anything you could have more paid attention to or do differently to improve your final performance?

A good reflection has the features listed below.

- displays clear evidence of the thinking process and your awareness of your strengths and weaknesses in relation to the task.
- traces the possible reasons that may have caused the problems and/or that may have contributed to success of the paragraph.
- links new learning to prior experiences.
- is solution and learning oriented.
- expresses emotions clearly.
- uses the language effectively to express your ideas.

APPENDIX R

The Task for the Evaluation of the Reflective Activities

Dear all,

We have come to the end of a long semester. This semester, you were involved in certain tasks such as writing a formal essay or giving a mini-presentation in front of audience and for some of you, these tasks were carried out for the first time in their lives. You also had five take-home quizzes in which you were asked to reflect on your success in these tasks.

As I stated at the beginning of the semester, the aim of these quizzes were to encourage you to look at your own work with a critical eye in order to identify your own strengths and weaknesses, to think about the reasons that brought about your success or failure and to plan further action. In other words, I hoped to pave the way for the development of self-assessment skills. I also wanted to develop a fair assessment tool which will enable you and me to evaluate how much you have progressed rather than testing how much you know. Finally, with this reflective work, in addition to helping you to improve your language, I wanted to support the development and/ or improvement of certain fundamental skills such as self-assessment, receiving criticism and responding to it and learning how to learn. I believe that these skills will aid you in your future in English courses and maybe in other courses and probably even when you are out of school.

Completing these reflective assignments was not an easy task and I appreciate your hard work. In this evaluation task, you are asked to reflect on these reflective quizzes and evaluate their effectiveness. Refer to the questions below when writing your reflection.

Once again thank you for your hard work.

Best,

Hale Kızılcık

1. How effective was engaging in the task of reflection in helping you to monitor and manage your own learning? How effective were they in improving your performance? Which of the reflective activities were the most useful? Why?

2. How did the reflective activities affect your attitude toward the lesson and motivation?

3. What is your opinion on your teacher's responses to your reflections? What is your overall opinion of the support provided by your teacher?

4. Are you planning to continue to reflect on your performance in future English lessons? Why/ why not?

5. Would you consider reflection as a learning opportunity for your other courses? Why/ why not?

6. Would you consider reflection as a useful skill in your future career? Why? Why not?

A good reflection has the features listed below.
- displays clear evidence of the thinking process and your awareness of your strengths and weaknesses in relation to the task.
- traces the possible reasons that may have caused the problems and/or that may have contributed to success of the presentation
- links new learning to prior experiences.
- is solution and learning oriented.
- expresses emotions clearly.
- uses the language effectively to express your ideas.

APPENDIX S

**Guidelines for the Second-rater for Coding the Students' Evaluation of
the Reflective Activities**

Guidelines for the second-rater:

In Q1, combine the first two parts of the question.

If the labeling of the most useful activity is not clear, do not specify any (-)

In Q1, note if the student mentioned attitude change (CHA)

Note the metaphors in the notes parts.

Use (-) to indicate that the student did not answer the question.

Use Y (yes) to indicate positive answers, N (no) to indicate negative
answers, U (unsure) to indicate that the student is indecisive/ conditional.

APPENDIX T

Revised Matrix Displaying the Analysis of Students' Evaluation of Reflective Activities

Q3 TEA	Q4 ENG	Q5 OTH	Q6 CAR	Notes
Y showing the way stubborn	U	NUM	Y SELF	Q
Y	MEN	MEN	MEN	Q
U but too many corrections is demotivating	Y SELF	Y	Y SELF	Q
U the support is sometimes excessive and tiring	Y	Y SELF and PS	Y SELF	Q
Y	Taking notes and MEN	Not as much as Eng NUM	Y	Q
Y	Y	Y	Y	
Y	Y	Y	Y SELF	Q
Y	Y guide because I am weak	N I am already good at "objective self assessment"	Y	Q
Y	Y PLA	Y	Y	Q
Y	Y Maybe even more	-	-	

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Revised Matrix Displaying the Analysis of Students' Evaluation of Reflective Activities (continued)

Ediz	U maybe in class (did not do them)	-	N like survey	-	MEN	MEN	-	-
Semih	Y I	Mini-talk	CHA SW CONF	Y	Y	Y	Y	Q
Gündüz	Y WC	R. R	Y "more ambitous"	Y	Y	Y	Y SW	
Mehmet	Y SELF WC	-	Y ATT	Y	Y	NUM	Y	Q
Zehra	Y SELF SWC	Essay	Y SELF	Y	Y	Y	Y SELF	
Salih	Y SWI	All	Y	Y "the details even surprised my friends☺" PLA PS	Y SW	Y SW	Y SW	Q
Osman	Y SW try to solve	Mini-talk	Y	Y	Y	Y	Y (prob.-solving)	.
Uğur	Y W SELF	R.R Mini-talk	Y	Y	Y a chance to not to repeat	-	-	
Yavuz	-	Mini-talk	Very demotivating	N? "She tried to help"	N for grades	N NUM	N "product vs process"	Q
Oya	Y SW	-	Y CHA I	Y	SEL	-	With tips it is easy not a skill	
Buğra	Y SW PS	Mini-talk	Y CONF "not nervous"	Y	Y	Y	-	

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Revised Matrix Displaying the Analysis of Students' Evaluation of Reflective Activities (continued)

The Department of Industrial Engineering (IE)

	Q1 a (EFF)	Q1 b (TAS)	Q2 MOT	Q3 TEA	Q4 ENG	Q5 OTH	Q6 CAR	Notes
Adnan	Y WC	Essay	Y CONF I	Y	N LAZ	Y SELF	Y SELF	Q
Cenk	Y SWC	Mini-talk	Y	Y	Y	Y	Y	
Burç	Y SWC T	Essay part I	Y ATT	Y	N lazy	U Would not please everyone	Y	Q
Can	Y WC WRI	-	US WOL	Y	U	Y	U	Q
Cüneyt	Y WC	Mini-talk	Y SELF I	Y	Y SELF PS	Y SELF PS	Y SELF	Q
Vildan	Y W SKI	All the same	N WOL	Prefers traditional teacher feedback	MEN	Y	Y	
Keriman	Y WC	-	N	Y	U	NUM	-	
Esra	Y	Writing	Y	Y less time-consuming in time.	U	U	-	
Pınar	Y if mistakes are repeated	-	CHA	Y sometimes cannot solve the problems on her own	N TD	Y WC	Y	
İrem	Y WCI	Mini-talk	Y CONF	Y	U lazy	NUM	Y SELF	Q
Fatma	Y new perspective & questions	Mini-talk	CHA	Y	MEN QUE	Y	Y SWC	Q
Nedim	Y WC	R.R para	Y MIS	Y	Y	-	Y	Q
Giray	Y SWC MIS	Mini-talk	Y	Y	Y	Y	Y	
Zeynep	Y SW SKI	-	U WOL T Less would be better	Y	MEN	Y SELF	-	Q

Revised Matrix Displaying the Analysis of Students' Evaluation of Reflective Activities (continued)

	Q1 a (EFF)	Q1 b (TAS)	Q2 MOT	Q3 TEA	Q4 ENG	Q5 OTH	Q6 CAR	Notes
Pelin	Y WI	Mini-talk	Y	Y	Y	NUM	-	
Refik	Y SWC MIS	Mini-talk	N Boring WOL	Y	MEN	Y	Y	
Leman	Y WC SKI	Essay	U less	Y WOL T	Y	U	Y SELF	Q
Suzan	Y checklist T	Mini talk self esteem SW	N WOL in class	Y	MEN	-	Y	Q
Köksal	Y W SELF	Mini-talk	U useful but too much WOL	Y	MEN	Y SELF	Y SELF	
Yeşim	Y SELF "observe my improvement"	r. response	U too much correction demotivates	Y SELF	MEN SELF	NUM	Y SELF	Q

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Revised Matrix Displaying the Analysis of Students' Evaluation of Reflective Activities

Q2 MOT	Q3 TEA	Q4 ENG	Q5 OTH	Q6 CAR	Notes
N	U but she wasted her time and my time	N	N	N	Very negative. Q
	Y	MEN	U	Y	
	-	Y	Y	-	Q
Y	Y	Y	Y SELF	Y	
W	Y	Y	N NUM	Y	
SW	Y	U	Y SELF	-	
	Y	SEL	SEL	-	
	Som. too much and depressing	Y SKI	-	Y	
ATT	Y	U	N	No idea	
S W SELF	Y purpose	MEN	Y	Y	
ATT	Y	U	N NUM	U	
ATT	Y	Y	N NUM	Y	
ATT	Y	Y MEN SELF	Y but mostly for NUM	Y	Q
		Y WOL	Y SELF	Y SELF	Q
CONF	Y	Y	Y	Y	
	Y	Y	Y SWC	Y WC.	Q

Curriculum Vitae

PERSONAL INFORMATION:

Name: Hale Hatice Kızılcık

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EDUCATION:

Degree	Institution	Year of Graduation
PhD	METU, Ankara, Turkey English Language Teaching GPA: 3.93 (over 4.00)	2006-2012
MA	METU, Ankara, Turkey English Literature Thesis: "Jungian Archetypes in Beckett's Trilogy" GPA: 3.43 (over 4.00)	2002-2005
BA	METU, Ankara, Turkey English Language Teaching GPA: 3.64 (over 4.00)	1995-1999
High School	Sakarya Anatolian High School	1992-1999

EXPERIENCE

Year	Place	Position
2007-present	Department of Modern Languages, METU	English instructor and test writer for 2 years.
2011-present	Department of Foreign Language Education, METU	Part-time teaching position: FLE 324 Teaching Language Skills FLE 413 English Langauge Testing and Evaluation
1999-2007	Özel Bilkent High School	English teacher and head of the English Department for 2 years; mentor for 4 years
1998-1999	Turkish American Association, Ankara	English instructor

EXAMINATIONS PASSED:

November 2010	KPDS 98	
May 2006	LES (SOZ) 056.598 converted to ALES (SOZ) 074.319	

CERTIFICATES OBTAINED:

December 1998	Pronunciation Course, Turkish American Association
September 1999	Certificate for Overseas Teachers of English, Bilkent University
November 2001	Developments in NLP, The British Council
May 2011	Learning, Teaching & Assessing Spoken English, Gordon Akademi

ACADEMIC INTERESTS:

Curriculum development, materials design, alternative assessment and teaching creative writing.

INSTITUTIONAL ACADEMIC WORK:

Curriculum development project	Özel Bilkent High School	Fall, 2006
Evaluation of assessment practices in ENG 101	DML, METU	February, 2008
Needs analysis for the DML in-service training program	DML, METU	June, 2008
A Study of Internal Validity of the ENG 102 Midterm Exam	DML, METU	June, 2008
Climbing up on Bloom's Taxonomy: A Framework for the Interactive Testing of Speaking	DML, METU	June 17, 2011

PUBLICATIONS and PRESENTATIONS:

Vanlı, G. & Kızılcık, H. In-class assessment of speaking through debates. IATEFL TEA SIG Coference Cyprus 23-24 October, 2009

REFERENCE:

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Turkish Summary

Yansıtıcı düşünmenin, etkin öğrenme için önemine değinen çalışmaların büyük bir kısmı üniversitelerde verilen mesleki eğitim derslerini kapsamaktadır. Türkiye'de yapılan çalışmalar ise özellikle öğretmen eğitimi alanında yoğunlaşmıştır. Bu araştırmaların genelinde, yansıtıcı düşünmenin teşvik edilmesinin etkin öğrenmeyi desteklediği sonucuna varılmıştır. Bu çalışmada, yansıtıcı düşünmeyi teşvik eden etkinliklerin üniversite düzeyindeki akademik İngilizce derslerine sistematik bir biçimde entegre edilmesinin etkili öğrenmeyi ne derecede desteklediğini araştırılmıştır. Bu amaçla öğretmen-araştırmacı çalışmakta olduğu Orta Doğu Teknik Üniversitesi' (ODTÜ) nin Modern Diller Bölümü'de bir eylem araştırması planlamış ve yürütmüştür. Öğretmen-araştırmacı, eylem araştırmasını İngilizce 101 dersini verdiği üç sınıftaki yetmiş bir öğrenci ile yapmıştır.

Eylem araştırması tespit edilen sorunları çözmeyi hedefleyen bir araştırma yöntemidir (Costello, 2003; Greenwood ve Levin, 2007; Mills, 2007; Mertler 2012). Bu çalışmanın da çıkış noktası tespit edilen bir sorun olmuştur. Öğrencilerin, verilen geribildirimleri yeterince iyi değerlendirememeleri ve bunun sonucu olarak beklenilen ilerlemeyi kaydedememeleri öğretmen-araştırmacı tarafından bir sorun olarak tespit edilmiştir. Bölüm toplantılarında, öğretmen-araştırmacının çalışma arkadaşları da aynı sıkıntıyı sıkça dile getirdikleri için öğretmen-araştırmacı bu konu üzerine bir araştırma yapmaya ve çözüm yolları üretmeye karar vermiştir. Öğretmen-araştırmacı, öğrencilerin ve öğretmenin yansıtma etkinlikleri yapmasının geribildirimin öğretmen tarafından daha iyi verilmesi ve öğrenci tarafından daha iyi değerlendirilmesi üzerinde olumlu bir etkisi olacağı varsayımıyla yola çıkmış ve böyle bir uygulamanın öğrenme üzerindeki etkilerini araştırmaya karar vermiştir. Bu amaçla araştırma soruları aşağıda yazıldığı gibi belirlenmiştir:

1. Sistematik yansıtma etkinlikleri İngilizce 101 dersine nasıl entegre edilebilir?

      a. Yansıtıcı düşünme nasıl öğretilebilir?

      b. Yansıtıcı düşünme nasıl ölçülebilir?

2. Öğretmen ve öğrenci arasındaki yansıtıcı diyalog öğrenmeyi ne oranda destekler?

      a. Katılımcılar yansıtıcı diyalog sonucunda ne öğrenirler?

3. Öğretmen ve öğrenci arasındaki yansıtıcı diyaloğun özellikleri nelerdir?

      a. Özdeğerlendirmesinde performansını olduğundan daha başarılı veya olduğundan daha başarısız bulan öğrenciler ile yapılan yansıtıcı diyalogların özellikleri nelerdir?

b. Öğrencilerin başarılı ve zayıf yönlerini değerlendirirken, öğrenci ve öğretmen arasında anlaşmaya varmak açısından kriterinin ayrı alanlarında (içerik, organizasyon, sunum becerileri, görsel kullanımı ve dil kullanımı) farklılık gözlemlenir mi?

4. Yansıtıcı yazma çalışmaları yansıtıcı öğrenmeyi ne oranda destekler?

5. Öğrencilerle birlikte ve öğrencilerin yansıtmaları üzerine yansıtma yapmak öğretmenin mesleki gelişimini ne oranda destekler?

6. Yansıtma etkinliklerini yapan öğretmen ve öğrenciler bu çalışmaları nasıl algılarlar?

a. Öğrencilerin, konuşma ve yazma becerileri ile ilgili yansıtma çalışmalarının etkinliği ile ilgili değerlendirmelerinde ne gibi benzerlikler ve farklar vardır?

b. Öğrencilerin ve öğretmenin yansıtma çalışmalarının etkinliği ile ilgili değerlendirmeleri arasında ne gibi benzerlikler ve farklar vardır?

      Bu sorularının cevaplarını araştırmak için ilk önce alanyazın taraması yapılmıştır. Yapılan taramada, yansıtma ve yansıtıcı öğrenmenin farklı tanımları irdelenmiştir. Farklı tanımlar incelendikten sonra, bu çalışma için yansıtmanın tanımlanması yapılmıştır. Yansıtma bir çalışma veya deneyimi, genellemeler yapmak ve bu genellemeleri ileride daha başarılı olabilmek amacıyla kullanmak için o çalışma veya deneyimi analiz

etmek ve değerlendirmek olarak tanımlanmıştır (Cowan, 1998). Yansıtıcı öğrenme ise yansıtmanın bilinçli bir biçimde öğrenme amacıyla kullanılmasıdır (Rickards, Diez, Ehley, Guilbault, Loacker, Hart ve Smith, 2008).

Tezin, teorik çatısını yapılandırmacı yaklaşım oluşturmaktadır. Yapılandırmacı yaklaşımın önde gelen savunucularından biri olan von Glasersfled (1995), etkin öğrenmenin gerçekleşebilmesi için öğretmenin sadece öğrencinin performansına odaklanmasının yetersiz olduğunu vurgular. von Glasersfled öğretmenin, öğrencinin zihninin içinde olup bitenler ile de ilgilenmesi gerektiğini belirtir. Öğretmen, öğrenciyi dinleyerek onun zihnindeki kavramsal yapıları keşfetmelidir çünkü bu kavramsal yapıları anlamadan onları değiştirmeye çalışmak faydasız bir uğraşıdır. von Glaserfled, öğrencilerin kavramsal yapılarını keşfetmenin bir yolunun onlardan deneyimleri üzerine yansıtma yapmalarını istemek olduğunu söyler.

Bu çalışmanın teorik çatısını oluştururken etkili olan diğer bir yapılandırmacı araştırmacı Vygotsky olmuştur. Vygotsky'nin yapılandır-macı yaklaşımı, özellikle içsel konuşma (inner speech), yakınsal gelişim alanı (ZPD) ve aracılık (mediation) kavramları, yansıtıcı etkinliklerin derse entegre edilmesi için teorik bir dayanak oluşturmuştur. Vygotsky (1934/1986), okul öncesi çocuklardaki benmerkezci konuşmanın (egocentric speech) problem çözmeyi destekleyen bir aktivite olduğunu ve (Piaget'in savunduğunun aksine) çocuklar okul çağına gelince bu konuşmanın aslında yok olmadığını ama içsel konuşmaya dönüştüğünü savunur. Vygotsky içsel konuşmanın etkin düşünme için bir araç olduğunu söyler. Fakat, içsel konuşma yoğun ve kısaltılmış bir konuşmadır ve konuşmacının dışındakiler için anlaşılmazdır. Vygotsky içsel konuşmayı, yazılı konuşma (written speech) ile karşılaştır. İçsel konuşmanın tersine, yazılı konuşma, konuşmacının dışındakiler için anlaşılabilir olmak amacı güder ve bu nedenle durumu net bir biçimde açıklamak zorundadır. Bu çalışmada, öğrencilerden yansıtıcı paragraflar yazarken içsel konuşmalarını, yazılı konuşmaya dökmeleri beklenmektedir. Schön'ün de (1983) belirttiği gibi bu

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yazıya dökme aşaması düşünmekten farklı bir beceri gerektirmektedir. Öğrenciler, içsel konuşmalarını sözlü veya yazılı olarak ifade ettikleri zaman öğretmenin, öğrencilerin zihinlerindeki kavramsal yapıları öğrenmesi mümkün olabilecektir (von Glasersfled, 1995).

Yansıtma yapmak öğretilmesi ve pekiştirilmesi gereken bir beceridir (Moon, 2004). Bu beceriyi kazanma sürecinde, farklı yakınsal gelişim alanlarındaki öğrencilerin farklı oranlarda desteklenmesi gerekecektir (Vygotsky, 1978). Bu desteği sağlamak öğretmenin görevidir (Vygotsky, 1926/1997). Vygotsky'e göre, öğrenmede sosyal etkileşim önemli bir rol oynar ve bireyin öğrenmesi için sosyal diğerleri (social others) ile olan iletişimi önemlidir. Öğretmen, öğrenme için elverişli bir ortam hazırlayarak öğrenmede bir aracı rolu oynar ve öğrencinin öğrenmesini destekler. Fakat, temel amaç öğretmene olan bağımlılığı giderek azaltmak ve bireyi kendi kendine yeter hale getirmektir. Bu çalışmadaki, yansıtma etkinlikleri hazırlanırken bu prensipler göz önünde bulundurulmuştur ve öğrenme sürecinde öğrenciler farklı şekillerde desteklenmişlerdir. Mesela, öğrenciler, öğretmen ile yansıtıcı diyalog yapmış ve bu şekilde yansıtıcı düşünmeyi ortaklaşa bir çalışma olarak yürütmüşlerdir. Ayrıca, yansıtıcı paragraf çalışmalarında öğrencilere onları yönlendirecek yansıtıcı sorular verilmiştir. Aşamalı olarak ve öğrencinin ihtiyacı doğrultusunda verilen destek zamanla azaltılmıştır. Fakat çalışma bir akademik eğitim dönemi gibi kısa bir süre devam ettiğinden öğrenciler tamamen bağımsız yansıtma yapmamışlardır.

Yapılandırmacı yaklaşım, sadece öğrencinin değil öğretmenin de yansıtıcı düşünme sürecine dahil olmasının etkin öğrenme ve öğretmenin mesleki gelişimi açısından önemini vurgular. Bu noktada yansıtıcı düşünmenin mesleki gelişimdeki yeri ile ilgili önemli çalışmalar yapan Schön'ün yansıtıcı öğrenme modeli bu tez çalışmasına şekil vermiştir. Schön (1983) iki tür yansıtmadan bahseder: Eylem hakkında yansıtma (reflection-on-action) ve eylemde yansıtma (reflection-in-action). Eylem hakkında yansıtma bireyin yaptığı eylemlere geri dönüp, bunlar ile ilgili yansıtma yapmasıdır. Eylemde yansıtma ise bireyin bir eylemi gerçekleştirirken, yaptığı iş hakkında düşünebilmesidir. Her iki tür yansıtma

da öğrenme için önemli rol oynar. Bu çalışmada öğretmen her iki tür yansıtma çalışmasını da yapmış, öğrencilerin çalışmaları, çalışmaları ile ilgili yansıtmaları ve kendisine verdikleri geribildirimle ilgili yansıtma yapmıştır. Bu yansıtmaları yansıtıcı günlük tutarak derinleştirmiş ve yürütmekte olduğu eylem çalışmasını ve öğretmenlik becerilerini geliştirmek için kullanmıştır.

Bu çalışmanın ilk araştırma sorusu yansıtmanın nasıl öğretilebileceği ve değerlendirilebileceğidir. Öğretmen-araştırmacı yapmış olduğu alanyazın taraması doğrultusunda, yansıtıcı düşünme etkinliklerini ve bu etkinlikleri değerlendirmek için kullanılan dereceli ölçme anahtarını geliştirmiştir. Bu etkinlikler, İngilizce 101 dersinin müfredatına entegre edilmiştir. Müfredatta yer alan yazma ve konuşma çalışmalarının her biri için bir yansıtma materyali hazırlanmış ve toplamda 5 farklı çalışma ile ilgili yansıtma etkinliği geliştirilmiştir. Yansıtıcı yazma etkinliklerinden biri yansıtıcı diyalogdur. Diğer etkinlikler ise yansıtıcı yazma materyalleridir. Bu materyalleri kullanarak, öğrenciler, güçlü ve zayıf yönlerini irdeleyen ve eylem planı geliştirmeye odaklı yansıtıcı paragraflar yazmışlardır. Yansıtma materyallerinde verilen yönergelerle, öğrencilere derste kullanılan öğretim teknikleri ile ilgili geribildirimde bulunma fırsatı da tanınmıştır. Çalışma, öğretmenin dersine girdiği üç sınıfta birebir aynı uygulanmıştır.

Yansıtma paragrafları, bütüncül dereceli ölçme anahtarı kullanılarak 3 puan üzerinden değerlendirilmiştir. Dereceli ölçme anahtarında başarılı bir yasıtmanın özellikleri belirtilir. Buna göre, iyi bir yansıtıcı paragrafta, öğrenci (1) düşünce süreci ve performansının başarılı ve zayıf yönleri ile ilgili farkındalığını açık delillerle gösteririr, (2) zayıf olduğu alanlarda neden zayıf olduğunun, başarılı olduğu alanlarda nasıl başarılı olduğunun olası nedenlerini inceler, (3) yeni öğrenimleri eski deneyimleri ile ilişkilendirir, (4) çözüm ve öğrenme odaklıdır, (5) duygularını net bir biçimde ifade eder ve (5) dili fikirlerini ifade etmek için etkili bir biçimde kullanır. Öğrencilerin yansıtma paragrafları, notlarının %10'luk bölümünü oluşturmuştur. Bu değerlendirme yapılırken öğrencinin yazdığı en başarılı 3 yansıtıcı paragraf 9 üzerinden notlandırılmış ve yansıtıcı aktivitelerin

öğrenci tarafından değerlendirilmesi çalışmasına da 1 puan teslim notu verilmiştir.

Yansıtma materyalleri ve bütüncül dereceli ölçme anahtarı geliştirildikten sonra 2009 yaz okulu döneminde, öğretmen-araştırmacı tarafından, dersine girdiği bir grup İngilizce 101 sınıfında pilot edilmiştir. Pilot çalışmasından sonra materyallerde bazı düzenlemeler yapılmış ve materyallere son hali verilmiştir. Pilot çalışmasında yansıtıcı diyalog uygulaması yapılmamıştır.

Bu çalışmadaki veri toplama aletleri öğrenci anketi, öğrenci ile öğretmen arasındaki yansıtıcı diyalog, öğrencilerin yansıtıcı paragrafları, öğrencilerin sunum ve yazma çalışmaları, öğrencilerin yansıtma etkinlik-lerini değerlendirmeleri ve öğretmenin tuttuğu yansıtıcı günlüktür. Çalışmanın geçerliğini ve güvenirliğini sağlamak için bir dizi farklı strateji kullanılmıştır. Öğrenci anketi nicel ve nitel inceleme yöntemleri kullanılarak analiz edilmiştir. Nicel verilerin istatistiki analizi yapılmış ve çalışmada sunulmuştur. Nitel veriler bir çok kere okunduktan sonra ortaya çıkan temalar belirlenip kodlanmıştır ve bu kodların verilerde ne sıklıkta görüldüğü hesaplanmıştır (Huberman ve Miles, 1994; Thomas, 2006). Daha sonra bulguların yorumu yapılmıştır.

Yansıtıcı diyaloglar amaçlı örnekleme yöntemi kullanılarak örneklenmiştir. Yansıtıcı diyaloglardan 17 tanesinin ses kaydı yapılmış ve kaydedilen diyalogların tamamı yazılı metin olarak çevrilmiştir. Daha sonra bu metinlerin içerik analizi yapılmış ve araştırma soruları göz önünde bulundurularak, ortaya çıkan temalar belirlenmiştir. Yapılan yorumların güvenirliğini sağlamak amacıyla diyaloglardan yorumlanan parçalar hem Türkçe hem de İngilizce çevirileri ile birlikte tez metni içerisinde verilmiştir. Buna ek olarak, ses kayıtlarının metinlerini inceleyen araştırmacı-öğretmen kendi öğretme teknikleri ve özellikle geri bildirme verme tarzı ile ilgili özeleştiri yapma fırsatı bulmuş ve yorumlarını günlüğünde kaydetmiştir. Günlükten yapılan alıntılar da tez metni içerisinde sunulmuştur.

Yazılan yansıtıcı paragraflardan tamamı incelenmemiştir. Amaçlı örnekleme yöntemi kullanılarak ikinci mini sunum üzerine yapılan yansıtıcı paragraf ve reaksiyon paragrafı üzerine yazılan yansıtıcı paragraf incelenmiştir. Mini sunum yansıtmaların tamamı, reaksiyon paragraflarından ise aşırı durum örneklemesi yapılarak seçilenler içerik analizi kullanılarak incelenmiştir. Güvenirliği attırmak için paragraflardan alınan parçalar metin içerisinde sunulmuştur.

Öğrencilerin yansıtma etkinliklerini değerlendirme çalışmasından toplanan verilerin tamamı incelenmiştir. Veriler bir çok kere okunduktan sonra ortaya çıkan temalar belirlenip kodlanmıştır ve bu kodların verilerde ne sıklıkta görüldüğü hesaplanmıştır (Huberman ve Miles, 1994; Thomas, 2006). Daha sonra bulguların yorumu yapılmıştır. Öğretmen-araştırmacı ilk önce zamana bağlı güvenirlik sağlamak için verileri bir ay süreyle iki defa kodlamıştır. İlk kodlama ve ikinci kodlama arasında tespit edilen tutarsızlıklar not edilmiş ve bir başka araştırmacı verinin bu kısımlarını kodlamıştır. Öğretmen-araştırmacının ikicini kodlamasıyla diğer araştırmacının kodlaması karşılaştırılmış ve farklı bulunan bir kodlama ile ilgili yeni bir kod geliştirilmiştir. Güvenirliği arttırmak için öğrencilerin yapmış olduğu yorumlardan alınan parçalar tez metni içerisinde sunulmuştur.

Bunlara ek olarak nitel araştırmanın geçerlik ve güvenirliğini sağlamak için Lincoln ve Guba'nın (1985) nitel araştırmaları incelerken kullanılmasını tavsiye ettikleri stratejilerden bir çoğu bu çalışmada kullanılmıştır. Lincoln ve Guba nicel araştırmada geçerlik ve güvenirliği değerlendirmek için kullanılan kriterlerin nitel araştırmaları değerlendirmek için uygun olmadığını savunular ve nitel araştırmaları değerlendirmek için alternatif kavramlar önerirler. "Bu çerçevede 'iç gerçerlik' yerine 'inandırıcılık,' 'dış geçerlik' (ya da 'genelleme' yerine 'aktarılabilirlik,' 'iç güvenirlik' yerine 'tutarlık' ve 'dış güvenirlik' (ya da 'tekrar edilebilirlik' yerine 'teyit edilebilirlik' kavramlarını kullanmayı tercih ederler" (Yıldırım ve Şimşek de yazıldığı gibi, 2008). Her bir kriterin hangi yöntemlerle sağlanabileceğini de açıklarlar. Bu yöntemlerden bazılarının birden fazla

kriterle örtüştüğünü belirtmek gerekir ama burada Lincoln ve Guba'nın sınıflandırması kullanılmıştır.

Bu çalışmada inandırılıcılığı sağlamak için kullanılan yöntemler şu şekilde sıralanabilir: (1) uzun süreli etkileşim (araştırmacı-öğretmen bu çalışmayı yürütürken, kurumda dört senedir çalışmaktaydı ve kurum kültürü ve öğrenciler hakkında bilgi sahibiydi), (2) derinlik odaklı veri toplama, (3) çeşitleme (araştırma soruları ile ilgili bilgiler hem öğrencilerden hem de öğretmenden ve farklı kaynaklardan toplanmıştır), uzman incelemesi (toplanılan veri, veri inceleme yöntemleri ve varılan sonuçlar başka bir uzman tarafından da okunup değerlendirilmiştir) ve (4) referans uygunluğu (yorumlanmamış haliyle veri kaynakları arşivlenmiştir). Aktarılabilirliği sağlamak için ayrıntılı betimleme (çalışmanın yapıldığı kurum ve katılımcılar ile ilgili ayrıntılı bilgi verilmiştir) ve amaçlı örnekleme (yukarıda açıklanmıştır) kullanılmıştır. Tutarlığı sağlamak için yukarıda açıkladığı gibi veriler "betimsel bir yaklaşımla doğrudan sunulmuştur" (Yıldırım ve Şimşek, 2008) ve zaman zaman araştırmaya ikinci bir araştırmacı dahil edilmiştir. Teyit edilebilirlik için de yukarıda açıklanan uzman incelemesine ek olarak öğretmen-araştırmacının tuttuğu yansıtıcı günlük kullanılmıştır.

Yukarıda güvenirlik ve geçerliğin nasıl sağlandığı açıklandıktan sonra bu bölümde veri analizi süreci ile ilgili bilgi aktarılacaktır. Öğrenci anketinin amacı öğrencilerle ilgili detaylı bilgi toplamak, diğer bir deyişle onların zihinlerindeki kavramsal yapıları keşfetmektir. Aynı zamanda öğrencilerle ilgili bilgi, eylem çalışmasının yapıldığı öğrenci grubu ile ilgili ayrıntılı betimleme yapmak için de kullanılmıştır (Lincoln ve Guba, 1985). Bu detaylı tarif daha önce de bahsedildiği gibi eylem çalışmasının güvenirliğini belirleyen kriterlerden biridir.

Anket 71 öğrenciye dağıtılmış, dağıtılan anketlerden 39'u öğrenciler tarafından geri teslim edilmiştir. Ankette öğrencilerle ilgili demografik bilgi toplayan soruların analizi sonucunda, öğrencilerin %84'ünün Anadolu Lisesi kökenli olduğu belirlenmiştir. Anadolu Lisesi çıkışlı öğrencilerin İngilizce seviyelerindeki düşüş göz önüne alındığında, bu sonuç öğretmen-

araştırmacının grubunun genelinin lisede aldığı İngilizce eğitimin, özellikle konuşma becerisi alanında yetersiz kalmış olabileceğini düşünmesine sebep olmuştur (Koru ve Akesson, 2011). Geri kalan öğrenciler düz lise (%10), süper lise (%3) ve kolej (%3) çıkışlıdır. Öğrencilerin %92'si ODTÜ'de hazırlık okumuştur. Bu da yine öğrencilerin konuşma becerilerinin üzerine diğer becerilere oranla daha az gidilmiş olduğu kanısını destekleyen bir veri olmuştur.

Öğrencilerin çoğunluğu İngilizce'nin kendileri için iş bulmak (%35) ve yurtdışında çalışmak/ yerleşmek (30%) açısından önemli olduğunu belirtmiştir Akademik çalışma yapmak ve İngilizce yeterlilik sınavlarında başarılı olmak daha az öğrenci tarafından İngilizce öğrenmek için bir sebep olarak belirtilmiştir. En önemli dil becerisi olarak 2,84 (3 dereceli Likert ölçeği üzerinden) ile konuşma becerisi belirtilmştir. Bunu 2,64 ile dinleme, 2,58 ile okuma ve 2,25 ile yazma becerileri izlemiştir. Öğrencilerin beklentisinin aksine İngilizce 101 dersinde en çok üzerinde durulan dil becerileri yazma ve okumadır.

Öğrenciler, tercih ettikleri etkin öğrenme metotlarına ders dışında kendi başlarına tekrar yaparak (3 dereceli Likert ölçeği üzerinden 2,8) ve öğretmenin ders anlatmasını dinleyerek (3 dereceli Likert ölçeği üzerinden 2,7) şeklinde cevap vermişlerdir. Buna karşılık, öğretmene danışmak (2,23) ve akran çalışması (2,05) daha az tercih edilen metotlar olarak belirlenmiştir. Anketteki bir diğer soru da bu sonuçları desteklemiştir. On birinci soruda, öğrenciler kendilerini tanımlayan ifadeleri seçerken öğretmenle işbirliği yapmak (3 dereceli Likert ölçeği üzerinden 2,23), soru sormaktan çekinmemek (3 dereceli Likert ölçeği üzerinden 2,25) ve arkadaşları ile işbirliği yapmak (3 dereceli Likert ölçeği üzerinden 2,17) bazen aralığında yer almıştır. Anketin sonuçları öğretmen-araştırmacıyı, öğrencilerin öğrenci merkezli eğitim etkinliklerine henüz hazır olmayabilecekleri konusunda uyarmış ve uygulama esnasında bu konuda hassasiyet göstermeye teşvik etmiştir.

Çalışmada yansıtıcı diyalog çeşili amaçlarla kullanılmıştır. İlk olarak öğrenci ile öğretmen arasındaki yansıtıcı diyalog ile öğrencilere yansıtmanın

nasıl yapılması gerektiği gösterilmiştir. Ayrıca bu diyaloglar analiz edilip yansıtıcı diyaloğun özellikleri ve öğrenmeye ne oranda katkıda bulunduğu ile ilgili veri toplamak için kullanılmıştır. Yansıtıcı diyalog öğrencilerin ilk mini sunumları üzerine yapılmıştır. Öğrencilerin ile ilk sunumları video ile kaydedilmiş ve öğrenciler bu sunumun özdeğerlendirmesini mini sunum dereceli puanlama anahtarını kullanarak yapmışlardır. Bu çalışmanın öncesinde, öğrencileri dereceli puanlama anahtarı kullanmaya alıştırmak için öğretmen-araştırmacı bir mini sunum yapmış ve bu sunumu öğrenciler anahtarı kullanarak değerlendirmişlerdir. Yapılan değerlendirmeler sınıfta tartışılmış ve dereceli puanlama anahtarı ile ilgili anlaşılmayan noktalara varsa bunlar açıklanmaya çalışılmıştır. Sunumlardan sonraki 3 hafta içerisinde öğrenciler öğretmenin ofisine gelerek yaptıkları sunum ve bu sunumu özdeğerlendirmeleri üzerine yansıtıcı diyalog yapmışlardır. Yansıtıcı diyaloglarda uyarılmış hatırlama (stimulated recall) metodu kullanılmıştır. Öğrenci ve öğretmen birlikte video kaydını seyrederken ve seyrettiken sonra mini sunum ve öğrencinin sunumu puanlaması üzerine yansıtma yapmıştlardır. Bu diyaloglarda "birleşmiş bilgi" ye (connected knowing) ulaşmak hedeflenmiştir (Brockbank ve McGill, 2007). Bu amaçla, öğrenci ile çatışmaya girmeden onun zihnindeki kavramsal yapılar keşfedilip yanlış öğrenim ve inançlar irdelenmiştir. Bu esnada öğrencinin, öğretmenin öğrenim ve inançlarını sorguladığı zamanlar da olmuştur.

İlk önce 17 yansıtıcı diyalog kaydından en aşırı uçta olan öğrencilerle yapılan kayıtlar incelenmiştir. Bu grupta, öğretmen ile öğrenci arasındaki puan farkı 3-5 (10 üzerinden) arası olan öğrencilerle yapılan kayıtlar vardır. Kendini olduğundan daha başarılı bulan iki öğrenci diyalog sırasında sorunları kendi başlarına tespit etmekte zorluk çekmiş, öğretmen açıklama yaparken de savunmaya geçmişlerdir. Bu diyaloglar, öğretmen-araştırmacının hedeflediğinin aksine didaktik bir yapıda gerçekleşmiştir. Bunun yanı sıra, aynı öğrenciler yansıtıcı paragraflarında sorunların varlığını kabul etmiş ve çözüm arama yoluna gitmişlerdir.

Kendini olduğundan daha başarısız bulan iki öğrenci ise diyalog sırasında öğretmenin yapmış olduğu yorumlara katıldıkları izlenimini

yaratmışlardır. Diyalog sonucunda öğretmen-araştırmacı bu öğrencilerin kendi performanslarını adil değerlendirmediklerine ikna oldukları kanısına varmıştır. Fakat öğrencilerin yansıtıcı paragraflarını okuduğunda öğretmen-araştırmacı, öğrencilerin diyalogdan önce verdikleri notu değiştirmek istemediklerini öğrenmiştir. Her iki öğrenci de notu değiştirmeme gerekçesi olarak daha iyisini yapabileceklerini bildiklerini belirtmişlerdir. Bu gözlemin sonucu olarak öğretmen-araştırmacının beklediğinin aksine yansıtıcı paragraflar yansıtıcı diyalogları kopyalayan değil tamamlayan niteliktedir.

Yansıtıcı diyaloglarda, sunum becerileri ve dil üzerine yansıtma yaparken, öğrenci ile öğretmen arasında anlaşmaya varmanın kolay olduğu gözlemlenmiştir. Bunun yanı sıra içeriğin yeterliliği konusunda anlaşmaya varmakta zaman zaman güçlükler yaşanmıştır. Video kullanılarak yapılan uyarılmış hatırlama metodu yansıtmayı destekleyen bir araç olmuştur.

Yansıtıcı diyaloglar hem öğretmen hem de öğrenciler için bir keşif süreci olmuştur. Yukarıda açıklanan öğrenimlere ek olarak ortaya çıkan diğer bulgular şu şekilde açıklanabilir: (1) Öğrencilerin sunum yaparken başarılı olmalarını engelleyen öğrenci davranışları belirlenmiştir, (2) Öğrencilerin güvenilir özdeğerlendirme yapmaları engelleyen problemler tespit edilmiştir, (3) Öğrencilerin içsel konuşması yansıtıcı diyalogla dışarıya açılmıştır. Bu sayede, öğrencilerin yanlış kavramları ve anlamaları, problemli eylem planları ve öğrenci ile öğretmen arasındaki iletişim problemleri ortaya çıkmıştır. (4) Öğrencilerle yansıtıcı diyalog yapmak öğretmen-araştırmacının kendi ölçme değerlendirme metotları ve geribildirim tarzı ile ilgili problemleri keşfetmesine yardımcı olarak onun mesleki gelişimini desteklemiştir. (5) Yansıtıcı diyalogların bazılarında öğrencinin izniyle öğrencinin arkadaşları da odada bulunmuştur. Bu arkadaşlardan bazıları yansıtıcı diyaloğa katılmış ve öğrencinin ve öğretmenin yansıtma etkinliğine katkıda bulunmuştur. Bunu gözlemleyen araştırmacı-öğretmen, doğru seçilen eleştirmen arkadaşların (critical friends) geribildirim sürecinde kullanılmasının olumlu sonuçlar doğurduğu kanısına varmıştır. Dolayısıyla, öğrencilerin güvendikleri ve yardımcı olmaya istekli

arkadaşları geribildirim sürecine dahil edilebilirler. Bu karar, akran geribildirimi (peer feedback) konusunda oldukça önyargılı olan öğretmen-araştırmacının önünde yeni bir kapı açmıştır.

Çalışmadaki bir diğer veri kaynağı öğrencilerin yansıtıcı paragraflarıdır. Öğrencilerin, ikinci mini sunumları ve reaksiyon-paragrafları üzerine yazdıkları yansıtma paragraflarının içerik analizi yapılmış ve ortaya çıkan temalar belirlenmiştir. Örnekleme yaparken ikinci sunum ile ilgili yansıtıcı paragraflarının tamamı incelenmiş, reaksiyon paragrafları ise aşırı-durum örneklendirmesi yapılarak seçilmiştir.

İkinci mini sunum ve bu sunumla ilgili yansıtıcı paragrafların analizinin sonucunda elde edilen veriler şu şekilde özetlenebilir: (1) Yansıtıcı paragraflar yazmak öğrencilerin özdeğerlendirme becerilerinin gelişmesine yardımcı olmuştur. Öğrencilerin ikinci mini sunumlarını değerlendirmelerinde öğrenci ve öğretmen notları arasındaki farkta genel bir azalma saptanmıştır (2) Öğretmen-araştırmacı, yansıtma paragraflarını kullanarak öğrencilerin özdeğerlendirme puanlarının güvenilirliğinin sağlamasını yapmış ve güvenilir notlandırma yapan öğrencilerin kendilerine verdikleri puanları resmi notlandırma amacıyla kullanmıştır. (3) Yansıtıcı paragraflar öğrenmeyi destekleyen ölçme-değerlendirme yaklaşımını desteklemiştir (4) Yansıtıcı paragraflarında öğrenciler kaydettikleri ilerleme ve problemleri tespit etme ve çözüm yolları üretmeye odaklanmışlardır. Bunlar öğrencilerin motivasyonunu olumlu etkileyecek kazanımlar olarak belirlenmiştir (5) Öğrencilerin içsel konuşması yansıtıcı paragraflar ile dışarıya açılmıştır. Bu sayede, öğrencilerin yanlış kavramları ve anlamaları, problemli eylem planları ve öğrenci ile öğretmen arasındaki iletişim problemleri ortaya çıkmıştır.

Reaksiyon paragrafları üzerine yazılan yansıtıcı paragrafların analizi sonucunda bu yansıtıcı paragraflardaki başarı ile reaksiyon-paragrafı yazma becerisindeki başarı arasında anlamlı bir bağlantı bulunamamıştır. Buna rağmen yazılan yansıtıcı paragraflar öğrenmeyi farklı açılardan desteklemişlerdir. Bu katkılar şu şekilde sıralanabilir: (1) Yansıtıcı paragraflarda öğrenciler, araştırmacı-öğretmenin kullandığı öğretim ve

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değerlendirme yöntemleri ile ilgili eleştiriler getirmişlerdir. Bu eleştirileri değerlendiren araştırmacı-öğretmen bir eylem planı geliştirmiştir, (2) diğer yansıtma çalışmaları gibi reaksiyon paragrafları üzerine yazılan yansıtıcı paragraflar da öğrencilerin içsel konuşması dışarıya açmıştır. Bu sayede, öğrencilerin yanlış kavramları ve anlamaları, problemli eylem planları ve öğrenci ile öğretmen arasındaki iletişim problemleri ortaya çıkmıştır, (3) yansıtıcı paragraf yazmayan dönem içerisinde çok başarılı olan 2 öğrencinin final sınavındaki reaksiyon paragrafındaki gerilemesine bir açıklama getirmek mümkün olmamıştır. (4) Öğrencilerin reaksiyon ve yansıtıcı paragraflarını değerlendirmek öğretmen-araştırmacının kendi ölçme değerlendirme metotları ve geribildirim tarzı ile ilgili problemleri keşfetmesine yardımcı olarak onun mesleki gelişimini desteklemiştir.

Bu bölümde öğrencilerin yansıtma etkinliklerinin kendileri için yararı ile ilgili değer-lendirmelerinin analiz sonuçları verilmektedir. Öğrencilerin %93'ü yanıtma etkinliklerinin öğrenmelerini desteklediğini ifade etmiştir. Yansıtma etkinliklerinin faydaları şu şekilde belirtilmiştir: (1) Öğrencinin kendini izlemesini teşvik etmek, (2) öğrencinin kuvvetli ve zayıf yönlerini keşfetmesine ve hatalarını düzeltmesine yardımcı olmak, (3) hataların tekrarlanmamasına yardımcı olmak, (4) özdeğerlendirme ve özeleştiri yapmayı teşvik etmek, (5) yansıtıcı düşünme becerilerini geliştirmek, (6) öğrencilerin performanslarını geliştirmek, (7) öğrencilerin özgüvenlerini arttırmak, (8) öğrencilerin dil becerilerini geliştirmek, (9) öğrencilerin problem çözme becerilerini geliştirmek ve (10) öğrencilere, öğrenmek için doğru soruları sormanın önemini göstermek.

Öğrencilerden %65'i yansıtma etkinliklerinin motivasyonlarını olumlu etkilediğini belirtmiştir. Bu öğrencilerin bir kısmı yansıtma etkinliklerinin dikkatlerini ve özgüvenlerini arttırarak kendilerini motive ettiklerini ifade etmiştir. Bunun yanı sıra, öğrencilerin %14'ü yansıtma etkinliklerinin sayısının fazla olmasının motivasyonlarını olumsuz etkilediğini belirtmiştir. Öğrencilerden %19'u bu etkinliklerin bazen motive edici bazen demotive edici olduğunu ifade ederken, %11'lik bir grup bu etkinlikleri demotive edici bulmuştur. Öğrencilerin % 40'ı mini sunumlarla

ilgili yansıtıcı etkinlikleri diğerlerinden daha etkili bulmuşlardır. Yansıtıcı günlüğünde araştırmacı-öğretmen de bu fikirde olduğunu belirtmiştir. Diğer yansıtıcı etkinlikler daha az öğreci tarafından seçilmiştir (%15 altı).

Öğrencilerin, öğretmen geribildirimi ile ilgili yaptıkları değerlendirmeden öğrencilerin etkili geribildirimden ne bekledikleri tespit edilmiştir. Öğrencilerin, kendilerine güçlü ve zayıf yönlerini gösteren, onları gelişme planı yapmaya teşvik eden, onları motive eden ve onlara aşırı yüklenmeyen geribildirim istedikleri ortaya çıkmıştır. Son olarak, veri analizi, öğrencilerin çoğunluğunun yansıtmayı yaşam boyu öğrenme aracı olarak değerlendirdiğini göstermiştir.

Daha önce de belirtildiği gibi bu yansıtıcı etkinliklere paralel olarak, öğretmen-araştırmacı yapılan uygulamanın ve kendi öğretmenlik becerilerinin özdeğerlendirmesini yapmak amacıyla yansıtıcı günlük tutmuştur.Yansıtıcı öğretmen günlüğü, öğretmen-araştırmacının yansıtmalı uygulama yapmasını sağlayarak, uygulama sırasında ortaya çıkan aksiliklerin tespit edilip irdelenmesinde yardımcı olmuş ve öğretmen-araştırmacının mesleki gelişimini desteklemiştir.

Elde edilen sonuçlar sentezlenip, bir eylem planı hazırlanmış ve aşamalı olarak uygulanmaya konulmuştur. Bu eylem planına göre, bir dahaki uygulamada yansıtıcı etkinliklerin sayısı azaltılacak ve türleri farklılaştırılacaktır. Örneğin, İngilizce 101 dersine 2010-2011 akademik döneminde eklenen öğrenci ile görüşme şeklindeki konuşma testi yansıtıcı bir etkinliktir ve yansıtıcı öğrenmeyi teşvik etmek için kullanılabilir. Yansıtcı diyalog hedefine ulaşan bir yansıtıcı etkinlik olmuştur ve video ile desteklenmiş uyarılmış hatırlama yöntemi ile beraber kullanılmaya devam edilecektir.

Bunun yanı sıra öğrencilerin dereceli puanlama anahtarlarını özdeğerlendirme yaparken daha doğru kullanması için farklı yöntemler bir dahaki uygulamada kullanılacaktır. Öğrencilerin yansıtıcı yazma paragrafları, öğrencilerin kendi kendini puanladığı çalışmalarda öğrenci puanlamasının güvenilirliğini tespit etmek için kullanılacaktır. Ayrıca, derslerde ak-ran geribildirime daha çok yer açılması için planlama

yapılacaktır. Öğrencilerin özellikle sunum becerilerini daha iyi değerlendirebildikleri tespit edildiğinden ilk önce bu alanda akran geribildirimi kullanılabilir.

Yansıtcı öğrenme ile ilgili öğrenilen bilgiler, yansıtma çalışmalarını 2010-2011 akademik döneminden itibaren kullanmaya başlayan İngilizce 211 (akademik sunum ve konuşma dersi) dersinin koordinatörleri ile paylaşılacaktır. Ayrıca öğrencilerin konuşma becerilerine verdikleri önem çerçevesinde İngilizce 101 dersinde konuşma becerisine verilen önemin artırılmasının mümkün olup olmadığı yönetim ve ders koordinatörleri ile paylaşılacaktır.

Öğretmen-araştırmacı, geribildirim verme tarzı ile ilgili tespit ettiği sıkıntıların üzerine çalışmaya devam edecektir. Öğretmen-araştırmacı eylem araştırması sırasında bir çok şey öğrenmiş ve bazı önyargılarının yanlış olduğunun farkına varmıştır. Alanyazında da vurgulandığı gibi eylem çalışmasının öğretmeni geliştiren ve güçlendiren bir araştırma türü olduğu tecrübe edilmiştir. Bu tip çalışmaların bir bölüm kültürü haline gelmesi ve hatta üniversite çapında da daha yaygın olarak yapılıp paylaşılmasının teşviki için bu çalışmadan elde edilen bilgiler gerekli mercilerle paylaşılacaktır.

Bu eylem çalışmasında, yansıtcı düşünmeyi teşvik eden etkinliklerin üniversite düzeyindeki akademik İngilizce derslerine sistematik bir biçimde entegre edilmesinin etkili öğrenmeyi ne derecede desteklediğini araştırılmıştır. Yapılan çalışma sonucunda yapılandırmacı prensiplere dayanan etkileşimli yansıtma modeli ortaya çıkmıştır. Bu model İngiliz Dili Eğitimi'nde kullanılabilecek, öğretmen ve öğrencinin kendilerini geliştirmek için ortak bir çalışma içerisine girdikleri bir yapılanmadır. Öğretmen ve öğrenciler hem kendi çalışma ve deneyimleri üzerine bireysel olarak ve diğerleriyle birlikte yansıtma yaparlar hem de birbirlerine geribildirim verirler. Bu şekilde yapılandırılmış dinamik bir öğrenme süreci sağlıklı özdeğerlendirme yapabilme ve kendi kendine öğrenebilme yeteneklerini geliştirerek yaşam boyu öğrenmeyi destekleyecek önemli bir araç olur.

Kaynak

Yıldırım, A. ve Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin

Bu kaynak özet yazarken Türkçe terimleri almak için kullanılmıştır. İngilizce metnin içerisinde yoktur.

APPENDIX X

Tez Fotokopisi İzin Formu

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☐

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : Eren-Kızılcık
Adı   : Hale Hatice
Bölümü : Yabancı Diller Eğitimi

TEZİN ADI (İngilizce): A constructivist approach to the integration of systematic reflection in EAP courses: An action research study.

TEZİN TÜRÜ : Yüksek Lisans ☐   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir bir (1) süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ:

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