Reflection on Reflection: EFL University Instructors' Perceptions on Reflective Practices[*]

Yansıtma Üzerine Yansıtma: İngilizceyi Yabancı Dil Olarak Öğreten Üniversite Okutmanlarının Yansıtmalı Öğretim Uygulamaları Üzerine Algıları

Özlem FAKAZLI[**], Safiye İpek KURU GÖNEN[***]

ABSTRACT: Exploring teachers' reflective experiences is important to shed light on understanding how different reflective practices work in classroom settings. The aim of the study was to engage EFL university instructors in reflectivity through various tools and to investigate their related perceptions. To that end, eight EFL university instructors in a Turkish context participated in the study. For systematic implementation of reflective practices, different reflective tools; namely, reflective diaries, reflective video analysis, and reflective peer sessions were used following a training procedure. The participants reflected on their reflective practices by writing reflections, answering a perception questionnaire and participating in semi-structured interviews. Qualitative analysis using the Constant Comparison Method put forward that all participants benefited from the study in terms of gaining awareness about their teaching practices and promoting self-evaluation albeit some negative perceptions related to time and effort required. The participants also realized that reflective practice is an effective method for teacher development, and it can be applied through different ways or tools. Findings assert that reflective teaching practices could contribute to professional empowerment when implemented in a systematic fashion. This study yields promising results for designing effective reflective practices for teachers in various contexts.

Key words: reflective teaching practices, reflective tools, teacher education

ÖZ: Öğretmenlerin yansıtmalı öğretim tecrübelerini incelemek, farklı yansıtmalı öğretim uygulamalarının sınıflarda nasıl işe yaradığına ışık tutmak için önemlidir. Bu çalışmanın amacı; üniversitede yabancı dili İngilizce olarak öğreten okutmanları farklı araçlar kullanarak yansıtmalı öğretim uygulamalarına katmak ve bu uygulamayla ilgili algılarını incelemektir. Bu amaçla, Türkiye'den sekiz İngilizce okutmanı bu çalışmaya katılmıştır. Bir eğitim sürecinden sonra, yansıtmalı öğretimin sistemli bir şekilde uygulanması için, sırasıyla yansıtmalı günlük, yansıtmalı video analizleri ve meslektaş ile görüşme yansıtmalı öğretim araçları olarak kullanılmıştır. Katılımcılar, bu yansıtmalı öğretim uygulamalarına katılmakla ilgili görüşlerini yazarak, bir algı anketine cevap vererek ve yarı yapılandırılmış görüşmelere katılarak yaşadıkları yansıtmalı öğretim tecrübesi üzerine yansıtmada bulunmuşlardır. "Sürekli Karşılaştırma Metodu" (Constant Comparison Method) kullanılarak yapılan nitel incelemeler, katılımcıların yansıtmalı öğretim uygulamalarının zaman ve çaba gerektirmesiyle ilgili bir kaç olumsuz görüş ortaya koymalarına rağmen, bu uygulamanın kendi öğretim uygulamaları üzerine bilinç kazanmak ve kendilerini değerlendirmelerini artırmak konusunda fayda sağladığını ortaya koymuştur. Ayrıca; katılımcılar, yansıtmalı öğretimin öğretmen gelişimi için etkili bir metod olduğunu ve bunun değişik yollarla ya da araçlarla uygulanabileceğini farkına varmışlardır. Sonuçlar, sistemli bir şekilde uygulandığında, yansıtmalı öğretim uygulamalarının mesleki gelişime katkıda bulunabileceğini de göstermektedir. Bu çalışma, farklı ortamlardaki öğretmenlere etkili yansıtmalı öğretim uygulamaları düzenlenmesi için ümit verici sonuçlar ortaya koymaktadır.

Anahtar sözcükler: yansıtmalı öğretim uygulamaları, yansıtmalı öğretim araçları, öğretmen eğitimi

1. INTRODUCTION

Reflective practice has become a prevailing paradigm and gained momentum in teaching around the world in recent years (Farrell, 2008; Gün, 2011). Building a bridge between theory

---

and practice within the scope of reflective practice has received attention for the development of teachers and classroom environments. The concept of reflection in educational sense echoes Dewey's (1910) definition of reflection as a thought resulting from confusion experienced directly in a certain context, and as a significant perspective of learning by experiencing. Hence, experience and interpreting all the information about the actions and the situations related to experience (Al Mahmud, 2013) lie in the heart of reflective practice. It is then a reaction to past experiences and constant examination of all the information in order to evaluate and plan further actions. By doing so, it necessitates thinking critically, directing one self, and solving problems along with self-awareness and individual knowledge (Chant, Heafner, and Bennett, 2004). In this respect, reflective practice is regarded as an integral catalyst in the process of harmonizing new experiences with the existing beliefs (Kumari, 2014) while developing different viewpoints to take action (Jasper, 2003).

In teacher education, reflective practice has been accepted as a valuable tool in stimulating professional development. Teachers' reflective practices are reported to provide numerous benefits such as promoting deliberate action for change, allowing resources for identifying deficiencies in assumptions, accepting others' viewpoints, and thinking about moral and ethical outcomes of choices for further decision making (Sezer, 2008). What is more, it is evident that reflective practice contributes to self-awareness of behaviors and feelings as well as actions (Akbari, 2007; Blank, 2009), and more critical evaluation of teaching experiences (Richards and Lockhart, 1994). Thus, through reflective practice, teachers can learn to develop new perspectives and improve their professional actions for the purpose of enhancing the quality of teaching and learning (Fatemipour, 2013).

Considering the advantages of reflective practice for teacher development, in ever-changing and challenging teaching contexts, reflective teaching can be regarded as a vital instrument for teachers to come up with helpful ideas, suggestions, and cope with tough situations. At this point, reflective practice may help teachers improve their effectiveness by gaining a broader understanding of their teaching practices (Ferraro, 2000). While doing so, it helps teachers realize their strengths and weaknesses, which will eventually contribute to students' learning in an even more powerful way (Rezaeyan and Nikoopour, 2013). As a result, reflective practice in teacher education appears as a significant tool for problem solving since it offers a great opportunity to look back and find the best strategies to attain goals (Rudd, 2007). When teachers embark on their professional teaching careers, they often realize the existing gap between theory and practice in actual teaching contexts; and therefore, feel confused about how to react in demanding situations in real classrooms. They may lack insight to evaluate their teaching to cope with the difficulties faced and come up with practical solutions. Hence, it is a necessity for teachers to nurture themselves professionally and survive in rapidly changing teaching environments by chasing after opportunities for professional enrichment. In this regard, reflective practice is one of these opportunities to serve both as a guide and a support for teacher development.

Although reflective practice has many gains for teacher development in many aspects, instructors may not know how reflective teaching can contribute to their teaching knowledge and practices. Even if they know the concept of reflection, they may not have the idea on the effectiveness of reflective practices and may lack experience in implementing reflective teaching methods and tools. Accordingly, the current study attempts to provide teachers with opportunities for systematic and guided reflection with a training aspect on various reflective tools. Thus, it aims to explore teachers' perceptions on their reflective practices to be able to create more effective teaching environments, and offer suggestions for implementing effective reflective practices for teachers in different contexts.

1.1. Research on Reflective Practice

The role of reflective practice in increasing teachers' growth has been the focus of research in recent years. Especially throughout the 2000s, teachers' reflective practices, effectiveness of these practices, tools used to foster reflection, and related perceptions were under investigation in various teaching contexts suggesting a future line of research.

With an attempt to explore reflective practices of teachers, Choy and Oo (2012) asserted that teachers did not reflect upon their teaching experiences deeply. One reason for this may stem from lack of sufficient opportunities and knowledge for teachers to be engaged in reflective practice. Although teachers are aware of the power of reflection in theory and hold positive attitudes towards reflective practices (Korumaz and Karakaş, 2014), they may not find a ground to put theory into practice (Cirocki, Tennekoon, and Calvo, 2014) or may be unable to critically reflect due to lack of guidance (Odabaşı-Çimer and Paliç, 2012). Thus, systematic practice opportunities provided for teachers may make a difference in helping teachers foster the ideas of reflection and to be engaged in reflective practices in a regular fashion.

In order to provide guidance for more effective reflective practices, reflective teaching tools such as video recordings (Baecher, Birch, Trotman, and Ainy, 2011; Eröz-Tuğa, 2013; Santagata and Guarino, 2010; Savaş, 2012) reflective diaries (Halim, Buang, and Meerah, 2010; Işıkoglu, 2007; Lee, 2007; Maarof, 2007), and peer observation (Daniels, Pirayoff, and Bessant, 2013; Woodman and Parappilly, 2013) are reported to improve teaching in various teaching contexts. Video as a reflective tool is found to improve teachers' ability to focus on key aspects, gain different perspectives, develop more trust for feedback received, and foster motivation to make changes in future experiences (Gün, 2011; Sayın, 2013; Tripp and Rich, 2012). Likewise, reflective journal writing can help teachers gain self-awareness, improve reasoning abilities as well as become conscious of the problems and needs in their specific teaching environments (Abednia, Hovassapian, Teimournezhad, and Ghanbari, 2013; Genç, 2010). Peer observation as a reflective tool appeared as a way to evaluate teachers' actions in a critical sense (Lakshmi, 2014), accelerate changes in professional knowledge and experiences, and help them reach excellence in teaching by improving their pedagogical practices (Daniels et al., 2013; Woodman and Parappilly, 2013). It is then of crucial importance to find out which reflective tools serve effectively to meet the educational goals for teachers.

In a study on exploring the effectiveness of different reflective tools from both teachers' and students' perspective, Fatemipour (2013) found that reflective diary was the most efficient tool, which was followed by peer observation with respect to reaching more reliable data for reflection. Students' feedback was in the third place and audio recording was found to be the least efficient tool in providing teachers with valuable data for reflection. Although teachers' preferences for reflective tools may change, research underlines the value of reflective practice through various tools in promoting teachers' professional enhancement especially when they are used more regularly and systematically. It is clear that more research need to be conducted to understand the role of reflection for professional growth, and shed light on how different practices develop a more critical perspective towards teaching experiences (Cirocki et.al, 2014; Gözüyeşil and Aslandağ-Soylu, 2014; Gün, 2011; Lakshmi, 2014; Odabaşı-Çimer and Paliç, 2012). Albeit a growing emphasis on reflective practices, most of the studies did not involve a systematic training aspect on reflective practices over a period time, and lack sufficient opportunities for teachers to assess the effectiveness of different reflective tools (Choy and Oo, 2012; Cirocki et al., 2014; Gözüyeşil and Aslandağ-Soylu, 2014; Korumaz and Karakaş, 2014; Mahmoodi-Shahrebabaki and Kondlaji, 2015). In a quite few studies (Ahmad et al., 2013, Gün, 2011; Lakshmi, 2014), a training aspect was included over a period of time prior to implementation of reflective practices, and these studies suggest the need for training before teachers are involved in reflectivity. Therefore, under the light of the findings of studies above,

providing guidance or training on how to implement reflective teaching, and creating opportunities for systematic reflection bear importance and rationality. The current study aims at contributing to the existing literature by exploring perceptions of university EFL instructors in a Turkish context on the application of different reflective tools in a rather systematic and guided fashion. The research question addressed in this study was:

What are the perceptions of EFL university instructors on the use of different reflective tools (reflective diaries, reflective video analysis, and reflective peer sessions)?

2. METHOD

2.1. Participants

The participants were eight EFL university instructors who were teaching English at a foreign language school in a Turkish university. In this university level context, EFL students were enrolled in intensive English classes for a year. The students in the program were required to pass a general English exam at the end of a one-year period to show that they were qualified to manage English for their future academic studies. The instructors in the program taught English with an aim for accurate and fluent production of four language skills along with grammar and vocabulary. The selection of instructors in the study was grounded on the ideas of convenience sampling (Creswell, 2005) as they were available, and willing to participate. There were six female and two male instructors of English. They had varying years of teaching experience with a minimum of 4 years ranging up to 13 years. All the participants were holders of MA degrees either in English language teaching or English literature. Age, gender, year of experience or academic degree were not taken as variables for the purposes of the study. These were given to inform the readers about the background of the participants. Table 1 provides background information about the instructors in the study.

Table 1. Background information about the participants

	Age	Gender (F/M)	Experience Year	Academic Degree
T1	35	M	13	M.A
T2	34	M	12	M.A
T3	33	F	12	M.A
T4	33	F	11	M.A
T5	28	F	4	M.A
T6	28	F	4	M.A
T7	27	F	4	M.A
T8	26	F	4	M.A

This study was based on the voluntary participation of the teachers; hence, they signed consent forms before reflective practices, and were informed that they were free to withdraw from study requirements upon their request. Teachers' recordings of their own teaching performances inevitably required recordings of students in the classroom. From an ethical perspective, students' verbal consents were also taken for video-recordings of teaching in the classrooms. In informal interviews prior to the study, all participants mentioned that they had an idea about reflection and reflective practices; however, none of them had an opportunity to incorporate the ideals of reflective teaching into their teaching experiences in a regular fashion.

2.2. Reflective Teaching Tools

Throughout the study, participants were engaged in reflective practices by using certain tools. These tools were reflective diaries, reflective video analysis, and reflective peer sessions respectively. Participants were engaged in all reflective tools in a three-week period for each.

Firstly, teachers were asked to keep a regular reflective diary about a lesson that they taught referring to reflection prompts based on Pultorak's (1993) reflective questions. For using video analysis as a reflective tool, instructors recorded their teaching performances. They were required to watch these recorded videos after class and analyze it by addressing guiding questions. Reflective peer sessions were implemented as the third reflective tool in which instructors were asked to select a striking event/incident from one of their lessons and discuss these events with a peer following the "Critical Incidents Protocol (For Shared Reflection)" by Hole and McEntee (1999). During a three-week period, they reflected on critical incidents with a different peer. It is important to underline that these three reflective tools were not the instruments of the study; instead, they were utilized to engage teachers in reflective practices, and were not used for data collection and analysis. Only the reflections written on the use of reflective tools were used for data collection and analysis.

2.3. Instruments

A qualitative research design was conducted to collect the data. Qualitative data were gathered through various research instruments; namely, reflections on different reflective practices, a perception questionnaire, and semi-structured interviews. All instruments were in English, but the participants were instructed to respond to the questions either in English or Turkish. In this way, they would feel more comfortable to express their ideas. Confidentiality of their opinions and anonymity of their names were guaranteed for research purposes.

The participants wrote one reflection on the use of each reflective tool at the end of every three weeks by referring to the guiding questions (see Appendix A). In addition to written reflections, a perception questionnaire was designed to elicit more perceptions on the use of reflective tools (see Appendix B). It included open-ended questions concerning their ideas about reflective tools and reflective practices. In order to give a sound answer to the research question and provide additional qualitative support, one-to-one semi structured interviews with instructors were conducted in the study. Before they were interviewed, questions were given to participants in advance so as to keep them informed about the interview process (see Appendix C). Experts working at two universities of Turkey, who were experienced in qualitative data analysis and teacher education, checked all qualitative research instruments in the study for their appropriateness. Based on expert opinion, a few questions were revised. All instruments were used for data triangulation to increase the reliability of the findings.

2.4. Data Collection Procedures

The study lasted for a total of 15 weeks by following the steps below:

1. Before the study, two training sessions were held to familiarize the participants with reflective practices. The sessions took two weeks. One of the researchers was the trainer who was familiar with the context of the study and the needs of the instructors regarding reflective practices.

Session 1: This training session aimed at providing necessary information about the concept of reflective practice and the reflective tools. The steps below were followed:

❖ Concept and significance of reflection, ways of reflectivity and various tools to be used in the study were presented to the participants, and all of them were informed about the ideals of reflection for teacher education.
❖ Various definitions of reflective practice from the literature were provided. Discussions were held about the role and importance of reflectivity for teachers' professional development.

❖   Information on reflective diary keeping was given.
o How to keep a diary was explained and sample diaries were analyzed.
❖   Information on reflective video recording and analysis was given.
o Technical aspects of using the camera in the classroom were explained in order to help them record the lesson properly.
❖   Information on reflective peer sessions was given.
o The teachers were paired for each session.
❖   After all reflective tools were introduced, instructors were asked to write one sample reflective diary, record one of their lessons for reflective analysis, and conduct one sample reflective peer session after a class following guiding questions. Sample diary, video analysis, peer sessions were made as trials in order to familiarize them with such experiences before the study.

Session 2: This training session aimed at learning about teachers' experiences with reflective tools. It was also intended to solve possible problems before the actual implementation of reflective practices. Instructors reported that they did not face challenges in using three different reflective tools. Some technical problems with the use of camera in the classrooms were dealt with.

2.   Participants wrote one reflection after each implementation of a reflective tool. A total of three weeks were reserved for each tool. Hence, the participants wrote a total of three reflections regarding their perceptions of the reflective tools.

3.   Upon participating in reflective practices and writing three reflections on the use of each tool, a perception questionnaire was administered to the teachers.

4.   In the final step, one of the researchers conducted semi-structured interviews with each instructor.

Throughout data collection, participants were encouraged to express their true feelings and ideas regarding reflective practices they were engaged in. This study did not aim to evaluate the effectiveness of reflective practices but to reveal the perceptions of instructors towards reflectivity. Hence, the researchers paid utmost importance to make participants feel comfortable and open in all their responses for the purposes of the study.

Table 2 below displays aforementioned data collection procedure steps in detail and how the study was carried out in a systematic way.

Table 2. Data Collection Procedures

Weeks	Data Collection Procedures
Week 1	▪ Administration of the background questionnaire
	▪ Session 1 about the concept of reflection and reflective tools to be used in the study
	o Writing **a sample** reflective diary after one of the classes
	o Recording **a sample** lesson
	o Participating in **a sample** peer session
Week 2	▪ Session 2 about their **first trials** on three reflective tools
Week 3	▪ Reflective Diary 1
Week 4	▪ Reflective Diary 2
Week 5	▪ Reflective Diary 3
Week 6	▪ **Reflection on diary writing**
Week 7	▪ Video recording and Analysis 1
Week 8	▪ Video recording and Analysis 2

Week 9	▪	Video recording and Analysis 3
Week 10	▪	**Reflection on video analysis**
Week 11	▪	Peer Session 1
Week 12	▪	Peer Session 2
Week 13	▪	Peer Session 3
Week 14	▪	**Reflection on peer sessions**
Week 15	▪	Administration of the perception questionnaire
	▪	Implementation of semi-structured interviews

By following the steps in Table 2 on a weekly basis, the participants were guided in their reflective practices in a systematic way. They had a chance to use each reflective tool for a given period of time (three weeks) and reflected on each practice in a regular fashion.

2.5. Data Analysis

All qualitative instruments were analyzed qualitatively by using the Constant Comparison Method (Dantas-Whitney, 2002; Glaser and Strauss, 1967; Leong, Joseph and Boulay, 2010) based on grounded theory for data analysis. This method includes breaking down the data into discrete 'incidents' or 'communication units' and coding them into categories (Lincoln and Guba, 1985). That is, identified communication units are compared and contrasted until they are formed into categories. Therefore, this method is best suited to use for the research purpose. Communication units identified in data collection instruments regarding the perceptions of the participants on reflective practices were listed, and then were compared and contrasted with one another to find out similar units. These newly formulated units were compared and contrasted with each other again until all similar communication units formed sub-categories. Finally, main categories were identified out of similar sub-categories. Data were analyzed by three raters. Along with two of the researchers in this study, another independent rater who was experienced in the analysis method analyzed the data to check any manipulation (knowingly or not) about the responses of the participants, and to avoid researcher subjectivity. Reaching a consensus between the raters on the identification, sorting and grouping of the communication units was important to ensure reliability. Inter-rater reliability was calculated by using "[agreement / (agreement + disagreement)] X 100" formula (Tawney and Gast, 1984) and found .84, which indicated a high level of reliability.

3. RESULTS

Analysis of the data gathered from various sources revealed how EFL university instructors in the study perceived using each reflective tool as part of their teaching experiences. A total of 335 communication units were identified through Constant Comparison Method, and these communication units were grouped to form main and sub-categories for each reflective tool. In this section, participants' feelings and ideas on the implementation of each reflective tool were given in detail along with sample extracts from reflective diaries and interviews to provide deeper insight into the benefits and challenges identified.

Perceptions on Reflective Diary

Analysis of instructors' perceptions on the use of reflective diary revealed 133 communication units within three main categories and nine sub-categories. Results showed that diary keeping created awareness for teaching practices, directed their focus more on students and caused some challenges as well. Table 3 below displays participant's ideas on the use of reflective diary as a reflective tool in detail.

Table 3. Participants' perceptions on the use of reflective diary

		N*
Awareness	*Reflective diary increased awareness on*	
	materials & methods	41
	past experiences	20
	strengths & weaknesses of using diary	19
	self-improvement	18
	reflectivity	4
Students	*Reflective diary helped to focus on*	
	students' responses	15
	variety among students	5
Challenges	*Reflective diary was challenging in terms of*	
	time & effort	7
	subjectivity	4

*Number of communication units

The participants' expressions pinpointed that engaging in reflective practice through the use of reflective diary helped to raise awareness about different aspects of teaching experiences. As shown in Table 3, reflective diary appeared as a helpful tool for gaining *awareness on the use of materials and methods, past experiences, strengths and weaknesses of using diary, self-improvement, and reflectivity.*

The instructors had the chance to evaluate and analyze the effectiveness of their teaching styles and their materials as well as to identify the need for making changes in some of their instructional practices. What is more, with the help of reflective diary, teachers were able to record and remember events and feelings related to past experiences. That is, they regarded diary as a practical tool to note down what they did, what happened and how they felt in the classroom. On the basis of participants' perceptions, reflective diary was regarded as an opportunity to reflect upon professional actions, criticize some aspects of teaching; and thus, notice strengths and weaknesses through this self-evaluation process. Moreover, reflecting on teaching experiences through diary writing led to positive changes in teachers' characters and behaviors along with their teaching actions and skills. EFL university instructors in the study realized the value of reflective teaching practices for professional improvement, and developed an interest in learning more about the concept of reflection. The following extracts from instructors' diaries show how they benefited from diary keeping experience in terms of gaining awareness for many aspects of their practices:

> *Diary writing helped me a lot to evaluate myself meticulously as a teacher. I could find out whether the materials I am using are enough or not. I could take my time thinking about how I teach, what I should do and what I should not do. If you have something written in your hand, it is more solid and it helps you a lot while thinking. (From T7's reflection on reflective diary)*

> *Diaries are good means to help record the feelings and ideas that cannot be remembered afterwards. By using diaries, lecturers can go back and catch specific details happened in a particular classroom. (From T4's perception questionnaire)*

As can be seen from Table 3, instructors were not only concerned about their teaching practices but also had the chance to pay more attention to *students' responses* and *variety among students*. While reflecting on teaching experiences via writing reflective diaries, participants could notice individual differences among students such as their proficiency levels and what worked for different types of students. Additionally, diary writing was also useful to become more sensitive to students' reactions in various situations, classroom activities and materials used in the lessons. One of the instructors expressed her ideas about such benefit of diary keeping as:

> *While keeping the diary, I wrote down students' reactions, what activities they enjoyed or did not enjoy, what motivated them. As a result, diary helped me to see my students' responses. (From T2's perception questionnaire)*

On the other hand, a few of the participants noted that keeping reflective diary was challenging since it required a great deal of time and effort. Reflecting on lessons afterwards by thinking about what happened in the class necessitated commitment, extra time and energy. Reflective diary was also considered as a subjective practice tool. Some participants thought they could only reflect their own thoughts and feelings regardless of an objective evaluation of what really worked or not. This was regarded as a challenge as the instructors solely depended on their own perspective and felt the need for seeing their practices from others' perspectives from time to time. The following extract is an example to instructors' perceptions on the challenges met:

> *First of all, keeping a reflective diary was tiring for me. I had to spend much time. I had to make observations in the classrooms [...] but it was also beneficial in terms this aspect; after I have read, I have realized a few teaching defects. (From T7'semi-structured interview)*

In general, qualitative analysis for the use reflective diary as a reflective practice tool demonstrated that all instructors benefited from diary keeping experience albeit some difficulties.

Perceptions on Reflective Video Analysis

The second reflective tool instructors used was reflective video analysis. Qualitative analysis revealed 100 communication units grouped under three main categories and six sub-categories on how participants perceived the use of analyzing their recorded videos. Similar to reflective diaries, analyzing recorded videos of teaching performances in a reflective way helped instructors gain awareness on various aspects of their practices along with some challenges identified. Table 4 shows participants' in-depth perceptions regarding reflective video analysis.

Table 4. Participants' perceptions on the use of reflective video analysis

		N*
Awareness	*Reflective video use increased awareness on*	
	strengths & weaknesses of video use	37
	objectivity	27
	classroom management skills	18
	reflectivity	5
Challenges	*Video use was challenging in terms of*	
	time & effort	7
	stress	6

*Number of communication units

As seen in Table 4, video use as a reflective tool was reported to be beneficial for noticing strengths and weaknesses. Through video-assisted reflective practice, they had the opportunity for critically analyzing themselves as teachers and paying more attention to the positive and negative aspects of their teaching. Unlike reflective diaries, reflecting upon the recordings contributed to the improvement of instructors' objectivity. That is, reflective video analysis enabled them to see the effectiveness of their teaching and classroom activities from an outsider's perspective. Besides, these video analyses helped for interpreting their behaviors and reactions from the eyes of the students without any curtains. One of the instructors commented on the effect of video analysis for adding an objective air to reflection as:

> *It is an effective way to become a more reflective teacher because camera is objective and it showed me myself from the eyes of students. While watching, I always told myself 'students see you as you see now'. (From T3's reflection on video use)*

Reflection through videos was also fruitful for gaining awareness on classroom management skills such as using body language, eye contact, voice, gestures etc. The participants further noted that having participated in reflective practice through videos helped to develop a reflective attitude and put much emphasis on understanding the importance of reflection for better teaching practices. The following extract is an example to benefits of reflective video analysis for advancement in reflectivity:

> *By recording our teaching, we can reflect back on many grey areas that we sometimes do not realize such as body language, eye contact, voice projection, and also the speed of voice. (From T1's reflection on video use)*

Reflective video analysis was not without certain challenges. Similar to diary keeping, analysis of recorded videos in a reflective way was challenging in terms of time and effort. Two participants highlighted that recording the lessons, watching, and reflecting on these recordings was time-consuming and tiresome even though it helped to identify mistakes and teaching defects. Different from reflective diary keeping, some perceptions relating reflective video analysis with stress were detected. That is, being recorded in the class created tension and excitement for teachers and students alike; hence, it might likely to cause behaving unnaturally for both parties.

All in all, benefits of using reflective video analysis as part of a reflective practice surpassed its challenges, a finding similar to the perceptions on reflective diary keeping. It was evident in all reflections that instructors prioritized positive views even when they were expressing challenges of using videos.

Perceptions on Reflective Peer Sessions

The third, and the final, tool implemented in the study was reflective peer sessions. A total of 93 communication units were identified on the implementation of reflective peer sessions. Similar to reflective diary keeping and reflective video analysis, reflective peer sessions created awareness on instructors' behalf. Regarding the nature of this reflective tool, instructors benefited from cooperation and were able to disregard the challenges and difficulties they perceived in diary keeping and video analysis. Table 5 below shows detailed perceptions of instructors on reflective peer sessions.

Table 5. Participants' perceptions on the use of reflective peer sessions

		N*
Cooperation	*Peer sessions helped to cooperate with others for...*	
	providing solutions to problems	38
	developing ideas & sharing experiences	26
Awareness	*Peer sessions increased awareness on*	
	materials & methods	20
	strengths & weaknesses of peer sessions	9

*Number of communication units

Table 5 displays that cooperating with a peer for developing a reflective stance created an opportunity to *provide new solutions to classroom problems*. That is, peer sessions helped instructors express their concerns about the problems encountered, resort to different perspectives while approaching these problems, and look for appropriate solutions. Moreover, they were able to *share and develop new ideas* together. The participants noted that the participants gained different perspectives about teaching and benefited from each other's opinions, suggestions, and experiences pertaining to classroom teaching. Therefore, they reflected together, considered possible reasons of the events, thought about the implications for further teaching experiences; and thus, contributed to each other's teaching practices. Two of the instructors expressed their views about reflective peer sessions as:

As language teachers we must be in tune with the most recent methodology best suited for our students. By engaging in this reflective practice (discussing with peer), i.e. sharing problems and looking for appropriate solutions, knowing new methods and creating new learning environment, we will definitely improve ourselves. (From T1's reflection on reflective peer sessions)

Through peer sessions, I have seen somebody's different point of view to the events. I have found my peers' opinions helpful. We have developed new ideas with respect to possible reasons of the events" (From T2's perception questionnaire)

Similar to benefits of diary keeping and video analysis, reflecting on lessons with colleagues increased *awareness about their teaching methods and materials*. Some of the participants mentioned that they were more aware of what they were doing, what methods they were implementing, what materials and activities they were using, and what actions they took in the classroom. They were able to recognize their *strong and weak sides* as well as their peers'. Accordingly, this enabled them to take an action towards identifying problematic aspects of their teaching practices. One of the instructors mentioned the benefit of reflective peer session as a way of being reflective as:

Seeing things clearly enabled me to improve my skills and methods. I reflected on the materials I applied when I encountered some events in the classroom. I saw how I handled the issues and how I should and how I shouldn't. (From T7's reflection on peer sessions)

4. DISCUSSION

Findings of this study indicated that EFL university instructors took advantage of engaging in different reflective practices in terms of promoting professional development, improving teaching practices, sharing experiences and different viewpoints with their colleagues, and strengthening professional bonds. Literature also presents corresponding outcomes on reflective practices and implies that reflective practice offers numerous benefits for teachers such as helping to gain a better understanding of teaching practices (Ferraro, 2000), developing professional knowledge and skills (Norrish and Pachler, 2003), enhancing the quality of teaching and learning (Fatemipour, 2013; Schön, 1987), and thus fostering professional improvement (Harun and Al-Amin, 2013). What is distinctive about the current study is that findings go beyond previous studies by engaging instructors in guided reflective practices through various reflective tools for a certain period of time, offering them opportunities to try and compare each reflective tool; and thus, highlighting the significance of different reflective practices for professional enrichment.

As for reflective diaries, in the literature, reflective diary is accepted as a powerful tool that facilitates reflective practice (Chirema, 2007; Genç, 2010; Kaur and Kaur, 2010; Maarof, 2010). The participants of the study also held positive views. They considered diary as an important means to think over past experiences, and remember significant teaching events, thoughts, and feelings. This outcome highlights the practical and alive feature of diaries in order to be able to reflect back easily when it is needed. In short, keeping a diary is considered as a way of presenting a record of the important learning and teaching events and going back to these recorded experiences later (Lee, 2007; Rezaeyen and Nikopour, 2013; Silvia, Valerio, and Lorenza, 2013). As a result of this tangible feature, reflective diary was also found useful for creating self-awareness mainly for teaching skills and practices. With the help of reflective diaries, all participants in the current study could investigate their practices and beliefs; and so became self-aware of various aspects of their profession. Similarly, Abednia et al. (2013) and Genç (2010) revealed in their studies that the teachers were able to question and evaluate their own behaviors and practices through reflective diaries. Therefore, the current study provided evidence about the positive impact of diary on teacher's self-evaluation and self-consciousness.

When it comes to the findings about video analysis as a reflective tool, participants mainly provided positive views. All instructors in the study reported that recording their lessons and reflecting on videos contributed to their teaching in many ways. During this video-aided reflective experience, participants were able to monitor themselves from an objective point of view. This aspect of objectivity was noticed distinguishably in the results of the study as reflection through videos helped instructors evaluate themselves impartially from an outsider's perspective. This finding is not very surprising because watching oneself from an objective perspective is one of the best means to clearly indicate all problematic areas. This outcome is also significant since becoming conscious of clouded areas may probably arouse desire and strengthen motivation in instructors to make alterations and improvement in their following performances. At this point, Sayın (2013) also considers video recordings as an objective-driven reflective tool because videos make the assessment 'self-oriented'. In addition, as suggested by Dymond and Bentz (2006), teachers reflect truly what occurs in authentic samples of teaching as a mirror to their own behaviors and capture the reality. An increasing literature also supports these findings and suggests that the use of videos for the revision of teaching practices and behaviors is a powerful practice (Santagata and Angelici, 2010; Snoeyik, 2010; Picci, Calvani, and Bonaiuti, 2012). Thanks to visual feedback from the videos, instructors might have obtained more reliable and valuable data about their teaching practices for more critical reflection because in reflective diaries and peer collaboration, they might not have envisioned their teaching moments in an explicit moment-by-moment fashion. Most probably, instructors were

able to interact with their captured images and boost the understanding of their problematic zones. This understanding of strong and weak sides might open the way for taking actions towards eliminating these deficiencies and refreshing the strong sides more.

During reflective practices, participants were engaged in reflective peer sessions as the third reflective tool. The most striking outcome about reflective peer sessions is that instructors were able to provide more concrete solutions to classroom problems, share their unique experiences with others, and develop new ideas together. By seeing different approaches to specific situations or problems, they had the chance to gain awareness about their teaching beliefs and broaden their horizons. These conclusions indicated that instructors might have internalized the power of interacting and working with peers during collaboration with other colleagues. They had a chance to see that other teachers had similar problems and that they were not alone in trying to find solutions. These findings can be regarded significant because being able to see their problematic areas, exchanging novel ideas, and coming up with practical solutions for specific situations is one of the most effective ways to increase the quality of teaching (Britton and Anderson, 2010; Vidmar, 2006).

In addition to reported benefits, the study also revealed a few negative opinions on the use of reflective tools. Among the three reflective tools used in the study, diary writing was found to be the most laborious and time-taking activity, which entails much effort and self-discipline. In the literature, along with its innumerable benefits, diary writing is also considered to be a demanding activity requiring time and space (A'Dhahab and Region, 2009; Cohen-Sayag and Fischl, 2012; Lowe, Prout, and Murcia, 2013). The instructors in this study also considered diary as a subjective tool because they evaluated themselves based on what they remembered and included their own opinions in self-analysis. That is, they might not have seen reality with detachment and objectivity; hence, being impartial about what had happened might not have been possible.

As in reflective diaries, a few of the participants in the study mentioned some drawbacks of the video use. Similar to negative views about reflective diaries, they commented that recording and watching lessons afterwards entailed extra time and effort. This challenge might be attributed to the practicality, logistics and having to deal with technical aspects in arranging and setting up the video in the classroom. They further stated that existence of video recorder led to anxiety and stress in students, which in turn resulted in behaving unnaturally. The possible reason of this outcome could be that this video use was a new experience for both the teachers and students, so it was quite normal for them to feel anxious or stressed while the lesson was being recorded. However, when they get used to the existence of video recorder in the class, this anxiety is expected to decrease allowing teachers and students to behave more naturally in time.

Unlike reflective diaries and video analysis, perceptions regarding reflective peer sessions did not include any negative views although much time and energy were required for meeting colleagues and sharing reflections as well. A possible explanation for this finding might be attributed to cooperative nature of peer sessions in which instructors interacted and shared their opinions. While reflecting through diaries and videos, they only reflected upon their own performances and evaluated themselves, which can be called as 'individual reflection' (Hole and McEntee, 1999). However, in peer sessions they had a chance to take advantage of both their own experiences and of their peers by collaborating with other colleagues on striking events, which can be regarded as 'shared reflection' (Hole and McEntee, 1999). They were also able to see different perspectives for particular situations and problems, which resulted in attaching positive views to reflective peer sessions.

5. CONCLUSION AND IMPLICATIONS

The present study aimed at involving EFL university instructors in reflective practices via various tools, and identifying their perceptions on these reflective practices. This study provided a useful implementation of reflective practices with its reported benefits. Outcomes of this study add to the existing literature by laying emphasis on regular and systematic implementation of reflective practice in order to raise awareness on the power of reflective practice in teaching. This way of reflection enabled instructors to become aware of the diversity of reflective teaching tools and the effectiveness of such tools to foster improvement. Seeing and trying reflective tools allowed them to come to an understanding that they have the power to make a difference in their teaching through different ways of reflective teaching, and to take action towards refreshing and strengthening themselves. EFL university instructors' mainly positive feelings and considerations for applying reflective teaching approach in their following practices present an evidence for the impact of reflective practices. These results imply that this study achieved its purpose in provoking reflection; and thus, facilitating professional development.

In the light of instructors' perceptions on the positive impacts of reflective practice, current study offers certain implications for promoting other teachers' reflective practices and professional improvement. Firstly, directors at the faculties, departments, or schools may provide in-service opportunities to help teachers realize the ways of being reflective. It can be advantageous to design similar systematic reflective practices with the help of training for in-service teachers (Ahmad, Bin-Said, Zeb, Ur-Rehman, Ahmad, and Khan, 2013). In-service trainings can be arranged at regular intervals throughout the academic year for the purpose of contributing to teachers' lifelong learning. Secondly, other reflective tools such as teaching portfolio (Khan and Begum, 2012) and critical incident analysis (Farrell, 2008; Farrell, 2013) can be introduced for further reflective practices. In this study, it was revealed that teachers could manage certain challenges by reflecting together with peers. Hence, reflective tools including peer coaching (Garber, 2014; Prince, Snowden, and Matthews, 2010; Soisangwarn and Wongwanich, 2014) and peer observation (Day, 2013; Lakshmi, 2014) can be implemented in regular practices of teachers. In this way, teachers might have an opportunity to see and experience different ways of being reflective, and broaden their horizon.

Based on the finding that the video was regarded as a beneficial tool to foster reflective practice albeit some negative perceptions related to time and effort, it can be suggested that educational institutions can make technical devices available for teachers and enable them to make records of their teaching through visual teaching aids. It can be concluded from the study that especially in terms of its positive effect on teachers' classroom management skills and its objective feature, reflective video-assisted teaching might be encouraged and provided at schools. Reflective peer sessions were found as the most practical tool with no weak aspects, which suggests that peer sessions can be utilized more easily by instructors. With this reflective tool, teachers can have the opportunity to solve both their shared and individual problems, create more applicable solutions, and develop more critical way of thinking with the help of their peers. Furthermore, on the grounds that no negative opinions about reflective peer sessions were identified, video use and peer sessions can be combined. This may offer an alternative rich reflective practice experience for teachers. Teachers can be organized into pairs or groups and their video recordings can be examined in detail within the groups for deeper reflective practice. Different from video and peer sessions, diary enabled instructors to focus on students' individual differences, needs and expectations. This may imply that keeping a diary and can be incorporated as a reflective tool for especially student-related issues.

It was found that the participant English teachers at the university level benefited from reflective practices. Such finding may offer some suggestions to implement the ideas of reflective teaching at the pre-service level before teachers embark on their professional life. With regard to the positive findings about the role of reflective practice, such reflective practices can be incorporated into the pre-service ELT curriculum in order to increase awareness about reflective teaching methods, encourage professional development, and thus achieve better teaching outcomes. When pre-service teachers internalize the merit of reflective practice at the university, they can start their professional career more confidently and reflectively.

Despite numerous positive outcomes of the study, it also has some limitations. The study was carried out with a limited number of instructors making it difficult to generalize the results to other in-service EFL contexts. Furthermore, instructors were asked to use each reflective tool for a limited period of time. It is unclear how they would perceive the use of them in a more longitudinal fashion.

By keeping all the implications and limitations mentioned so far, the study sets forth several suggestions for future studies. This study can be replicated in various teaching environments and this replication can help to make comparisons with other teachers' perceptions on their own reflective teaching practices. A further study can be also conducted in which in-service teachers meet and discuss together the effects of the reflective practices they are engaged in, how they feel about, and how they benefit from these practices. Further studies can be designed by implementing other different reflective tools, and change in teachers' reflectivity can be investigated before and after different reflective practices.

There may be some factors that can affect the implementation of reflective practice such as teachers' motivation, their working schedule, their teaching beliefs, their anxiety about engaging in reflection, or their previous knowledge about reflection. A further study can be designed by taking these factors into consideration. Additionally, based on the argument that reflective practice is ruled by written forms of reflection mainly described as an individual practice and not adequately data-led (Mann and Walsh, 2013), more collaborative, dialogic, evidence-based, and data-led approach can be adopted for further research.

6.   APPENDICES

Appendix A –Questions for reflection after each different reflective practice

1)   How do you feel about diary writing/ video recording/ peer session in general?

2)   What do you think about the role of this reflective practice in becoming a reflective teacher? Please explain.

3)   Do you think that engaging in this reflective practice helped you improve yourself as a language teacher? Why / why not? Please explain.

Appendix B- Perception questionnaire about reflective practice

1)   In general, what do you think about being engaged in reflective teaching practices?

2)   What do you think about the reflective tools? Please write your comments for each of them separately.

- Reflective diary:
- Reflective video recording:
- Reflective peer session:

3)   Would you like to do reflective teaching in your future teaching practices? Why/why not?

Appendix C- Semi-structured interview questions

1) What do you think about participating in reflective teaching practices in general?

2) How do you evaluate yourself before and after the study in terms of your reflective teaching?

3) Did engaging in reflective practice affect you as a language teacher? If yes, how?

4) What do you think about the reflective tools (diary writing/video recording/peer sessions)?

5) Would you like to participate in such reflective teaching practices in the future? Why?/Why not?

7. REFERENCES

Abednia, A., Hovassapian, A., Teimournezhad, S., & Ghanbari, N. (2013). Reflective journal writing: Exploring in-service EFL teachers' perceptions. *System*, *41*, 503-514.

A'Dhahab, S.M., & Region, D. (2009). EFL teachers' perceptions and practices regarding reflective writing. In: Borg, S. (Ed.), *Researching English language teaching and teacher development in Oman* (pp. 1-15). Muscat: Ministry of Education, Oman.

Ahmad, I., Bin-Said, H., Zeb, A., Ur-Rehman, S., Ahmad, S., & Khan, W. (2013). How reflective practice improves teachers' classroom teaching skills? Case of community based schools in District Chitral, Khyber Pakhtunkhwa. *Social Sciences and Humanities, 4*(1), 73-81.

Akbari, R. (2007). Reflections on reflection: A critical appraisal of reflective practices in L2 teacher education. *System*, *35*(2), 192-207.

Akbari, R., Behzadpoor, F. & Dadvand, B. (2010). Development of English language teaching reflection inventory. *System*, *38*(2), 211-227.

Al Mahmud, A. (2013). Constructivism and reflectivism as the Logical Counterparts in TESOL: Learning theory versus teaching methodology. *TEFLIN Journal*,24(2), 237-257.

Baecher, L., Birch, G., Trotman, W., & Ainy, S. (2011). Collaborative video inquiry in MA Tesol coursework "Working together to improve ourselves". *ELTED Journal*, 14, 1-7.

Blank, A. (2009). Reflection and professional practice. In A.Atwal and M.Jones (Ed.), *Preparing for professional practice in health and social care* (pp.41-50). Ames, IA: Wiley-Blackwell.

Britton, L.R., & Anderson, K.A. (2010). Peer coaching and pre-service teachers: Examining an underutilised concept. *Teaching and Teacher Education*, *26*(2), 306-314.

Chant, R.H., Heafner, T.L., & Bennett, K.R. (2004).Connecting personal theorizing and action research in preservice teacher development. *Teacher Education Quarterly*, *31*(3), 25-42.

Chirema, K. D. (2007). The use of reflective journals in the promotion of reflection and learning in post-registration nursing students. *Nurse Education Today*, *27*(3), 192–202.

Choy, C.S., & Oo, P.S. (2012). Reflective thinking and teaching practices: A precursor for incorporating critical thinking into the classroom? *International Journal of Instruction*, *5*(1), 167-182.

Cirocki, A., Tennekoon, S., & Calvo, A.P. (2014). Research and reflective practice in the ESL classroom: Voices from Sri Lanka. Australian *Journal of Teacher Education*, *39*(4), 24-44.

Cohen-Sayag, E., & Fischl, D. (2012). Reflective writing in pre-service teachers' teaching: What does it promote? *Australian Journal of Teacher Education, 37*(10), 20-35.

Creswell, J. W. (2005*). Educational research: planning, conducting, and evaluating quantitative and qualitative research*. New Jersey: Prentice Hall Publishing.

Daniels, E., Pirayoff, R., & Bessant, S. (2013). Using peer observation and collaboration to improve teaching practices. *Universal Journal of Educational Research*, *1*(3), 268-274.

Dantas-Whitney, M. (2002). Critical reflection in the second language classroom through audiotaped journals, *System 30* (4), 543-555.

Day, R.R. (2013). Peer observation and reflection in the ELT practicum. *Journal of Language and Literature Education, 2*(8), 1-8.

Dewey, J. (1910). *How to think.* Boston:Heath.

Dymond, S. K., & Bentz, J. L. (2006). Using digital videos to enhance teacher preparation. *Teacher Education and Special Education*, *29*(2), 98-112.

Eröz-Tuga, B. (2013). Reflective feedback sessions using video recordings. *ELT Journal*, *67*(2), 175-183.

Ferraro, J.M. (2000). Reflective practice and professional development. *ERIC Digest,*No: ED449120.

Farrell, T. (2008). Reflective practice in the professional development of teachers of adult English language learners. CAELA Network Brief. *Center for Adult English Language Acquisition*.

Farrell, T. (2013). Critical incident analysis through narrative reflective practice: A case study. *Iranian Journal of Language Teaching Research, 1*(1), 79-89.

Fatemipour, H. (2013). The efficiency of the tools used for reflective teaching in ESL contexts. *Procedia-Social and Behavioral Sciences*, 93, 1398-1403.

Garber, C. (2014). Doorways and walls: Peer coaching as a means to change instructional practice. *Electronic Theses and Dissertations*. Paper 8. [Available online at: http://scholarworks.uni.edu/etd/8/], Retrieved on October 22, 2015.

Genç, Z. (2010). Teacher autonomy through reflective journals among teachers of English as a foreign language in Turkey. *Teacher Development*, *14*(3), 397-409.

Glaser, B.G. & Strauss, A.L. (1967). *The discovery of grounded theory: strategies for qualitative research*. New York:Aldine De Gruyter.

Gözüyeşil, E., & Aslandağ-Soylu, B. (2014). How reflective are EFL instructors in Turkey? *Procedia-Social and Behavioral Sciences*, 116, 23-27.

Gün, B. (2011). Quality self-reflection through reflection training. *ELT Journal*, *65*(2), 126-135.

Halim, L., Buang, N.A., &Meerah, T.S.M. (2010).Guiding student teachers to be reflective. *Procedia-Social and Behavioral Sciences*, 18, 544-550.

Harun, Md., & Al-Amin, S. (2013). Continuous teacher development through reflective teaching and action research. *Bangladesh Research Publications Journal*, *8*(1), 69-78.

Hole, S. & McEntee, G.H. (1999). Reflection is at the heart of practice. *Educational Leadership*, *56*(8), 34-37.

Jasper, M. (2003). *Beginning reflective practice*. UK: Nelson Thornes.

Kaur, S., & Kaur, S. (2010). Pathways to reflective learning and teacher development: Insights from teacher trainees' diaries. *Malaysian Journal of Education*, *35*(1), 47-57.

Khan, B., Begum, S. (2012). Portfolio: A professional development and learning tool for teachers. *International Journal of Social Science and Education*, *2*(2), 363-377.

Korumaz, M., & Karakaş, A. (2014). An investigation of English language instructors' attitudes towards reflective teaching. *Pegem Journal of Education & Instruction*, *4*(1), 27-46.

Kumari, S.N.V. (2014). Constructivist approach to teacher education: An integrative model for reflective teaching. *I-Manager's Journal on Educational Psychology*, *7*(4), 31-40.

Lakshmi, S.B. (2014). Reflective practice through journal writing and peer observation: A case study. *Turkish Online Journal of Distance Education,15*(4), 189-204.

Lee, I. (2007). Preparing pre-service English teachers for reflective practice. *ELT Journal, 61*(4), 321- 329.

Leong, P., Joseph, S.R.H., & Boulay, R. (2010). Applying constant comparative and discourse analyses to virtual worlds research. *Journal of Virtual Worlds Research*, *3*(1), 3-26.

Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic inquiry*. Newbury Park, CA:Sage

Lowe, G.M., Prout, P., & Murcia, K. (2013). I see, I think I wonder: An evaluation of journaling as a critical reflective practice tool for aiding teachers in challenging or confronting contexts. *Australian Journal of Teacher Education*, *38*(6), 1-16.

Maarof, N. (2007). Telling his or her story through reflective Journals. *International Education Journal*, *8*(1), 205-220.

Mahmoodi-Shahrebabaki, M., & Kondlaji, A.R. (2015). Investigating the associations between english language teachers' reflectiveness and teaching experience. *International Journal of Languages' Education and Teaching, 3*(1), 256-272.

Mann, S., & Walsh, S. (2013). RP or 'RIP': A critical perspective on reflective practice. *Applied Linguistics Review*, *4*(2), 289-312.

Norrish, J., & Pachler, N. (2003). Preparing language teachers – but how? The role of 'theory' in enabling reflection. *The Teacher Trainer*, *17*(1), 12-18.

Odabaşı-Çimer, S., & Paliç, G. (2012). Teachers' perceptions and practices of reflection. *International Journal of Educational Research and Technology*, *3*(1), 52-60.

Picci, P., & Calvani, A.,& Bonaiuti, G. (2012). The use of digital video annotation in teacher training: the teachers' perspectives. *Procedia-Social and Behavioral Sciences*, *69*, 600-613.

Prince, T., Snowden, E., & Matthews, B. (2010). Utilising peer coaching as a tool to improve student-teacher confidence and support the development of classroom practice. *Literacy Information and Computer Education Journal (LICEJ), 1*(1), 45-51.

Pultorak, Edward G. (1993). Facilitating reflective thought in novice teachers. *Journal of Teacher Education*, *44*(4), 288-295.

Razaeyan, M. &Nikoopour, J. (2013).The relationship between reflectivity of foreign language teachers with Iranian students' achievement. *Journal of Language Sciences & Linguistic*s, *1*(1), 9-20.

Richards, J.C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.

Rudd, R. D. (2007). Defining critical thinking. *Techniques*, *82*(7), 46-49.

Santagata, R., & Angelici, G. (2010). Studying the impact of the lesson analysis framework on preservice teachers' abilities to reflect on videos of classroom teaching. *Journal of Teacher Education*, *61*(4), 339-349.

Santagata, R., & Guarino, J. (2010). Using video to teach future teachers to learn from teaching. *Zdm*, *43*(1), 133-145.

Savaş, P. (2012). Use of digital video recording in the preparation stage of pre-service foreign language teachers' micro teachings. *International Journal of New Trends in Education and Their Implications*, *3*(3), 107-116.

Sayın, B.A. (2013). Promoting teacher self-assessment through video-recording (with a questionnaire study on Turkish university students). *Journal of Education*, *2*(1), 41-45.

Schön, D.A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

Sezer, R. (2008). Integration of critical thinking skills into elementary school teacher education courses in mathematics. *Education*, *128*(3), 349-362.

Silvia, B., Valerio, D., & Lorenza, G., (2013). The reflective journal: A tool for enhancing experience-based learning in nursing students in clinical practice. *Journal of Nursing Education and Practice*, *3*(3), 102-106.

Soisangwarn, A., & Wongwanich, S. (2014). Promoting the reflective teacher through peer coaching to improve teaching skills. *Procedia-Social and Behavioral Sciences*, 116, 2504 – 2511.

Tawney, W. J. & Gast, L.D. (1984). *Single subject research in special education*. Columbus: Merrill.

Tripp, T.R., & Rich, P.J. (2012). The influence of video analysis on the process of teacher change. *Teaching and Teacher Education, 28*(5), 728-739.

Vidmar, D. J. (2006). Reflective peer coaching: Crafting collaborative self-assessment in teaching. *Research Strategies*, *20*(3), 135-148.

Woodman R. J., & Parappilly, M. B. (2013). The effectiveness of peer review of teaching when performed between early-career academics. *Journal of University Teaching & Learning Practice, 12*(1), 1-14.

Genişletilmiş Özet

Yansıtmalı öğretim kavramı, son yıllarda oldukça önem kazanmıştır ve bu kavramın mesleki gelişimindeki değeri bir çok araştırmacı tarafından ortaya konmuştur. Literatür, farklı yollarla yapılan yansıtmalı öğretimin, yaşanılan öğretmenlik tecrübeleri üzerine geriye dönüp düşünmeye, öğretmenlik becerelerini geliştirmeye, iş birliği içinde çalışmanın etkili gücünü görmeye, ve kendini yenilemeye yardımcı olacağını göstermektedir. Yine literatür incelendiğinde, yansıtmalı öğretim üzerine bir çok çalışma yapıldığı görülmüştür. Fakat; bu çalışmalarının çoğu, öğretmenlere yansıtmalı öğretim yapma fırsatı vermeden, onlara yansıtmalı öğretimi uygulayabilmenin çeşitli yolları olduğunu göstermeden, sadece onların yansıtmalı öğretim ile ilgili ne düşündüklerini incelemiştir. Diğer bir deyişle, onları herhangi bir yansıtmalı öğretim uygulmasına katmamış, sistematik bir şekilde bu uygulamayı kullanmak için fırsatlar vermemiş ve onlara bu konuda rehberlik etmemiştir. İşte bu çalışmanın çıkış noktalarından biri de bu olmuştur. Bu çalışma, öğretmenlik gelişimi için yansıtmalı öğretimin avantajlarını göz önünde bulundurarak, düzenli olarak yansıtmalı öğretim yapma fırsatı bulunmayan öğretmenlere, onların mesleki gelişimine katkıda bulunmak ve kendileriyle ilgili farkındalıklarını artırmak için bu fırsatı sunmuştur.

Bu çalışmanın öncelikli amacı, İngilizceyi yabancı dil olarak öğreten üniversite okutmanlarını yansıtmalı öğretim araçlarını kullanarak yansıtmalı öğretime katmak ve onların katıldıkları yansıtmalı öğretim uygulamalarıyla ilgili algılarını ve hislerini öğrenmektir. Bu çalışma aşağıdaki araştırma sorusu çerçevesinde yürütülmüştür:

İngilizceyi yabancı dil olarak öğreten okutmanların farklı yansıtmalı öğretim araçları ile katılmış oldukları yansıtmalı öğretim uygulamarı ile ilgili algıları nelerdir (yansıtmalı günlük, yansıtmalı video analizleri, yansıtmalı meslektaş görüşmeleri)?

Çalışmanın amacını gerçekleştirmek için, bir Türk üniversitesinin Yabancı Diller Yüksekokulunda İngilizceyi yabancı dil olarak öğreten sekiz üniversite okutmanı çalışmaya katılmıştır. Yansıtmalı öğretimin düzenli ve sistematik uygulanması için, yansıtmalı günlük, yansıtmalı video analizleri ve yansıtmalı meslektaş görüşmeleri, yansıtmalı öğretim araçları olarak kullanılmıştır.

Çalışmanın uygulanmasından önce, katılımcılar çalışmanın nasıl işleyeceği konusunda eğitim almışlardır. Bu eğitim boyunca, katılımcılara yansıtma kavramının ne olduğu, yansıtmalı öğretimin önemi ve bu çalışmanın yöntemi konusunda gerekli bilgiler verilmiştir. Çalışmada kullanılacak yansıtmalı öğretim araçları, bir sunum hazırlanarak tek tek tanıtılmış, bunların çalışma boyunca nasıl kullanılacağı detaylı anlatılmış, gerekli teorik ve teknik bilgiler verilmiştir. Bu eğitimin hemen akabinde katılımcılara yansıtmalı öğretim araçlarını denemeleri için fırsatlar sunulmuş ve çalışma başlamadan ortaya çıkabilecek çeşitli problemlere karşı önlemler alınmaya çalışılmıştır. Ayrıca her bir yansıtmalı öğretim aracına dair katılımcıların aşınalık kazanmasına ve daha sonra bunları kullanmalarına önem gösterilmiştir. Eğitim safhasından sonra, katılımcılar onlara önceden verilen kılavuz ilkeler doğrultusunda yansıtmalı öğretim araçlarının her birini üç hafta boyunca her hafta bir kez olmak üzere kullanmışlardır.

Verilerin toplanması için, nitel araştırma araçları kullanılmıştır. Katılımcılar yansıtmalı öğretim araçları ile (yansıtmalı günlük, yansıtmalı video analizleri ve yansıtmalı meslektaş görüşmeleri) yansıtmalı öğretim uygulamasına katıldıktan sonra, onlardan kılavuz sorular aracılığıyla her bir aracın kullanımı ile ilgili görüşlerini yazmaları istenmiştir. Buna ek olarak, hem yansıtmalı öğretim uygulaması hem de yansıtmalı öğretim araçlarının kullanımı hakkında ne hissettiklerini ve düşündüklerini öğrenmek

amacıyla katılımcılara bir algı anketi uygulanmıştır. Yansıtmalı günlükte ve algı anketinde katılımcılar istediği dilde cevap verme konusunda serbest bırakılmıştır. Son olarak, yansıtıcı görüşler ve algı anketi aracıyla toplanan veriyi desteklemek için, katılımcılarla yarı yapılandırılmış görüşmeler yapılmıştır. Bu görüşmeler ise katılımcıların kendilerini daha rahat hissedebilmesi ve daha iyi açıklayabilmesi amacı ile anadilde yapılmıştır.

Niteliksel veri, "Sürekli Karşılaştırma Metodu" (Constant Comparison Method) kullanılarak analiz edilmiştir. Bu metod ile okutmanların yansıtmalı günlük, algı anketi, ve yarı yapılandırılmış görüşmede sunmuş olduğu en küçük iletişim birimlerine ulaşılmıştır. Bu küçük birimler sürekli birbiri ile karşılaştırılarak bunlardan alt kategoriler elde edilmiştir. Bu alt kategorilerden de ana kategorilere ulaşılmıştır. Nitel verilerin analizinde güvenirliği sağlamak adına iki değerlendirmeci analiz sürecinde birlikte veriyi değerlendirmiştir.

Çalışmanın sonuçları, çalışmaya katılan üniversite okutmanlarının çalışmadan büyük ölçüde faydalandığını ve çeşitli yansıtmalı araçlar kullanarak katıldıkları yansıtmalı öğretim uygulamalarından oldukça memnuniyet duyduklarını ortaya koymuştur. Okutmanlar, bu uygulamaların verimli olduğunu düşünmektedir. Yansıtmalı öğretim uygulamalarına katılmanın, öğretmenlik becerileri üzerine farkındalık kazanmak, kendini değerlendirmek, güçlü ve zayıf yönlerini görmek, ve profesyonel gelişimi artırmak için önemli bir fırsat olduğu ortaya çıkmıştır. Sonuçlar, katılımcıların çalışma boyunca kullandıkları tüm yansıtmalı araçlarla ilgili pozitif düşündüklerini göstermiştir. Ancak; bir kaç katılımcı yansıtmalı günlük ve video kayıtları ile ilgili bazı zorluklardan bahsetmiştir. Bir yansıtmalı düşünce yolu olan günlük ve video kullanımının çok zaman, çaba ve sorumluluk gerektirmesi ortaya konan zorluklardandır. Meslektaşlar ile yansıtmalı görüşme yapmak hakkında ise herhangi bir negatif algı ortaya çıkmamıştır. Çalışmanın sonunda, yansıtmalı öğretim uygulamalarının, katılımcıların yansıtmalı öğretim fikirlerini gelecek profesyonel eylemlerinde uygulamak için motivasyonlarını ve heveslerini arttırdığı ortaya konmaktadır. Katılımcılar, gelecekte buna benzer yansıtmalı öğretim uygulamalarını sürdürmek konusunda oldukça istekli olduklarını dile getirmişlerdir. Sonuç olarak, katılımcıların yansıtmalı öğretimin öğretmenlerin gelişimi için etkili bir metot olduğunun ve bunun çeşitli yollarla ya da araçlarla uygulanabileceğinin farkına vardıkları söylenebilir. Ayrıca, bu yansıtmalı öğretim uygulamalarının sistematik ve düzenli bir şekilde uygulanırsa, profesyonel gelişime katkıda bulunabileceği de öne sürülmektedir. Katılımcılar, öğretmenliklerinde fark yaratmak, kendilerini güçlendirmek, yenilemek, ve beslemek için yansıtma öğretimin değişik yollarıyla bu güce sahip olabileceklerini görmüşlerdir. Sonuçlar, önceki çalışmalar doğrultusunda tartışılmış ve çalışmanın sonuçları ışığında, yansıtmalı öğretimin etkili kullanılması ve yeni çalışmalar yapılabilmesi için öneriler sunulmuştur.