T.C.

AKDENIZ UNIVERSITY

THE INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

MA THESIS

REFLECTIVE TEACHING IN ELT- OBSTACLES AND HANDLING STRATEGIES

Şeyma YILDIRIM

ENGLISH LANGUAGE TEACHING

MASTER'S THESIS

Antalya, 2020

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DOĞRULUK BEYANI

Yüksek lisans tezi olarak sunduğum bu çalışmayı, bilimsel ahlak ve geleneklere aykırı düşecek bir yol ve yardıma başvurmaksızın yazdığımı, yararlandığım eserlerin kaynakçalarda gösterilenlerden oluştuğunu ve bu eserleri her kullanışımda alıntı yaparak yararlandığımı belirtir; bunu onurumla doğrularım. Enstitü tarafından belli bir zamana bağlı olmaksızın, tezimle ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda ortaya çıkacak tüm ahlaki ve hukuki sonuçlara katlanacağımı bildiririm.

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YÜKSEK LİSANS TEZİNİN ADI: Reflective Teaching in ELT- Obstacles and Handling Strategies

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun …………….. tarihli ve ….………….. sayılı kararıyla kabul edilmiştir.

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ABSTRACT

Reflective Teaching in ELT- Obstacles and Handling Strategies
YILDIRIM, Şeyma
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This research aimed to examine Turkish EFL teachers' reflective teaching states questioning their actions. To achieve information about this main purpose, Turkish EFL teachers' attitudes towards reflective teaching was questioned to find if their gender, age, the department they graduated from, their experience, graduate degree, where they work, and the employment status affect their attitudes towards reflective teaching. It was also determined if there were any obstacles to perform reflective practices. A total of 108 Turkish EFL teachers who worked at 39 different primary, secondary, and high schools in Rize participated in this study. As the data collection tools, reflective practice inventory and semi-structured interview questions were used. 108 participants completed the reflective practice inventory. Of 108 participants, 16 voluntary Turkish EFL teachers were interviewed for in-depth information about their reflective practices. To analyse the inventory, SPSS version 22.0 was used. Content analysis was used for the analysis of interviews. The results showed that Turkish EFL teachers in Rize often act as a reflective teacher. According to the findings, gender, age, the department they graduated from, experience, graduate degree, where they work, and the employment status did not influence Turkish EFL teachers' attitudes towards reflective teaching. Interview analysis indicated that Turkish EFL teachers in Rize perform critical friends the most among the reflective practices. They mostly did not practise others. Findings about the challenges to perform them revealed that Turkish EFL teachers' obstacles to perform reflective practices were in five categories: personal reasons, students, institutions, reflective practices, and implementations by MoNE. The results indicated that the biggest obstacle was the lack of knowledge of the practices and the bias about no need for practices because of having experience.

Keywords: *Reflective practices, challenges, experience, lack of knowledge, education*

ÖZET

İngiliz Dili Öğretiminde Yansıtıcı Öğretim- Engeller ve Başa Çıkma Stratejileri

YILDIRIM, Şeyma

Yüksek Lisans, Yabancı Diller Eğitimi Bölümü

Tez Danışmanı: Dr. Öğr. Üyesi Fatma Özlem SAKA

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Bu çalışma, İngilizce öğretmenlerinin yansıtıcı öğretim durumlarını incelemeyi amaçlamaktadır. Bu amaçla; cinsiyet, yaş, mezun olunan bölüm, deneyim yılı, eğitim düzeyi, çalışılan kurum ve tam zamanlı veya yarı zamanlı istihdam durumu gibi değişkenlerin öğretmenlerin yansıtıcılığını etkileyip etkilemediği sorgulanmıştır. Yansıtıcı uygulama için herhangi bir engel olup olmadığını da araştıran bu çalışmaya Rize'de 38 farklı ilkokul, ortaokul ve lisede çalışan toplam 108 İngilizce öğretmeni katılmıştır. Veriler, yansıtıcı uygulama envanteri ve yarı yapılandırılmış görüşme soruları ile toplanmıştır. 108 katılımcı envantere katılırken bu katılımcılardan rasgele seçilen 16 İngilizce öğretmeni ile yansıtıcı uygulamaları hakkında derinlemesine bilgi almak amacıyla görüşme yapılmıştır. Envanter SPSS 22.0 ile analiz edilirken görüşmeler için ise içerik analizi kullanılmıştır. Sonuçlar, Rize'deki İngilizce öğretmenlerinin sıklıkla yansıtıcı öğretmen olarak davrandıklarını göstermiştir. Bulgulara göre, cinsiyet, yaş, mezun olunan bölüm, tecrübe, eğitim düzeyi, çalıştıkları yer ve istihdam durumu, İngilizce öğretmenlerinin yansıtıcılığını etkilememiştir. Görüşme analizi, Rize'deki İngilizce öğretmenlerinin yansıtıcı uygulama olarak en çok meslektaşları ile bilgi alışverişinde olduklarını, ancak diğer yansıtıcı öğretim tekniklerini çoğunlukla kullanmadıklarını göstermiştir. Çalışma sonunda, yansıtıcı öğretimi engelleyen faktörler beş ana başlıkta toplanmıştır: kişisel nedenler, öğrenci, kurum, yansıtıcı uygulamalar ve MEB uygulamaları. Sonuçlar, en büyük engellerin, uygulamalara ilişkin bilgi eksikliği ve tecrübe nedeniyle uygulamalara ihtiyaç duyulmadığı konusundaki önyargı olduğunu göstermiştir.

Anahtar Kelimeler: *Yansıtıcı uygulamalar, zorluklar, deneyim, bilgi eksikliği, eğitim*

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LIST OF ABBREVIATIONS

CoHE: Council of Higher Education.

EFL: English as a foreign language.

ELT: English Language Teaching.

ESL: English as a Second Language.

L1: The first language.

MoNE: The Ministry of National Education.

SLA: Second Language Acquisition.

CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter will give information about what reflective teaching is in detail. Then, the importance of applying reflective teaching practices will be put forward. Next, detecting the obstacles to the practice of reflective teaching will be argued. Afterward, the contribution of finding the existing challenges of reflective teaching practices to teacher development will be put forward. This chapter will end with implications for further studies and some limitations related to the study.

1.2. Background

Many changes occurred in second language education with the changing world, especially through the end of the twentieth century. These changes caused a notion about the limitations and deficiencies of conventional methods, which has caused the formation of the post-method pedagogy. According to this pedagogy, classical methods do not meet the learners' all needs in language classes because of different teaching contexts (Prabhu, 1990). Although some educators are in favour of the necessity of traditional methods, some have asserted that they have disadvantages about teaching and learning (Bell, 2007). Together with changes in methods, Kumaravadivelu (2006) states that the post-method era emphasises teachers' knowledge, their autonomous determination, and their teaching moves, which they shape during the classes in which they encounter some problems. Upon these new points of view, a change in language teaching arose in time, which can be so-called "a shift from the transmission, product-oriented theories to constructivist, process-oriented theories of learning, teaching, and teacher learning" (Crandall, 2000, pp. 34-35). With changes in the paradigm, constructivist teachers have an active role in their professional development by thinking critically over their actions to have new ideas and assumptions (Cunningham, 2001). Questioning their teaching from different angles, they evaluate the process in the educational field, their past and present, and decide on how to act in their classes. Grant and Zeichner (1984) claim that no

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educational program prepares teacher candidates for all kinds of different classroom settings. They need to qualify and learn how to adjust themselves to the changing classroom environment. They should be aware of unexpected incidents in action as well. For that purpose, there is a need for teachers who can adopt different educational settings, which can be achieved with reflective teaching. It is vital to claim that teachers should know and use reflective teaching.

As a component of the post-method paradigm, reflective teaching has an influence on the whole educational field and EFL/ESL as well (Farrell, 1999a). He states that in the SLA field, reflective teaching arose as a paradigm in which teachers evaluate their lessons and reflect on them for the next language classes. In a way, reflective practice is conscious thinking about what is done and how it is done (Miller, 1994). Therefore, reflective practice is the best way to apply to see what goes well and what does not work, what is useful for effective teaching, which is a formative reconsideration upon the incidents in the classroom. In reflective practice, not only the end of a class is evaluated, but also the means are taken into consideration as well. Accordingly, with Farrell's terms (2015), reflective practice is a process when teachers evaluate themselves by writing, watching, and talking to others about their teaching to have more informed decisions about their actions in and out the class.

Reflective practice makes educators be aware of their actions and experiences because they remember, think over, and evaluate their teaching for a broader purpose (Richards, 2006). They use their autonomy to act and become conscious of their teaching and the way how they teach from political, social, and economic aspects as well because, like other professions, language teachers get influenced by those aspects as well (Girgin, 2013; Yıldız, 2013). Reflecting on their classes, teachers become more involved in their teaching because they "think about what happened, why it happened, and what else could have been done to reach their goals" (Cruickshank & Applegate, 1981, p.553). Parallel with the idea, Richards and Lockhart (1994) emphasize the importance of recognizing whether teachers reach what they plan when they look deep at what learners learn by examining their experiences in the class. They encourage teachers to benefit from the data for more enlightened movements towards their classes instead of decisions that originated from the routine. Richards and Lockhart (1994) support this idea pointing out that reflection requires asking questions about the

reasons for the action taken. They concern about the changes that should be made based on their values and constraints. Moreover, Jasper (2003) claims that reflective practice directs the teacher to be responsible, autonomous, and self-determining professionals. The fact that classroom environment and context change all the time necessitates teachers to be openminded and to welcome new ideas and create new teaching ways for an efficient language class, which can be achieved with reflective teaching practices.

Zeichner and Liston (1996) specify that educators should understand their values and beliefs. Without it, they cannot perform their function in the educational setting. They underline that the way how they see the world around them shapes their teaching practices. The operation of reflection shapes their assumptions and beliefs about learning and teaching because reflection necessitates questioning politics, economics, culture, and education, as well. Therefore, reflective practice is useful to internalize all of them in the teaching context. Teachers' understanding of their values and teaching constitutes their "practical theories" (Zeichner & Liston, 1996, p.23). Gunnar and Per Lauvas (1987) add that teachers must interact with their personal experiences, transmitted experiences, and core values to shape their practical values. All of these underline the idea that reflective teachers act upon their experiences and their values.

In the post-method era, teaching is an intellectual movement which ensures teachers to critically think and make their own preferences about their actions in the light of their beliefs, knowledge, and experiences (Borg, 2003). Zeichner and Liston (1996) claim that apart from teaching and its strategies, teachers should also reflect upon classes in terms of political, economic, cultural, and intuitional aspects. They need to think over moral and ethical outcomes of what they do critically. This is called critical reflection. Brookfield (1995) defines two objectives for this kind of reflection: "To understand how considerations of power undergird, frame, and distort educational processes and interactions and to question assumptions and practices that seem to make our teaching lives easier but actually work against our own best long-term interests" (p.8). The fact that critical reflection delves into the practice from different aspects like political, moral, and ethical emphasizes the fact that teachers give reflection beyond their actions in classes.

Kumaravadivelu (2003) regards teachers as professionals who find solutions when they face some problems in classes or who carry out their profession by transmitting the knowledge. Nevertheless, Zeichner and Liston (1996) respect them as active involvers who engage in the educational field by solving problems rather than being just transmitters of information because they state that teachers reflect upon their actions, which makes them not passive technicians who just convey information decided by some professionals (Kumaravadivelu, 2003). Schön (1987) supports this idea that the classroom is full of unexpected issues and dilemmas, in which teacher roles play a vital part to deal with.

Even if teachers have a perfect lesson plan, they can face some unexpected incidents in class. Dewey (1933) acknowledged that the outset of being reflective is a problem. He thought that people head for reflection when they face unpredictable actions. Munby and Russell (1990) assume those problems as a kind of puzzles, in which problems act as a kind of motivation for reflection. For reflective teachers, this job gets more comfortable because reflective practices make teachers remind of the previous lessons and find solutions for barriers, and they inspire teachers to be good problem-solvers (Rudd, 2007). In this way, they can examine the reason for the obstacle to make necessary changes for further lessons with reflection. However, there can be confusion about what reflective teaching is. So, it is necessary to give some features of a reflective practitioner as below:

- examines, frames, and attempts to solve the dilemmas of classroom practice;

- is aware of and questions the assumptions and values he or she brings to teaching;

- is attentive to the institutional and cultural contexts in which he or she teaches;

- takes part in curriculum development and is involved in school change efforts;

- takes responsibility for his or her own professional development.

(Zeichner & Liston, 1996; p. 6).

Schön (1983) asserts that the aim of not having similar complications in further classes remarks the importance of problem-solving. Thus, teachers need to reflect on action to come up with different solutions when they have similar dilemmas. Schön (1987) argues that this process of problem-solving helps teachers learn from their experiences, which is a vital process for teacher development. Giroux (1988) supported the idea that thinking over everything related to teaching, such as planning, curriculum, administration, culture, and financial situation, makes teachers internalize their profession and their values. He recommends teachers to be transformative teachers, who encourage their students to be active citizens. In this way, they have a chance to reach their maximum potential as well. In a way, teachers interpret their situations in the class and reframe them, which creates new perspectives for their actions. Also, Schön (1983) emphasizes the importance of detecting and framing a problem as a problem. He thinks that troubles are problems when teachers think of them as a problem. Therefore, he underlines the existence of problems depending on teachers' ideas.

Dewey (1933) asserted routine action, when the authority and school decide on everything together with rules and standard operations, might generate some difficulties in educational areas. He says that reflective teachers stay away from routine actions, which include traditions, impulse, and authority. Dewey (1933) continues that routine actions cause to have some barriers to have different perspectives and alternatives while teaching because teaching is not a package which is served with techniques beforehand. Teachers need to reflect upon the action, but the cycle decided by the authority can hinder teachers from deciding on their own. In other words, these rules and the obligatory orders do not allow them to act differently. With Dewey's words, they need reflection and internalization. They need to take the responsibility to solve the complications and unexpected actions that occurred in the classroom. Being independent on the theory all the time, they can handle everything which takes place in the class. Therefore, reflective teaching practices provide teachers with an engaged and attentive examination of actions for further endeavours, which necessitates exploring whether teachers are reflective or not.

Mathew, Mathew, and Prince (2017) called reflective teaching a kind of tool in professional development. They support the idea that teachers learn from their

experiences more than formal learning, which they have during undergraduate study and practicum. Schön (1987) criticises practicum or pre-service teaching in this sense. He argues that student teachers experience teaching in a risk-free environment in which they do not teach in a real language context with all the problems. When they start their in-service teaching, they encounter a real classroom environment. At that moment when they encounter some troubles, reflective teaching helps them explore themselves, their teaching methods, and techniques. Teachers might need to change their actions and react differently from what they have learned from pre-service and theory. Güven (2008) asserts a similar situation in Turkey as well. With some reforms in Teacher Education Programs in 2006, the focus changed towards theoretical information. Pre-service teachers started to graduate with theoretical knowledge, not with the practical one. For that reason, Turkish EFL teachers' attitudes towards reflective teaching and the barriers to achieving it should be determined to specify teachers' strengths and drawbacks for an effective language class.

1.3.   Statement of the Problem

There are some theoretical and practical barriers which prevent reflective practices regardless of the sympathy for promoting them in English language leaching (Akbari, 2007; Grant & Zeichner, 1984). Those barriers can be originated from some socio-cultural or socio-political factors (Kumaravadivelu, 2003; Zeichner & Liston, 1996) as well as economic reasons (Giroux, 1988). In this regard, ignoring this situation causes adverse outcomes (Akbari, 2007). There is a need for language educators who have knowledge of reflective teaching to use them in their language classes. Reflective practice is indeed complex because it has different levels and forms to conduct. It requires time, motivation, and devotion (Maloney& Campbell-Evans, 2002). In a way, it requires what a good teacher should do in their classes. The fact that it is too demanding and complex might cause teachers not to use reflective teaching practices.

The aforementioned arguments and the complaints which take place in the common room made the researcher wonder about the status of problems take place in educational settings. Teachers complain about not catching up with the lesson plans decided by MoNE, not making learners speak in the target language, and not

motivating them to do so. Overcrowded classrooms and not having enough opportunity for teachers to develop themselves professionally are also among the troubles that teachers have (Çakıroğlu & Çakıroğlu, 2003). What is more, Özsoy and Ünal (2010) state that the Council of Higher Education aims to train technicians, not educators, who are just transmitters and away from being reflective. Therefore, there is a need to determine if it is acceptable in different educational settings.

Whether those constraints hinder teachers from performing satisfactory teaching, or there might be some other reasons should be searched to illuminate the exact situations in Turkey. There can be some barriers to solve the problems as mentioned above that distance teachers from acting and solving them. There is a need to find underpinning reasons for these problems. Reflective teaching covers problem-solving, evaluating experiences, shaping further classes accordingly, and teaching effectively all together. For that reason, actualisation of the reflective teaching practices at schools in Turkey is useful to prevent the emergence of the problems mentioned above. To what extent Turkish EFL teachers have the flexibility and autonomy to modify the curriculum to achieve the lesson objectives in accordance with the learners' needs and profiles needs to be examined because reflective teaching requires some sort of reshaping lessons for improvement. Considering some barriers in educational settings, Yıldız (2013) claims that teachers do not have a chance to make changes in the curriculum and take actual participation in curriculum development, and they cannot decide on what book to teach. What is more, they do not have teacher autonomy (Yıldız, 2013). Under these circumstances, it is crucial to determine their challenges to handle for a better education setting. Educational implications about these barriers are important to be achieved to guide other professionals in the field.

There are some studies about reflective teaching in Turkey. However, those studies do not include Turkish EFL teachers' obstacles to reflective teaching, which hinder them from applying the practices (Armutçu, 2012; Dağkıran, 2015; Yeşilçöp, 2013; Yuvayapan, 2013). There is not a study in the literature analysing Turkish EFL teachers' ideas about the barriers to be reflective in Turkey. A detailed study can enlighten educators about the underlying reasons which prevent teachers from practising reflective teaching. Consequently, this research intends to provide an in-

depth analysis of Turkish EFL teachers' reflective actions in terms of some sociocultural, economic, political, or institutional factors.

1.4.   Purpose of the Study and Research Questions

Supporting teacher development by providing Turkish EFL teachers' current status, this study presents their current actions, their problems, and possible solutions to them providing their ideas. Considering the advantages of reflective teaching, this research aims to provide a detailed analysis of Turkish EFL teachers' reflective teaching state by questioning their practices and actions. To achieve information about this purpose, the main and sub-research questions are as below:

- What is the state of Turkish EFL teachers in terms of reflective teaching?

  - What are Turkish EFL teachers' attitudes towards reflective teaching?

  - To what extent do Turkish EFL teachers' attitudes towards reflective teaching change depending on their

    ➢ gender?
    ➢ age?
    ➢ department they graduated from?
    ➢ years of teaching experience?
    ➢ school type where they teach?

  - What are the obstacles which prevent Turkish EFL teachers from using reflective teaching practices depending on their use?

1.5.   Significance of the Study

Obstacles that language teachers have while conducting the reflective practice in their language classes were determined in this study. From the findings, it will be recommended in what ways Turkish EFL teachers could overcome the barriers to English language teaching and learning, which are caused by some political, economic,

institutional, or social factors. The findings will contribute to providing teachers language contexts in which they might effectively use reflective teaching practices. There is an implication to make educators and authorities be aware of the barriers related to reflective teaching. In this way, curriculum design, lesson planning, material development, and teacher development activities can be revised and reshaped. Findings will also have a contribution to raising Turkish EFL teachers' awareness in terms of planning, teaching, evaluating, and reshaping their classes.

1.6.   Assumptions

The results of the study depend on teachers' responses to the scale and their ideas related to questions in the interview. For that reason, it is assumed that teachers simply and sincerely answered the questions in the scale and the interview.

1.7.   Limitations

Turkish EFL teachers at public schools in Rize city centre participated in this study. So, findings are related to that province and specific to language contexts there. For that reason, the results cannot be generalized for all Turkish EFL teachers. It is also difficult to determine how objective and critical teachers are. Besides, it is not sure to what extent teachers are familiar with the terms "Reflective Teaching" and "Action Research". Thus, this situation might cause some deficiencies in their answers to the semi-structured interview questions. Regardless of all the limitations, this study will lead to further research concerning the state of reflective teaching in Turkey.

1.8.   Definitions

- Formal learning refers to the knowledge that is learned at university as a part of the theory.
- Reflective teaching specifies the process in which teachers critically evaluate their actions in educational settings and reshape their further classes.
- Reflective practices specify the practices to fulfil reflective teaching as a whole to mirror practitioners' strengths and weaknesses.

CHAPTER II

LITERATURE REVIEW

2.1.   Introduction

Chapter 2 outlines a theoretical background of reflective teaching and related studies in the literature. First, historical changes in ELT will be explained. Then, teacher development, professional development facilities provided by MoNE, and teacher roles in ELT will be put forward. In the next part, reflective teaching, reflective practices, and challenges for reflective teaching will be argued with previous studies in the literature.

2.2.   The Change in ELT

Throughout history, a change in ELT has been seen from conventional methods to post-method because many language teaching methods and principles emerged, rose, and fell. For that reason, Richards and Rodgers (2001) claim that there were many attempts to advance language teachers in terms of used principles and approaches. Because of the learners' changing needs, ELT principles and approaches change as well. The need for solving the problems faced during language teaching caused the emergence of new methods, together with principles (Richards & Rodgers, 2001). To understand the process, it is vital to know the definition of the term method. Anthony (1963) defines it as a procedural plan for language teaching using the presentation of materials depending on an approach, which is a broader concept including philosophy and point of view regarding language education. Nevertheless, it is vital to look back to ELT evolution to understand the current process.

Regarding the history of language education, systematic and organized language education started with Greek and Latin (Richards and Rodgers, 1986). Brown (2007) claimed that those languages were taught for intellectual reasons. Parallel with this idea, The Grammar Translation Method, which was the first conservational one, was used to teach classical texts by translating them from one language to another. The Grammar Translation Method, which aimed comprehend different literary texts in

another languages, did not make learners use it communicatively (Richards and Rodgers, 1986). Upon the critics, the Direct Method appeared by supporting the idea that language should be learnt through conversation and discussion in the target language without the use of students' first language (Celce-Mucia, 1991). However, the fact that students' first language was banned and abstract words were difficult to teach leads language specialists to use different techniques. Similarly, the Audio-Lingual Method, which was popular during World War 2, appeared with the aim of educating soldiers and spies to speak foreign languages (Brown, 2007). Nevertheless, criticized because of using mechanical drills and memorization, the Audio-Lingual Method was not supported after a while. The Silent Way, in which silence is used as a tool for language teaching (Gattegno, 1963), was criticised because of the lack of meaningful conversations and the focus on structures as well.

Upon some criticism and deficiencies regarding the methods mentioned above, there was a change in language teaching toward innovating methods (Celce-Murcia, 1991). However, they had some drawbacks, as well. Two of the methods with some disadvantages were Suggestopedia being not feasible to use in crowded classes (Adamson, 1997) and Community Language Learning, which was questioned because of the appropriateness of counselling with difficult evaluation and unclear plans (Richards and Rodgers, 1986). Handling with the early steps in language teaching and not including real-world syllabus, Total Physical Response was not all fortunate, either (Richards & Rodgers, 2001).

After some movements in language teaching with a deficiency of communicative activities, the communicative approach started to take attention (Wilkins, 1972). As Dell Hymes (1971) emphasizes the importance of social and functional rules of languages, it fosters learners' speaking abilities with contents and functions in the materials. This notion leads to emerging communicative language teaching, which aims to facilitate communication with a functional-notional syllabus. However, the fact that the main purpose is the fluency causes teachers to neglect accuracy (Hughes, 1983). What is more, this method is also criticized because of not being feasible for crowded classrooms (Burnaby & Sun, 1989). Also, Content-Based Instruction, in which using target language as teaching content is the main tenet, and

Task-Based Language Teaching, which aims to complete a task using language as a tool, were not completely supported, either (Richards & Rodgers, 1986).

The fact that each approach and method have disadvantages, as well as their own advantages, made teachers and educators question to what extent methods and approaches are applicable. Because of not being developed based on the experience in real class practices and untested situation of conventional methods, their application in real classes in line with the principles is not possible (Allwright, 1991; Holliday, 1994; Nunan, 1991; Prabhu, 1990). Moreover, approaches and methods were developed according to particular cultures, which makes them not suitable for all cultures (Holliday, 1994). Nevertheless, there was no flexibility for teachers to change the methods according to their classroom setting. All these drawbacks make conventional methods not applicable to teachers (Kumaravadivelu, 1994; Pennycook, 1989; Prabhu, 1990). For that reason, this situation led to the emergence of the Eclectic Approach. According to Larsen-Freeman (2000), the Eclectic Approach, also known as eclecticism, enables language teachers to adapt techniques and methods in accordance with their classes, cultures, and objectives. Different learners with different needs require different lesson plans from the standard lesson plans (Mellow, 2002). With an eclectic approach, teachers combine different techniques from different methods to reach their lesson objectives as it provides teachers with the flexibility to choose the best activities and materials among the options related to methods. Additionally, Prabhu (1990) states the nonexistence of the best method for classes. He continues that there are unexpected incidents in classes. He does not say that methods are completely useless, rather he thinks that every method has something suitable for different learners. For that reason, teachers need to change their teaching and adapt to different techniques and methods.

Problems with the methods caused the post-method pedagogy, which is "an alternative to methods" instead of being a method (Kumaravadivelu, 2003a, p.32). According to post-methodologists, teachers construct their own classroom procedures according to their classes and their knowledge. Kumaravadivelu (1994) calls it as "classroom-oriented" practice (p.29). Clarke (1994) stated that conventional methods disregard social, cultural, political, and economic realities in which education takes place. Moreover, the prescribed disposition of methods prevents teachers from

creating and changing the teaching according to their needs and learners' profiles (Richards & Rodgers, 2001). For that reason, there was a need for going beyond the restricted principles and procedures, and to criticize the methods in terms of their utility in various classes (Stern, 1983).

Methods were also criticised for being western culture- dominant because of the political powers (Pennycook, 1989). Allwright (1991) highlights that methods ignore the difference in the classroom, and they redirect the energy from beneficial concerns. He continues that methods do not allow teachers to question the process, and they undermine teacher development. Unlike conventional methods, post-method pedagogy does not own them. All of these limitations and critics have caused the emergence of the post-method pedagogy. It regards teachers as the source for understanding teaching (Johnson, 1999; Richards & Lockhart, 1994). It is because teachers gain experience with their actions and techniques which they use in their classes (Prabhu, 1990). Their experience guides them to be good educators. They are free to shape their classes in line with their learners' profile and their needs. In this sense, they can be called as autonomous and decision-maker teachers. However, it should be specified that post-method does not ignore methods because they are a kind of guide for teacher candidates and novice teachers. They can use and combine different methods and techniques for the best teaching (Richards & Rodgers, 2001).

Kumaravadivelu (2001) asserts that three parameters make post-method different from conventional methods: *particularity*, *practicality*, and *possibility*. According to him, because language teachers teach languages for particular language contexts for particular students, language teaching consists of particularity. For dimension *practicality*, teachers need to be sensitive to local, cultural, and institutional contexts. Also, he suggests methods are applicable to many classes. Teachers need to evaluate and change their teaching according to their observation upon the practices in the classroom not to have similar problems in further classes. Therefore, *practicality* also requires teachers to be reflective as well. Related to the last parameter *possibility*, it can be said that it tries to prevent sociocultural boundaries from taking place in schools. No matter what gender, race, culture, or ethnicity learners have, they need to be recognised and have possible forms of education in the education process (Weedon,

1987). Therefore, it is emphasised that there is a need for methods to be socially and politically suitable.

It is seen that post-method pedagogy regards teachers as the source for knowledge about teaching. In his paper, Kumaravadivelu (1994) mentions three features of the post-method condition, which are being an alternative, teacher autonomy, and pragmatism. In the first one, he signifies that the post-method is an alternative to the conventional ones because of the seek for the best teaching. In the second feature, he emphasizes that there is a need for teachers to be free in their teaching, they should shape their classes and their materials. So, they should be autonomous in terms of teaching, materials, and curriculum. For that reason, he underlines the significance of teacher development and prominence in reflective teaching to analyse their actions and promote the required changes for the desired teaching. Following them, the last feature is the principled pragmatism, which focuses on using the language immediately in the classroom domain. According to Prabhu (1990), subjective understanding is the key feature in this part because it directs teachers to follow and reach their planned teaching. Teachers need to be active, critical, and informed with their previous teaching experiences. They should focus on how their teaching ensures planned learning. All in all, these three features show how the post-method condition affects language teaching and teacher development.

2.3. Teacher Development

The necessity to take part in the global world puts English language skills in a vital position for citizens because they need to know the language to reach the global information for their development (Richards, 2008). Therefore, it creates an appeal to competent English language teachers who can teach the language. Richards (2008) continues that some external factors like globalization, trade, and communication have increased the need for language teachers and teacher development. Also, teachers have different demands and problems in terms of teaching, class, school, and institutions (Richards & Farrell, 2005). Therefore, they should develop themselves for these needs. Richards (2008) asserts that teacher training dates to the 1960s when there was an emergence of language methods, which paved the way for new teaching approaches as well. He explains that teacher development has a long-term influence on the

understanding of teaching, principles, and approaches in terms of educational development. Richards (2008) claims that the arguments arisen with changing approaches and methods were caused by self-imposed drives like action research, reflective teaching, and critical pedagogy. Therefore, teacher development should be explained for an inclusive understanding.

Before an in-depth examination of teacher development, it is vital to give its definition. Richards and Schmidt (2003) define teacher development as the systematic development caused by experience and knowledge. On the other hand, Day (2002) proposes a broader definition as a development caused by experiences and intentional activities which are linked to individuals, student, and school. He states that teachers examine their teaching and renew them for planned objectives. What makes his definition broader is that he thinks teacher development as critical, moral, and systematic improvement affecting the elements taking part in education. Parallel with the previous claims, Richards and Farrell (2005) specify the objectives of development as to understand education from teachers' and learners' perspectives, to develop different teaching techniques for different classes, and to understand the effects of teacher roles and values on language teaching.

Prescribing professional growth, Richards and Farrell (2005) underline deficiencies about pedagogical skills and content knowledge. To achieve them, teachers need to explore new approaches and trends. They need to critically examine schools and programs. In this way, they can constantly enrich their development. Institutional and individual goals direct professional growth (Richards & Farrell, 2005). Therefore, teachers need to balance their understanding of values and beliefs at institutions where they work and their professional development while sustaining up-to-date trends and practices. In consideration of these claims, Richards and Farrell (2005) assert 6 aspects of professional development, which are "subject-matter knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding of curriculum and materials, and career development" (pp.9-10). Underlying the importance of both individual and institutional goals, they specify the importance of the combination of all the elements in education for teacher development.

Guskey (1986) suggests two elements affecting teacher development: motive and the process. He claims that with an increase in effective teaching, teacher development programs can be useful. Those programs have three main goals related to changes in teacher practices, teachers' perceptions, and learning consequences. Achieving this expected result with an increase in students learning, teacher development programs satisfy teachers by making them better teachers in their terms (Fullan & Stiegelbauer, 1991; Huberman, 1995). Guskey (2002) states that teacher development programs not only provide teachers with satisfaction in terms of their effective teaching but also practical solutions to daily issues (Fullan & Miles, 1992). Guskey (2002) asserts a model in which teacher development causes changes in differences in teaching practices, which influence students' learning and teachers' beliefs, respectively. Therefore, this model shows that teachers' practices shape their beliefs about their actions. For development, teachers need to understand that change happens in time step by step, and it necessitates time and effort. This model also ensures teachers to have feedback about students' learning on a regular basis, which pushes them to act for teaching (Guskey, 1997). Moreover, the model provides teachers with ongoing support to encourage teachers to endure and find solutions to failures. By suggesting this model, Guskey (2002) indicates how important and necessary teacher development is.

Considering the training for teacher development, Little (1993) specifies some possible training options like workshops, distinctive courses, and shared experiences discussed with colleagues. Although there are new approaches concerning teacher development and teaching, we still use traditional means to convey the information. Girvan, Conneely, and Tangney (2016) declare that new practices are conveyed through traditional methods, which is not parallel with professional development because this process turns teachers into passive agents rather than active creators. In the same manner, Quiro and Secada (2003) highlight their concerns about teachers being passive recipients during teacher development rather than being active participants who think and generate their own knowledge depending on their experiences in this process. In this direction, Timperlay (2011) underlines the necessity of professional learning for professional development. He suggests that teachers should learn ways to develop themselves in terms of profession. For that purpose, there is a need for reform to enable teachers to find new roles and teaching

with changes in practices. They all mark the importance of teacher knowledge and teacher practices. Therefore, to endorse teacher development, more reflective, critical, and shareholder practices have been in demand, which supports knowledge from experiences and actions in the class caused by teachers' autonomous participation (Day, 2002; Fullan & Hargreaves, 1992; Solarczyk-Szwec, 2009).

Suggesting a model for teacher development, Passmore and Hart (2019) developed a model using Identity Structure Analysis (ISA), which is called ISA-Informed Professional Development Model. Upon a study conducted with an experienced teacher, Passmore and Hart (2019) developed a model for teacher development. According to the results, the whole model supports teacher identity and help teachers achieve development by reflecting on their actions. They emphasise that teacher development can be ensured with teacher identity. According to the framework, taking systematic and reflective steps is vital for teacher identity. The stages in this model start with ISA which informs mentoring focus. Mentoring promotes reflective practices which lead to professional identity formation. Influences on teacher agency by identity formation cause educational reform, which is seen as necessary in the educational field as a result of the changing world (Little, 1993). Considering teachers as active agents rather than passive, they state that this constructivist identity formation leads to professional development because teachers develop themselves through active involvement in their growth (Lieberman, 1995). All in all, it is understood that educational change and reforms can be actualised with the use of reflective practices in professional growth.

Conducting some studies about the issue, Stallings (1989) showed a model in which changes in the teaching practices link to professional development, which ensures students' learning as well. Through reflection, observations, discussion with colleagues, written reports about success and the failures, teachers encourage themselves to try new practices and reflect on their actions. In this way, they evaluate their practices and generate new ideas. His model is shaped with the following principles, knowledge gained by experience, an association between previous and recent knowledge, acquiring information in the supportive surrounding, and reflection. Hence it is vital to understand that teacher development could be advanced through these principles. Likewise, Fullan and Hargreaves (1992) highlight that teacher

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development can be achieved, not just implementing new practices. It also changes itself during teaching. They assert that innovations and practices lead to professional development with the changes in teaching and the institution. Approaching language teaching in a more moderate way, Stern (1992) suggests a three-dimensional framework for teachers to find a midway, which can facilitate their development as well. His advice for teachers is not to restrict themselves rather achieve their goals by modifying restrictions.

Additionally, Wallace (1991) proposes three models for teacher growth, which are "the *Craft Model*, the *Applied Science Model*, and the *Reflective Model*" (p.6). For the first one, the profession comes from an experience imitating the expert. According to instructions, suggestions, and advice, practitioners act and practice, which generates professional competence in the *Craft Model*. It is a very traditional way for education in which there is a master. That person gives orders to do, which passes through generations (Stones & Morris, 1972). The *Applied Science Model*, on the other hand, pursues to use empirical science to reach objectives. It is recommended for all the disciplines and professions, from engineers to teachers. Its application can solve the existing issues. The last model is the *Reflective Model*. To explain this model, two terms are necessary to be known: received knowledge and experiential knowledge. While the first one is about the subject-matter and theoretical knowledge, the latter is more about the knowledge derived from experience. Reflecting on the practice acted with the combination of these two terms, this model seeks to reach professional competence (Wallace, 1991). Likewise, Ur (1997) expresses that teacher development can be achieved with a reflection on experiences. Upon reflection on the concrete experience, she claims that teachers can develop abstract conceptualisation about their teaching, which leads to professional improvement by means of reading and searching about the field, critical observation, expert practices, and anecdotes.

2.4. MoNE in Turkey

The Ministry of National Education (MoNE) in Turkey has some aims to foster teacher development by enhancing classroom environment, materials, and lesson plans. As in the School-Based Professional Development (SBPD) manual (2010), MoNE aims to guide administrators and teachers to develop themselves personally and

professionally (MoNE, 2018). For this reason, it is aimed to use this manual in determining the teacher training policies of qualifications, in the development of pre-service teacher training programs, for pedagogical formation certificate programs, for selection of managers and teachers, in-service training program planning, evaluation of job performance, and professional development. Supporting life-long learning, SBPD leads teachers to answer the questions about their status and the needs. To sum up, this manual aims the following principles:

"Identifying professional development and learning needs

Planning, conducting, and evaluating professional development studies

Guiding professional development studies

Developing creativity and enriching educational and teaching practices

Recording their applications

Researching, evaluating, and internalizing new approaches in the field

Data collection, reflecting the collected data, interpretation, and applications

Developing behaviour management strategies" (p.4)

Aiming at ensuring self-development for teachers and monitoring the process, this manual has some stages of applying. Those stages are *the determination of development needs and the current situation, prioritization of development needs, determination of development strategy, preparation of individual and professional development plan and SBPD school plan, monitoring and evaluation of the process* (SBPD, 2010, p. 15). Regarding the effect of teacher development on education, it is necessary to what extent teachers complete these stages. If they have challenges to achieve these purposes, it is necessary to handle them for quality education.

Apart from SBPD, MoNE (2018) organizes in-service training activities to train teachers in different organizations for better education. Within the Department of Supporting and Monitoring Professional Development, in-service training activities are planned and carried out in accordance with the needs of professional organizations, action plans, cooperation protocols with national or international institutions and

organizations, the needs of professional organizations, and the policies of the Ministry and the Authority. These activities include training educators for development through informative conferences, panels, forums, symposiums, and training (MoNE, 2018). Teachers are expected to make changes in the field with these activities.

In addition, the Council of Higher Education has a certificate program which gives the Pedagogical Formation Certificate to successful students who want to be teacher. It is to educate undergraduate and graduate students who do not graduate from faculty of education and who want to be teachers. Students who successfully finish the program have the certificate and can work as a teacher if they want (CoHE, 2015). The courses that students have to take within the program are all the educational sciences courses which are given in the faculty of education (CoHE, 2015). Students who successfully finish this program are expected to be competent with pedagogical knowledge.

2.5. Teacher Roles in ELT

As one part of the post-method era, teacher role is an ongoing discussion in all educational fields like in language education (Kumaravadivelu, 2003). Different metaphors, such as artists, builders, architectures, are used to describe what being teachers means to people (Lin, Shein, & Yang, 2012). However, it is seen that not just one metaphor expresses what a teacher means, but all their combinations are necessary for the meaning. Rather than some expressions about teacher roles like innovator and challenger, deeper explanation about its history, its change over time, and the effects of this change on education would be beneficial to forward its meaning.

Kumaravadivelu (2003) offers three strands concerning teacher roles: *teachers as passive technicians*, *teachers as reflective practitioners*, and *teachers as transformative intellectuals* (p.8). Although all of them existed before Kumaravadivelu, he put teacher roles together in a more comprehensive way. According to Kumaravadivelu (2003), the first role is a traditional transition of information from teachers to learners. Those passive teachers who learnt the subject matter from a master just convey the information to learners. Without any critical examination, creativity, or solutions for the ongoing problems, passive technicians are

just transmitters of knowledge without any attempt to change it. Whereas this concept impoverishes teachers by turning them into *passive technicians*, *reflective practitioners* are regarded as autonomous and creative decision-makers and problem solver teachers. Originally offered by Dewey (1933), reflective teachers critically look back, examine their actions, and reshape their teaching for further classes without complete obedience to authority and non-criticality. They reflect on their actions within a social, political, and educational framework (Grant & Zeichner, 1984). Derived from critical pedagogists like Henry Giroux and Paulo Freire, *transformative intellectuals* endeavour for equal educational settings for all teachers and learners against the dominant power and authority (Kumaravadivelu, 2003). According to Giroux (1988), intellectuals not only enable learners to perform in society critically but also prepare them for a more humane life. By donating learners with socio-political consciousness, intellectuals perform being teachers beyond class walls. Kumaravadivelu (2003) states that educating learners about the injustice in society, intellectuals enhance personal development. Likewise, Giroux (1988) suggests that as intellectuals, teachers need to be active in curriculum design as well to educate active and critical citizens who question justice and equality in society. Regarding three strands, these roles are not completely different because they have similar aspects as well (Kumaravadivelu, 2003).

Derived by Kumaravadivelu's (2001) three-dimensional system mentioned before, which are *particularity*, *practicality*, and *possibility*, ten macrostrategies framework is vital to specify teacher roles (Kumaravadivelu, 1994). Underlining the requirement to combine knowledge about subject-matter, society, teaching practices, and methodologies, this framework aims to enrich teachers with skills, consciousness, and autonomy to prepare themselves for systematic practices. With these strategies, teachers might adopt new practices and innovations easier because they allow teacher autonomy and compatibility with experiences (Roger, 2003). Teachers need to be open to changes for their advancement because different classes have different demands. Therefore, Kumaravadivelu (2003) draws attention to the need for importance in terms of learners' needs, profiles, and choices. To meet all these demands, teachers need to be adjustable and open to changes. Because these strategies require to recognize learners' characters beyond their needs, teachers can adapt themselves to the changes and shape the practices in line with these innovations (Roger, 2003). He states that

donating teachers with flexible implementations, macrostrategies, which are persistent with teacher candidates and institutional goals, facilitate teaching without disobeying institutional regulations.

Regardless of the advantages, Roger (2003) warns teachers about some opposition at the beginning. Practising the strategies, teachers need to be cautious about innovations because they can meet resistance. Likewise, Widdowson (1983) suggests teachers not being passive but active practitioners who adopt new changes in the field. In a way, he supports the use of macrostrategies to adjust the change as well. It can be implied that practising these macrostrategies, Kumaravadivelu (2006) suggests teachers being reflective in their classes because they need to be open and adapt themselves to the change. They need to analyse, evaluate, and shape their implementations to be flexible. In this way, they can be active, autonomous, flexible, and problem-solver practitioners in class. The emphasized aspects in macrostrategies are subject-matter, linguistic awareness, language skills, cultural awareness, autonomy, social importance, and heuristic approaches. For that reason, teacher roles are very important to determine to what extent teachers achieve their goals.

Farrell (2010) states that teacher roles include values, beliefs, knowledge, and experience regarding teaching. He suggests that reflecting on teacher role identities acknowledges educators about what roles teachers have as language teachers, who they are, what they achieve by analysing, evaluating, and reconstructing their actions in class. He claims that teachers shape the concept of what kind of teachers they are over the experience they have. Additionally, Varghese, Morgan, Johnston, and Johnson (2005) assert that it is necessary to consider teachers as a whole in terms of their personalities, characters, culture, and political aspects to understand education in general. Thus, teacher identity and role are vital to support because they guide teachers during their actions. Highlighting the importance of understanding the self for professional roles (Beijard, Meijer & Verloop, 2004), Farrell (2008) underlines the requirement for reflection on raising awareness of the concept of a self because teachers can create a relation between their action and their beliefs. Therefore, language teachers should have self-awareness to reflect on their actions depending on their beliefs and values (Beijard et al., 2004; Leung, 2009). Additionally, there are some factors like a reflection on actions (Kerby, 1991), social circumstances and the

self (Beijard et al., 2004), and personal background and cultural aspects (Lamote & Engels, 2010) which affect teacher identity roles. Therefore, the evaluation of personal identity roles should be determined from social, cultural, personal, and reflexive aspects. When the above-mentioned information is examined, the influence of reflective teaching on teacher roles and the use of reflective practices in language classes are beyond argument. For that reason, there is a need for an in-depth examination of reflective practices.

2.6.   Reflective Teaching

In the educational field, reflective teaching influences many teachers from different disciplines and ESL (Farrell, 2015). Additionally, Zwozdiak-Myers (2012) underlines the importance of reflective teaching stating that it provides teachers with professional growth and enhances students' learning with the analysis and evaluation of what is going on in the class. However, before an in-depth appraisal of reflective teaching, it is vital to give its definition. Although there are different suggestions about the definition, while some of them are more critical (Hatton & Smith, 1995), some of them are more descriptive and comparative (Ghaye & Ghaye, 1998; Loughran, 2002). According to Richards (2011), reflective teaching is a process in which previous experiences were consciously and systematically remembered and analysed for a broader purpose to be used for planning, decision-making, and concept development. Moreover, combining different ideas about reflective teaching, Farrell (2015) defines it in a comprehensive way:

> "A cognitive process accompanied by a set of attitudes in which teachers
>
> systematically collect data about their practice, and while engaging in
>
> dialogue with others use the data to make informed decisions about their
>
> practice both inside and outside the classroom" (Farrell, 2015, p. 123).

Parallel with the definition, Farrell (2015) asserts that reflective practice is very common in educational settings for more than 20 years. However, if we look back, it is seen that the word reflection dates to John Dewey. As one of the educational philosophers, Dewey has many contributions to the educational field and reflective

teaching. He made a difference among actions as *impulsive action*, *routine action*, and *reflective action* (Dewey, 1933, p.21). While *impulsive action* includes emotions, motivation, and impulsive control, *routine action* consists of authority and regulations. These components make these two actions as passive and unthinking manners (Griffiths, 2000). Nevertheless, *reflective action* is a tactful and active reasoning of behaviours for further outcomes (Jay & Johnson, 2002). Dewey (1933) remarks that teachers who are not reflective enslave themselves to the routine and authority because they act as absolute obedient rather than decision-makers. Dewey (1933) warns those teachers against breakdown caused by the authority.

According to (Dewey (1933), a problem, issue, or trouble initiates reflection. As teachers look back to solve the problem, they analyse their teaching and the class and reshape their actions to have a better educational setting. Teachers can find different solutions for unpredictable troubles because reflective teaching requires critical thinking for changing problems. To Dewey (1933), being reflective is not just responding to the problems and being problem-solver. It also means to be passionate and emotional during teaching because being a teacher is not something filled with techniques in a package (Greene, 1986). Likewise, reflection cannot occur without combination of action, emotion, goals and plans (Zeichner & Liston, 1996).

Emphasizing the emotions in reflective action, Dewey (1933) presents three aspects related to reflective teaching: *openmindedness*, *responsibility*, and *wholeheartedness*. According to him, teachers require to be openminded with a persistent devotion to listen to different ideas and accept others with their weaknesses and strengths. They do not follow just one perspective and ignore others. As he recommends, they need to admit other alternatives in the class and school, and they can achieve this with *openmindedness*. For the second aspect of reflection, responsibility requires teachers to consider their actions and their results. These results can be personal, academic, social, or political (Zeichner & Liston, 1996). They critically examine what and why they do in classes from these perspectives. Therefore, not just the lesson objectives are focused, but also personal and socio-political attributes are focused as well. As the last attitude in reflection, *wholeheartedness* necessitates teachers to devote themselves to their teaching. Wholehearted teachers examine their beliefs and experiences and try to learn something from their

experiences to develop themselves as a person (Farrell, 2015; Zeichner & Liston, 1996). It is seen that, according to Dewey (1933), reflection sets teachers free from impulses and authority, makes them act with their own foresight in line with their aims as well as making teachers aware of themselves when they act.

As one of Dewey's students, Donald Schön (1983) developed his concept by suggesting that reflection can be done before, during, and after the action. For that reason, he suggests two types of reflection depending on the time of practice. Reflecting upon the action before and after the class regarding the teaching is called *reflection-on-action.* Nevertheless, reflecting on experience during teaching is *reflection-in-action* (Zeichner & Liston, 1996). The former is related to a deeper consideration of what happened in the previous class and what could be done for the next one. Teachers can reach information about how far they achieve their objectives which they plan before the class depending on their values and what the consequences teachers' objectives have within the scope of *reflection-on-action*. Nevertheless, the latter is about an action taken during class when unexpected issues occur. Teachers might have to solve some problems and change the way how they teach, which is caused by reflection during the class. Schön (1983) entitles it *reflection-in-action*. Zeichner and Liston (1996) claim that Schön created these two concepts because of his ideas about theory and practice. They allege that theories were created at universities or some research centres without using the knowledge gained by experience. These theories isolated from teachers' experiences do not fit and help teachers in every setting. Therefore, reflecting in and on the action, practitioners acquire information from their practices. They examine and reframe their moves over their beliefs and values because the knowledge guides them for looking at their actions from different perspectives (Zeichner & Liston, 1996).

Regardless of the arguments about the exact definition of reflective teaching, there is a common agreement on three sorts of reflection: *descriptive reflection*, involving the description of instruction and skills, *comparative reflection*, consisting of an examination of why it is done by comparing with others' actions, and *critical reflection*, critically considering the class from different points of view (Farrell, 2004; Jay & Johnson, 2002). While the first two types involve the existing action and what is done, critical reflection overlaps just practice and analyse the action within social,

political, and economic aspects as well (Farrell, 2015). In addition to the arguments about the definition of reflective teaching, there are different suggestions for phases related to reflective practice. Starting from a problem, reflection involves finding solutions, testing them, and learning from reflection (Bailey, 2010; Burton, 2009; Chien, 2013; Farrell, 2012; Perfecto, 2008). Because reflective teaching depends on the existing knowledge and experience gained in class, Farrell (2015) mentions it as an evidence-based approach. It is also because reflective teaching comes insight as an approach in ELT because teachers use the data gathered from their experiences and practices for further teaching (Bailey, 2010; Farrell, 2010; Perfecto, 2008). According to Richards and Lockharts (1994), this evidence-based approach leads practitioners to gather data about their actions, analyse their values and practices, and critically reflect upon their teaching by means of the data.

There are different models about the reflection in terms of how the process occurs (Jasper, 2003; Kolb & Fry, 1975; Passmore & Hart, 2019; Wallace, 1991). Adapting the previous model by Kolb and Fry (1975), Korthagen (1985) developed the ALACT model, which has been used for reflection by many practitioners (Farrell, 2015). Involving 5 phases inside, the ALACT model is as follows: A stands for action, while L is about looking back at actions and experiences. A is related to awareness of different perspectives, and C stands for creating some alternatives for teaching. The last one is Trial, which is analysing action for new activities as an outset. Underlining the importance of new perspectives and creating new actions, this model supports the use of reflection in classes. It creates a circle which starts and ends with an action which is created by a trial. In line with him, Kolb (1984) suggests a model for reflection inquiry, which consists of action, observation, reflection, and concept development. He asserts that observing the action in the class, practitioners can reflect on their experience to understand their teaching better.

Examining different models and approaches of reflective teaching practice, it is seen that there is no one best practice suitable for all teachers. However, it is common for most of the models that reflection starts with a problem. Collecting data about the issue, teachers evaluate themselves and implement some practices with their reflective practices. Teachers in different periods in their professions might have different lacks. As Farrell (2015) states, what is important in this circumstance is to

adopt changes and find solutions. He proposes a framework for all teachers to reflect upon their beliefs and philosophies. Dwelling on their beliefs and values, teachers reflect upon their practices and go beyond their actions. He mentions critical reflection as the final stage in this process. Delving into socio-political, cultural, and moral aspects affecting teacher actions, critical reflection enables practitioners to find out the foundational theories behind their practices. Farrell (2015) warns teachers to be aware of that their practices might be restricted by some moral and political concerns because different political and social trends can affect education with the emergence of discrimination in educational fields. He asserts that all practices are performed with some kinds of ideologies. Teachers need not to ignore this fact. For that reason, he suggests being aware of the hidden theories behind the practices and making their own choices for contribution to better education. With critical reflections, teachers can have a glimpse of the policy behind the determined curriculum. Parallel with critical pedagogy offered by Giroux (1988), critical reflection leads teachers to realising the mutual effects on society and education (Farrell, 2015).

According to Brookfield (1995), critical reflection helps teachers to justify their actions as a result of the examination of their experiences. It also enables teachers to explain the reason why they act as they practice. Talking and asking other colleagues about their practices and problems in the class, teachers discover different voices. They also have a chance to make others hear them. As a consequence, critical reflection enables teachers to examine their practices from social, cultural, political, and moral aspects to better understand the rationale behind their actions. In this way, they can act to reshape their practices to have an equal educational setting in their class. For ESL, Crookes (1989) underlines the necessity of critical reflection because of the mandated curriculum, restricted interaction in class, and deficiency in sources. To lessen these issues, language teachers should collaborate with others to take a critical step for solutions. By developing networks with families and the community, fundraising, and taking actions, teachers can alleviate these problems.

Akbari et al. (2010) developed a scale to evaluate educators' attitudes towards reflective teaching. They mentioned 5 sub-dimensions of reflective teaching in their scale, which are practical, cognitive, learner, meta-cognitive, and critical. Practical sub-dimension is about teachers' practices that they perform in the class to look back

to see their strengths and weaknesses. Cognitive sub-dimension is about efforts for professional development by following conferences and other pieces of training in the field. Similarly, learner sub-dimension includes teachers' perception of their learners. What behaviour or attitudes they have towards their learners in the class to fulfil effective learning environment is the focus in the learner sub-dimension. As another component of the sub-dimensions, meta-cognitive one is about thinking over the profession as a language teacher in terms of teachers' personality and values. The last sub-dimension, critical one, consists of socio-political aspects of pedagogy and topics like gender, race, social class. Regarding the aim of their scale, practitioners need to think over, adopt, and perform all these issues in the sub-dimensions in their teaching for reflective teaching.

2.7. Reflective Practices for Language Teachers

Defined as a systematical examination of actions in the class and gathering data about them to make a knowledgeable conclusion about their practices in and out of the class, reflective teaching enables language teachers to delve into their beliefs, values, and their teaching and examines their relations (Farrell, 2015). Therefore, there are different reflective practices. While language teachers can reflect themselves with diaries, reports, and audio recordings, their colleagues can give feedback about their actions in the class as well. Also, language teachers can set up a meeting and talk about the issues in their class for solutions. As an outline, reflection practices that language teacher can apply in their career are as follows:

2.7.1. Keeping Diaries

It is known that teachers can facilitate their professional growth with teacher development activities. Serving for teacher development, reflective teaching practices help teachers to overview the relationship between their actions and values. As one of the reflective practices, keeping diaries helps teachers to record what happens in their class within different aspects. Noting their feelings, students' reactions, difficulties in the class, and possible solutions for the issues, teachers reflect their ideas about their actions (Farrell, 2018). For a deeper understanding of their teaching, teachers can write what they do in class and gather data for examining themselves. Suggesting that there

is no certain and best way for journals, Farrell (2018) states that keeping diaries enables teachers to explore their teaching styles. Underlining the importance of long-term professional development, Moore, Walsh, and Risquez (2007) advise language teacher to keep diaries because reflective diaries enhance teachers' awareness regarding their beliefs and actions, and foster their professional development (Gallego, 2014; Razaeyan & Nikopour, 2013). Written in a systematical way, reflective journals remind language teachers what they experience in their classes and take necessary precautions related to them (Silvia, Valerio, & Lorenza, 2013). Additionally, it is stated that writing diaries does not require any specific method or technique (Richards & Lockhart, 1996; Wallace, 1998). Teachers can write their experiences in any style and way that they want, which also creates an autonomous alternative for teachers with reflection.

In the literature, keeping a diary is considered as a useful activity for language teachers to enhance teacher development. In their study, Korucu-Kis and Kaplan (2019) showed that the reflective journal is a beneficial tool to use for professional growth. Studying with 60 students at the department of ELT, they concluded that participants found reflective journals useful for the importance of reflective teaching and criticality. Besides, participants also found keeping journals as demanding and repetitive. Because of the time pressure and recurring process, they challenged to finish the practice. They also had some concerns about their deficiency in knowledge of reflective skills. Similarly, in research by Güngör (2016), pre-service language teachers participated in the study with diary writing and video recording. She found that participants developed themselves professionally through these reflective practices. However, they recommended teaching reflective practices before the practice teaching to apply them during practicum.

Additionally, Eröz-Tuğa and Rakıcıoğlu-Söylemez (2014) interviewed with teacher candidates and in-service teachers about their perspectives of their roles and identities through reflective diaries. Participants were asked to keep diaries and interviewed within this exploratory study. Gathering data about the changes and suggestions about practice teaching from prospective teachers and cooperating teachers, researchers showed that teacher candidates required a better socio-professional network with in-service teachers throughout their practicum. The EFL

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teachers and candidates needed to have comprehensive information about practicum practices. With reflective diaries and interviews, participants could see their actions and the challenges they had during practicum. According to Dewey (1933), as reflective teaching is necessary when practitioners have a problem, those participants found solutions to their barriers with their reflective practice.

Keeping diaries makes language teachers enhance their pedagogical practices by examining their actions. Cole and Wertsch (2011) claim that young learners have limited ability to conceptualize items compared to adults. Longhurst, Freeman, Turner, and Sol (2019) resemble novice teachers to young learners in terms of their limited pedagogical ability. However, they recommend the use of keeping observational diaries for their professional and pedagogical development. Upon research conducted with eighteen participants, they showed how effective to keep diaries for teacher development. They stated that connecting the strategies critically with the practices helped enhance effective language teaching. They had an effective language class through reflective journals. Parallel with them, Tajik and Pakzad (2016) asked 5 English teachers to attend a reflective teaching practice course. Writing diaries before and after the course, teachers noted the contribution of keeping diaries to their reflective teaching abilities. Getting aware of what happens in the class, getting familiarized with reflective teacher characteristics, learning how to reflect on actions, teachers stated the reflective teaching course and keeping journals made them realize how to recognize problems in their classes with reflective teaching.

Similarly, reflective practices might help pre-service teachers to explore their values and teaching practices. To uncover the effect of keeping diaries on the education process, Kömür and Çepik (2015) asked some of their volunteer teacher candidates to write diaries out of the class. They could have written whatever they want, their practices, their feelings, and their daily routines as well. As a result, they concluded that reflective diaries helped teacher candidates to explore themselves in terms of being a language teacher. Getting a reflecting thinking skill, participants evaluated their experiences about their feelings, values, and actions. In this way, they could know their strengths and weaknesses to develop. All these studies show that writing the actions in the classroom, teachers could have an idea about their practices, and evaluate themselves in terms of their pros and cons to achieve teacher growth. Gaining a

detailed understanding of their values, beliefs, and practices, teachers enhance their awareness about their actions, identify elements important for language teaching, ask questions about the process of language education, and make connections with their actions and the trends in language teaching with an on-going record of their practices in the class.

2.7.2. Critical Friends

The term critical friend means someone supportive and reassuring by giving constructive feedback upon actions. They respond to problems, issues, and deficiencies to help improve the quality of actions. As the name suggests, critical friends are trusted friends rather than consultants. As a practice to problems, reflective teaching uses critical friends to enable teachers to recognize the events during their teaching (Farrell, 2018). Thus, teachers might reach their potentials by pushing their practices for quality education. These critical teachers might act as an echo for language teachers' actions and give feedback in a critical and constructive way. Upon a request from their colleagues, critical friends listen to their friends' questions, examine the occurrence, raise questions about the issue, and give constructive feedback by clarifying the ideas and encouraging their friends (Swaffield, 2002). Additionally, Key (2006) asserts that critical friends provide teachers with professional development with collaboration. Helping teachers better understand their practice, critical friends serve for self-development because talking and sharing their experiences with critical, trusted, and constructive friends, teachers find out the points they need to improve.

In the related literature, there are some studies examining critical friends in the context of reflective teaching (Carlson, 2019; Kuh, 2016; Wright & Adam, 2015). Bognar and Krumes (2017) conducted action research with pre-service students studying at a teacher education program. Creating an open-minded, collaborative, supportive, and well organised critical friends' environment, researchers wanted participants to discuss their experiences in small groups online. Although teacher candidates had difficulty in talking about their challenges at first, they got used to it and effectively used the website for discussion. Participants stated that critical friends were encouraging, supportive, critical, and beneficial for their professional

development. Participants demanded to continue the practice for their other courses as well. Depending on the participants' responses, researchers recommended fostering reflective thinking at the beginning of the program, not during the practicum. They concluded that teacher educators should act as reflective and critical practitioners to be a model for their teacher candidates. Also, it was noted that critical friends helped teacher candidates develop critical thinking skills. Upon this study, it is seen that critical thinking and critical friends foster creative solutions for situations in the class.

As a collaborative practice in reflective teaching, many teachers attempt to use it for their reflection. There have been various attempts to make teachers reflect on their actions. Focusing on practice improvement, critical friends' groups enable teachers to get feedback about teaching and learning from their colleagues. There are some protocols to apply for a systematical way for critical friends' steps. Using Wenger's structure, Kuh (2016) asked a question about the efficiency of Wenger's protocol in terms of reflective practice. Using an ethnographic study design, she examined the protocol, practices, and feedback from the friends. Choosing an elementary school, the researcher had 9 participants for her research. Using a demographic questionnaire and interview questions as data collection tools, the researcher made participants meet every week within critical friends' group to talk about their practices, challenges in the class and school, they shared their events and gave feedback to each other. Fostering personal connections, this study showed that critical friends groups enabled teachers to focus on issues in the school and share some solutions for them. Feeling empowered about the actions, participants took collaborative actions for teaching and learning rather than individual moves. Emphasizing the necessity of being open and trust, the researcher recommended using reflective practice by having explicit goals about their teaching.

In addition to giving suggestions upon the questions from colleagues, critical friends can come to the class for observation and to give feedback related to the teacher's strengths and weaknesses. Reflective feedback from peers fosters teacher development with constructive opinions and suggestions, which leads to collaborative teaching as well (Bell, 2005). Based on the reflective feedback from critical friends during these observations, teachers gain critical insight for their teaching because teachers can ignore seeing some aspects of their action because of egos (Brookfield,

1995). Regular reflection enables teachers to integrate different aspects regarding teaching; therefore, reflective peer observation helps teachers unearth these aspects with a constructive purpose (Kane, Sandretto, & Heath, 2004). Apart from professional development, critical peer observation helps relationships with colleagues and being open to critics and changes (Bell, 2005; Bell & Cooper, 2013; Donnelly, 2007). Teachers also benefit from giving and getting feedback skills and different perspectives with suggestions from critical friends (Hendry & Oliver, 2012). Similarly, Bell and Mladenovic (2015) examined if peer observation affected teacher growth for three years. Data from peer observations, interviews, and self-reflected statements showed that peer observation helped both the teacher and the observer. Observing the cooperation among teachers, learners, curriculum, and material use, observers benefited from this process as well. For that reason, it can be stated that both sides benefit from peer observation, which is a mutual development.

Unlike the positive aspects of peer observation, there are some negative features of critical peer observations. Some argue that peer observation leads to threatening academic freedom because it is time-consuming, subjective, and non-confidential because of depending on the observer and not being generalizable to all colleagues (Hammersley-Fletcher & Orsmond, 2004; Lomas & Nicholls, 2005). However, Lomas and Nicholls (2005) stated that those barriers and negative aspects could be handled with a careful design of the observation and support from colleagues. In a similar manner, Bell and Thomson (2018) investigated how academic staff at the university respond to peer observation practice. Data from semi-structured interviews with Associate Deans showed that while educators found peer observation beneficial for teaching skills and collegiality, there was also some pressure in terms of personal and institutional elements. However, they concluded that peer observation facilitates professional learning, although there is a need for open, adjustable, and reflective staff.

In her thesis, Yuvayapan (2013) wanted to find out if the critical friends group was effective or not. With this purpose, she asked 4 teachers to keep a diary for 8 weeks. Participants met every week to talk about their lessons with their critical friends. At the end of the critical friends meeting, it was found that critical friends meetings were useful and beneficial for teacher development. Participants found the meetings supportive and reflective for their lessons.

Regardless of the advantages of critical friends, there are some studies mentioning it is not as effective as people assume. Carlson (2019) created a critical friends' group with 18 teacher candidates at a teacher education program. Examining the efficiency of critical friends' group, results indicated that while some of the participants found critical friends' group friendly, most of them considered it as uncritical because it did not lead the participants to transformative learning. Underlining teaching reflective teaching practices earlier in the department, he also revealed that critical friends did not necessarily ensure critical thinking for his participants. On the other hand, Smith (2019) shows that critical friends groups act as scaffolding supporter for teacher development. Reflecting upon their actions, they help their colleagues find their strengths and weaknesses. Although using the practice of critical friends has some disadvantages, it is seen that its advantages overweigh negative aspects.

2.7.3. Audio- Video Recording

Recalling the events and incidents in the class, teachers look back to evaluate themselves as an effective teacher training practice (Gün, 2011). As an echo of the actions in class, Gün (2011) advises educators to use reflective practices to specify their strengths and weaknesses through self-reflection as well. Being an alternative for self-reflection, recording helps teachers observe their actions and the classroom. Recording themselves in the class, teachers watch their actions and reflect on them from different aspects like classroom interaction, teacher and students turn, or waiting time. They have a chance to examine to what extent their practices reflect their values, beliefs, and plans. There is an increase in the literature focussing on using the recording for reflective practices (Güngör, 2016; İbrahim-Didi, 2015; Sydnor, 2016; Walshe & Driver, 2019). Getting more aware of their actions in the class with video recording, teachers critically evaluate themselves in terms of their actions and their values (Liu, 2012; Tripp & Rich, 2012). Similarly, Mann and Walsh (2017) prefer using video recording for teacher development because they think that videos are copious data to be used in self-reflection.

Apart from the cognition of their teaching, reflective video recording makes educators flourish their teaching skills by watching and reflecting on themselves

(Güngör, 2016; Sagasta & Pedrosa, 2018; Smith, 2019; Vijaya-Kumari & Savita, 2016). Developing their professional identity, reflective video recording focuses on teachers' classroom management, motivation, and effective teaching. With self-reflection and peer reflection upon the video recording, teachers change some practices in their teaching and try to have an effective class for the further ones. Through 360-degree video recording, Walshe and Driver (2019) exhibited that teacher candidates examined their reactions to students, giving instruction, and their teaching. So, they develop a better understanding of their actions. İbrahim-Didi (2015) calls this situation as a metacognitive control over the actions because this reflection is beyond the practice and thinking. As reflection is upon the actions, Walshe and Driver (2019) regard reflection as a process of acting upon a result.

Additionally, reflective video recording enhances teachers' awareness in terms of their strengths and weaknesses (Chien, 2014; Eröz-Tuğa, 2013; Pellgrino & Gerber, 2012). They evaluate their language use, materials, objectives, their way of conducting the activities, and their interactions with students after watching their video recording. Also, feedbacks from peers upon watching the video recording enhance teachers and teacher candidates understanding of their strengths and the points that needs to be improved (Eröz- Tuğa, 2013, Walshe & Driver, 2019). Additionally, Sagasta and Pedrosa (2018) showed that the replay of teacher candidates' teaching experiences helped them observe their weakness and their teaching way. They claim that reflective practice enables them to act dialogic rather than in a routine. For those reasons, there are some recommendations about teaching reflective practices to teacher candidates at very early stages (Fadde & Sullivan, 2013).

Using video recording, teachers develop their reflective ability by examining their practices through videos (Baron & Ryan, 2014; İbrahim-Didi, 2015; Sagasta & Pedrosa, 2018; Sydnor, 2016; Walshe &Driver, 2019). They have the exact evidence of the combination of their practice and their values about teaching. Because it has evident data about teaching, it supports self-reflection. With the effect of reflective teaching, teachers develop their observation skills of self-reflection (Baecher & Connor, 2016; Hockly, 2018; İbrahim-Didi, 2015). By looking back through their videos, they can critically examine themselves in terms of whether they achieve what they want in addition to constructing new ideas about their teaching with the reflective

practice (Walshe & Driver, 2019). In a way, videos are teachers' mirrors reflecting their actions exactly because they re-experience their practices.

Regarding the literature above, it is seen that video recording is an effective tool for reflective teaching by ensuring reflective and critical thinking, fostering teachers' awareness about their actions, analysing the weaknesses and strengths, and ultimately enabling teachers to develop themselves professionally.

2.7.4. Action Research

Reflective practices like keeping diaries, observing colleagues, being critical friends, and video recording facilitate reflective teaching for language teachers. Applying these practices, they can develop their professional and reflective skills and get an in-depth understanding of teaching (Güngör, 2016; İbrahim-Didi, 2015; Smith, 2016; Walshe & Driver, 2019). Apart from encouraging teachers to use reflective teaching in their actions, eliminating some incidents that prevent reflective teaching is another concern that should be taken into consideration. Therefore, it is put forward that action research serves as a vehicle to facilitate and improve teaching by facilitating some improvements in practical situations (Wallace, 1987; Winter, 1987). In the scope of reflection, action research is questioning social practices and the conditions that these practices occur to make them better (Kemmis & McTaggart, 1988). In other words, it is a collective and systematic search for better social settings and practices.

Teachers' self-understanding is very important for self-reflection. To make teachers teach, observe, and evaluate themselves more systematically and cautiously, action research is an indispensable method. Elliot (1988) claims that the actual use of the research initiates reflective teaching more often. Upon practical trouble, teachers evaluate the problem to change themselves. They reflect on their teaching to modify the problem. In this way, they understand what is wrong in or out of class. But he emphasizes that these all depend on action and reflecting on the action.

Teachers detect the issues taking place in education and handle them because action research enables teachers to gather data about their teaching, students' learning, and the school in general (Mills, 2003). Since the action is the core of action research,

teachers look back on their actions to cope with the unpredicted problems they encounter. In the related literature, there are some studies concerning action research as an effective tool for reflective practice because as Dewey (1933) states, a problem is the starting point of reflective action. As an example, Gürsoy and Korkmaz (2015) conducted research about the reasons why third-year students failed a course at the university, which guided them to be reflective for finding the causes of the problems. For that reason, through a questionnaire, a control scale, and a semi-structured interview, they applied the research on those students who failed the course. Data from the study indicated that the reasons for failure were learner related. They mostly attributed the reasons to themselves rather than external factors like the course, the teacher, and the exam. Also, factors like not wanting to be teachers as a profession, lack of critical thinking skills, and insufficient motivation were among the causative elements. After identifying the causes, researchers suggested some solutions for those issues as reflective action research requires. They advised educators to identify candidates' motivation and willingness to become teachers and to take the criteria of experience and teaching into consideration for the occupation. They also recommended enhancing teacher trainees' critical thinking skills through courses in the program. So, in this study, reflective action research helped the researchers to find solutions for the problem in their program.

Additionally, Hale, Nanni, and Hooper (2018) applied content analysis for reflective teaching regarding the effect of using action research on classroom awareness. Through two teachers' reflection on using content analysis for reflection, researchers found that teachers uncover incidents in the class in terms of turn-taking, learners' awareness, communication, learning and teaching process, and re-evaluating their positions in class. Because teachers analysed their utterances and actions during the analysis, they raised their awareness about their teaching through the concrete evidence and analysis of their actions.

Similarly, designing action research to explore the influence of reflective practices on teacher candidates, Tönan (2017) applied research with 32 pre-service students who studied ELT in Turkey. Taught reflective teaching practices and special teaching methods beforehand, participants were asked to write reflective diaries upon watching videos about their practice teaching. The researcher gave observation forms

to participants to evaluate their performance. With the feedback given to student-teachers upon their practices, they develop their teaching skills. Also, diaries and videos, and the reflections from their friends enabled the students to see their strengths, teaching skill, and the points that they need to focus on. Removing the deficiency in their teaching, teacher candidates enhanced their professional growth. So, it is understood from this action research study that teacher candidates should observe themselves to find the points that they need to improve.

Apart from studies related to action research, there are some studies investigating some aspects of reflective teaching and reflective practices. For example, Roohani and Avendi (2019) wanted to investigate if self-evaluation techniques affect EFL teachers' attitudes towards reflective teaching, and if years of teaching experience and gender cause any difference in their attitudes towards reflective teaching. With this purpose, they conducted research with 20 participants by using pre-test and post-test, and the reflective practice inventory. Findings showed that self-evaluation techniques affected EFL teachers' attitudes towards reflective teaching positively. They also found that there was no difference in participants' attitudes towards reflective teaching in terms of their gender and years of teaching experience.

In the Iranian educational setting, Motallebzadeh, Ahmadi, and Hosseinnia (2018) looked for investigating Iranian EFL teachers' attitudes towards reflective teaching and their relation to years of teaching experience. They applied the reflective practice inventory to 115 EFL teachers working at different schools in Iran. After the analysis, they found that there was a significant positive relation between their reflective teaching abilities and its effectiveness. On the other hand, they could not find that years of teaching experience affected Iranian EFL teachers' attitudes towards reflective teaching.

In another study conducted in Iran, Kazemi, Bazregarzade, and Firoozi (2016) emphasized the importance of reflective teaching in teacher education programs. They stated that reflective practices helped teachers to mirror themselves. Therefore, they conducted research with 217 EFL teachers who were randomly chosen. Participants were asked to complete the 5-points Likert scale to investigate their level of reflective teaching. They analysed the results in five sub-dimensions of the scale. They found

that the results varied according to the sub-dimension. However, teachers' overall reflection level was high. They found results promising. They were optimistic about their education program as well.

Faghihi and Anani Sarab (2016) conducted a study with 60 EFL teachers. They wanted to explore teachers' attitudes towards reflective teaching and how they act as reflective teachers. With this purpose, they asked all participants to complete the reflective practice scale. Then, they observed 6 randomly chosen teachers during their teaching. Results indicated that the highest mean score is for meta-cognitive sub-dimension, while the least one is the sub-dimension practical. They found that teachers rely on their teaching styles and teaching more than other aspects. However, when they observed 6 teachers, they found that teachers lack realising students' needs and participation in the class and some critical aspects of teaching. Therefore, they recommended involving in those aspects of teaching as well.

Khoshsima, Shirnejad, Farokhipour, and Rezaei (2016) conducted research to investigate if teaching experience affects EFL teachers' attitudes towards reflective teaching in Iran educational setting. With this purpose, 62 EFL teachers completed the reflective scale. Their years of teaching experience were categorized in groups of five, which is from 1 year to 26 years. The results showed that five experience groups did not differ from their attitudes towards reflective teaching. Therefore, it was determined that teaching experience did not affect Iranian EFL teachers' attitudes towards reflective teaching.

Likewise, Mahmoodi, Izadi, and Dehghannezhad (2015) wanted to explore the relationship between 105 EFL teachers' features and students' second language learning. With this purpose, they wanted teachers to complete three different inventories and collected students' scores for the relation. Regarding the teachers' attitudes towards reflective teaching, they found that teachers' reflection, classroom management, and perception of language learning influenced students' scores (p.26). They also determined that gender did not cause a significant difference between reflection and L2 learning.

Similarly, Suzani (2018) conducted research to explore if gender and proficiency level affect Iranian EFL teachers' attitudes towards reflective teaching. They used the reflective practice inventory as the research tool. 60 Iranian EFL teachers were participants in their research. The results indicated that the relation between teachers' attitudes towards reflective teaching and proficiency was not high. It was also found that gender did not affect Iranian EFL teachers' attitudes towards reflective teaching.

Korumaz (2012) conducted research on reflective teaching practices with 106 Turkish EFL teachers. He used the reflective practice inventory as the research tool in his study. He aimed to investigate if Turkish EFL teachers' attitudes towards reflective teaching changes according to their gender, seniority, the school type which they work for, teaching hours per week, department from which they graduated, and the class size. He found that participants' gender influenced their attitudes towards reflective teaching. However, he did not find any difference the between participants' attitudes towards reflective teaching according to other variables. He also found that Turkish EFL teachers often act as reflective teachers.

Supporting the previous studies, Ahid and Khanam (2019) aimed to investigate the influence of reflective teaching on pre-service teachers with action research. There were two groups as control and experiment groups. 40 participants were divided into these two groups equally. After getting training about reflective practices, 20 teacher candidates in the experimental one experienced reflective teaching throughout their practicum, while the rest were trained with just the conventional method in the country. Researchers observed and evaluated teachers' practices before, during, and after training. Examining and evaluating them upon their action in the class, it was found that teachers trained with reflective practice developed their reflective teaching skills, while the control group was not effective in teaching like the experimental group. Groups were different about giving feedback, communication skills, and planning. For that reason, this study supported the notion that reflective teaching practices develop teacher performance and teaching skills.

In her thesis, Dağkıran (2015) wanted to investigate Turkish EFL teachers' state of reflective teaching and its relation to the post-method pedagogy. 347 Turkish

EFL teachers participated in her study through two scales about reflective practices and post-method pedagogy. This quantitative study revealed that teachers sometimes use reflective teaching practices in their classes, and they were not resistant to changes and new trends in ELT. When she analysed the survey with correlation analysis, she found that post-method pedagogy was related to reflective teaching in some respects like socio-political, critical, and local needs in schools.

2.8.   Challenges for Reflective Teaching Practices

Regardless of the advantages of reflective teaching, it is not possible for all teachers to teach reflectively. Practitioners have some obstacles to perform reflective practices. To determine the challenges for reflective teaching, there have been several studies conducted around the world (Afshar & Farahani, 2018; Gobena, 2017; Newcomb, Burton, & Edwards, 2018; Šarić & Šteh, 2017; Tajik & Ranjbar, 2018; Tran, 2016). There have been some studies about reflective teaching in Turkey as well (Dağkıran, 2015; Fakazlı, 2015; Tezgiden-Cakcak, 2015; Yeşilçöp, 2013). However, they are not directly about the challenges for reflective practices.

2.8.1.   Studies on Challenges for Reflective Teaching around the World

Concerning the obstacles encountered while teaching reflectively, Šarić and Šteh (2017) listed some reasons for not being reflective during teaching. Because some teachers had a one-sided perception of their teaching, they could limit their critical reflection during the process. Moreover, they added that readiness for reflection was important to pursue the practice because willing and conscious participation was a key for reflection. They also mentioned the problems of unsuitable disclosures, too much teacher power, limited student turn. Because emotions were intense, discussions about the actions in the class might be limited and on the surface. It was also highlighted that training for reflective teaching was necessary during teacher education programs. They recommended evaluating teachers as human being together with their emotions, cultures, and experiences. Because they differed from each other in terms of these elements, it was hard to put them to perform some certain practices for reflection. They suggested not ignoring the personal differences and teaching conditions of teachers.

Gobena (2017) conducted a descriptive study with teacher candidates, supervisors, and principals about their perceptions of action research. Using a questionnaire, the researcher found that participants did not support applying action research. It was because teacher candidates had deficiencies in terms of courses about reflective practices and action research, knowledge about the theory, and lack of teaching skills in terms of action research as a reflective teaching practice. Additionally, they stated that their personal characteristics, models they observed, requirements they had to perform in the class and the school, and pedagogical knowledge influenced their beliefs about the use of action research for reflective teaching. They found action research as a burden to apply. Moreover, the requirements, like discussing objectives and policies, and planning the curriculum, affected the candidates negatively as well. The participants also said that the necessity of discussing the elements in teaching, questioning the problems together, and finding solutions within action research affected candidates' beliefs in terms of their attitudes towards reflective teaching negatively. Similarly, supervisors and principals in the study claimed that candidates did not benefit from feedback practices as the reflective practice requires. For that reason, the researcher suggested that principals, supervisors, and teachers should support, encourage, and facilitate reflective practices and applying action research because action research facilitates adopting changes, identifying problems, and finding solutions to them.

In a study conducted by Afshar and Farahani (2018), 304 English language teachers were asked their perceptions of reflective practices and issues preventing them. Results showed that participants had a negative perception of reflective teaching. Researchers indicated that some possible reasons behind this negative perception could be the educational policy in the country, teachers' insufficient knowledge about reflective teaching, not actualising the theory in the class, some affective factors like motivation, feeling burn-out, and considering reflection as time-wasting. In addition to those affective and professional reasons, institutional reasons were put forward as preventing factors against reflective teaching like insufficient wage and opportunities, insecure job, and discontent job. They also asserted that a lack of knowledge about reflective practices caused them to have negative views. Researchers implied from this fact that teachers did not get an education on reflection during their teacher education program. Considering these issues, researchers gave some suggestions to educators to

prepare programs to educate teachers on reflective practices and techniques, to have a friendly environment to diminish the stress. They wanted educators to include activities for teachers' motivation and emotional statues to develop themselves and feel satisfied with being a language teacher.

Tran (2016) wanted to investigate the challenges that teachers have during reflection. He found some issues about the reasons why teachers are reluctant to use reflective practices. He asserts that regular reflection could be startling for teachers to complete all the time because it takes time to achieve. Evaluating the lessons, teaching, and materials all the time could be exhausting for teachers (Tran, 2016). He also claims that focusing on the troubles in the classes and activities that go wrong requires examining the negative features. He says that not all teachers are open to show their weaknesses. Tran (2016) suggests that teachers have critical friends and groups to discuss what happens in their classes and to take advice from them. However, he adds that it is hard for human beings to share their professional problems with their colleagues. Finally, the researcher mentions a lack of time and extent for reflection because teachers need to spare time to reflect on their action, and they should have a scope to do it. Therefore, the researcher recommends teachers to be open to critics by their friends. He suggests sharing experiences with colleagues to have a solution for issues in class. He also adds that there should be contact institutions for applying reflection and writing reflective reports to develop reflective skills.

Challenges that teachers face against practising reflective teaching have also been studied to make suggestions by Tajik and Ranjbar (2018). They conducted a questionnaire to 60 language teachers to separate them as reflective teachers and non-reflective ones to determine the participants for a semi-structured interview. After conducting a questionnaire to find non-reflective teachers, they completed semi-structured interviews with 25 language teachers to determine their challenges and suggestions for them. Researchers asked questions about what obstacles they have and what should be done to overcome them. According to participants' responses, there were categories about the problems: institutional, personal, and practical. Within institutional problems, participants stated some problems like the policy, requirements at school, being unable to reach different and up-to-date materials, limited time to reflect because of the burden in school, and not allowing new techniques in classes.

Related to personal reasons, they claimed that low proficiency, reluctance to reflection, low payment for teaching, limited knowledge about reflective practices, and not having time to learn the practices prevented them from applying reflective practices. Regarding reasons caused by reflective teaching, they sorted the following issues: being challenging to apply constantly, the necessity of time to be critical and reflective, the need for knowledge about reflective teaching, burdens on teachers to apply practices regularly. As solutions to these problems, participants made suggestions to educators and policymakers to make teachers free in terms of reflecting upon their actions. Some suggestions were as follows: enough time to reflect, enough money to live by, reaching new techniques and materials easily, facilitating workshops and seminars to enable teachers to be aware of reflective teaching and new trends, diminishing the number of students in classes, and free time for teachers to donate themselves intellectually.

In the Australian context, 20 undergraduate students were interviewed with semi-structured questions about their perceptions of reflective writing on their childhood as a course requirement (Newcomb, Burton, & Edwards, 2018). The researchers wanted to examine if past experiences affected their students' future. For that reason, they asked participants to write a reflection upon their adversities that happened in their childhood. However, participants did not find writing critical reflections about their problems in the past useful. It was because participants abstained from teachers by affecting their perceptions about themselves and misjudgements, they also found the writing challenging because it was about their emotions. Additionally, they were afraid of being judged as not fitting the job in the future because of their past. Depending on these statements, they concluded that critical reflective writing was more like a task performance rather than a professional development practice. Finally, they stated that time and the cost of the use were barriers to using reflective writing.

Furthermore, Valdez, Navera, and Esteron (2018) investigated what obstacles teachers encountered in the Philippines while practicing reflective teaching through a case study. 16 graduate students, who were studying a master's degree in ELT and working as ESL teachers, participated in this qualitative study. Using data from open-ended questions and a questionnaire, researchers asked teachers what challenges they

had while practicing reflective teaching. Responses showed that teachers had difficulty in reflective teaching because of some reasons related to administration, workload, and classroom action. They sorted the administrative challenges as follows: not providing an environment for reflection, approaching reflection as a requirement and mandatory submission, and not having an idea about the effect of reflective teaching on education and school. They stated that the workload in school, the number of classes, students, and teaching hours prevented teachers from reflection. Results also indicated that students' uncollaborative behaviours in class, spending time for learners' personal needs, determining the objectives and needs of learners owing to the size were factors restrained teachers from effective action. As a solution to these problems, researchers stated that different shareholders had roles in facilitating reflective teaching in the class. Enhancing working conditions like workload and timing, teachers can teach reflectively on the ground that teachers, learners, and administration work collaboratively and supportively.

In another study examining the challenges to perform reflective practices, Kano, Ayana, and Chali (2019) conducted a descriptive study with 84 English language teachers through a questionnaire, interview questions, observation, and discussions. Underlining the usefulness of reflective practice, they wanted to find the obstacles to reflective teaching. Data from the abovementioned tools showed that their understanding of reflective teaching was below the expected level. As obstacles, participants stated that lack of prior knowledge about reflective teaching, limited time to perform the practices, less experience of reflective practices, and considering reflective practices not useful were influential factors on their practices. Apart from teachers' attitudes towards reflective teaching, researchers had some suggestions to foster learners' attitudes towards reflective teaching by designing enjoyable tasks to get them to be aware of reflective teaching, give feedback about the process, and facilitate the environment to act reflectively.

Aliakbari and Adibpour (2018) conducted research with 176 Iranian EFL high school teachers to find challenges to be reflective. So, they used the Reflective Practice Inventory and open-ended questions that they developed. The results of the scale showed that there was a significant difference between the expected and observed behaviour for all items except for one item. Moreover, thematic analysis of the open-

ended survey indicated that challenges were in five categories, which were students, teachers, educational and political systems, and parents. Teachers' personal problems like lack of motivation, economic and personal problems, colleagues who were not open to being observed, colleagues who did not know much about educational issues, and bias against reflective teaching were among teachers' challenges. Students' features about their proficiency, their expectations and unpreparedness, and motivation restrained Iranian EFL teachers from being reflective in their classes. Also, the book, the curriculum, time limitation, restriction from the government about culture and social life, and a high number of students in classes prevents teachers from being critical. Political expectations and parents were also some obstacles for Iranian EFL teachers. So, they suggested that changes in the teacher education program is necessary.

Similarly, another study was applied to explore if reflective journals affect EFL undergraduate students in any ways and to define the challenges that they had during writing journals (Agustin, 2019). For this purpose, 22 students participated in a qualitative study through a questionnaire and group discussions. There were also discussion groups to gather information about their perception of writing journals, which provided a deeper understanding of the issue. While participants stated that they benefited from reflective journals to remember the incidents in the class, to analyse their actions, and to enable themselves with professional development, they also added that they needed support to write reflective journals. Although some participants stated that it was hard to keep journals regularly, they mostly agree on the importance of reflective journals. Therefore, the researcher recommended giving regular feedback upon reflective journals, to support to write them, and to handle the challenges of the reflective practice. As seen in the literature, there are some studies about the challenges of conducting reflective teaching in the world.

2.8.2. Studies on Challenges for Reflective Teaching in Turkey

In addition to the studies around the world, there is one study about the challenges that prevent teachers from reflective teaching in Turkey. In her dissertation study, Tezgiden-Cakcak (2015) searched to find what kind of teachers are educated in a teacher education program. For this purpose, she reviewed documents, interviewed

with participants, and observed teacher candidates to collect data from students, educators, and administrators to gather their perceptions of teacher roles. Findings from the data signified that language education program serves without any mission. It does not educate teacher candidates as reflective or intellectual rather than just technicians. According to the results, although there were reflective courses, participants thought that the program prepared them as technicians who just transmit the information. So, she suggested educating teacher candidates as reflective practitioners before the practice teaching in the last year. The researcher claimed that this situation resulted from the policy in Turkey. She thought that this system created technicians who just obeyed the orders without having active roles in education.

Not aiming to detect challenges to reflective practices, Fakazlı (2015) conducted research with 8 instructors at a university in Turkey to engage these teachers in reflective practices and to reveal their perceptions of these practices. With this purpose, she educated her participants about reflective practices and interviewed them about their perceptions of these practices. After participants had performed all practices, she found that participants were mostly positive about practices and their efficacy. However, they revealed that writing diaries and audio recordings were hard to perform because they took time and much more effort. The researcher concluded that reflective practices supported teacher development. Therefore, she recommended using reflective practices in different ways in the profession.

Planning to determine Turkish EFL instructors' reflective actions, Yeşilçöp (2013) asked 10 randomly chosen instructors to participate in her questionnaire. Then, she asked those participants to write journals and record one lesson. After recording, participants were supposed to watch their teaching and give feedback to themselves. After completing all these practices, the researcher interviewed them to learn about their opinions about these practices. The findings from the questionnaire showed that instructors all have high reflective teaching scores. When it comes to the interview results, it was concluded that reflective practices are useful for professional growth. However, when participants compared video recording to writing diaries, they thought that video recording is more objective. But, keeping diaries is subjective. It is also not clear how to write a diary. Reviewing the studies conducted in Turkey, it is seen that

there is a lack of study for the Turkish educational setting. Therefore, this study aims to unearth the challenges against reflective practices.

CHAPTER III

RESEARCH METHODOLOGY

3.1.   Introduction

Chapter 3, first, presents the research model. Then it outlines detailed information about the participants and the setting of the data collection. Afterward, the data collection procedure was explained in detail. This chapter ends with an explanation of the data analysis. In line with the studies in the literature, the following research questions wanted to be answered in this study:

- What is the state of Turkish EFL teachers in terms of reflective teaching?

    - What are Turkish EFL teachers' attitudes towards reflective teaching?

    - To what extent do Turkish EFL teachers' attitudes towards reflective teaching change depending on their

        ➤ gender?
        ➤ age?
        ➤ department they graduated from?
        ➤ years of teaching experience?
        ➤ school type where they teach?

    - What are the obstacles which prevent Turkish EFL teachers from using reflective teaching practices depending on their use?

3.2.   Research model

This study aims to investigate Turkish EFL teachers' attitudes towards reflective teaching and to detect if there are any challenges to practise them. To gather data for these inquiries, a 5-point Likert scale about reflective practices and semi-structured interview questions were used as research tools. So, a mixed-method study

was applied in this research, which is described as "a research method in which the researcher or the research team combines the components of qualitative and quantitative research approaches for the breadth and depth of understanding and verification of the problem" (Johnson, Onwuegbuzie, & Turner, 2007, p. 123). As the quantitative method tool, the scale, developed by Akbari et al. (2010), was used in the study. Necessary permission to use the inventory was obtained from developers through e-mail. The research tool used in this study was evaluated by the developers for reliability. Their reliability score was .73-.84. Because there are five sub-dimensions in the scale, they were evaluated separately as well. For the original study, in which the inventory was developed, Cronbach's Alpha scores of five sub-dimensions were .73, .78, .84, .82, and .83, respectively. According to the responses given in this study, the reliability coefficient for the reflective practice scale was evaluated as .87. Reliability scores of five sub-dimensions were .75, .77, .64, .79, and .76, respectively. During the development, after expert comments on items, Akbari et al. (2010) employed Confirmation Factor Analysis by using STATISTICA. Their factor analysis and sub-dimensions were accepted for this study in the same way.

The quantitative method tool consists of two parts: a demographic information form and the scale (see Appendix A). Demographic information form has some parts - related to the participants' gender, age, the department they graduated from, years of experience, graduate degree, where they work, and the employment status as full-time or part-time. The second part consists of the 5-point Likert scale with 29 items related to reflective teaching. It ranges from "never" to "always." The scale has five sub-dimensions as *Practical, Cognitive, Learner, Metacognitive*, and *Critical*. The *Practical* one is about the use of teaching diaries, course reports, and research tools such as surveys, observation group discussion, and reflective teaching practices (items: 1, 2, 3, 4, 5, 6), while the sub-dimension of *Cognitive* deals with efforts for professional development, extensive classroom research (Action Research), conferences, and seminars related to the field to follow the developments in the field (items: 7, 8, 9, 10, 11, 12). Items related to how teachers reflect their students, how they learn, what behaviour and attitude they have in class are included in the sub-dimension of *Learner* (items: 13, 14, 15). The sub-dimension of *Meta-cognitive* has items about teacher's personality, beliefs, and attitudes about their profession (items: 16, 17, 18, 19, 20, 21, 22). The last sub-dimension is the *Critical* one, which includes the socio-political

aspects of pedagogy, political aspects in their practices, and topics such as race, gender, and social class (items: 23, 24, 25, 26, 27, 28, 29). Five sub-dimensions and the items corresponded to them are as below:

Table 3. 1

Sub-dimensions and items belonging to them

Sub-dimensions	Frequencies	Items
Practical	6	1, 2, 3, 4, 5, 6
Cognitive	6	7, 8, 9, 10, 11, 12
Learner	3	13, 14, 15
Meta-cognitive	7	16, 17, 18, 19, 20, 21, 22
Critical	7	23, 24, 25, 26, 27, 28, 29

For an in-depth understanding of participants' opinions about reflective teaching practices, semi-structured interview questions were asked to the participants as part of the qualitative method for the analysis. It is because qualitative study supports the quantitative one, and both complete their shortcomings (Jick, 1979). The researcher developed the research questions concerning the purpose of the study (for a sample of semi-structured interview questions, see Appendix B). To have an interview like a daily conversation, research questions were in Turkish on purpose, which is the native language of the participants. For validity, semi-structured questions were asked to 2 experts beforehand as a pilot study to assure that questions were loud and clear. Questions were refined upon their opinions. All interviews were audio-recorded with participants' permissions to transcribe them later.

3.3. Participants and Setting of the Study

A total of 108 Turkish EFL teachers participated in the study, who were currently working at 39 different public schools in a province called Rize in Turkey, including primary school, secondary school, and high school. Voluntary participants were chosen out of 138 teachers in Rize, working at 72 different schools. Because of the confidentiality, names of participants and schools are not given in the study. The researcher aimed at reaching all Turkish EFL teachers in Rize city centre by calling schools to learn the time and day, when teachers were available. Although there were 138 language teachers at 72 different public schools, some reasons like pregnancy,

illness, funeral, and distance prevented the researcher from reaching all Turkish EFL teachers in the city centre. Of the 108 EFL teachers in Rize, 16 voluntary teachers were chosen for the semi-structured interview. Time and place were decided according to participants' availability.

According to the demographic information form, there were 87 female, 21 male participants in this study. Regarding the participants' ages, most of the participants (40.74%) aged between the group of 31-35. The second one was between 26-30 (with 25%). The next most common group was 36-40 (with 20.37%), while the group 41-45 followed it (7.4%). The least common age groups were 21-25 (with 3.70%) and 46+ (2.77%). More detailed information about the participants is as below:

Table 3. 2

Participants' Demographic Information

	Background	Frequency	Percent %
Gender	Female	87	80.55
	Male	21	19.44
Age	21-25	4	3.70
	26-30	27	25
	31-35	44	40.74
	36-40	22	20.37
	41-45	8	7.40
	46+	3	2.77
Department they graduated from	English Language Teaching	75	69.44
	English Language and Literature	23	21.29
	Translation Studies	1	0.92
	American Culture and Literature	3	2.77
	Linguistics	6	5.55
Graduate Degree	Bachelor of Arts	104	96.29
	Master of Arts	4	3.70
	Doctor of Philosophy	0	0
Years of Teaching Experience	1-5	26	24.07
	6-10	41	37.96
	11-15	25	23.14
	16-20	13	12.03
	21-25	3	2.77
	26+	0	0
Employment Status	Full-time	104	96.29
	Part-time	4	3.70
Place where you work	Primary School	27	25
	Secondary School	44	40.74
	High School	37	34.25

Results of the demographic information form showed that teachers' educational background was different. 69.44 % of the participants graduated from the department of English Language Teaching, while 21.29 % of them studied English Language and Literature. Graduates from Linguistics, American Culture and Literature, and Translation Studies were 5.55 %, 2.77%, and 0.92 %, respectively. When we look at the category of a graduate degree, 96.29% of participants graduated from Bachelor of Arts, while the rest had a Master's degree. In teaching experience, 37.96 % of teachers were in the group of 6-10 years, while 24.07% of them were in 1-

5 years. 23.14% of participants had 11-15 years of teaching experience, while 12.03% and 2.77% of them had 16-20 and 26+ years of experience, respectively. In addition, most of the participants (96.29%) worked as full-time teachers, while 3.70% of teachers taught part-time. As to the place where they work, 27 language teachers were from primary school, 44 were from secondary school, and 37 were from high school.

3.4. Data Collection

Data of the research were collected through the reflective practice inventory developed by Akbari et al. (2010) and semi-structured interview questions, developed by the researcher. Before the data collection, necessary permission had been obtained from the ethical committee of Akdeniz University, Rize Provincial Directorate of National Education, and the inventory developers (see Appendix D and Appendix E). After having the necessary permission, the researcher contacted principals to learn days and hours when Turkish EFL teachers were available for the research. The researcher gathered data during the available time for teachers in January and February in 2020. At the onset of the scale and interviews, the researcher gave information about the research and the purpose. Participants were informed about the confidentiality of the research and the fact that their names would not be used in the study. For interviews, the researcher got an appointment from participants because an in-depth understanding of teachers' practices was necessary. What kind of reflective teaching practices they performed and how often they could do them were necessary to be searched in accordance with research objectives. Of 108 participants who completed the scale, 16 voluntary Turkish EFL teachers were interviewed. Interviews were done in Turkish to have a daily life conversation and to keep participants comfortable. All interviews were audio-recorded upon participants' permission to transcribe and analyse later on.

3.5. Data Analysis

Because a mixed-method study was used in this study, both quantitative and qualitative analyses were performed. Statistical Package for the Social Sciences version 22.0 was used for quantitative analysis. For the average perceptions about reflective practices, mean, standard deviation, and frequencies were used to describe

teachers' attitudes towards reflective teaching. After an expert in evaluation had checked the normality distribution, the analysis type was decided. A normality test was performed on the data before comparison between the groups (Shapiro - Wilk test was used for the normality tests). In cases where any of the compared groups did not normally disperse, nonparametric methods were used throughout the analyses. The "t-test" was used to compare 2 independent groups with normal distribution, and the "Mann Whitney U test" was used to compare 2 independent groups without normal distribution. One-way ANOVA test was used to compare more than 2 independent groups with normal distribution, and the Kruskal-Wallis H test was used to compare more than 2 independent groups without normal distribution. The p-value obtained as a result of the tests below 0.05 was considered statistically significant for all tests. For qualitative analysis, content analysis was performed. The researcher transcribed audio-recorded interviews. Then, transcriptions were translated into English. Next, the researcher prepared an electronic chart for categories. Participants' utterances about the reflective practices and problems were categorised and grouped. Each category was named to comprise the whole group. The researcher also gave codes to all participants as T1, T2, and T3. When the categorisation was done, the researcher reread and checked categories and groups to control if there were any overlaps among them. In the second reading, different categories emerged, and some categories were combined. After listing the categories in the chart, the researcher wrote the participants' code to the related categories in the list for the related responses from them (see Appendix C for the full list of challenges). Once writing codes for the related responses was done, the scope appeared to be interpreted.

CHAPTER IV

FINDINGS

4.1. Introduction

In this chapter, the first quantitative findings, including Turkish EFL teachers' responses to the scale about their attitudes towards reflective teaching, will be presented. Afterward, data on participants' responses according to their gender, age, the department they have graduated from, graduate degree, years of teaching experience, the employment status as full-time or part-time, and the school where they teach will be shown. Finally, qualitative data will be put forward to find if Turkish EFL teachers have any obstacles to perform reflective practices.

4.2. Turkish EFL Teachers' Attitudes towards Reflective Teaching

This study aims to examine Turkish EFL teachers' attitudes towards reflective teaching. Therefore, the following research question is wanted to be answered:

- What are Turkish EFL teachers' attitudes towards reflective teaching?

To answer the first research question about Turkish EFL teachers' perceptions of reflective practices, data collected through a 5-point Likert scale about their reflective practices were analysed with SPSS 22.0. The scale has 29 items about teachers' practices in the class. It has 5 sub-dimensions as *Practical, Cognitive, Learner, Meta-cognitive*, and *Critical*. The 5-point Likert scale ranges from "never" to "always". Descriptive analysis, mean scores, and standard deviations were used to explore the range of teachers' mean scores of their responses to items for each sub-dimension. For the analysis, mean scores obtained from data were evaluated according to the range proposed by Tekin (1991). They ranged as ''Never (1.00 – 1.79)'',''Rarely (1.80 – 2.59)'','' Sometimes (2.60 – 3.39)'', ''Often (3.40 – 4.19)'', and ''Always (4.20 – 5.00) '' (Tekin, 1991, p.262). In the table below, the range of frequencies is given:

Table 4. 1

Guideline to categorise the frequencies of items

Frequencies	Ranges
Always	4.20-5.00
Often	3.40-4.19
Sometimes	2.60-3.39
Rarely	1.80-2.59
Never	1.00-1.79

(Tekin, 1991, p.262)

The table below shows teachers' mean scores and standard deviations for their attitudes towards reflective teaching and 5 sub-dimensions about their attitudes towards reflective teaching, which are *Practical, Cognitive, Learner, Meta-cognitive*, and *Critical*.

Table 4. 2

Mean scores of Turkish EFL teachers' responses to the scale

	N	Minimum	Maximum	$\bar{x}$	SD
Practical	108	2.17	5.00	3.52	.64
Cognitive	108	1.67	4.67	3.25	.70
Learner	108	2.33	5.00	4.11	.60
Meta-cognitive	108	3.00	5.00	4.15	.49
Critical	108	1.29	4.71	3.13	.71
Attitudes towards reflective teaching	108	2.55	4.55	3.58	.44

When they were analysed according to the range proposed by Tekin (1991), teachers' mean scores from their responses to the scale showed that teachers' mean perception of reflective teaching is often. According to the range, they often act as a reflective teacher in their classes, who evaluate and reshape their teaching ($\bar{x}$= 3.58, SD= .44).

It is seen that among the sub-dimensions, the highest mean score belongs to *Meta-cognitive* ($\bar{x}$= 4.45). It is followed by the sub-dimension *Learner* ($\bar{x}$= 4.11). The following sub-dimensions are *Practical* and *Cognitive* ($\bar{x}$= 3.52 and $\bar{x}$= 3.25, respectively). The sub-dimension of *Critical* has the lowest mean score among all of

them ($\bar{x}$= 3.13). Therefore, according to Table 4.2, order from the highest to the lowest is *Meta-cognitive, Learner, Practical, Cognitive*, and *Critical*, respectively.

As shown in Table 4.2, when they were analysed according to the range proposed by Tekin (1991), Turkish EFL teachers' mean score for the *Practical* sub-dimension is often ($\bar{x}$= 3.52, SD= .64). As the practical subdimension is about the use of teaching diaries, course reports, research tools such as surveys, observation group discussion, and reflective practices, the results show that Turkish EFL teachers in Rize often use reflective practices in their classes.

Parallel with the range of frequency by Tekin (1991), Table 4.2 shows that Turkish EFL teachers' mean score for the sub-dimension of *Cognitive* is sometimes ($\bar{x}$= 3.25, SD= .70). As the sub-dimension is about efforts for professional development, extensive classroom research (action research), conferences, and seminars to follow the developments in the field, results indicate that Turkish EFL teachers in Rize are sometimes interested in professional development activities.

When Table 4.2 is analysed, it is seen that Turkish EFL teachers' mean score for the *Learner* sub-dimension is often, which is in line with Tekin's (1991) range of frequency ($\bar{x}$= 4.11, SD= .60). The *Learner* sub-dimension includes items related to how teachers reflect their students, how they learn, what behaviour and attitude they have in class. Therefore, results show that Turkish EFL teachers in Rize often care about their learners and their learning process.

In Table 4.2, it is also seen that Turkish EFL teachers' mean score for the *Meta-cognitive* subdimension is often, as shown by Tekin (1991) ($\bar{x}$= 4.15, SD= .49). The *Meta-cognitive* sub-dimension deals with items about teachers' personalities, beliefs, and attitudes about their profession. In this table, it is indicated that Turkish EFL teachers often thought over their profession as a teacher in terms of their own values.

According to Tekin (1991), mean scores between 2.60-3.39 show that the action is done sometimes. Table 4.2 indicates that Turkish EFL teachers' mean score for the *Critical* sub-dimension is sometimes ($\bar{x}$= 3.13, SD= .71). As the *Critical* sub-dimension includes the socio-political aspects of pedagogy, their reflective actions

covering these socio-political aspects, and topics such as race, gender, and social class, the related result shows that Turkish EFL teachers in Rize sometimes act as a critical teacher in their classes.

4.3. Turkish EFL Teachers' Attitudes toward Reflective Teaching Depending on Some Demographic Variables

In the study, it is aimed to investigate if there is a significant difference in Turkish EFL teachers' attitudes towards reflective practices according to some variables. With this regard, the following research question is wanted to be answered:

-To what extent do Turkish EFL Teachers' attitudes towards reflective teaching change depending on their

➢ gender?
➢ age?
➢ department they graduated from?
➢ years of teaching experience?
➢ school type where they teach?

As one of the variables, gender groups have a normal distribution in terms of response averages ($\alpha = 0.05$ <Sig.). For this reason, the t-test was performed to see participants' attitudes towards reflective teaching according to gender in general.

Table 4. 3

Turkish EFL teachers' attitudes towards reflective teaching depending on gender

	Gender	N	$\bar{x}$	SD	P
Attitudes towards reflective teaching	Female	87	3.58	.42	.89
	Male	21	3.59	.53	

(p< .05)

When the table above is analysed, there is no statistically significant difference among Turkish EFL teachers' attitudes towards reflective teaching in terms of being male and female teachers ($p = 0.89 > \alpha = 0.05$).

Female and male teachers' responses were analysed for each sub-dimension as well. When the normality test was performed, it was seen that the *Learner* and *Meta-cognitive* sub-dimensions were not normally distributed. Therefore, the Mann Whitney U test was performed on these two sub-dimensions since the average female scores did not have a normal distribution. Since other sub-dimensions were normally distributed, the t-test was carried out for them.

Table 4. 4

Turkish EFL teachers' attitudes towards five sub-dimensions depending on gender

Sub-dimensions	Gender	N	$\bar{x}$	SD	P
Practical	Female	87	3.56	.62	.24[a]
	Male	21	3.38	.69	
Cognitive	Female	87	3.19	.65	.06[a]
	Male	21	3.50	.82	
Learner	Female	87	54.95	4780.50	.76[b]
	Male	21	52.64	1105.50	
Meta-cognitive	Female	87	56.59	4923.00	.15[b]
	Male	21	45.86	963.00	
Critical	Female	87	3.09	.72	.34[a]
	Male	21	3.26	.69	

([a]: t-test, [b]: Mann Whitney U test)
(p< .05)

When the sub-dimensions of the research tool are examined, it is seen that there is no statistically significant difference between genders about Turkish EFL teachers' attitudes towards reflective teaching on the *Practical, Cognitive, Learner, Meta-Cognitive*, and *Critical* sub-dimensions in terms of being male and female teachers (p = 0.240> α = 0.05, p=0.068 > α=0.05, p=0.762 > α=0.05, p=0.159 > α=0.05, and p=0.340 > α=0.05, respectively).

With this study, it was also aimed to investigate if there was a significant difference in Turkish EFL teachers' attitudes towards reflective teaching depending on their ages. Age groups have a normal distribution in terms of response averages (α = 0.05 <Sig.). For this reason, the one-way ANOVA test was performed. The table of

Turkish EFL teachers' attitudes towards reflective teaching depending on their age is given as in the following:

Table 4. 5

Turkish EFL teachers' attitudes towards reflective teaching depending on age

Age	N	$\bar{x}$	SD	P
21-30	31	3.62	.42	.61
31-35	44	3.60	.42	
36+	33	3.52	.49	
total	108	3.58	.44	

(p< .05)

When the table above was examined, as a result of the ANOVA test, it was showed that there is no statistically significant difference among Turkish EFL teachers' attitudes towards reflective teaching and different age groups (p = 0.611> α = 0.05).

Turkish EFL teachers' attitudes towards reflective teaching was analysed for each sub-dimension to see if there is a significant difference according to different age groups. According to the normality test, 21-30 and 31-35 years of age in the *Learner* sub-dimension and 21-30 years of age in the *Meta-cognitive* sub-dimension were not normally distributed, Kruskal-Wallis H test was performed on these two sub-dimensions. Since other sub-dimensions are normally distributed, the ANOVA test was applied for them. The table showing Turkish EFL teachers' attitudes towards reflective teaching depending on their ages is given below:

Table 4. 6

Turkish EFL teachers' attitudes towards five sub-dimensions depending on age

Sub-dimensions	Age	N	$\bar{x}$	SD	Median	P
Critical	21-30	31	3.58	0.70	3.66	
	31-35	44	3.52	0.59	3.50	0.80[a]
	36+	33	3.48	0.66	3.33	
Cognitive	21-30	31	3.15	0.71	3.16	
	31-35	44	3.28	0.69	3.25	0.62[a]
	36+	33	3.31	0.70	3.33	
Learner	21-30	31	4.11	0.72	4.33	
	31-35	44	4.18	0.53	4.00	0.38[b]
	36+	33	4.01	0.58	4.00	
Meta-cognitive*	21-30*	31	4.30	0.53	4.42	
	31-35	44	4.19	0.46	4.14	0.008[b]*
	36+*	33	3.94	0.44	4.00	
Critical	21-30	31	3.16	0.65	3.14	
	31-35	44	3.12	0.74	3.28	0.94[a]
	36+	33	3.10	0.75	3.00	

([a]: One-Way ANOVA, [b]: Kruskal-Wallis H test.* There is a significant difference among the variables. $p < .05$)

Table 4.6 shows that there is no statistically significant difference between Turkish EFL teachers' attitudes towards reflective teaching on the *Practical, Cognitive, Learner*, and *Critical* sub-dimensions in terms of age groups (p = 0.806> α = 0.05, p=0.622 > α=0.05, p=0.380 > α=0.05, and p=0.941> α=0.05, respectively). It is also seen that there is a statistically significant difference between Turkish EFL teachers' attitudes towards reflective teaching on the *Meta-cognitive* sub-dimension in terms of two age groups: the teachers aged between 21-30 and the teachers aged 36 and over (p = 0.008 <α = 0.05).

In this study, it was also aimed to investigate if there is a statistically significant difference in Turkish EFL teachers' attitudes towards reflective teaching depending on the department they have graduated from. Department groups have a normal distribution in terms of attitude averages (α = 0.05 <Sig.). For this reason, the t-test was performed. The table showing Turkish EFL teachers' attitudes towards reflective teaching depending on their departments is given below:

Table 4. 7

Turkish EFL teachers' attitudes towards reflective teaching depending on their departments

	Department	N	$\bar{x}$	SD	P
Attitudes towards reflective teaching	English Language Teaching	75	3.59	.44	.69
	Others	33	3.56	.46	

(p< .05)

As a result of the t-test, the table above indicates that there is no statistically significant difference between teachers' attitudes towards reflective teaching, who graduated from English language teaching and other departments (p = 0.697> α = 0.05).

Parallel with the research purposes, Turkish EFL teachers' attitudes towards reflective teaching were analysed for each sub-dimension to see if there is a significant difference depending on their departments regarding each sub-dimension. Before analysing the sub-dimensions of the research tool, normality tests were performed for each sub-dimension, and nonparametric tests were used in cases where a single group did not normally disperse. In the *Learner* sub-dimension, it is seen that both groups do not have a normal distribution. Mann Whitney U test was performed for the sub-dimension of *Learner*. Since other sub-dimensions were normally distributed, the t-test was applied for them. The table is given below:

Table 4. 8

Turkish EFL teachers' attitudes towards sub-dimensions depending on their departments

Sub-dimensions	Department	N	$\bar{x}$	SD	Median	P
Practical	English Language Teaching	75	3.53	.63	3.50	.83[a]
	Others	33	3.51	.66	3.33	
Cognitive	English Language Teaching	75	3.25	.63	3.33	.99[a]
	Others	33	3.25	.84	3.16	
Learner	English Language Teaching	75	4.07	.61	4.00	.34[b]
	Others	33	4.21	.57	4.00	
Meta-cognitive	English Language Teaching	75	4.15	.50	4.14	.81[a]
	Others	33	4.13	.48	4.14	
Critical	English Language Teaching	75	3.18	.68	3.14	.27[a]
	Others	33	3.01	.77	3.00	

([a]: t-test, [b]: Mann Whitney U Test)
(p< .05)

When the sub-dimensions of the scale were examined, it was found that there was no statistically significant difference between the attitudes of the Turkish EFL teachers graduated from the ELT department and the graduates of other departments towards reflective teaching on the *Practical, Cognitive, Learner, Meta-Cognitive,* and *Critical* sub-dimension, (p = 0.838> α = 0.05, p=0.999 > α=0.05, p=0.341 > α=0.05, p=0.818 > α=0.05, and p=0.275 > α=0.05, respectively).

In this research, one of the aims is to investigate if there is a statistically significant difference in Turkish EFL teachers' attitudes towards reflective practices according to their years of teaching experience. It has a normal distribution in terms of professional seniority year (α = 0.05 <Sig.). For this reason, the one-way ANOVA test was done. The table of their attitudes towards reflective teaching depending on their seniority is given below:

Table 4. 9

Turkish EFL teachers' attitudes towards reflective teaching depending on the year of teaching experience

Years of teaching experience	N	$\bar{x}$	SD	P
1-5	26	3.55	.44	.82
6-10	41	3.61	.41	
11+	41	3.57	.48	
Total	108	3.58	.44	

(p< .05)

As a result of the one-way ANOVA test, it is indicated that there is no statistically significant difference in terms of Turkish EFL teachers' responses towards reflective teaching depending on their years of teaching experience (p = 0.826> α = 0.05).

Similarly, Turkish EFL teachers' attitudes towards reflective teaching were analysed for each sub-dimension to see if there is a significant difference according to their years of teaching experience. According to the normality test, each group in the *Learner* sub-dimension and the group of 1-5 years of teaching experience in the *Meta-cognitive* sub-dimension did not have a normal distribution. Kruskal-Wallis H test was performed on these two sub-dimensions. Since other sub-dimensions were normally distributed, the ANOVA test was applied. The results are given below:

Table 4. 10

Turkish EFL teachers' attitudes towards five sub-dimensions depending on the year of teaching experience

		N	$\bar{x}$	SD	Median	P
Practical	1-5	26	3.49	.74	3.41	.72[a]
	6-10	41	3.59	.61	3.66	
	11+	41	3.48	.61	3.33	
Cognitive	1-5	26	3.07	.69	3.16	.30[a]
	6-10	41	3.29	.74	3.33	
	11+	41	3.33	.65	3.33	
Learner	1-5	26	4.19	.71	4.33	.44[b]
	6-10	41	4.12	.56	4.00	
	11+	41	4.05	.58	4.00	
Meta-cognitive	1-5	26	4.20	.56	4.35	.11[b]
	6-10	41	4.23	.44	4.14	
	11+	41	4.02	.47	4.00	
Critical	1-5	26	3.07	.66	3.00	.67[a]
	6-10	41	3.08	.67	3.28	
	11+	41	3.20	.79	3.14	

([a]: one-way ANOVA, [b]: Kruskal-Wallis H test)
($p < .05$)

In the table above, it is shown that there is no statistically significant difference among Turkish EFL teachers' attitudes towards reflective teaching on the *Practical, Cognitive, Learner, Meta-Cognitive,* and *Critical* sub-dimensions according to year of teaching experience ($p = 0.723 > \alpha = 0.05$, $p=0.309 > \alpha=0.05$, $p=0.447 > \alpha=0.05$, $p=0.114 > \alpha=0.05$, and $p=0.677 > \alpha=0.05$, respectively).

As one variable in the study, it is aimed to examine if there is a statistically significant difference in Turkish EFL teachers' attitudes towards reflective teaching depending on the school type where they teach. It had a normal distribution in terms of average attitude according to the type of institution where they are teaching ($\alpha = 0.05 <$Sig.). For this reason, the ANOVA test was performed. The findings are given in the table below:

Table 4. 11

Turkish EFL teachers' attitudes towards reflective teaching depending on the school type where they teach

School type	N	$\bar{x}$	SD	P
Primary School	27	3.65	.41	.14
Secondary School	44	3.48	.43	
High School	37	3.65	.47	
Total	108	3.58	.44	

(p< .05)

Results of the analysis show that there is no statistically significant difference among Turkish EFL teachers' attitudes towards reflective teaching as a result of the ANOVA test in terms of the type of institution where teachers work (p = 0.145> α = 0.05).

Turkish EFL teachers' attitudes were analysed for each sub-dimension to see if there is a significant difference according to their institution type where they teach. It was checked whether each sub-dimension is normally distributed. The secondary school group in the *Practical* sub-dimension and High school group in the *Learner* sub-dimension did not have a normal distribution. Kruskal-Wallis H test was performed on these two sub-dimensions. Since other sub-dimensions are normally distributed, the ANOVA test was applied to them. Findings are given in the table below:

Table 4. 12

Turkish EFL teachers' attitudes towards five sub-dimensions depending on the school type where they teach

Sub-dimensions		N	$\bar{x}$	SD	Median	P
Practical	Primary School	27	3.55	.56	3.50	.95[b]
	Secondary School	44	3.49	.72	3.50	
	High School	37	3.54	.60	3.66	
Cognitive	Primary School	27	3.41	.70	3.33	.16[a]
	Secondary School	44	3.10	.70	3.16	
	High School	37	3.31	.67	3.33	
Learner	Primary School	27	4.08	.59	4.00	.10[b]
	Secondary School	44	3.97	.59	4.00	
	High School	37	4.29	.60	4.33	
Meta-cognitive	Primary School	27	4.25	.44	4.28	.42[a]
	Secondary School	44	4.11	.50	4.14	
	High School	37	4.11	.52	4.00	
Critical	Primary School	27	3.16	.73	3.14	.09[a]
	Secondary School	44	2.96	.68	2.85	
	High School	37	3.30	.70	3.42	

([a]: one-way ANOVA, [b]: Kruskal-Wallis H test)
(p< .05)

When the sub-dimensions of the research tool are examined, it is found that there is no statistically significant difference among the Turkish EFL teachers' attitudes towards reflective teaching on the *Practical, Cognitive, Learner, Meta-Cognitive*, and *Critical* sub-dimensions according to the type of institution where they work (p=0.953 > α=0.05, p=0.161 > α=0.05, p = 0.101> α = 0.05 p=0.425 > α=0.05, and p=0.092> α=0.05, respectively).

4.4. Turkish EFL Teachers' Obstacles to Applying Reflective Teaching Practices

After analysing Turkish EFL teachers' attitudes towards reflective teaching, it is vital to explore if they perform reflective teaching practices or not. Therefore,

participants were asked whether they use reflective practices or not. After getting answers about participants' reflective practice use, they were asked if they have any challenges to perform them. Parallel with the main research purpose, this part indicates teachers' responses to semi-structured interview questions to answer the following research question:

-What are the obstacles which prevent Turkish EFL teachers from using reflective teaching practices depending on their use?

To answer this question, 16 teachers were interviewed to mirror their ideas about the use of reflective practices. In terms of the obstacles, teachers have some general reasons which prevent them from applying reflective practices. They also have specific reasons for each type of reflective practice, which are keeping diaries, peer observation, audio, and video recording, peer collaboration, and action research. They were also asked if they had any challenges because of the curriculum and the materials.

4.4.1. General Obstacles to Reflective Practices

Upon teachers' responses as not using reflective practices, they were asked the reasons for not performing them. When teachers' replies to the obstacles are examined, it is seen that there are general reasons and practice-specific reasons not to perform reflective practices. To begin with the general reasons, the table below shows general obstacles to reflective practices:

Table 4. 13

Turkish EFL teachers' general obstacles to reflective practices

Lack of knowledge about reflective practices	T1, T2, T3, T5, T7, T8, T11, T13, T15, T16
Lack of seminars and workshops about reflective practices	T2, T4, T5, T8, T9, T10, T12, T13, T14, T16
General seminars by MoNE for all teacher at the beginning and end of the academic year	T2, T4, T6, T9
Further cities to get training	T2, T11, T13
Graduate of the department of Language and Literature	T1, T2
Requirement of devotion	T2
Exam for high school	T2
Not being employed as a full-time teacher	T10

As the most repeated general reason for challenges, T2 stated that she did not have any education about reflective practices with the following words below:

> We did not receive any training on reflective practices. We applied them on our own, we questioned ourselves. I shaped my lessons and problems by looking at my own past experiences. I questioned what I could do differently and how the lessons would be more effective. I evaluated myself based on my own experience by thinking about my lessons and my teaching. But this is just basic thinking about my teaching. There is no education I had about how to effectively evaluate myself (T2).

Like her, some other teachers (T1, T2, T3, T5, T7, T8, T11, T13, T15, T16) said that they had a deficiency in terms of knowledge about the practices. They complained about the lack of knowledge regarding how to evaluate themselves and their teaching.

Teachers stated that they could educate themselves with some seminars and workshops about methods and teacher development. Therefore, it was necessary to question if there were any seminars or workshops about reflective practices. Upon questions about this issue, T2 asserted that there was a lack of seminars and workshops about reflective practices by stating that:

Obviously, there is not much training for teacher development. Because Rize is a small city and far away from many cities, these kinds of activities are not conducted here. There is a general seminar for all teachers by MoNE. They are mostly on methods used for teaching. For this reason, new topics must be added for teacher development and reflective practices as well. Sometimes, there are activities outside the city, but we cannot attend them because they are distant (T2).

Similarly, some other teachers (T2, T4, T5, T8, T9, T10, T12, T13, T14, T16) complain about the deficiency of seminars for reflective practices around Rize. They want to have seminars and workshops in the province for professional growth. To teach students in an effective way, they state the need for improving themselves. However, they need to go to further cities to get education about reflective practices or some other applications for teacher development. Therefore, distance is a drawback for them as well. Likewise, T11 and T13 complain about the distance and not attending them very often, as seen below:

Seminars do not take place very often here. Training places are far away, and there are always conditions for participation. If there are activities nearby suitable for most of the teachers, we can at least attend and have an opportunity to educate ourselves in terms of reflective practices (T13).

As seen Table 4.13, there are compulsory seminars at the beginning and end of the academic years for teachers obliged by MoNE. Therefore, it is necessary to question if there are any seminars about reflective practices in MoNE. T9 states that English language teachers are not educated in terms of professional development and reflective practices with seminars necessitated by MoNE:

Of course, there were seminars, but they were not particularly related to reflective teaching. As a branch, we are a little disadvantageous in seminars. English language teaching is not very active. Therefore, there are deficiencies in the seminars we receive. Also, we look for special seminars and workshops. However, the last workshop we went to was not related to English language teaching (T9).

Parallel with him, Table 4.13 shows that T2, T4, T6, and T16 complain about the fact that there are general seminars by MoNE for all teachers at the beginning and end of the academic year, but there are not ELT-specific ones. They want to have

specific seminars for English language teaching in terms of professional development as the quote below shows:

> Seminars are common to all teachers, yes. A separate seminar is set only for religious culture and moral education teachers. Sometimes they suggest movies about critical thinking. Behold, it is like watching a movie and whatever it is. Sometimes we listen to speakers from EBA. It is not direct, but it is indirect. In EBA, we did not get any recommendations for reflective teaching, though. There is no seminar specifically for English teachers (T16).

Similarly, T16 asserted the lack of branch-specific education during seminars, as it is seen in Table 4.13. The only branch-based seminar is for religious culture and moral education teachers. Apart from branch-specific education, it is seen that they do not have any recommendations from EBA for reflective practices.

Apart from the lack of seminars and workshops about reflective practices for professional development, Table 4.13 indicates that some teachers (T1 and T2) who did not graduate from the ELT department were not educated about reflective practices during the formation process, either. As a result, they have a lack of knowledge about the practices. They think that their deficiency in terms of reflective teaching is due to the department they have graduated from. Therefore, they do not perform reflective practices during their profession. For that reason, T1 stated that:

> I have never heard of these practices before. I am a graduate of the department of language and literature. I did not know this subject before. During the pedagogical formation process, we also received training on general methods. We have some micro-teaching activities, but they did not include reflective practices, either (T1).

According to one of the participants (T2), one of the reasons for not applying reflective practices is because they require a lot of devotion. Performing them regularly is hard for her, together with preparing herself for classes as well. Also, she claims that paperwork they might retain them from applying them. She continues that performing all practices might be too challenging for her, but she could practise some of them sometimes. Moreover, she complains about the fact that they train students for the high-stakes exam for high school. She says that instead of endeavouring to improve

themselves professionally, they prepare extra materials and lessons for the exam. Because of directing most of the energy for the exam, they do not have time for teacher development and performing reflective practices:

> It is difficult to apply all the techniques at once. They require a lot of dedication. As I said before, we have a lot of paperwork. That's why we cannot do it all at once. Maybe a few can be performed from easy to difficult. In addition, we are also more like exam-oriented, especially in the seventh and eighth grades. We make them solve tests. Unfortunately, such professional development practices cannot be applied much rather than preparing students for the exam (T2).

One another reason could be being employed as a part-time teacher. T10 states that she could not devote herself to the school and students because she is temporary there. For that reason, she does not want to act as a reflective teacher. She has some other reasons as well. She states them as:

> I do not think I am reflective right now. I could have done more for more effective lessons. But I am very tired. The problem of discipline, lesson intensity, not being able to give myself to school, and being temporary but not permanent here also affect me a little as well (T10).

All in all, Turkish EFL teachers in Rize give the following reasons for challenges against reflective practices: the lack of knowledge (education) about reflective practices, the lack of seminars and workshops about reflective practices, general seminars by MoNE for all teachers at the beginning and end of the academic year but no ELT-specific seminars, the need to go to further cities to get training about teaching, being graduated from the Department of Language and Literature, devotion to reflective teaching, high-stakes exams for high school and university, and not being employed as a full-time teacher.

4.4.2. Obstacles to Keeping Diaries as a Reflective Practice

Keeping diaries, which is one of the reflective practices, was asked to the participants if they could perform it for their teaching. Except for one teacher (T5), all participants stated that they did not keep diaries. The following table shows participants who did and did not keep diaries:

Table 4. 14

Turkish EFL teachers' state of keeping diaries

Participants who keep diaries	Participants who do not keep diaries
T5	T1, T2, T3, T4, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16

The table above shows that except for one participant (T5), none of them keep diaries regarding what happens in their classes. Therefore, it was wanted to ask what reasons and obstacles to keeping diaries exist. Their responses are as in the following:

Table 4. 15

Turkish EFL teachers' obstacles to keeping diaries

It is hard to write each lesson	T1, T3, T6, T7, T8, T14
Bias against the reflective practice because of experience	T1, T2, T11, T13, T15
Personal reasons as not liking, and finding it boring	T3, T4, T6, T15, T16,
Workload	T2, T8, T9, T10

It is seen in the table above that just one participant (T5) states that she keps a diary in which she writes what happens in the class, what problems she has with students and activities, and what plans she does. The rest of the teachers do not keep diaries as a reflective practice. Although they do not keep diaries, some participants (T1, T2, T3, T5, T6, T7, T8, T12, T14) mention that they take notes as a reminder about what they teach and what homework and worksheets they give. When their responses are analysed, it is seen that keeping diaries has some challenges to perform according to the Turkish EFL teachers in Rize. As the most repeated reason for this practice, teachers find keeping diaries hard to do because it requires writing regularly and on a systematic basis (T1, T3, T6, T7, T8, T14). Writing what happens and what they do after each class is found difficult to practise. As an example, T3 tells the following utterance:

> In general terms, I do not like keeping diaries. You know, I normally do not understand how people write their daily lives. Taking notes on a regular basis is boring, in my opinion. Writing like "this happened" after each lesson is

hard to actualise every week. I believe that writing regularly in that way could not be done after somewhere (T3).

In addition, Table 4.15 indicates that there is a bias against writing diaries because of experience among teachers (T1, T2, T11, T13, T15). Teachers think that because they have teaching experience, they can handle many problems in the class. They think that by thinking over the previous incidents, they can handle much trouble. They believe that they do not need to write the incidents which happen in the class. Just the experience is enough for them to come over the problems. Likewise, T2 asserts that:

> Being a teacher requires experience. As we gain experience over time, we learn where and what to do. We evaluate the shortcomings or positive things in the lessons. But of course, we do not write this down. Even though I do not keep diaries, I could handle the problems in the class (T2).

According to Table 4.15, as the third most common reason for not keeping diaries, some personal reasons such as not liking it and finding it boring are given by some teachers (T3, T4, T6, T15, T16). Because they find it boring to write what happened, where and when it happened every day, they are not in favour of keeping diaries. They stated that they did not even keep diaries in their personal life because they found it boring. Similarly, T4 said that:

> I have not kept a diary throughout my life. It is about personality. I do not like writing. I remember when I try to recall what was going on anyway. As someone that does not like writing in general, this practice is not for me (T4).

Apart from bias and finding keeping diaries boring, paperwork and workload are obstacles to performing this practice for teachers (T2, T8, T9, T10). The fact that teachers teach for many class hours in a week, and they have much paperwork to do about their classes causes teachers not to have time to keep diaries for each class. Moreover, teachers who are also class teachers have the responsibility to keep a record of each student in their class. They are form masters. Therefore, teachers claim that this responsibility also restrain them from keeping responsibility. T2 explains this situation as below:

It is not possible to take notes daily. One note is taken, two notes are taken, but then it is quitted because the paperwork is a burden in the eyes of the teacher. It is more difficult, especially if they are a class teacher. For example, I have my own guidance class right now. The biggest burden is that class rather than teaching English. There are so many formal and documented things that need to be filled. We need to take note of everything. In other words, if I am not a form master now, I can do more things like taking notes and keeping diaries (T2).

4.4.3. Obstacles to Audio and Video Recording

Participants were asked if they recorded or taped their class to evaluate themselves later to develop themselves. Their responses are shown in the table below:

Table 4. 16

Turkish EFL teachers' state of audio and video recording

Participants who record or tape their teaching	Participants who do not record or tape their teaching
-	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16

As it is seen in Table 4.16, all the participants state that they do not record or tape their teaching and class. Therefore, they were asked possible obstacles to performing audio and video recording. Their responses are below:

Table 4. 17

Turkish EFL teachers' obstacles to audio and video recording

No knowledge about video recording	T2, T3, T11, T13, T16
Discipline problems with students	T5, T7, T10, T12, T14
Need for permission from MoNE	T1, T3, T10, T12
Students' feelings toward video-recording	T3, T8, T11, T15
Workload	T2, 79, T10
No need because of experience	T13, T14
Wish for not modelling the use of a mobile phone in class	T6, T11
Lack of quality equipment	T9

When teachers were interviewed, all of them stated that they record themselves neither with audio nor with video (T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12,

T13, T14, T15, and T16). As it is seen in the table above, when they were asked the reasons for not recording their teaching using audio or video record, they gave several reasons as challenges. As the most given challenge, they have no knowledge about video and audio recording (T2, T3, T11, T13, T16). They do not know that there is a practice like audio and video recording and how to practise it. Also, they do not know that audio and video recording is useful to see their weaknesses and strengths for professional development and effective teaching. So, they could not practise this application in their classes. They have a need for training about how to evaluate themselves through audio and video recording, as in the following utterance from T3:

> I did not know this practice would be useful. I have never heard of these uses. As I said, I did not think of using it because I did not have any experience with it and did not receive training on this subject. But we can do it in class with students after getting permission from them (T3).

As the excerpt above shows, teachers complain about the lack of knowledge about the use of audio and video recording for professional growth. T3 states that she could use this practice on the ground that students agree to be recorded.

In addition to the lack of knowledge, Table 4.17 shows that some teachers are worried about the fact that there could be discipline problems with students (T5, T7, T10, T12, T14). Because of this concern, they believe that they could not use this practice in their classes. The excerpt from T5 below shows her concerns about video recording:

> Frankly, I do not think of performing it in these conditions. It is also due to students because I think they will use this situation. When we record something in the lesson, they act different and strange behaviours and attitudes. They try to show off or act as if they were somebody else, I mean in a bad way (T5).

As seen above, T5 worries about classroom discipline. She has concerns about students' actions during video recording because of her experiences before. She believes that video recording could be practised at a higher level of school. But it is not possible for her with her students at that school.

Table 4.17 indicates that the third most given reason for not using audio and video recording is the fact that students might feel uncomfortable during video recording (T3, T8, T11, T15), as seen below:

> Students sometimes do not want to be videotaped, though. They say "I do not want to be taped." The rate of excitement increases as soon as I took the phone to record. Children can get a little hesitant. There is no problem other than that. I am telling them that I will not share the video anywhere, but still, there is uneasiness (T8).

It is seen from the excerpt above that students might be excited when they are videotaped. They might not want to be recorded. However, she also adds that this could be handled with the warning of confidentiality. When students are warned about not sharing records, teachers could release students' concerns. As seen from the excerpt, teachers worry about their students' feelings as well. To keep a comfortable environment for facilitating language learning, they do not use video recording in their class. T11 also concerns about the use of social media as a threat against herself together with students' comforts:

> Obviously, we do not record videos. I did not know this was a useful use. Students may not want it, either. I do not think they can focus on the lesson when they do not feel comfortable. This situation may also cause trouble afterward. It is difficult to do it, especially in the period when social media is used extensively and sometimes used as a weapon (T11).

The excerpt above indicates that in addition to students' feeling as comfort, the teacher emphasised that students could use records as a threat as they want. She hesitates the use of video recording in her classes because of this reason as well.

Additionally, Table 4.17 demonstrates that some teachers state that it is also necessary to get permission from the Directorate of National Education for audio and video recording (T1, T3, T10, T12). For recording students who study at kindergarten, primary school, secondary school, and high school, researchers or teachers need to get permission from the Directorate of National Education. It also takes time. As long as teachers or researchers do not show students' faces, they use their records and share them. Teachers know the process of permission and find it hard, so they hesitate to use audio and video recording. In the following, T3 states her ideas about this issue:

Since we are bond to the Directorate of National Education, you need to get permission from there. But why not. It can be done if the children are warm about the video recording. But as I said, getting permission is a bit of a problem (T3).

Additionally, some teachers do not want to model the use of mobile phones in class (T5, T6, T11, T13). According to the interviewed teachers, they do not want their students to use mobile phones in their class because they believe that students could spend time on social media and playing games. Therefore, by recording their classes with their mobile phones, they do not want to model and encourage students to use mobile phones in the class. As an example, an excerpt belonging to T6 is given below:

I do not record videos because the use of telephones is prohibited in classes. In the lesson, I do not use the phone so that when I say to children not to use the phone, I can stop them using it (T6).

It is seen from the utterance above that the teacher does not want to affect students to encourage mobile phone use in the class. It is seen that she does not think about other alternatives to tape the class like special equipment rather than mobile phones.

T2, 79, and T10 attribute not practising video and audio recording to their workload. It takes a certain time to analyse teaching. Teachers need to focus on their teaching and the aspects they need to analyse. Also, recording should be done on a regular basis. The fact that teachers teach for many hours in a week, and they do not have time to watch their videos and to get feedback for themselves prevents them from video and audio recording. T9 states his situation as in the following:

Our workload is huge. I attend 40 lessons per week. Frankly, I do not have time to watch those lessons and evaluate them again when I go home. I just want to rest and comfort myself after working so much. It would be nice if I do it to mirror my teaching, but unfortunately, it is not possible for me (T9).

It is seen above that the teacher is aware of the effectiveness of the practice. But he chooses not to practise it because he is tired a lot. The workload he has tires him so much that he does not even want to watch himself on the screen.

Different from the reason in the previous part, T13 and T14 think that they do not need audio and video recording because of their experiences. They believe that their experience guides them to handle many problems. They do not need to watch themselves and evaluate their teaching from a different perspective:

> I can say that we never thought about audio and video recording before because we did not need it. People learn how to deal with problems as they gain experience over time. There is no need for the use of video or audio recording exactly. As I have experienced, problems in the classrooms are almost the same. So, the experience is enough to solve them (T13).

T13 has a bias against the use of the practice because of her experience. She believes that classrooms and students are similar to each other, and so are their problems. Therefore, she thinks that videotaping is not necessarily important for problem-solving. The bias which she has prevents her from being open to the practice.

The last challenge for not using video and audio recording was given by just one teacher (T9). He said that there was a lack of hardware to record his teaching as in the following utterance:

> I have recorded myself in sound recording before. It was only a 20-minute recording. But I did it on the mobile phone, so the voice got obscure as I moved away from the mobile phone. Therefore, there was a problem with the sound. The charge was running out quickly, too. So, I did not try it anymore because I do not have a recorder or a special camera. Therefore, for such an application, there should be high-quality hardware like a recording device in school (T9).

The excerpt above shows the importance of quality hardware. The teacher thinks that there is a necessity for a good camera and voice recorder for this practice. Without a special camera and recorder, it gets hard to record teaching. Because of the problems like low battery and a faint voice, the teacher tells his unsuccessful experience for this practice.

4.4.4. Obstacles to Peer Observation

16 participants were asked about how often they observe their colleagues' teaching in the class. Their responses regarding peer observation are given below:

Table 4. 18

Turkish EFL teachers' state of peer observation

Participants who observe their colleagues and are observed	Participants who do not observe their colleagues and are not observed
T4	T1, T2, T3, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16

The table above shows that except for one teacher (T4), all participants did not observe their colleagues as reflective teaching requires. Therefore, they were asked the reasons why they did not observe each other. Their reasons and obstacles to peer observation are as in the following:

Table 4. 19

Turkish EFL teachers' obstacles to peer observation

Feeling uncomfortable during teaching	T2, T4, T5, T7, T12, T13, T15
Workload	T3, T6, T8, T10, T12
Class overlaps	T3, T8, T12, T14, T16
Lack of knowledge about peer observation	T7, T13
Discipline problems with students	T7, T12
Students' perception of teacher quality and behaviour	T5
Being employed as one teacher	T11

Of the participants, just one teacher (T4) said that he had a partner among his colleagues. Both had been observing each other's teaching in class. He answered the interview question as in the following:

> Yes, we perform this practice. I have a partner, and we have been working together for about ten years. We attend our lessons and give feedback to each other. We then evaluate the lesson for shortcomings and strengths. Since we are sincere, there is no such thing as a fight or a resentment. But if we did not know each other, perhaps it would be a situation like a resentment. But we know each other, we criticise each other harshly if it is necessary. I think this is very beneficial for me in terms of professional development. I think we make a great contribution to each other (T4).

T4 states above that he could apply the practice in his teaching because he and his partner have known each other before. They observe each other and give feedback to each other. He thinks that this is an effective and useful practice for teacher

development. But he also adds that the reason why they could apply this practice is the fact that they have known each other for a long time, and there is no misunderstanding or resentment between them because of critics they have done. If they had not known each other, it would have been a problem to criticise each other according to T4. Likewise, T2, T4, T5, T7, T12, T13, and T15 think that teachers might feel uncomfortable during teaching because of being observed. This is the most repeated obstacle to performing peer observation among the participants. The excerpt below is an example of this challenge:

> I do not know. Peer observation does not seem very likely. If I offer my colleagues this kind of thing, they might not feel comfortable. They may not act as desired in the lesson (T2).

Like T4, this teacher (T2) thinks that her colleagues might displease peer observation because they feel uncomfortable about being observed. So, she believes that they might pretend to act for the ideal teacher, not like themselves. Therefore, she has not practised peer observation so far.

As seen in Table 4.19, the second most repeated obstacle to peer observation is the workload. Some teachers (T1, T3, T6, T8, T10, T12) stated that because of all the works they had to handle, they did not have time to observe their colleagues. Accordingly, T8 says in the following that:

> We have not attended each other's lessons. This is due to the teaching hours per week and the fact that we have friends who take the day off, sometimes because of an illness, sometimes because of pregnancy. So, we teach classes for teachers who are on leave. For this reason, we do not have time to attend each other's lessons. It is caused by this. But frankly, we did not think of it, either. We do not know how to do it. Actually, it can work and be effective for us (T8).

This excerpt shows that the workload teachers have causes them not to observe each other's lessons. They must teach for so many hours per week, so they do not have time to attend their colleagues' classes for observation. Parallel to this situation, their classes overlap, and they could not attend others' classes, either. They teach at the same class hour as their colleagues. So, they cannot go to attend theirs. Some

participants (T1, T3, T8, T12, T14, T16) give this situation as an obstacle to peer observation as in the following:

> For this issue, at the moment, the number of lessons for each teacher is a lot. We teach 28-30 hours per week. Since our lessons overlap, we have no chance to observe each other. We all have take-off on the same day. So, it is not possible (T3).

The utterance from T3 indicates that they take the day off on the same day. Also, their off-hours on a day are the same. So, they could not observe their colleagues by finding a suitable time for both parties. Therefore, she finds peer observation impossible.

It is seen in Table 4.19 above that in addition to the obstacles of workload and class overlaps, some teachers (T7, T13) believe that there is a lack of knowledge about the benefits of peer observation, which causes them not to perform peer observation. They say that they are not informed about how to observe each other and to what aspects they should think over, so they could not observe each other. But according to a participant (T13), the main reason is the fact that they do not know there is a practice as peer observation. She states it as in the following:

> I can say that we never thought about attending each other's lessons. As we already gain experience, we learn where and what to do after a while. Therefore, we did not need it. Personally speaking, I did not know this application before. I have never thought about it, either. So, I did not ask any of my colleagues to observe me (T13).

As it is seen above, the participant mentions her lack of knowledge about the practice. She also has a bias against the use of peer observation because she has teaching experience. She believes that she can handle many problems with the help of her teaching experience. So, she thinks that there is no need for peer observation thanks to her experience.

According to some participants (T7, T12), there might be discipline problems with students because of peer observation. One of the participants states her concerns in the following:

Obviously, students can behave strangely. A colleague has not come to observe my teaching before, but we had other guests in class. The principal came for observation. Pre-service teachers have come to observe our class for their practicum. Students were talking to them, acting strangely to force them. It might be different if a teacher comes, but when someone else comes, they think they can disrupt the lesson right away (T12).

These sentences above show the teacher's concerns about students' misbehaviour. She is afraid of students' ideas that they could disrupt the class, and they do not study during lesson time. She finds students' behaviours and attitudes as a challenge because the teacher has some experience with teacher candidates who attended her classes before. Likewise, one participant (T5) thinks that her students could question her and the observation as if she was evaluated. She says:

A teacher can come to the course instead of a pre-service teacher. But I do not think that students' attitudes would change a lot even if a teacher attends the lesson as an observer. There, they think, "Oh look, the new teacher is watching our teacher. Let's see what mistake our teacher will make, what situation she will fall into, or what she does." It could create this situation. They also think that "Why did they come to observe her, is she insufficient as a teacher?" When the administrators attended the classes, they said: "Oh, teacher! Why are you observed? "All classes in the school are observed, but students can interpret it differently because they do not know it (T5).

As it is seen above, the teacher worries about her students' perception of her teaching quality and behaviour. She believes that her students would question her quality as a language teacher. She is also afraid of being judged about her capabilities and proficiency. She believes that even if the observer is a teacher apart from a pre-service teacher, students' beliefs would not change. They keep questioning her proficiency. She fears this point of view.

The last obstacle to peer observation is given by one participant (T11). She employs at that school as the only language teacher, so she does not have any colleagues to observe her in her branch. Therefore, as an excuse, she believes that being employed as one teacher in the branch at that school is a challenge to peer observation as in the following excerpt:

I do not have a colleague in my branch. I am the only English language teacher in this school. So, peer observation is not possible for me at this

moment. But I talk to other teachers about the problems and the way they teach. So, it happens on a student basis. Sometimes some students need guidance. At that time, I talk to other teachers to get advice about students. But only for guidance, not for language teaching, of course (T11).

The excerpt shows that the teacher does not have an opportunity for peer observation because she is the only language teacher at that school. But she consults other teachers for guidance and some problems based on students' behaviour.

4.4.5. Obstacles to the Use of Action Research

Action research is one of the reflective practices. Therefore, Turkish EFL teachers were asked if they use action research to detect the problems and find possible solutions to them as a reflective tool. Upon this question, all the participants stated that they did not conduct action research. Their response is given below:

Table 4. 20

Turkish EFL teachers' state of conducting action research

Participants who conducted action research	Participants who did not conduct action research
-	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16

Because none of the participants in this study have conducted action research in class, the possible obstacles are wanted to be found to handle them. With this purpose, participants were asked what hindered them from searching for problems in the class through action research. Their responses to possible obstacles are as in the following:

Table 4. 21

Turkish EFL teachers' obstacles to action research

Experience	T1, T2, T3, T5, T6, T7, T8, T9, T10, T11, T13, T14, T15
No information	T1, T2, T3, T5, T6, T7, T8, T9, T10, T11, T13, T14, T15
Number of teaching hours	T2, T6, T7, T8, T10, T13, T14, T15
Feeling burn-out	T2, T6, T7, T8, T10, T13

The table above shows that most of the participants do not know what action research means. When they learned the definition, most of them stated that it was not necessary to conduct action research in their class because they could handle many problems thanks to their teaching experience (T1, T2, T3, T5, T6, T7, T8, T9, T10, T11, T13, T14, T15). Similarly, T11 expresses her ideas on this issue in the following:

> I do not need to conduct research. As we get experience, we can solve problems in the class easily. We can see if there is a problem with whether students understand the lesson or not. We look at their eyes and see if something is wrong. We do this a lot (T11).

It is seen in the excerpt that the teacher does not use action research as a reflective teaching tool in her classes to find problems and solve them. She thinks that there is no need to do research for each problem. According to her, her experience replaces action research.

As it is seen in Table 4.21, the second most repeated obstacle to the use of action research in the classes is the lack of knowledge about it. Teachers (T1, T2, T3, T5, T6, T7, T8, T10, T11, T13) do not know what action research is and how they can use it in their classes for problem-solving. They have never performed it in their classes because they did not know its existence. However, even if they were informed about how to conduct action research and what it means, some teachers (T2, T6, T7, T8, T10, T13, T14, T15) said that the number of their teaching hours was not suitable for research because planning, conducting, and analysing research took extra time for them.

> We teach many hours per week and get tired. Sometimes our colleagues take the day-off, and we have to attend their class, too. We have to fill some reports

about our students as well. Frankly, I do not want to do and try to analyse any research after all this work. I do not think there is a need anyway (T10).

It is seen that the teacher feels tired and burn-out because of the workload. She does not want to search for her problems in the class because she also does not have time to analyse it. She also thinks that she does not need to conduct action research in her class, either, which is the previous obstacle. She is not the only one who feels burn-out because of workload. Some participants (T2, T6, T7, T8, T10, T13) agree with her. Because of the working hours and the work which they have to complete after class, they feel burn-out. They do not have the energy to search for problems with action research because they think that it also requires preparation, application, and analysis. It is seen in the words of an EFL teacher at the secondary school:

> I do not know how to conduct action research. But as I remember, we need preparation, conducting the research, and an analysis. Because I do not know how to do them, they look like a lot of jobs to me. I have already done lots of paperwork and teaching. I am not an expert on research. Maybe I exaggerate it, but I cannot perform it within this working hour. I feel tired (T13).

This point of view shows that she does not want to conduct action research in her classes. She explains that it comes from her ignorance in terms of how to do research. But she is not open to doing it, either.

4.4.6. Obstacles to Peer Collaboration

When teachers were asked how often they collaborate with their colleagues about their teaching and problems which they have in the class, all of them said that they did it very often, except for one teacher (T11) as it is seen in the following:

Table 4. 22

Turkish EFL teachers' state of peer collaboration

Participants who performed peer collaboration	Participants who did not perform peer collaboration
T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T12, T13, T14, T15, T16	T11

T11 was asked why she did not perform peer collaboration. Her answer to the question is the fact that she is the only EFL teacher at school as the following table shows:

Table 4. 23

Turkish EFL teachers' obstacles to peer collaboration

Being employed as one teacher	T11

According to participants in this study, peer collaboration is the most used reflective practice they performed. As the quote below shows:

> Yes, I use it the most. We even have a WhatsApp group, and we talk about what unit we teach and what should be done for better teaching. We tell each other about our problems in class and sometimes ask for advice, too. It is very beneficial because colleagues in the same branch understand each other better (T3).

The excerpt above indicates that the teacher finds peer collaboration very useful on the ground that they experience similar things. She emphasizes that with technological development, they can easily get connected and talk to each other about their classes and teaching. Like her, T4 emphasises the effectiveness of peer collaboration in the following:

> Of course, we are always in communication. There is a very beneficial relationship between us. When one of us suffers, others rush to help. We help each other in terms of all kinds of financial and moral assistance. We also give each other some suggestions about in-class activities. Frankly, they are very useful (T4).

All the participants support peer collaboration and perform it. However, one participant (T11) cannot perform it in the school where she teaches, although she supports its usefulness and effectiveness. She is the only language teacher in the school. Therefore, she does not contact anyone there. However, she states that she talks to her colleagues from her previous schools. She calls them or meets them and talks about her problems and her teaching. For other problems about students like their

general misbehaviour, she consults with the guidance teacher and other teachers at school. With their advice, she tries to solve behavioural problems.

4.4.7. Obstacles to Reflective Practices Stemmed from the Curriculum

Reflective actions are built upon reflection on experience and values (Zeichner & Liston, 1996). Therefore, Turkish EFL teachers were asked to what extent the curriculum is in line with their values, and they can modify the curriculum parallel with their objectives. Their responses to the question are given below:

Table 4. 24

Turkish EFL teachers' ideas about modifying the curriculum

Participants who find the curriculum modifiable	Participants who do not find the curriculum modifiable
T3, T4, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16	T1, T2, T5

Table 4.24 shows that except for three participants (T1, T2, and T5), all participants think that they can modify the curriculum to some extent. Similarly, T9 states that:

> The curriculum gives us the flexibility to modify it. We cannot completely stray from the topics, but we can use different techniques we want. If there are topics that we cannot teach, we can report them with the reasons at the end of the year. But we generally modify the curriculum according to the levels of our classes to keep up with the curriculum since the lesson hours per class are very few (T9).

The excerpt above shows that teachers think that they have the freedom to alter the curriculum and plans as they wish to some extent. They can use different techniques if they want. But they have to teach the subjects in the curriculum. It is seen that they have the freedom not to teach all the units on the ground that they report the units which they could not teach with the reasons. Therefore, they were asked why they need some changes in the curriculum. Their responses are given as in the following:

Table 4. 25

Turkish EFL teachers' reasons to modify the curriculum

The high-stakes exam	T2, T5, T10, T13, T16
The number of teaching hours	T2, T5, T9, T16
The number of students	T2
Students' misbehaviour	T1
Students' profile	T1
The book	T1

The table above shows that teachers' biggest reason to modify the curriculum is the high-stakes exam. Students have to enter high-stakes exams for high school and university. Therefore, teachers need to change some units to let students study for exams. As an example, one of the participants states in the following excerpt:

> The curriculum is suitable for its topics. But we have a lot of trouble, we cannot do speaking activities too much with students. We are exam-oriented, especially in the seventh and eighth grades. I want more effective, theatrical, and communicative activities. However, the number of students in the class is not suitable for this. We cannot teach very comfortably and easily. This situation prevents us from professional satisfaction. We also cannot be motivated for professional development (T2).

The excerpt indicates that the teacher complains about exam-oriented teaching. There are some high-stakes exams for high school and university. Therefore, teachers need to change the curriculum and order of units to let students study for their exams. She said that she could not find time to do speaking activities. Although she wants to teach English with communicative activities, the high-stakes exam prevents her from doing it. Therefore, she states that this situation demotivates her satisfaction and enthusiasm for teacher development. Teachers were asked what other obstacles they have which push them to modify the curriculum. Their obstacles are as follows: the number of teaching hours, the number of students in the class, students' misbehaviour, students' profile, and the book.

The number of teaching hours is the second most repeated obstacle, which makes the teacher not follow the curriculum. They stated that teaching hours per week

were not enough to teach English and four skills as in their teaching objectives. For that reason, they had to make some changes as seen below:

> I think that the curriculum cannot be simplified because the number of units is reduced, but the same topics are covered. In addition, the number of lesson hours is not enough. I think 4 hours a week is not enough for us to practise and teach these 4 skills (T5).

The excerpt above indicates that the teacher has teaching objectives as to teach English with four skills. But he cannot perform it because there are not enough hours per week to actualise it with the current curriculum. Therefore, he needs to make some changes to cover the topic in the curriculum.

Similarly, the number of students in class is the third obstacle to teach English with the current curriculum. Teachers want to teach English as in their objectives. However, crowded classes do not allow them to actualise it. Therefore, they need to make changes in the curriculum and in their plans. This fact prevents teachers from teacher development. Parallel with this idea, T2 says that:

> I want more effective, theatrical, and communicative activities. However, the number of students in the class is not suitable for this. We cannot teach very comfortably and easily. This situation prevents us from professional satisfaction. We also cannot be motivated for professional development (T2).

The following reasons are students' misbehaviour and students' profile. They hinder teachers from enthusiasm for teaching and teacher development. As teachers do not teach parallel with their objectives, they lose their professional satisfaction. Therefore, they need to make some changes to the curriculum. So, T1 says that:

> From time to time, English teaching is not exactly how I want it to be. There may be situations that can prevent this. This is due to the student profile. They do not want to learn, and their sociocultural background is challenging. But I try to modify and shape the lessons parallel with my own purposes as much as I can. The sixth-grade students' English levels are so low that I find it difficult to guide them the way I want. It is because of their misbehaviour. They are so naughty that sometimes I cannot shape teaching as much as I want (T1).

Apart from them, the book provided by MoNE to teach English also pushes teachers to modify the curriculum. They complain about the fact that the book does not help them to modify the curriculum to keep up with teachers' objectives. Therefore, they do not like the book because it does not serve their teaching values and objectives. The excerpt below also indicates this situation:

> There is also a book that we need to teach, which is compulsory by MoNE. We need to teach what the book covers to keep the curriculum. So, we cannot always change it as we wish (T1).

It is seen that teachers think that they have the freedom to modify the curriculum while teaching. However, they have some reasons and obstacles while doing it. According to their responses, these obstacles are the high-stakes exams, the number of teaching hours per week, the number of students, students' misbehaviour, their profile, and the book they had to use in class.

4.4.8. Obstacles to Reflective Practices Stemmed from the Materials Provided by MoNE.

To examine the relation between the teaching materials and its effect on teachers' reflective teaching, Turkish EFL teachers were asked if they were satisfied with the materials provided by MoNE or not. Their satisfaction with the materials is shown below:

Table 4. 26

Turkish EFL teachers' satisfaction with the materials provided by MoNE

Participants who are satisfied with the materials provided by MoNE.	Participants who are not satisfied with the materials provided by MoNE.
T3, T7, T8, T14	T1, T2, T4, T5, T6, T9, T10, T11, T12, T13, T15, T16

Table 4.26 indicates that most of the participants are not satisfied with the materials provided by MoNE. Of the participants, 4 teachers (T3, T7, T8, and T14) thought that the book and other materials for teaching English in school are effective

and enough. It is seen in the table above that the others do not agree with them. Therefore, they were asked what reasons they have, which cause them to think so. Their causes are given below:

Table 4. 27

Turkish EFL teachers' reasons for not being satisfied with the materials provided by MoNE

High-stakes exams	T13, T15, T16
Number of teaching hours per week	T1, T5
No permission for other books	T2, T15
Smartboard application	T2, T15
Students' level	T6, T15
Not teaching 4 skills	T4

As in the table above, teachers' biggest problem with the materials is the high-stakes exam. Teaching English and getting students to study for high-stakes exams tire teachers a lot and prevent them from focusing on professional development. It is seen in the following excerpt from T16:

> Both practising students for the exam and trying to keep the curriculum with the book make us feel exhausted. Their responsibility is very different. The stress of practising students for the exam is quite a lot. The book does not help us in this process (T16).

The excerpt above shows that the book teachers use in school does not help them because they need to complete the book and spare time for students to help them study for the exams. Students need to study for the high-stakes exams. Meanwhile, teachers have to teach English based on their own teaching values by using the book provided by MoNE. But they also have to make students study for the exams. Therefore, teachers state that the materials they have to use in class do not serve them in this process because of the content of the book. They also complain about the fact that the number of teaching hours per week is not enough to finish the book and teach English based on their teaching values as in the following excerpt:

> There are also practice exams. Practice exams are compulsory to be performed, but we do not have the chance to do more activities to prepare the student for

this exam because we do not have time to do so. 4 hours per week are not enough to complete all these effectively (T5).

Table 4.27 shows that the third reason for not being satisfied with the materials is the fact that there is no permission to use different books in state schools other than the ones provided by MoNE. Teachers think that the mandated books used at schools are not suitable for their teaching values and their students' needs. But there is no permission to use different materials at state schools. Therefore, it hinders teachers from seeking for motivation and professional development as well. The following sentences from a participant are in line with this finding:

> We have deficiencies in terms of materials and technical equipment. We have no smartboards. It causes audio-visual deficiency. So, we have trouble with materials. We cannot get every material we want. It is forbidden for us to teach anything other than state books. We cannot act very comfortably (T2).

As is seen above, another problem with the books is the smartboard. Some schools do not have smartboards. It prevents teachers from using audio-visual aids in class. The teacher complains about it as well. Similarly, one teacher (T15) stated that there was no smartboard application for the book they used. Therefore, she could not effectively teach English as in the following excerpt:

> Frankly, the material and the curriculum do not serve my purposes in the language class because students need other materials for the language exam. Books provided by MoNE do not help them for the exam. The book works in other classes. Also, there are no smartboard applications. We cannot use smartboards for listening activities or visual materials, which are very important for language classes (T15).

Apart from the smartboard, according to the participants, the mandated book does not suit students' level. At state schools in Turkey, all students have the same book to learn English. However, according to the participants in this study, it is an obstacle to them as shown below:

To be honest, I always reshape lesson plans because I am in vocational high school. The curriculum and the book do not suit my techniques or students' levels at all. So, I am constantly modifying them. Unfortunately, the curriculum and materials prepared are not suitable for vocational high schools (T6).

As the last obstacle to teach English and reflective teaching at school caused by the book is the fact that the book does not serve four skills. According to the participant (T4), the book provided by MoNE is not suitable to be used for four skills. Teachers wanted to teach English within four skills as their teaching values. However, books generally focus on reading skills, and they are exam-oriented. T4 explains the situation below:

The materials sent by the Ministry of National Education are built entirely on the old system. It is useful only for the reading of our four basic skills. It can just evaluate reading comprehension. Unfortunately, other skills cannot develop much (T4).

All in all, the results of this study show that most teachers are not satisfied with the materials provided by MoNE. It causes them not to focus on teacher development and reflective teaching. The problems with books are the high-stakes exam, the number of teaching hours, no permission for other books, students' proficiency level, smartboard application, and not supporting four skills.

CHAPTER V

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1. Introduction

Chapter 5 outlines the discussion and conclusion of the study, which aims to investigate Turkish EFL teachers' state of reflective teaching and their obstacles to reflective practices. It also outlines the main results and presents strategies to handle the obstacles by discussing previous studies about reflective practices. After making conclusion about Turkish EFL teachers' obstacles, recommendations regarding the application are presented. Recommendations for further studies are also given at the end of this chapter.

5.2. Turkish EFL Teachers' Attitudes towards Reflective Teaching

The first research question was to investigate Turkish EFL teachers' attitudes towards reflective teaching. The results of the mean score of participants' responses to the Reflective Practice Inventory used for this purpose indicated that Turkish EFL teachers "often" act as a reflective teacher, which shows that Turkish EFL teachers in Rize have a reflective attitude. As parts of reflective teaching, it is understood from the findings that Turkish EFL teachers in Rize tend to question, assess, and reshape their teaching, class, students, and other education components upon their evaluation. The high mean score can also be assumed as the indicator of the fact that Turkish EFL teachers in Rize are open to changes and innovations for teacher development. This affirmed some of the previous studies on this topic (Dağkıran, 2015; Kazemi, Bazregarzade, & Firoozi, 2016; Korumaz, 2012). For instance, Korumaz (2012) found that Turkish EFL teachers' attitudes toward reflective teaching were "often" according to his study, which was conducted in Bursa, a province in Turkey. He confirmed that Turkish EFL teachers in Bursa had a positive perception reflective teaching and their professional development. Dağkıran (2015) also found that her participants did not refuse to use reflective practices in their class. On the other hand, they "sometimes" perform them during their teaching.

However, this study did not affirm some of the previous studies in the literature because some studies indicated that there was a negative perception of reflective practices (Afshar & Farahani, 2018; Aliakbari & Adibpour, 2018). For instance, as opposed to this study, Afshar and Farahani (2018) found that Iranian EFL teachers' perception of reflective teaching was not very high, which they believed that it was originated from the educational system and the deficiency in knowledge of reflective practices as well. Aliakbari and Adibpour (2018) also indicated that there was a significant difference between the expected and observed behaviour about reflective practices. They found reflective perception lower than they assumed, which is opposite this study.

The mean scores of sub-dimensions indicated that teachers' the highest mean score is the Meta-cognitive sub-dimension. Therefore, it can be understood that what teachers do the most is to think over their profession and evaluate their beliefs and values about their occupation. The mean score also shows that teachers often engage in their ideas about being a language teacher and their identity. This result is in line with what Faghihi and Anani Sarab (2016) found. According to their findings, participants in their study also relied more on their personal views and beliefs about their professions than other sub-dimensions. Put another way, they were less sensitive to learners' needs, reflective practices to facilitate teacher growth, and socio-political aspects in the class. On the other hand, the least mean score in this study is from Critical sub-dimension. It is understood that teachers regard socio-political issues like as race, gender, religion, and social class the least. Although it was recommended to be critically thinking about teaching and taking actions upon these critics by Borg (2003), those participants in the study showed that they sometimes acted as a critical teacher in classes. This situation is also against what Zeichner and Liston (1996) proposed because they claimed that apart from teaching and its strategies, teachers should also reflect upon classes in terms of political, economic, cultural, and intuitional aspects. However, Turkish EFL teachers in Rize just sometimes considered moral and ethical outcomes of their actions. This result is different from the findings of Faghihi and Anani Sarab (2016). They found that their least mean score belongs to the Practical sub-dimension. Their participants did not engage in reflective practices as they cared for moral and ethical issues or as they thought over learners' needs.

5.3. Turkish EFL Teachers' Attitudes towards Reflective Teaching Depending on Demographic Variables

The second research question was to investigate if there is any difference in Turkish EFL teachers' reflective practices depending on their gender, age, the department from which they graduated, years of teaching experience, and the school type where they teach. Regarding gender, the results showed that there is no significant difference in Turkish EFL teachers' attitudes according to their gender in Rize. In this study, it is understood that being male or female does not affect teachers in terms of assessing their teaching, reshaping classes to avoid similar problems, finding alternative solutions, and being open to changes. It is consistent with some studies in the literature (Mahmoodi, Izadi, & Dehghannezhad, 2015; Roohani & Avendi, 2019, Suzani, 2018). For instance, Roohani and Avendi (2019) have also found that gender does not have an influence on teachers' attitudes toward reflective teaching. Nevertheless, the finding of this study is not consistent with what Korumaz (2012) explored. In his study, he indicated that female and male participants had different reflective attitudes. Female participants had a significantly more positive attitude toward reflective practices and reflective teaching than male Turkish EFL teachers.

What is unique to this research is to examine the effect of age on Turkish EFL teachers' attitudes towards reflective teaching. The results showed that age did not affect teachers' attitudes towards reflective teaching. Therefore, it is seen that getting older or being younger does not cause teachers to evaluate themselves, reshape their teaching, and construct better teaching depending on self-assessment. However, it should be noted that although there was no significant difference among the age groups, the highest mean score is in the 21-30 age group while the least one is 36+. Therefore, it is understood that younger teachers more tend to be reflective than older ones. Moreover, when the sub-dimensions were analysed, it was seen that there was a significant difference among the age groups of 21-30 and 36+ in the Meta-cognitive sub-dimension. Younger Turkish EFL teachers have a significantly more positive attitude toward reflective teaching than the older group. They thought over their profession as a teacher a lot and refined their actions according to their teaching objectives and values. Therefore, it can be said that younger teachers tend to be more reflective, and they are more open to changes, and teacher development.

Contrarily, it is explored that years of teaching experience did not influence teachers' attitudes toward reflective teaching in this study. So, it can be stated that novice and experienced Turkish EFL teachers were not different regarding their attitudes towards reflective teaching. This result is in line with Dewey's words "We do not learn from experience. We learn from reflecting on experience" (1933, p. 78). Put another way, just experience does not develop teachers. Teachers also need to reflect upon their experiences to actualise professional growth. This result has confirmed some previous studies about this issue (Khoshsima, Shirnejad, Farokhipour, & Rezaei, 2016; Korumaz, 2012; Motallebzadeh, Ahmadi, & Hosseinnia, 2018; Roohani & Avendi, 2019). For instance, Roohani and Avendi (2019) wanted to investigate if self-evaluation techniques, years of teaching experience, and gender affect EFL teachers' attitudes towards reflective teaching and cause any difference in their attitudes towards reflective teaching. Their results indicated that there was no difference in participants' attitudes towards reflective teaching in terms of their gender and years of teaching experience, which is consistent with the results of this research.

As Zeichner and Liston (1996) assert, teachers need to combine their theory with their practice. If there is a gap between both, they can have difficulty in teaching. Therefore, this study searched for finding if there is a difference in teachers' attitudes toward reflective teaching according to the school where they practice. The results showed that the school type does not matter for participants' attitudes towards reflective teaching. No matter at what kind of institution teachers practise, their mean scores are in the same group of frequency for each school. Therefore, it is understood that working at primary school, secondary school, or high school does not affect teachers' attitudes towards reflective teaching. This finding confirms Korumaz's (2012) study. He conducted research on reflective teaching practices with 106 Turkish EFL teachers. He used the same scale as the research tool in his study to investigate if Turkish EFL teachers' reflective changes according to the school type where they work. However, he did not find any difference among participants' attitudes towards reflective teaching depending on the institution.

In addition to the school type, the question of if graduating from the department of ELT causes a difference in teachers' attitudes towards reflective teaching was tried to be answered because of the importance of theory. The findings indicated that the

department where they graduated from does not affect teachers' attitudes towards reflective teaching at all. Neither for reflectivity nor for sub-dimension is there any difference. However, teachers' mean score who are graduates of the department of ELT is a little bit higher than the ones in other departments. It is also seen that for all sub-dimension except for the Learner, teachers' mean scores of who graduated from the Department of ELT are higher than others. Therefore, it can be said that graduating from the faculty of education influences teachers' attitudes towards reflective teaching more positively. This result is in line with Korumaz (2012), who discovered that the department did not lead to a significant difference in his participants' attitudes towards reflective teaching, although ELT graduates had more positive attitudes toward reflective teaching.

5.4. Turkish EFL Teachers' Obstacles to Applying Reflective Teaching Practices

Research question 3 was about Turkish EFL teachers' obstacles to apply reflective practices. Results showed that among the general obstacles to reflective practices, lack of knowledge about reflective practices had the highest frequency, followed by lack of seminars and workshops, general seminars by MoNE, further cities to get an education, graduating from the department of English Language and Literature, a lot of devotion, high-takes exams, and being employed as a part-time teacher. From the findings, it can be understood that the main obstacle is the fact that teachers do not know much about reflective teaching and its practices. When teachers were asked their opinions about reflective teaching and reflective practices, there was a need to explain to them what they were. Therefore, it is seen that they did not know much about reflective teaching, reflective practices, and their effects on professional development. This result confirmed some previous studies in the literature (Afshar & Farahani, 2018; Gobena, 2017; Kano, Ayana, & Chali, 2019; Tajik & Ranjbar, 2018). For instance, Afshar and Farahani (2018) asked their participants what obstacles they had in order to perform reflective practices. They stated that they did not know enough about reflective teaching and how to use the practices. Similarly, participants in Gobenas's (2017) study mentioned that they did not have knowledge about reflective practices.

Parallel with it, teachers wanted to get an education to learn more about reflective practices through seminars, workshops, training, and some initiatives by MoNE because they put the lack of seminars and workshops as an obstacle to reflective practices. It is seen that compulsory seminars by MoNE did not meet teachers' needs for reflective practice. Because of that, reflective practices could not help teachers develop themselves professionally. These results confirmed previous studies in the literature (Afshar & Farahani, 2018; Gobena, 2017; Kano, Ayana, & Chali, 2019; Tajik & Ranjbar, 2018; Valdez, Navera, & Esteron, 2018). In an agreement with this study, Tajik and Ranjbar's (2018) study was on Iranian EFL teachers' obstacles to reflective practices. Researchers asked questions about what obstacles they have and what should be done to overcome them. They found that teachers need to have knowledge about reflective teaching. Similarly, Afshar and Farahani (2018) showed that their participants complained about the fact that they did not know enough about reflective teaching, which abstained them from practising it. However, this study had a different finding from the research in the literature, which is being employed as a part-time teacher. In Turkey, there is an application like working as a part-time teacher because of the lack of teachers at school. One teacher in this study complained about her situation by stating that she could not devote herself to the temporary school. It is seen from this result that teachers who do not teach full-time could not devote themselves to the school where they teach, which hinders them from applying reflective practices.

As to keeping diaries, the most frequently stated obstacle was the fact that it is hard to write incidents after each class, which was succeeded by bias against the reflective practice because of experience, personal reasons like not liking, finding it boring, and workload. These results confirm some studies (Gobena, 2017; Newcomb, Burton, & Edwards, 2018; Tajik & Ranjbar, 2018; Valdez, Navera, & Esteron, 2018). For instance, Newcomb, Burton, and Edwards (2018) asked their participants to keep diaries for reflection. The results indicated that participants, who were students, did not find it useful to write critical reflections about their problems in the past because they did not want to affect their teachers' perceptions of their proficiency and misjudgements, they also found the writing challenging because it was generally about their emotions. It can be concluded that it was because critical reflective writing was more like a task performance rather than a professional development practice. These can mean that the main problem is about personal preferences. Teachers mostly do not

keep diaries because they do not like writing, so their personality hinders them from reflective teaching. Also, the findings of this study are in line with the results by Aliakbari and Adibpour's (2018) study. They stated that teachers had a bias against reflective teaching like Turkish EFL teachers because they believed that their experience caused them not to use reflective practices. It can mean that teachers have a misjudgement about that they can solve all the problems with experience because they have experienced many incidents. However, as Prabhu (1990) states, each class has an unexpected incident, which is against what Turkish EFL teachers believed.

Regarding the taking notes, all teachers said that they took notes about pages and activities they taught except for one teacher. She did not take notes as a reminder because of the workload. That's why she did not perform any reflective practices. This can mean that workload and teaching for a lot of hours affect teachers' enthusiasm for being reflective teachers negatively and prevents them from endeavouring for professional growth. This result confirmed the study by Valdez, Navera, and Esteron (2018). They found that the workload in the school and the number of classes and students prevented teachers from reflection, which was in line with the findings of this study.

With regard to audio and video recording, teachers' most repeated response to the obstacles was no knowledge about reflective practice, followed by discipline problems with students, students who feel uncomfortable for being recorded, the necessity of getting permission from MoNE, no need because of experience, workload, wishing for not modelling the use of mobile phones in classrooms, and the need for quality devices. It is seen that teachers have obstacles stemming from reflective practice, students, physical conditions, institutional necessities, and personal reasons. This finding confirms previous studies (Afshar & Farahani, 2018; Gobena, 2017; Kano, Ayana, & Chali, 2019; Tajik & Ranjbar, 2018; Valdez, Navera, & Esteron, 2018). Similar to the results of this research, Valdez, Navera, and Esteron (2018) discovered that teachers had difficulty in reflective teaching because of some reasons related to administration, workload, and classroom action. Similarly, Kano, Ayana, and Chali (2019) showed that their participants stated that lack of prior knowledge about reflective teaching, limited time to perform the practices, less experience of reflective practices, and considering reflective practices not useful were influential

factors on their practices. The finding in this study about wishing for not modelling telephone use shows that teachers are not aware of using a special camera or recorder for this practice. It is seen that they also need to have training and education to evaluate themselves from records. On the other hand, it can be said that teachers care about classroom management and students' feeling. They do not want to block their students' learning because of those practices.

As to peer observation, teachers mostly thought that their colleagues could feel uncomfortable while being observed. The following obstacles to peer observation were workload, class overlaps, classroom management, lack of knowledge about peer observation, and being employed as one EFL teacher at school. It is seen that teachers care for their colleagues' feelings. As seen, some EFL teachers are not open to be criticised, which is against reflective teaching because one of the three elements of reflective teaching is openmindedness (Dewey, 1933). Also, other obstacles related to classroom management and institutions show that it is necessary to plan each component carefully to achieve peer observation. These findings confirmed some previous studies (Aliakbari & Adibpour, 2018; Šarić & Šteh, 2017; Tajik & Ranjbar, 2018; Tran, 2016; Valdez, Navera, & Esteron, 2018). For instance, Tran's (2016) study showed that not all teachers are open to allow themselves to experience it for their actions constantly. Tran (2016) suggests that teachers have critical friends and groups to discuss what happens in their classes and to take advice from them. However, he adds that it is hard for human beings to share their problems in the profession with their colleagues. Additionally, Valdez, Navera, and Esteron's (2018) findings showed that workload at school, students' misbehaviour, and feeling uncomfortable abstained their participants from performing reflective practices. Similarly, this study had the same obstacles to peer observation because Turkish EFL teachers worried about their colleagues' feelings and resentment.

However, this study did not confirm some previous results (Kano, Ayana, & Chali, 2019). Kano, Ayana, and Chali (2019) found that their participants thought reflective practices as not useful. Unlike them, participants in this study found reflective practices useful and helpful to mirror their teaching; however, they could not perform them because of some challenges. Similarly, this study also did not confirm some findings of Aliakbari and Adibpour' (2018) study. They stated that

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economic and personal problems, restrictions from the Government about culture, and social life restrained Iranian EFL teachers from reflective practices. However, Turkish EFL teachers in Rize did not mention any restrictions about culture or problems with the Government.

Elliot (1988) asserts that the actual use of action research initiates reflective teaching more often. He encourages teachers to conduct action research for professional development and challenges. However, Turkish EFL teachers stated that bias about the fact that experience was enough to overcome problems in the class hindered them from action research. Also, the lack of knowledge about how to conduct and analyse action research, workload, and feeling burn-out appeared as challenges to the action research. Teachers found action research unnecessary because their experience guided them to handle problems. This can mean that their bias and prejudges are the main obstacles. They also believed that talking to students and observing them were enough to detect the troubles. Feeling burn-out and workload also show how teachers find conducting action research hard as well. All these challenges hindered them from action research. These findings confirmed some studies in the literature (Afshar & Farahani, 2018; Gobena, 2017). For instance, Gobena (2017) conducted a study with teacher candidates for action research. Findings showed that participants did not support action research. Similarly, Gobena's (2017) participants lacked knowledge about action research. Also, their responsibilities in school caused them to find action research as a burden. Similarly, Afshar and Farahani (2018) found that a lack of knowledge in terms of reflective practices such as diaries, video recording, action research caused them to have negative views about them. This result is in line with the finding of this study because teachers complained about the fact that they did not know how to conduct action research. Because of that, they did not support its use for detecting troubles in class.

Contrary to previous studies, Turkish EFL teachers in Rize did not think to focus on negative features in the class demotivated them in terms of teaching. They just did not know enough about the existence of these practices. However, in his study, Tran (2016) found that troubles and activities in classes that go wrong require examining the negative features of the class. He says that not all teachers are open to allow themselves to experience it for their actions constantly. However,

What is unique to this study is to question the curriculum and mandated materials in terms of reflective teaching in the Turkish educational setting. As for the curriculum, the results demonstrated the existence of a mandated curriculum. However, teachers could modify the curriculum to serve it for their teaching values as Stern (1992) suggests not restricting themselves rather achieving their goals by modifying restrictions. Nevertheless, teachers mentioned some problems which cause them to make curriculum changes, such as high-stakes exams, deficiency of the number of teaching hours per week, and the number of students in a class. This result confirmed what Aliakbari and Adibpour (2018) found. They researched the challenges of Iranian EFL teachers had against reflective teaching. They found that teachers had some obstacles like the mandated book, curriculum, timing, and the number of students in the class. Similar to their findings, Turkish EFL teachers complained about the mandated book and materials. It is found that they cannot choose the book which they teach in accordance with their teaching values, objectives, and their learners' profiles.

In addition, it is also concluded that Turkish EFL teachers could not balance their goals and the institutional goals as Richards and Farrell (2005) propose. According to them, institutional and individual goals direct teacher growth. Therefore, teachers need to balance their understanding of values and beliefs at institutions where they work and their professional development while sustaining up-to-date trends and practices, which is contrary to the results of this study. This also confirmed what Yıldız (2013) states as well. She says that teachers in Turkey do not have the autonomy to design their own curriculum and to choose their book. As a result, it is found that time limitation, lack of smartboard, and not teaching four skills make use of the mandated book harder in Turkey. It is concluded that all these prevent teachers' enthusiasm for reflective teaching, which is useful for teacher development practices.

5.5. Conclusion

This study presents the results of the research conducted according to the research questions, some of which confirmed the previous studies, while some of which were contrary to them. Besides, some results were also unique to this study. This research indicated that although Turkish EFL teachers often act as reflective

teachers in their class they do not actively use reflective teaching practices in their classes. It was also found that critical sub-dimension has the lowest mean score. Therefore, there is a need to develop a strategy for critical sub-dimensions. There can be videos or webinars on EBA for teachers to enhance their attitudes towards socio-political issues because it is easy to access and perform.

It was also found that their attitudes toward reflective practices did not change according to their gender, age, the department from which they graduated, years of teaching experience, and the school type where they teach. However, in terms of sub-dimensions, younger Turkish EFL teachers had a significantly higher value than the older group in the Meta-cognitive sub-dimension, which shows that younger teachers tend to think over their profession as language teachers more than older ones because they are more open to changes and teacher development. Therefore, there is a need to develop a strategy for older teachers' perceptions of their professions as ELT teachers. This can be handles though special training and workshops for older teacher- groups. This study is unique by questioning Turkish EFL teachers' attitudes according to their age. The results of the study also indicated that getting experience does not make any difference in teachers' attitudes towards reflective teaching. Therefore, it can be concluded that it is important to reflect on the experience to achieve professional growth rather than just having experience.

The findings of the research showed that teachers mostly could not perform the following practices: keeping diaries, observing their colleagues for constructive feedback, recording or taping their class to detect what was wrong, and conducting action research. When they were asked the reasons why they did not perform these practices, they gave some challenges to them. From the findings, it is concluded that they had some theoretical and practical barriers. According to their responses, their obstacles to applying reflective practices can be sorted in 5 categories, which are related to personal reasons, students, institutions, reflective practices, and implementations by MoNE.

As the first category, the results indicated that teachers had personal obstacles as not being graduates of the department of ELT, having a bias against reflective practices because of experience, personal reasons like not liking, finding them boring,

feeling burn-out, and feeling uncomfortable being observed by a colleague. As the most repeated obstacle stated in this study, teachers did not know what reflective teaching was and how they could perform reflective practices. Therefore, it is seen that there is a need to develop a strategy for being educated about reflective practice. In this way, this obstacle might be handled. The education can be through seminars, webinars, workshops and training in the easiest way for all teachers to benefit. Also, the results demonstrated that all the participants in this study were graduated from English-related departments. It indicates that they all had subject-matter competence. However, some participants complained about the fact that they were graduated from the department of English Language and Literature. Their claims as not to have knowledge about reflective teaching because of their department indicate that the pedagogic formation of education by MoNE did not donate teachers in terms of reflective teaching, although it aims to educate teachers who are fully donated with pedagogical knowledge and ready to teach. For that reason, there is a need to develop a strategy for pedagogical formation education to handle this obstacle. It can be updated to include reflective teaching and its practices. All these grant that ignorance is the enemy of Turkish EFL teachers in Rize. It is also seen that teachers have prejudges as they had experienced all possible problems in classes. Therefore, they believed that they did not need to use reflective practices to detect possible alternatives for solutions. This shows that teachers' bias is one of the biggest obstacles to reflective practices because it hinders them from performing reflective teaching. It blocks teachers to be open to reflective teaching practices. From this result, it is also concluded that teachers inclined to learn from their experience rather than engaging in their experience, which is emphasized by Dewey (1933). As to the findings about teachers' feelings, it might be deduced that teachers demanded to have more time to consider more on their development and their teaching. It can be stated that it had better if they spare their time for planning a better learning environment.

For the reasons related to students, they stated the following obstacles: students' emotions against video recording as not feeling comfortable, discipline problems, precaution for not modelling the use of a mobile phone, and learners' perceptions of teacher quality. These show that teachers are worried about classroom management the most. They do not want to lead students to misbehaviour with a mobile phone or with the presence of observers in the class. It can be deduced that they

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do not want to lose control in the class. It is also concluded that they care for students' feelings. They want to have a safe and friendly environment in class not to block their students' learning. Therefore, it is concluded that as reflective teaching requires teachers to consider their learners, Turkish EFL teachers in Rize act as reflective ones. However, they worry about what students think about themselves. They do not want to be underestimated over their students with peer observation. This finding shows that teachers are afraid of losing confidence and discipline in the eyes of their students as well. As the strategy for these obstacles, students might be informed about the regular application of the practices. In this way, after a while, they can get used to the application and stop misbehaviours and being shy.

Regarding the reasons stemmed from reflective practices, the obstacles were lack of knowledge about reflective practices and how to perform them, the necessity of devotion to performing the practices, and being on a systematic and regular basis. As it is mentioned before, the main obstacles to reflective teaching is the lack of knowledge on how to achieve it because teachers did not have any education or training on it. It is also understood that the fact that being reflective requires a lot of devotion abstains teachers from performing them. This can also be stemmed from teachers' opinion which is the fact analysing, evaluating, and reshaping teaching requires much time and effort. Moreover, reflective practices should be done on a regular basis, which could intimidate teachers because findings in this study showed that they did not want to be so organised by recording, observing, or keeping diaries. As the strategy to handle with obstacle, teachers might be trained on effective application of the practices by the experts. They can also create their own materials to use in their classes for reflection. In this way, they can find the most practical and sustainable means as their reflective tools.

The findings of the research showed that teachers' obstacles to reflective practices caused by institutional reasons are exams for high school and university, workload, class overlaps, lack of hardware, being employed as a part-time teacher, and being employed as the only EFL teacher in school. It is seen from the findings that the biggest problem was the workload because teachers did not have time to evaluate themselves for better teaching. It was caused by the number of teaching hours because there were not enough teachers in the school to facilitate teachers with the necessary

time for reflection, teachers were not able to reflect on themselves. This is also parallel with being employed as one EFL teacher in school because peer observation cannot be achieved at those schools. Also, another big problem was class overlaps. Most of the participants disagreed that they teach at the same teaching hours, which did not enable them to observe their colleagues. It is seen that this obstacle is caused by the institution and schedule. From teachers' responses about the lack of special equipment, it is also concluded that there is a need to develop a strategy for institutions to have the necessary equipment for reflection like a special camera and microphone. Schools can be donated with cameras and recorders which are special for reflection.

The last category is related obstacles derived from implementations by MoNE. It includes the following challenges: general seminars by MoNE for all teachers, need for permission from MoNE for recording and research, lack of seminars on reflective teaching, further cities to get an education, mandated book, and the curriculum. It is seen that the biggest obstacle was about seminars and their content. Teachers stated that they had better include ELT-specific topics and reflective teaching as well. It shows that teachers did not have opportunities to facilitate teacher development and enhance their pedagogical knowledge with seminars obliged by MoNE. Therefore, as the strategy for this obstacle, MoNE had better update contents of seminars and provide ELT- specific seminars at the end of the academic year. Moreover, it is understood from the findings that teachers did not want to endeavour with getting permission from MoNE and paperwork because they were tired of paperwork required by MoNE. It indicates that requirements obliged by MoNE cause teachers not to act for teacher development. The findings that Turkish EFL teachers wished for having training in cities near Rize shows that they are open to learning more about reflective teaching. In a way, they demand to get educated on this topic. Therefore, as the strategy for this obstacle, the Directorate of National Education might provide training for teacher in the province. In this way, distance problem could be handled.

Kumaravadivelu (1994) emphasises teacher autonomy with regards to teaching, curriculum, and materials. As to Turkish EFL teachers, they have a mandated curriculum and a book. But they think that they need modify the curriculum. However, the inconsistency between the curriculum, the book, and their values seems to be a big problem because they could not teach as they plan and wish. They could not teach as

in their teaching values and objectives. From their utterances, it is understood that all these obstacles hinder teachers from seeking for teacher development and reflective teaching. For that reason, as Crookes (1989) suggests, it is necessary to reflect on these issues to eliminate them for a better and effective teaching environment critically. For professional development, curriculum, materials, and teaching values could be combined (Richards and Farrell, 2005). However, it is seen that Turkish EFL teachers could not actualise them. They could not act parallel with their teaching values because of the mandated book and the curriculum. So, there is an urgent need to solve this trouble. As the strategy for this obstacle, teachers had better be anticipated to choose their own materials and develop their own curriculum depending on their learners' needs. They need to be autonomous in their classes to be reflective practitioners.

All in all, it can be concluded that Turkish EFL teachers endeavour to do the best in term of English language teaching in their classes. Although they do not actively perform the reflective teaching practices in their classes to mirror their strengths and weaknesses, they often act as reflective practitioners in their classes.

5.6. Recommendations

As one part of research questions, this study focuses on obstacles to reflective practices. Therefore, recommendations in this part can be regarded as strategies to handle with these obstacles. As to the research question 1, the results showed that teachers' least mean score is for Critical sub-dimension. Therefore, critical aspects had better be fostered in classes. With this purpose, seminars by MoNE had better include content about gender, race, discrimination, and equality. As an electronical network created by MoNE, EBA should have some recommended books, films, websites, journals, and casts to inform teachers about critical pedagogy. In this way, they might donate themselves to critical issues. But they also need to be trained about critical pedagogy because it is important how to convey the knowledge to students. Therefore, teachers should be educated in terms of critical pedagogy.

The results of the responses about the research question 3 indicate that lack of knowledge was the biggest obstacle because teachers did not learn reflective teaching during university education and seminars during their working time. For that reason,

Turkish EFL teachers need to get education and training about reflective teaching and the practices with seminars by MoNE, special training, and workshops. Therefore, MoNE should consider branch-specific seminars and workshops for EFL teachers, including reflective teaching. Regarding special training, findings show that training should be held in cities near Rize to facilitate all teachers to get educated because they could not attend the ones in further cities. Also, teachers should do micro-teaching during their seminars and workshops because within a real-like and enjoyable setting, they would learn better the practices and get used to them.

In addition, one of the results about obstacles to reflective practices was not being graduated from the department of ELT. For that reason, the pedagogic formation education in Turkey should be reshaped to include reflective teaching and its practices to encourage teacher development. In addition, Turkish EFL teachers had better have extra free time to facilitate teacher development because they complained about the workload a lot.

The results showed that some teachers worried about their colleagues' feelings regarding peer observations, while some complained about the fact that they did not know how to do it. To overcome these problems, Turkish EFL teachers can be trained on how to observe each other and given a checklist to check their teaching. They could take notes on the item in the list and discuss them later. In this way, colleagues would know in what aspects they would be evaluated, and they did not resent their colleagues because it would be a formal procedure. Moreover, to enhance peer observation, the principal and the management are responsible. They should plan the schedule to overcome class overlaps for peer observation. Also, some participants were not sure about classroom management and their students' perception of teachers' competence. To overcome these obstacles, students could be informed about the procedure and the regular application of it. In this way, they would know that all teachers would be observed for a better education.

To enhance peer collaboration, the school principal or the person who is responsible for organising the schedule should arrange the weekly program to enable teachers to meet and discuss their teaching, learners, and problems. They should have a branch hour to discuss some issues about students, classes, their teaching, the book,

and the school. By overcoming the obstacle of class overlaps, they can be enabled to collaborate with their colleagues.

Regarding keeping diaries, some participants in the study stated that they did not like writing. So, they did not want to keep diaries. Therefore, as an alternative to diaries, teachers could be given a checklist to self-control some issues, such as student-turn, teacher-turn, waiting time, misbehaviours, and reminder of the book pages and activities. In this way, they can control and evaluate their teaching by completing the checklist. Reviewing the list before each class, they can reshape their classes. Also, publishers should add a reflection to each unit in teachers' books for self-evaluation like in students' books. In this way, teachers might evaluate themselves for better teaching. This also overcomes the obstacle of being on a systematic and regular basis.

The study showed that teachers mostly did not record or tape their classes because they did not know how to do and evaluate it for reflection. Therefore, teachers should be given education on this issue. During the education, they should be asked to prepare a rubric, including the aspects they wanted to evaluate, which will guide them. They might use what rubric or checklist they want to use. To foster video-and audio recording, schools had better have quality equipment like cameras and microphones because some participants said that there were no special cameras for recording, and they did not want to model the use of mobile phones by using it as a camera. In this way, these challenges would be handled.

It is also found that teachers were not satisfied with the mandated book because of the inconsistency between what they wanted and what they did. They could not teach the language as they wanted it to be like because of the number of students and excessive teaching hours. To complete studying the book mandated by MoNE, they need more time with fewer students in the class. It would be better if they could choose the book which they would teach as well because they want to teach according to their students' profiles and needs. It should be noted that Turkish EFL teachers mostly need to modify the curriculum to meet their goals. Therefore, they should participate in curriculum design more.

Further studies are necessary for investigating Turkish EFL teachers' state of reflective teaching during one semester or an academic year for an in-depth understanding. It would be a continuation of this study because this was conducted to investigate teachers who did not perform the practices. Moreover, reflective teaching in terms of critical pedagogy might be studied because the lowest mean score is in critical sub-dimension in this study. To what extent teachers achieve to be critical in their classes would be beneficial to mirror what kind of students we teach. Also, further studies should also include action research to enhance reflection because there is deficiency of action research in Turkey about reflective practices.

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Appendix A

The Quantitative Research Tool

Dear colleagues,

 This study aims to look into your teaching philosophy and teaching practices as a professional teacher. To that end, your careful completion of the questionnaire will definitely contribute to obtaining real data which is crucial for more accurate findings. Your responses to the statements will be a guide for the purpose of defining language teachers' attitudes towards reflective teaching. All the information will be kept confidential and will be used just for research purposes. Thank you very much in advance for your time and cooperation.

Researcher Şeyma Yıldırım

Demographic Information Form

Please put (X) for the appropriate response for you.

1. Gender:

Female		Male	

2. Age:

21-25		26-30		31-35		36-40		41-45		46- +	

3. Department you graduated from:

English Language Teaching	
English Language and Literature	
Translation and Interpretation Studies	
American Culture and Literature	
Others *(please state your department):*	

4. Graduate degree:

Bachelor of Arts	
Master of Arts	
Doctor of Philosophy	

5. Years of teaching experience:

1-5		6-10		11-15		16-20		21-25		26- +	

6. Employment Status:

Full-time	
Part-time	

7. Place where you teach:

State Primary School	
State Secondary School	
State High School	

REFLECTIVE PRACTICE INVENTORY

Please read the following items below and choose the appropriate response which suits best to your teaching practice.					
	Never	Rarely	Sometimes	Often	Always
1. I have a file where I keep my accounts of my teaching for reviewing purposes.					
2. I talk about my classroom experiences with my colleagues and seek their advice/feedback.					
3. After each lesson, I write about the accomplishments/failures of that lesson.					
4. I discuss practical/theoretical issues with my colleagues.					
5. I observe other teachers' classrooms to learn about their efficient practices.					
6. I ask my peers to observe my teaching and comment on my teaching performance.					
7. I read books/articles related to effective teaching to improve my classroom performance.					
8. I participate in workshops/conferences related to teaching/learning issues.					

9. I think of writing articles based on my classroom experiences.					
10. I look at journal articles or search the Internet to see what the recent developments in my profession are.					
11. I carry out small scale research activities in my classes to become better informed of learning/teaching processes.					
12. I think of classroom events as potential research topics and think of finding a method for investigating them.					
13. I talk to my students to learn about their learning styles and preferences.					
14. I talk to my students to learn about their family backgrounds, hobbies, interests and abilities.					
15. I ask my students whether they like a teaching task or not.					
16. As a teacher, I think about my teaching philosophy and the way it is affecting my teaching.					
17. I think of the ways my biography or my background affects the way I define myself as a teacher.					
18. I think of the meaning or the significance of my job as a teacher.					
19. I try to find out which aspects of my teaching provide me with a sense of satisfaction.					
20. I think about my strengths and weaknesses as a teacher.					
21. I think of the positive/negative role models I have had as a student and the way they have affected me in my practice.					

22. I think of inconsistencies and contradictions that occur in my classroom practice.					
23. I think about instances of social injustice in my own surroundings and try to discuss them in my classes.					
24. I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.					
25. In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty.					
26. I think about the political aspects of my teaching and the way I may affect my students' political views.					
27. I think of ways through which I can promote tolerance and democracy in my classes and in the society in general.					
28. I think about the ways gender, social class, and race influence my students' achievements.					
29. I think of outside social events that can influence my teaching inside the class.					

Appendix B

Semi-Structured Interview Questions in English

1. What do you think about the effectiveness of reflective teaching?
2. As a teacher, you have your own thoughts, values and goals about teaching English. Can you shape your lessons according to these values and goals? Why? / Why not? / What should be done for this?
3. At the end of the lesson, do you keep a diary or take report-style note about what happened in the course? Why / Why not? / What should be done for this?
4. Do you exchange information with your colleagues about your lessons? Do you give advice to each other? Why / Why not? / What should be done for this?
5. Do you want your colleagues to observe your teaching? Why / Why not? / What should be done for this?
6. Do you record your lectures in audio or video in order to examine your lectures? Why / Why not? / What should be done for this?
7. Have you done action research to identify possible problems that may occur in the lessons and to find solutions? Why / Why not?
8. Are you happy with current curriculum and materials?
9. Do the curriculum, materials, and institutional goals affect your attitudes towards reflective teaching? Why / Why not? / What should be done for this?

Appendix C

Challenges for Reflective Practices

Table A. 1

Challenges for Reflective Practices

Lack of knowledge(education) about reflective practices	T1, T2, T3, T5, T7, T8, T11, T13, T15, T16
Language and Literature Graduate	T1, T2
Lack of seminar and workshop about reflective practices	T2, T4, T5, T8, T9, T10, T12, T13, T14, T16
Further cities to get training	T2, T11, T13
General seminars by MoNE for all teacher at the beginning and ending of the academic year	T2, T4, T6, T9
Requires devotion a lot	T2
Exam for high school	T2
Not being employed as full-time teacher	T10
Keeping diaries	T5
Bias against reflective practice because of experience	T1, T2, T11, T13, T15
Hard to write each lesson	T1, T3, T6, T7, T8, T14
Personal reasons as not liking, finding boring	T3, T4, T6, T15, T16,
Workload and paperwork(T2)	T2, T8, T9, T10
Notes about lesson plans and page marking	T1, T2, T3, T5, T6, T7, T8, T12, T14
Feeling tired	T10
Audi-Video recording	
No knowledge about video recording	T2, T3, T11, T13, T16
No need because of experience	T13, T14
Workload	T2, 79, T10
Need for permission from MoNE	T1, T3, T10, T12
Students attitudes toward video-recording (not comfortable)	T3, T8, T11, T15
Discipline problems with students	T5, T7, T10, T12, T14
Not modelling use of mobile phone in class	T6, T11
Lack of Hardware (quality microphone and camera)	T9
Peer observation	T4
Lack of knowledge about peer observation	T7, T13
Feeling uncomfortable during teaching	T2, T4, T5, T7, T12, T13, T15
Workload	T3, T6, T8, T10, T12
Classes overlap	T3, T8, T12, T14, T16

Students' perception of teacher quality and behaviour	T5
Discipline problems with students	T7, T12
Being employed as one teacher	T11
Peer collaboration	T1, T2, T3, T4, T6, T7, T8, T10, T11, T12, T13, T15, T16
Action research	T4
Experience	T1, T2, T3, T5, T6, T7, T8, T9, T10, T11, T13, T14, T15
No information	T1, T2, T3, T5, T6, T7, T8, T9, T10, T11, T13, T14, T15
Number of teaching hours	T2, T6, T7, T8, T10, T13, T14, T15
Feeling burn-out	T2, T6, T7, T8, T10, T13
Reasons to modify the curriculum	
The high-stakes exam	T2, T5, T10, T13, T16
The number of teaching hours	T2, T5, T9, T16
The number of students	T2
Students' misbehaviour	T1
Students' profile	T1
The book	T1
Reasons for not being satisfied with the materials provide by MoNE	
High-stakes exams	T13, T15, T16
Number of teaching hours per week	T1, T5
No permission for other books	T2, T15
Smartboard application	T2, T15
Students' level	T6, T15
Not teaching 4 skills	T4

Appendix D

Ethics Committee Approval Form

T.C.
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği
Kurulu

Sayı : 55578142-050.01.04-E.125970
Konu : Şeyma YILDIRIM

30/09/2019

Sayın Dr. Öğr. Üyesi Fatma Özlem SAKA

İlgi : 17/09/2019 tarihli ve 9052 sayılı yazınız.

İlgide kayıtlı yazınıza istinaden; Kurulumuzdan talep edilen Etik Onay belgesine ilişkin, Üniversitemiz Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulumuzun 26.09.2019 tarihli ve 173 sayılı kararı ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır
Prof.Dr. Osman ERAVŞAR
Kurul Başkanı

Ek: 26.09.2019 tarih ve 173 sayılı Etik Kurul Kararı (1 Sayfa)

Toplantı Tarih : 26/09/2019

Karar Sayısı : 173

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü **Dr. Öğr. Üyesi Fatma Özlem SAKA**'nın danışmanlığını, **Şeyma YILDIRIM**'ın araştırmacılığını üstlendiği, *"Reflective Teaching in ELT-Obstacles and Handling Strategies (İngiliz Dili Öğretiminde Yansıtıcı Öğretim-Engeller ve Başa Çıkma Stratejileri)"* başlıklı tez çalışması kapsamında kullanılacak olan anket çalışmasının uygunluğunun görüşülmesi istemi.

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü **Dr. Öğr. Üyesi Fatma Özlem SAKA**'nın danışmanlığını, **Şeyma YILDIRIM**'ın araştırmacılığını üstlendiği, *"Reflective Teaching in ELT-Obstacles and Handling Strategies (İngiliz Dili Öğretiminde Yansıtıcı Öğretim-Engeller ve Başa Çıkma Stratejileri)"* konulu anket çalışmasının, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucuya ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

Başkan	Başkan Yrd.	Üye
Prof. Dr.	Prof. Dr.	Prof. Dr.
Osman ERAVŞAR	Bahattin ÖZDEMİR	Hilmi DEMİRKAYA
(imza)	(imza)	(imza)
Üye	Üye	Üye
Prof. Dr.	Prof. Dr.	Prof. Dr.
Mustafa ŞEKER	Adnan DÖNMEZ	Abdullah KARAÇAĞ
(imza)	(imza)	(imza)
Üye		
Prof. Dr.		
Eyyup YARAŞ		
(imza)		

26.09.2019
A.A.
BİLGİ

Appendix E

Approval from the Provincial Directorate of National Education

T.C.
RİZE VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 57774812-619-E.20596921   22.10.2019
Konu : Tez Çalışması İzni

VALİLİK MAKAMINA

İlgi : Akdeniz Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığının
10/10/2019 tarihli ve 30152 sayılı yazısı.

Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı Öğrencisi Şeyma YILDIRIM'ın "Reflective Teaching in ELT - Obstacles and Handling Strategies" konulu tez çalışması kapsamında ekte sunulan formları 2019-2020 Eğitim Öğretim Yılında ilimiz Merkez ilçesine bağlı tüm İlkokul, ortaokul ve liselerde görev yapan İngilizce Öğretmenlerine 01/02/2020-31/03/2020 tarihleri arasında uygulama isteği ilgi yazı ile bildirilmektedir.

Söz konusu formları 2019-2020 Eğitim Öğretim Yılında ilimiz Merkez ilçesine bağlı tüm İlkokul, ortaokul ve liselerde görev yapan İngilizce Öğretmenlerine uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olarlarınıza arz ederim.

Selçuk TORPİL
Müdür a.
Şube Müdürü

OLUR
22.10.2019

Yaşar KOÇAK
Vali a.
Milli Eğitim Müdürü

Rize Valiliği Hizmet Binası Kat.3   Ayrıntılı Bilgi İçin: Strateji Geliştirme Şubesi Ar-Ge Birimi
Elektronik Ağ: www.rize.meb.gov.tr   Tel: (464) 280 53 77
e-posta: arge53@meb.gov.tr   Faks: (464) 280 53 16

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 8320-186c-3f4f-b523-f5a8 kodu ile teyit edilebilir.

ÖZGEÇMİŞ

Kişisel Bilgiler

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Doğum Yeri ve Tarihi: Merzifon, 03/02/1994

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Yüksek Lisans Öğrenimi: Akdeniz Üniversitesi, Antalya, Eylül, 2018-Devam Ediyor

Bildiği Yabancı Diller: İngilizce

Bilimsel Faaliyetleri: -

İş Deneyimi

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      Recep Tayyip Erdoğan Üniversitesi, Rize, Kasım, 2017- Devam Ediyor

İletişim

E-Posta Adresi: sseymayy@gmail.com

Tarih: 29/06/2020

İntihal Raporu

REFLECTIVE TEACHING IN ELT- OBSTACLES AND
HANDLING STRATEGIES

ORİJİNALLİK RAPORU

%5	%3	%2	%4
BENZERLIK ENDEKSI	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCI ÖDEVLERI

BİRİNCİL KAYNAKLAR

1	**Submitted to Anadolu University** Öğrenci Ödevi	<%1
2	Submitted to University of Exeter Öğrenci Ödevi	<%1
3	sbk2017.org İnternet Kaynağı	<%1
4	www.thesis.bilkent.edu.tr İnternet Kaynağı	<%1
5	Submitted to Bilkent University Öğrenci Ödevi	<%1
6	grad.uprm.edu İnternet Kaynağı	<%1
7	Submitted to Gazi University Öğrenci Ödevi	<%1
8	yalepress.yale.edu İnternet Kaynağı	<%1

Dr. Öğr. Ü. F. Özlem Saka

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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

o Tezimin tamamı her yerden erişime açılabilir.

o Tezim sadece Akdeniz Üniversitesi yerleşkesinde erişime açılabilir.

o Tezimin … yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

29/06/2020

Şeyma Yıldırım

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