

ENGAGING PRE-SERVICE EFL TEACHERS IN THE EVALUATION PROCESS:
SELF-EVALUATION AND PEER EVALUATION AS A REFLECTIVE PRACTICE
IN THE PRACTICUM

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ABSTRACT

ENGAGING PRE-SERVICE EFL TEACHERS IN THE EVALUATION PROCESS: SELF-EVALUATION AND PEER EVALUATION AS A REFLECTIVE PRACTICE IN THE PRACTICUM

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This qualitative case study aims at exploring self-evaluation and peer-evaluation processes pre-service EFL teachers are engaged in during the practicum. Considering self-evaluation and peer-evaluation are a form of reflection, the study examines the content and quality of pre-service EFL teachers' reflection. In relation to these, it analyzes pre-service EFL teachers' attitudes toward written self-evaluation and peer-evaluation processes.

Twenty seven pre-service EFL teachers, enrolled to the first course of the practicum component FLE 425 School Experience, participated in the study. Data were gathered through five self-evaluation forms, three peer-evaluation forms, video-recordings of post-teaching conferences and semi-structured interviews.

The findings indicated that pre-service EFL teachers reflected upon instructional processes, increasing learner motivation and involvement, assessment of the teacher and classroom management respectively both in self-evaluation and in peer-evaluation. The results also suggested that pre-service EFL teachers were mostly engaged with descriptive

reflection and rarely reached higher level reflection. They in general believed in the effectiveness of systematic self-evaluation and peer-evaluation processes, claiming those processes enabled them to gain awareness on their teaching, increase self-confidence, obtain multiple and critical perspectives.

In this regard, pre-service EFL teachers can be encouraged to practice reflection more frequently; collaborative support and direct guidance toward higher level reflection can be provided.

Key Words: Reflection, Self-Evaluation, Peer-Evaluation, Practicum, Pre-service EFL teachers

ÖZ

İNGİLİZ DİLİ ÖĞRETMEN ADAYLARINI DEĞERLENDİRME SÜRECİNE DAHİL
ETME:

UYGULAMA DERSİNDE YANSITICI DÜŞÜNME OLARAK
ÖZ-DEĞERLENDİRME VE AKRAN-DEĞERLENDİRME

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Bu nitel durum çalışması, İngiliz Dili öğretmen adaylarının öğretmenlik deneyimi sürecinde tecrübe ettikleri öz-değerlendirme ve akran-değerlendirme süreçlerini incelemeyi amaçlamıştır. Öz-değerlendirmenin ve akran-değerlendirmenin bir çeşit yansıtıcı düşünme olduğu görüşünü temel alarak, bu çalışma öğretmen adaylarının yansıtıcı düşüncelerinin içeriğini ve niteliğini arařtırmıştır. Bu bağlamda, öğretmen adaylarının yazılı öz-değerlendirme ve akran değerlendirme süreçleriyle ilgili tutumları da incelenmiştir.

Staj sürecinin ilk aşaması niteliğindeki FLE 425 Okul Deneyimi dersine kayıtlı 27 İngiliz Dili öğretmen adayı bu çalışmaya katılmıştır. Veri beş öz-değerlendirme, üç akran değerlendirme formu; öğretim sonrası görüşmelerin video kaydı ve mülakat aracılığıyla toplanmıştır.

Sonuçlar öğretmen adaylarının hem öz-değerlendirmede hem de akran-değerlendirmede eğitim süreçleri, öğrenci motivasyonu ve derse katılımını artırma, öğretmen değerlendirme ve sınıf yönetimi konusunda yansıtıcı düşünme sunduklarını göstermiştir. Çalışma aynı zamanda öğretmen adaylarının genellikle betimleyici yansıtıcı düşünme

ürettiklerini ve nadiren yüksek seviyedeki yansıtıcı düşünmeye ulaştıklarını ortaya çıkarmıştır. Öğretmen adaylarının sistemli öz-değerlendirme ve akran-değerlendirmenin etkili olduğuna inandıklarını, bu süreçle kendi öğretmenlikleriyle ilgili farkındalıklarının arttığını, daha öz güvenli olduklarını, çok yönlü ve eleştirel düşünceye ulaşabildiklerini de göstermiştir.

Bu bakımdan, İngiliz Dili öğretmen adayları daha çok yansıtıcı düşünce uygulamasında bulunmaları için teşvik edilebilir; ortak çalışmaya dayalı destek ve yüksek seviyedeki yansıtıcı düşünceye ulaşabilmeleri için doğrudan yönlendirme sağlanabilir.

Anahtar Kelimeler: Yansıtıcı Düşünme, Öz-Değerlendirme, Akran-Değerlendirme, Öğretmen Yetiştirme, İngiliz Dili Öğretmen Adayı

To my beloved parents Zeynep and İsmail Gümüřok, and my older sister Zehra řahin
whose chance to study at university was taken away

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CHAPTER 1

INTRODUCTION

Reflective teachers are not some sort of special superwomen or supermen. Reflective teachers are simply and unabashedly committed to the education of all their students and to their own educations as teacher.

Zeichner & Liston, 1996, p. 12

1.1. Presentation

This chapter provides background to the study, the purpose of the study and research questions. The significance of the study is presented as well. Finally, limitations of the study are shortly discussed.

1.2. Background to the Study

The world has witnessed a rapid change in the fields of language teaching and teacher education within the last few decades and this development gained a particular speed during the 90s. The movement from positivism to constructivism was the underlying reason for this transformation and it could be briefly summarized as “a shift from transmission, product-oriented theories to constructivist, process-oriented theories of learning, teaching, and teacher learning” (Crandall, 2000, p. 34). In the positivist paradigm, teacher-centered instruction is dominant, students are taught in a decontextualized manner, the source of knowledge is the external world, teachers or research; and what students produce actually matters (Jacobs & Farrell, 2001). On the other hand, the constructivist paradigm suggests that learning is a process; learners construct knowledge based on not only their previous or current experiences, but also their interaction with the outer world like other learners, teachers, and materials (Cunningham, 2001). In alignment with student-centered instruction, “a shift to a constructivist perspective of teaching and teacher learning makes teachers a primary source of knowledge about teaching” (Crandall, 2000, p. 35). Teachers are no more mere technicians who seek for professional knowledge theorists produce and who only aim

at transmitting this professional knowledge to learners in a passive way (Kumaravadivelu, 2003).

The active role teachers obtain in this new paradigm owes a great debt to post-method pedagogy (Kumaravadivelu, 2003). The traditional understanding of the concept of method as a leading set of principles of second language (L2) learning and teaching was not satisfactory, since these principles are too prescriptive and lack teachers' voice as for what and how to teach. In other words, the discrepancy between methods represented by theorists and methods practiced by teachers encouraged the emergence of a new understanding. This new conceptualization tried to eliminate the basic tenet of the method era which is the superiority of theoretical knowledge over practical or procedural knowledge (Akbari, 2007). Teachers' practical knowledge drawn from classroom experience is acknowledged and teachers are expected to "theorize what they practice or practice what they theorize" (Kumaravadivelu, 2003, p.37) by making use of existing knowledge about other approaches and methods. For this purpose, teachers should be autonomous since autonomy is positioned as "the heart of post-method pedagogy" (Kumaravadivelu, 2001, p.548).

Post-method teachers are expected to develop their own theory of teaching practice paying attention to the aims of both students and institutions, and the features of the context and act accordingly. Through post-method pedagogy, teachers become aware of the dynamics of the teaching context; political, cultural and social aspects. In other words, they integrate *location-specific* and *context-sensitive* knowledge with the knowledge of self, drawn from "observing their teaching acts, evaluating their outcomes, identifying problems, finding solutions, and trying them out to see once again what works and what does not" (Kumaravadivelu, 2001, p. 539).

The characteristics of post-method teachers contributed to the rise of the Reflective Model, which also belongs to constructivist paradigm (Zeichner & Liston, 1996). That is why the concepts of reflection and reflective practices have become more prominent in the late twentieth century and afterwards (Akbari, 2007). The last prevailing model in language teacher education, the Reflective Model, is also believed to appear as a kind of remedy to compensate the insufficiencies of its previous models (Wallace, 1991).

Although all of the three dominant models of professional language teacher education have the same concern- how to educate best language teachers- their way of approaching the concern has shown varieties as can be inferred from the models' names.

While the emphasis is on imitation of experienced teachers' teaching skills by inexperienced ones in the Craft Model; the Applied Science Model highlights novice teachers' learning through application of the theory-based research practices (Wallace, 1991). However, when it comes to the Reflective Model, introspective language teachers are expected to learn profession through reflecting on not only the practices of experienced teachers and theory-based research but also their own teaching practices. They are encouraged to consider the reasons behind all practices within a larger social, historical and contextual scope since each teaching context has its own dynamics in which a practice of an experienced teacher or a practice, effectiveness of which has been proved by research may not work (Wallace, 1991). In other words, with the emergence of the reflective model, the one-size fits all attitudes have vanished and the uniqueness of each teaching environment (Schon, 1983) has been acknowledged.

1.2.1. What is Reflection?

The reflective model, though, seems comprehensive enough to combine both previous models-the craft model and applied-science model- and addresses all issues of foreign language teacher education; it has brought its own issues such as lack of a clearly settled definition of reflection (Jay & Johnston, 2002; Parsons & Stephenson, 2005; Collin, Karsenti & Komis, 2013). Although traces of reflection date back to the times of Plato and Aristotle (Hatton & Smith, 1995), Dewey's definition (1933) is frequently adopted in educational research. He defined reflection as "the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (p. 9). The heart of reflection lies at experiencing a problem, a difficulty which requires stepping back in order to evaluate it, solve it and provide a better outcome (Zeichner & Liston, 1996). That is why reflective action differs from impulsive or routine actions which do not necessarily encourage critical reasoning. Impulsive action, as the name suggests, is linked to error and trial with biological basis, whereas routine action is "based largely on authority and tradition ... undertaken in a passive, largely unthinking way" (Griffiths, 2000, p. 540).

To Dewey (1933) stepping back from problematic events, analyzing them are not an easy job; one needs to carry certain characteristics to be engaged within reflective action: open-mindedness, responsibility and wholeheartedness. Open-mindedness is needed to think about alternatives, listen to other possible views not only to come up with a solution to the

problems but also to recognize the problem (Burton, 2009). Responsibility is a must to examine the consequences of the reflective action in details, raising questions whether the action works or not, if it works, why and for whom it works (Zeichner & Liston, 1996). Being responsible always includes the possibility of ending up with unwanted, unexpected outcomes and being prepared for the result. Wholeheartedness is desired to take reflective action based on the previous two characteristics, open-mindedness and responsibility, as the focal components, so that one “can overcome fears and uncertainties to critically evaluate (his/her) practice in order to make meaningful change” (Richards & Farrell, 2011, p. 167).

Reflection is also discussed by Schon (1983), another prominent figure in reflective studies in education. He drew a significant distinction between reflection-in-action and reflection-on-action according to the time it is practiced. Teachers are involved with reflection-in-action when they face a difficulty which breaks the routine of daily teaching practices. Teachers need to act with a sense of urgency in order to revisit their knowledge of theory and past experience with the aim of overcoming the situation immediately. The situation is either “unique or containing element of surprise” (Griffiths, 2000, p. 542), which may make previous knowledge of the teachers insufficient for solution. At this point, teachers are expected to frame and reframe the situation on the spot. This reframing process is both intuitive but not lack of questioning and reasoning, and conscious although it can be hard to articulate (Schon, 1987).

Reflection-on-action, on the other hand, is retrospective in nature. Teachers get engaged with this type of reflection after they complete their job by evaluating past events and making meanings out of them (Schon, 1983). Reflection-on-action is the most-prevalent form of reflection which is promoted and practiced in higher education institutions and the academic world, and “unlike reflection-in-action, which is an individual activity, reflection-on-action is normally exercised collectively and in groups” (Akbari, 2007, p. 194). What is common between reflection-in-action and reflection-on-action is learning from the previous or spontaneous experience based on appreciating the importance of recognizing the problem. Defining the problem is as valuable as solving it since “problems do not present themselves to the practitioner as givens. They must be constructed.” (Schon, 1983, p. 40).

Although Dewey and Schon’s conceptualizations of reflection are highly acclaimed in educational research, there have been various attempts to define what reflection is. One of the reasons for constant and popular struggles to present a thorough picture of reflection

could be related to the different fundamental notions underlying these two scholars' preliminary understandings. Dewey (1933) regards reflection as a critical point for professionalization, keeping impulsive actions under control and replacing them with more scientific and rational ones leading to reflective practices (Fendler, 2003) since he claims reflection "emancipates us from merely impulsive and merely routine actions ... it converts action that is merely appetitive, blind, and impulsive into the intelligent action" (1933, p.17). Nonetheless, Schon (1983) considers reflection as an intuitive and non-rational activity. He believes that reflection can be realized through the knowledge gained from personal practices rather than the knowledge, usefulness of which is scientifically-approved (Akbari, 2007). In addition, Schon (1983) highlights the artistic value of the reflective practices as it includes emotion, passion and intuition. Fendler (2003) calls this discrepancy "tensions between Schon's notion of practitioner-based intuition, on the one hand, and Dewey's notion of rational and scientific thinking, on the other" (p. 19). Whereas, Valli (1997) asserts that Dewey could be wrong in his approach to reflection; Schon's conceptualization, in a way, repairs it since she states "Schon's work on uncertainty, intuition, and value judgments is a helpful correction to Dewey's more Western emphasis on sequential logic and rationality in reflective thought" (p. 71).

Zeichner & Liston (1996) also try to briefly delineate reflection as "a slogan for education reform" (p.6) pinpointing the frequent and common use of the term. They also present reflection as a vehicle for life-long learning to teach, claiming regardless of the high quality of teacher education programs teachers study, teachers need to develop professionally since these programs only prepare them to start teaching (1996). They contribute to the development of reflective practices by underscoring the significance of schools and institutional contexts as a dimension to be included in reflective practices and regarding reflection as a means of promoting social equity. Their understanding of reflection can be further supported by the characteristics of reflective teachers they specified. A reflective teacher:

...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; and
takes responsibility for his her own professional development (Zeichner & Liston, 1996, p. 6).

1.2.2. Typologies of Reflection

Some of the scholars try to provide a well-sound definition of reflection through typologies, classifying the concept. Through hierarchies, they aim at operationalizing the term, in other words, “promoting sound professional behavior” (Korthagen & Vasalos, 2005, p. 48), which leads to a procedural understanding of reflection. The common point of these typologies is the ascending of the quality of reflection from the bottom to upwards. The lower levels are related to the technical issues such as merely describing the action; whereas the higher stages are more concerned with the context itself, benefits of the action for the community and, more importantly, justification of the action. Van Manen’s typology (1977) can be regarded as the basis for almost all of the classifications.

To Van Manen (1977), reflection is composed of three levels: technical reflection, practical reflection and critical reflection. The first level is related to the extent the instructional means, tools work to achieve certain aims. Although reaching the objectives is the main concern, the value of the ends is not open to discussion and the context of the classroom and society is not seen as a problem to be reflected upon (Zeichner & Liston, 1996). Practical reflection is the level practitioners question both means and ends, the interpretative outcomes. The practitioners who reach this level acknowledge that meanings are open to change; it is the use of language that encodes the meaning and yields different interpretations (Hatton & Smith, 1995). Critical reflection, the highest level which necessarily includes the requirements of the previous ones, emphasizes significance of thinking ethical and moral dimensions of the action. Furthermore, it adds considerable weight to checking the action in terms of equity, respect and justice as an outcome (Hatton & Smith, 1995). In order to reach critical reflection, one also needs to consider the action within larger socio-economic and political contexts (Zeichner & Liston, 1996). After a certain amount of time, Van Manen (1991) added a fourth level to this typology which is reflection on reflection. It requires reflective practitioners to reflect on how they reflect. Van Manen (1991) strongly supports that practitioners should not only be engaged in reflective practices, but also they should “understand the nature and significance of reflective experiences and of the types of knowledge they use” (cited in Zhu, 2011, p. 764).

In addition to the practical levels of reflection, Van Manen (1995) also divided reflection into three according to the time it occurs as Schon (1983) did. Retrospective reflection is quite similar to Schon’s reflection-on-action, encouraging careful consideration

of the past events. Contemporaneous reflection is the “reflection in the very moment of acting that seems to be a puzzling phenomenon” (Van Manen, 1995, p. 34). It is equivalent to Schon’s reflection-in action. Van Manen’s distinguished item is anticipatory reflection. It is the reflection on the future experiences, which necessitates thorough considerations upon the action beforehand, anticipating any possible problem and acting accordingly.

The underlying notion in anticipatory reflection is also raised by Killion and Todnem (1991) when they attempted to expand Schon’s reflection categories by adding *reflection-for-action*. They believe reflection-for-action is the combination of both reflection-in-action and reflection-on-action but it is future oriented. They “undertake reflection, not so much to revisit the past or to become aware of the metacognitive process one is experiencing...but to guide future action” (Killion & Todnem, 1991, p. 15).

Another valuable reflection typology which contributes to the development of the concept in teacher education belongs to Valli (1997). She came up with a five-level hierarchy, in which reflection is described through both quality and content since she regards reflection as “a conscious and systematic mode of thought” (Valli, 1997, p. 68).

As Figure 1 presents, the first step in the hierarchy emphasizes teaching skills and techniques research suggests as content. Technical reflection is the level teachers examine their teaching practices “on the basis of externally imposed criteria” (Valli, 1997, p. 75). Technical reflection is actually research oriented, which suggests teachers believe they are successful as long as their teaching is in line with research results. The term, reflection-in and on-action, comes from Schon (1983). At this level, teachers see their own values, beliefs, classroom experiences and the context as the basis for reflection. They value the knowledge gained from actual experiences rather than research. Their ability to make good justifications for their classroom practices determines the quality of reflection.

<i>Type</i>	<i>Content for Reflection</i>	<i>Quality of Reflection</i>
Technical reflection	General instruction and management behaviors that are based on research on teaching	Matching one's own performance to external guidelines
Reflection-in and on-action	One's own personal teaching performance	Basing decisions on one's own unique situation
Deliberative reflection	A whole range of teaching concerns, including students, the curriculum, instructional strategies, the rules and organization of the classroom	Weighing competing viewpoints and research findings
Personalistic reflection	One's own personal growth and relationships with students	Listening to and trusting one's own inner voice and the voices of others
Critical reflection	The social, moral, and political dimensions of schooling	Judging the goals and purposes of schooling in light of ethical criteria such as social justice and equality of opportunity

Figure 1.1: Types of Reflection in Teaching Preparation (Valli, 1997, p. 75)

Deliberative reflection is the further level. By building on both technical reflection and reflection-in and on-action, it acknowledges the value of knowledge of research and personal experiences. It also includes other teachers' opinions and advice. In this reflection type, "No one voice dominates. Multiple voices and perspectives are heard" (Valli, 1997, p. 77). Multiplicity in weighing the quality of reflection is also valid for the content. It focuses not only on teachers own practices, beliefs, values or research results but also on schools' culture and organization. On the other hand, personalistic reflection pays attention to personal growth of teachers and their relations with students. Apart from keeping their professional lives close to their personal lives, teachers take into consideration their students' academic achievement, desires, interests and needs. "Teachers who reflect in personalistic way would be caretakers, not just information dispensers" (Valli, 1997, p. 78). The quality of reflection improves as long as they empathize with their students. The underscoring of the last stage, critical reflection, is quite akin to Van Manen's critical reflection (1977). Teachers who achieve critical reflection think schools are politically constructed (Valli, 1997). They aim at emancipating the underrepresented groups, questioning whether their actions are just, equal, not favoring one certain group of students. The content of reflection relies on the extent they care ethical and moral criteria.

Jay & Johnson (2002) also tried to define reflection through a typology consisting of three significant steps: descriptive, comparative and critical. At the first dimension of their

typology, descriptive reflection, one needs to describe the matter for reflection by “finding significance in a matter so as to recognize salient features, extract and study causes and consequences, recontextualize them and envision a change” (2002, p. 78). Setting the problem, as Schon (1983) states, is less significant than figuring out how to solve it since the problems can be vague, implicit or hard to clearly state. The second step, comparative reflection, involves addressing the problem for reflection from numerous different perspectives. As each problem has its own uniqueness, and there is no single absolute solution, reflective practitioners are required to consult for other people’s opinions. In this way, reflective practitioners compare their understanding of the situation with others and enlarge their personal visions. After describing the problem overtly and comparing different points of views, reflective practitioners are expected to reach the third dimension which is critical reflection. One either reaches a judgment or becomes selective among many opinions, or “simply integrates what one has discovered into a new and better understanding of the problem.” (2002, p. 79). Seeking for the best practices and judging the convenience of the decision as for aims, values and ethics is also encouraged. Thus, critical reflection is not an end itself, quite the contrary; it fosters further issues to be reflected upon.

Inspired by Van Manen’s (1977) conceptualization of reflective levels, Sparks-Langer, Simmons, Pasch, Colton, and Starko (1990) provided another hierarchy composed of seven levels. Based on their study with pre-service teachers, they called this hierarchy “the Framework for Reflective Thinking” (Sparks-Langer et al., 1990, p. 23). This framework relies on the extent reflective practitioners explain their experiences and make sound justifications on them by answering why questions which are highly acclaimed. The first levels focus on the descriptive dimension of reflection without reasoning. While the levels of this framework increase, practitioners are expected to spare place for conceptual knowledge, personal characteristics and attributes, theoretical principles and theories in the meaning making process out of their experiences. In a similar vein to the other categorizations, the highest level is unsurprisingly related to whether the practitioners consider ethical, moral concerns in the socio-political context.

Framework for Reflective Thinking

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

Figure 1.2: The Framework for Reflective Thinking (Sparks-Langer et al., 1990, p. 27)

In addition to defining reflection as “deliberate thinking about action with a view to its improvement” (p. 40) in a brief but to the point way, Hatton and Smith (1995) further elaborated on reflection through a four-level framework developed for teacher education. The first step is descriptive writing which is not reflective at all. At this level, only descriptions of events and literature exist. The second level-descriptive reflection requires pre-service teachers to illustrate their reasoning through personal judgments over events or readings they do. At the third level, dialogical reflection, pre-service teachers are to come up with alternative views via a dialogue with themselves. The highest form is critical reflection, on which student teachers provide reasons for the decisions they make considering ethics, morality, political and social dimensions, and culture.

When definitions and typologies of reflection are examined, one could easily recognize that “in its complexity lies its worth” (Jay & Johnston, 2002, p. 73). The “elusive” nature (Burton, 2009, p. 298) of reflection requires going over some of the characteristics of reflection. Describing the problem is the beginning point for reflection; even though sometimes describing can be seen as technical and cannot be acclaimed so much. However, noticing a problem is as important as solving it (Schon, 1983). So the understanding of reflection in this study pays a great amount of value to setting the problem. Reframing the problem through considering the context it occurs from multiple perspectives is also highly acknowledged. More importantly, the process of explaining the incidents and justifying them is seen as the core of reflection. In other words, moving beyond the descriptive levels and providing justifications in reflection becomes a desirable practice.

On the other hand, it is also endorsable that the qualities reflection attributes to a teacher like problem-solving, being aware of social, political and cultural contexts of schools and teachers' own beliefs, assumptions, identities; and searching for effective ways for professional development unfortunately are not easy to acquire since reflection is not common and does not appear to be "a spontaneous activity in our professions or everyday life" because one needs to spare time and effort to thoroughly reflect (Gelter, 2003, p. 337). In the same vein, Gelter (2003) suggests that "reflection is a learned process" (p. 337), meaning one can only make reflections if he or she is taught how, which can be one of the reasons why reflection becomes one of the key components of teacher education programs (Zhu, 2011; Collin et al., 2013).

1.2.3. Reflection and Teacher Education

The adoption and extensive employment of reflective practice in teacher education programs also stem from the need to bridge the gap between theory and practice (Wallace, 1991; Harford & MacRuairc, 2008; Burton, 2009). Wallace (1991) uses *received knowledge*, which includes "the vocabulary of the subject and the matching concepts, research findings, theories and skills which are widely accepted as being part of the necessary intellectual content of the profession" (p. 14) to refer to theory and *experiential knowledge*, meaning "knowledge-in-action by practice of the profession" (p. 15) for practice. Although there is still an undeniable tendency to regard teachers as "curriculum implementers rather than planners and evaluators" (Burton, 2009, p. 299) by assigning research to only researchers along with teacher educators and practice to teachers; through the reflective model, these two dimensions, practice-experiential knowledge and theory-received knowledge, are given equal credit and "a fair balance between the two" have started to be built (Akbari, 2007, p. 202). Consequently, teacher education programs have started to deploy various reflective methods like action research (Nunan, 1990; Leitch & Day, 2000; Burns, 2009), journal writing/dairy studies (Bailey, 1990; Gebhard, 2009; Chien, 2013) microteaching (Richards & Nunan, 1990; Wallace, 1991), video recording (Day, 1990; Richards & Lockhart, 1996; Richards & Farrell, 2011).

In parallel with the development of reflective practice in teacher education programs, the concept of collaborative teacher development has emerged since collaboration is a means of promoting "social support for reflection" and learning from peers (Newell, 1996, p. 568). In addition, reflection is thought to easily "occur in a collegial environment encouraging

social responsibility, flexibility, consciousness and efficacy” (Newell, 1996, p. 568). Similarly, teaching profession, once occupied in a way that teachers were indifferent to each other, cannot be performed in solitude since teacher learning takes place via interaction with other professionals (Johnston, 2009). Observing another colleague’s teaching, identifying a problem –if there is any-, providing constructive feedback, appreciating a successful practice and similarly being observed by a peer, receiving feedback and appraisal contribute not only to professional development through noticing different and effective practices but also to promotion of reflection (Newell, 1996; Curtis & Szestay, 2005; Parsons & Stephenson, 2005; Poom-Valickis & Mathews, 2013). However, establishing a stress/ judgment-free environment in which peers have mutual trust and support for each other should be provided if collaborative teacher education is to succeed (Britton & Anderson, 2010). As a dispensable component of reflective practice, collaborative teacher education utilizes similar methods such as action research, narrative inquiry, dialog journal, teacher study group (Johnston, 2009), peer coaching (Britton & Anderson, 2010).

Reflective practice recurrently emphasizes life-long learning and professional development. For this reason, it is generally associated with teacher development rather than teacher training. Teacher training which is identified with “entry-level teaching skills linked to a specific teaching context” is composed of acquiring “a repertoire of teaching skills” via firstly attending experts teaching, secondly teaching in a “controlled setting” (Richards, 2008, p. 160). On the other hand, teacher development is directly related to “the longer-term development of the individual teacher over time”, challenging the value of the practical skills of teaching a foreign language (Richards, 2008, p. 160). Recognition of the uniqueness of each teaching context (Schon, 1983), emphasizing acquisition of a certain set of teaching skills for a specific context may not work for others and taking the responsibility for one’s own professional development beyond the pre-service teacher education (Zeichner & Leighton, 1996) probably paved the way for reflective practice to be linked to teacher development.

As for teacher development, it is highly acclaimed that the practicum component of teacher education programs functions as the first step. It is the stage where pre-service teachers “make transitions from their academic program to the realities of teaching in a school” (Gebhard, 2009, p. 250). After taking various courses to improve their own language proficiency and receive the necessary theoretical background information in the areas of language teaching methodologies, linguistics and literature, pre-service EFL teachers step

into the practicum. A practicum is generally composed of “supervised teaching, experience systematic observations and gaining familiarity with a particular teaching context” and can be referred as practice teaching, field experience, apprenticeship and internship in literature (Gebhard, 2009, p. 250). Practicum as a compulsory course can be offered either in MA programs or in undergraduate programs as in Turkey. Regardless of the time it is offered, all practicum courses aim at providing pre-service teachers with opportunities, some of which are acquiring practical classroom teaching experience, applying received knowledge from education courses, learning from observing expert teachers, improving lesson-planning skills, making use of materials based on their students’ needs (Richard & Crookes, 1988; Gebhard, 2009); reflecting on their own teaching (Gebhard, 2009) in order to identify their strengths and weaknesses by raising awareness on these issues and “seeing one’s own teaching differently” (Fanselow, 1990, p. 183) as to learn “how to make their own informed teaching decisions through systematic observation and exploration of their own and others’ teaching” (Gebhard, 2009, p. 251).

In practicum courses, a number of teacher development activities are practiced such as teaching a real class, self-observation, observing others’ teaching, keeping teaching dairies/ journals to encourage novice teachers to notice their own beliefs (Gebhard, 2009). In addition to university instructors as supervisors and prospective teachers, mentor teachers who work as a regular teacher in visiting schools get involved in the process, which yields tripartite cooperation to prepare the student-teachers for the teaching profession. In this didactic journey, both mentor teachers and supervisors are responsible for providing constructive feedback to student-teachers as their knowledge, experience and expertise in the area of language teaching are believed to direct novice teachers to find out their own beliefs, attitudes toward teaching. On the other hand, prospective teachers are not in a passive position during this formation process; quite the contrary, they are actively engaged particularly through self-evaluation and peer-evaluation.

Since self-evaluation is needed for every phase of the development of language teachers, it plays a significant role especially in practicum because “a teacher’s ability and skills to analyze and plan his/her work” are regarded as one of the “key teacher competencies” in teacher education (Poom-Valickis & Mathews, 2013, p. 420). Prospective teachers are expected to evaluate themselves constantly upon their acts-whether it is teaching or not-in order to compliment feedback received by mentor teachers and supervisors, which presents the ideas of outsiders compared to the novice teachers’ insider thoughts. Besides,

self-evaluation is the backbone of reflection since without thinking over one's own actions, identifying the problems to be solved out or areas to be appreciated in self, reflection cannot take place. That is why Leitch and Day (2000) define a reflective practitioner as the person who presents "problem solving and self-evaluation capacities" (p. 182). As for the novice teachers who have started to teach in a real classroom, through self-evaluation they gain such an opportunity that they can "see of what is actually happening in their classrooms, to appreciate aspects of their own teaching and learning that they might not otherwise be aware of" (Curtis & Szesztay, 2005, p. 7) in addition to constructive feedback mentor teachers and supervisors are expected to give them.

Peer feedback or peer-evaluation, which has started to be excessively employed with the emergence of collaborative teacher education, enables prospective teachers to reach various perspectives on practice and "create an openness to a genuine dialogue with others who have different points of view and may result also in deeper participation within a community of practice" (Poom-Valickis & Mathews, 2013, p. 422). Receiving feedback from peers who have equal status and similar experience can easily promote mutual trust and understanding and complete the feedback which can be considered as judgmental rather than supportive from mentor teachers and supervisors who have a higher status in the hierarchy of relations in terms of power (Malderez, 2009; Bailey, 2009; Wynn & Kromrey, 1999). The process in which a novice teacher tries to assign meaning to his/her peer's teaching behaviors, analyzes them and provides multiple interpretations is of critical importance to teacher development (Gebhard, 2009). Furthermore, peer observation and peer-evaluation through which new insights and multiple perspectives are obtained promote reflection by increasing its scope, effectiveness and quality, urging novice teachers to think about alternatives along with removing the limited aspects of self-evaluation (Fanselow, 1990; Hatton & Smith, 1995; Akbari, 2007; Leijen, Valtro, Leijen & Pedeste, 2012).

When the concepts of self-evaluation and peer-evaluation are considered as sub-components of professional teacher development, utilizing their combination in the first step into the profession, namely practicum, empowers pre-service language teachers to become a reflective practitioner, improve their teaching as well as keep on learning in a collaborative atmosphere. In other words, engaging prospective language teachers in the evaluation process of their first professional teaching through self and peer evaluation will enhance their reflectivity which is a necessity for their life-long learning and professional development. In the same vein, examining on which topics they reflect in their evaluation process, the extent

their evaluative writing facilitates reflection will shed light on their practicum experience, how they interpret the first professional collaborative teaching experience.

1.3. The Purpose of the Study and Research Questions:

This study aims at exploring self and peer evaluation processes fourth-year FLE students at Middle East Technical University (METU) have been through upon their teaching in a real class during practicum in order to promote reflection. Firstly, the content of their writings, namely, the aspects pre-service EFL teachers pay attention to in their self-evaluation and peer evaluation process through stating their weaknesses and strengths will be explored. Secondly, the study will search for the extent self-evaluation and peer-evaluation promote reflection, examining the levels of their reflective thinking based on the framework of Sparks-Langer et al. (1990). Finally, attitudes of pre-service teachers towards engaging in the systematic self-evaluation and peer evaluation process are analyzed.

Based on these purposes, the study tries to find out answers to the following questions:

- 1) What aspects of teaching do pre-service EFL teachers reflect upon during self-evaluation processes?
- 2) What aspects of teaching do pre-service EFL teachers reflect upon during peer-evaluation processes?
- 3) To what extent do self-evaluation and peer evaluation in the practicum promote reflection?
 - 3.a) What is the level of reflection displayed in self and peer evaluation processes? Is the reflection in evaluation forms and post-teaching conferences descriptive or critical?
 - 3.b) In which ways does engaging in anticipatory reflection contribute to pre-service EFL teachers' teaching?
- 4) What are the attitudes of pre-service EFL teachers toward engaging in a systematic self and peer evaluation process as a reflective practice?

1.4. Significance of the Study:

In Turkey, English does not occupy official status as it is not the medium of communication. However, it has a high instructional value since it is the only foreign language for which there is a compulsory subject in schools (Kırkgöz, 2009). Besides, when briefly examined the last decade of the educational system in Turkey, it is seen that a variety of changes for teaching English has occurred. For instance, in 2005, the English preparatory

classes of high schools were dissolved since the duration of high school education was prolonged to a four-year period (Gür, Çelik & Coşkun, 2013). With the judgment of the government to establish a university in each and every city, the universities have opened preparatory schools with the aim of teaching English to all university students before they attend the courses in their departments regardless of the medium of instruction since 2006. In 2012, English as a compulsory foreign language course started to be implemented from the 2nd grade onward, rather than the 4th grade in state schools (MEB, 2013). As can be inferred, in a country which witnesses constant educational regulations; flexible, adaptable language teachers who can take into consideration the target students' needs and the context of the teaching environment while designing their lessons are demanded. To achieve this aim, reflective practice becomes prominent, and many teacher education programs attempt to foster reflection among pre-service teachers. The Department of Foreign Language Teacher Education (FLE) at Middle East Technical University (METU), one of the forerunners of higher education in Turkey, is no exception since in most of the courses offered in the department during the four year education, various methods like journal writing and microteaching are efficiently used to promote reflection. Thus, in practicum where students are expected to "learn how they can make their own informed teaching decisions, as well as how to reflect on, explore their own teaching" (Gebhard, 2009, p. 251), involving pre-service teachers in reflective practices like self-evaluation and peer-evaluation carries utmost significance. Besides, evaluation of pre-service teacher's teachings in practicum is generally reserved for mentor teachers or supervisors, which yields some discussions. Malderez (2009) pinpoints that the evaluation and assessment of pre-service teachers' teaching should not be mentor teachers' assignment, though they can in order to recognize problematic aspects of the teaching, it should be pre-service teachers' business because they need to learn how to evaluate themselves independently. Therefore, it is of vital importance to empower novice teachers to evaluate their own teaching.

Similarly, as the collaboration among peers is highly acclaimed in teacher development; keeping in mind that "different observers often note different communications, reflecting differences in the values of the observers. Some observers write down things they are interested in seeing in their own classes that they cannot see while they are teaching" (Fanselow, 1990, p. 186), including peer-evaluation in the practicum will contribute to pre-service language teachers' learning from their peers and improving their teachings. Additively, in the era in which standards in teacher education are becoming more and more

efficient and prevailing in the second language teacher education world (Katz & Snow, 2009), providing pre-service teachers with opportunities through which they can collaboratively work and reflect on their teaching as well as others' gives way to professional development. The National Council for Accreditation of Teacher Education (NCATE) which is the accrediting organization in the United States Standards has determined worldly-acknowledged standards. One of the subsections of these standards called *unit facilitation of professional development and unit evaluation of professional education faculty performance* completely highlights the value of collaborative working and involving peers in the evaluation process of teaching (NCATE, 2014). Besides, when NCATE standards are carefully examined, it is clearly seen that the target level for almost all standards and their subsections requires pre-service language teachers to reflect on the concerned issues. This particular situation is also valid for the subject matter competencies MoNE, the Ministry of National Education in Turkey, has prepared for foreign language teachers (MEB, 2008). Under the major competency entitled "To maintain his/her professional development in English Language Teaching", there is a sub-category called "To be able to reflect their research intended to enable professional development on their practices". It includes an advanced level indicator which states "S/he collaborates with their colleagues to reflect research on professional development on the practices of teaching". Thus, enabling pre-service teachers to have chances to practice the requirements of the standards, namely self-evaluation and peer evaluation through reflecting on their teaching to improve it, in the practicum course of the pre-service teacher education program will give rise to a strong base for teacher growth.

1.5. Limitations of the Study

The major limitation of the study is related to the placement of pre-service EFL teachers into the cooperating schools. While some of the pre-service teachers visited a state school, the others visited a private school. This placement in different schools also affected the level of learners pre-service teachers observed. The novice teachers visiting the state school observed secondary school language teachers and students whereas the prospective teachers who did their practice teaching in the private school attended the courses for primary students. In order to deal with these issues, the results are discussed considering the diversity in placement.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Presentation

This chapter firstly presents basic approaches to teacher education and reflective practices in teacher education. Secondly, the importance of the practicum for professional development of novice teachers is discussed with the contributions of mentors and supervisors to this process. Then, the concepts of self-evaluation and peer-evaluation are elaborated. Finally, various studies conducted on reflective teacher education and the process of self and peer evaluation are reviewed.

2.2. Approaches to Teacher Education

In his review of reflection about second language teacher education, Akbari (2007) states that before the concept of reflective teaching was intensively adopted, teacher education was “in a state of crisis, and a change of orientation in teacher qualifications and competencies was badly needed” (2007, p. 193), since the gap between research and practice became a difficult obstacle to overcome. Therefore, the close examination of the common teacher education approaches which led to the emergence of reflective teaching should be provided.

With a great emphasis on the necessity of a theory of teaching and a description of effective language teaching, Richards (1990) presents two approaches to teacher preparation programs: *a micro approach* which deals with study of teaching “in terms of directly observable characteristics” (p. 4), and *a macro approach* which is concerned making general interpretations beyond directly observed classroom procedure. While the micro teaching represents the features of teacher training, the macro approach is in the same line with teacher development.

Derived from content teaching, the micro approach emphasizes the significance of teacher characteristics such as attitudes, interests, self-control, judgment, adaptability, enthusiasm, personality and degree of training. Despite the acceptance of the fact that having

effective characteristics does not always ensure students' learning, teachers are still evaluated according to the extent they have these characteristics. With a new dimension to the research, a pivotal importance is paid to "what the teacher does rather than what the teacher is" (Richards, 1990, p. 5). As a consequence, student-teacher interaction becomes the focus of teacher preparation. Observations on low-inference skills such as teachers' ability of effective questioning, wait time, how they provide feedback and students' time-on-task have started to be used quite frequently. Although these behaviors are believed to be acquired effectively in pre-service teacher education programs, they do not result in effective teaching, which required a more comprehensive approach which is the macro approach (Richards, 1990).

The macro approach focuses on the holistic view of the classroom context, with the purpose of understanding "how the interactions between and among teachers, learners, and classroom tasks affect learning" (Richards, 1990, p. 9). It includes both low-inference and high inference categories. Skills in the high-inference category are classroom management, structuring, tasks and grouping. This approach highlights that teaching is not a mechanical process and student teachers need to understand the importance of the principles effective teaching relies on (Richards, 1990).

Wallace (1991) provides three major models of professional education, which is also quite reasonable for explaining the development of second language teacher education: (1) The Craft Model, (2) The Applied Science Model and (3) The Reflective Model. The first model relies on the knowledge, *wisdom* an experienced professional practitioner has got. As can be seen in Figure 2.1, learning the profession is based on the imitation of the expert by the young inexperienced trainee who is "following the expert's instructions and advice" (Wallace, 1991, p. 6). Wallace describes this model as "'sitting with Nellie', Nellie being an experienced worker who had been doing these routine tasks for years" (Wallace, 1991, p. 6).

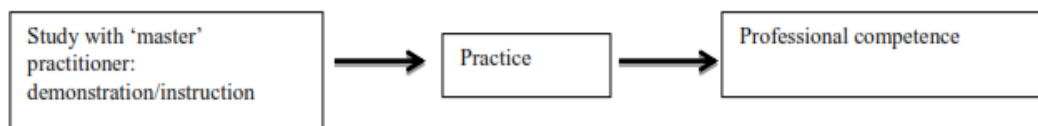


Figure 2.1: The Craft Model of Professional Education (Wallace, 1991, p. 6)

While this model may have worked very well for the past static societies that did not witness a constant change; in this globalized constantly changing world, it has lost its effectiveness. Additively, this model does not give any place to scientific knowledge, research results about what people think and the subject area of the profession. At last but not least, the quality of the expert should also be questioned since experience does not always yield effective teaching (Wallace, 1991).

The second model, the Applied Science Model, positions scientific knowledge as the leading source of knowledge for the trainees. This model underlies the importance of “using scientific knowledge to achieve certain clearly defined objects” (Wallace, 1991, p. 8). In this model, trainees are taught that solving a teaching problem can only be achieved via applying the empirical results of the research. Professionals in the field can transmit the scientific knowledge to the trainees. However, it is the trainee’s responsibility to reach a conclusion from these scientific studies. Consequently, if a solution is not provided for a teaching problem, it is believed that trainees either could not understand the problem or could not apply the findings appropriately. This “one-way” information transmission can be better displayed in Figure 2.2.

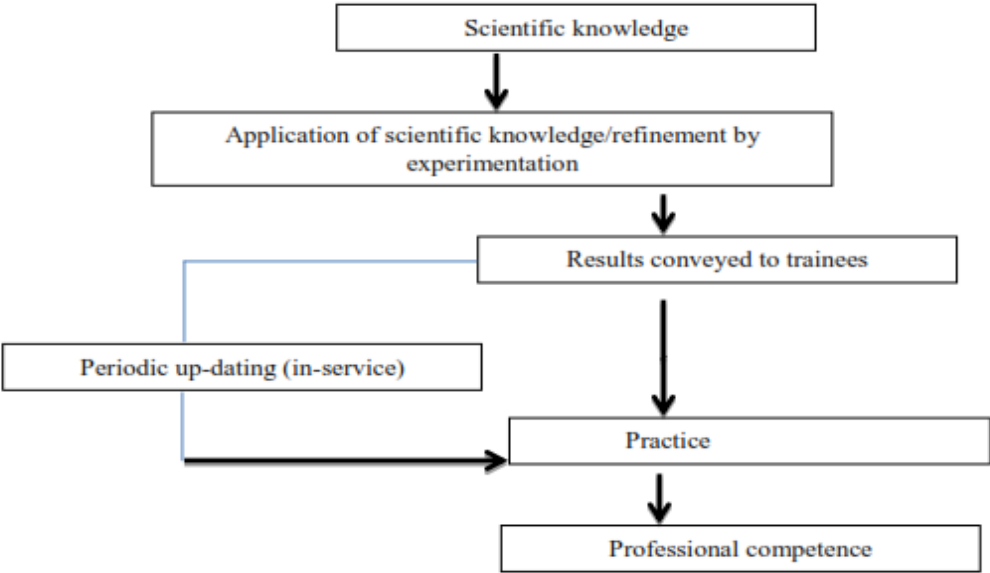


Figure 2.2: The Applied Science Model (Wallace, 1991, p. 9)

The Applied-Science Model is harshly criticized since it glorifies scientific knowledge and research findings while ignoring the significance of practice. In other words, the gap between research and practice becomes more clear and prevalent. Based on Schon's (1983) criticism of this model and his definition of reflection-in-action and reflection-on-action, Wallace (1991) introduces the third model, The Reflective Model. In order to clearly understand how this model functions, Wallace (1991) discussed two types of knowledge: *received knowledge* and *experiential knowledge*. *Received knowledge* is the total of information trainees have about theories, facts, and data through the courses they take in teacher education programs. *Experiential knowledge*, on the other hand, is received through the practical experiences trainees have, the observations of other teachers; yet this knowledge is not expected to be directly drawn from the application of received knowledge (Wallace, 1991).

In this model, based on received knowledge and experiential knowledge, trainees practice the profession and they immediately think/ reflect on this practice in order to detect any problem, to solve it and to improve practice. Teacher trainees are required to do so since each teaching context has its own unique, uncertain and complex problems research will be insufficient to solve. This practice-and-reflect cyclical process which is also known as reflection continues until the professional competence is achieved and even afterwards (See Figure 2.3 below).

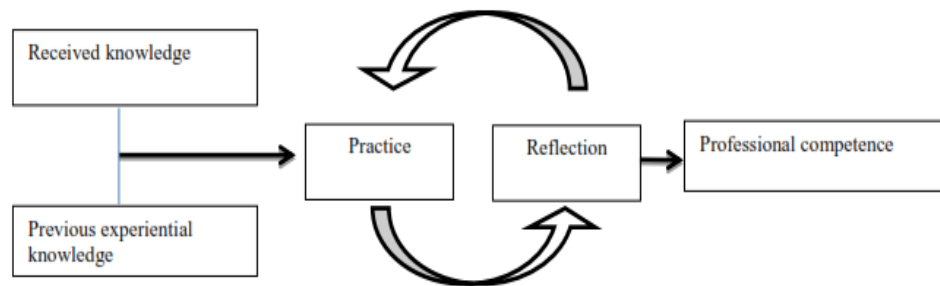


Figure 2.3: The Reflective Model (Wallace, 1991, p. 15)

The Reflective Model includes the practices of both previous models in its procedure, compensates their insufficiencies and provides a still-ongoing and developing way for teacher education. It gives due value to both practice which is ignored in The Applied Science Model and research that has no place in The Craft Model. The other point which distinguishes the Reflective Model from its predecessors is the fact that it is not a

model just used in pre-service programs. The features it carries can be practiced in every phase of career development. Actually, what it preaches is one of the necessary dimensions for professional growth. As a result, it has such a wider scope that it has not been still comprehended thoroughly. This situation yields multiple issues to be addressed like what reflection actually is, what kind of drawbacks it has, how it has been implemented in undergraduate programs since its breakthrough so on and so forth. Since the introductory chapter has discussed what reflection is, reflective practices in teacher education are provided.

2.3. Reflective Practice in Teacher Education

Although reflective practices are highly praised in second language teacher education programs, many of which assume labeled as reflective helps them gain a critical position in academic circles (Griffiths, 2000; Collin et al., 2013); there are still questions as for their implementations in education (Hatton & Smith, 1995; Fendler, 2003, Akbari, 2007). The first and the most problematic aspect of reflective practices is the lack of a clear definition of reflection (Jay & Johnston, 2002; Parsons & Stephenson, 2005; Collin et al., 2013). In the same vein, various attempts to define it through typologies (Van Manen, 1977; Van Manen, 1991; Valli, 1997, Sparks et al, 1990; Hatton & Smith, 1995, Jay & Johnson, 2002) give rise to lack of a clear unified concept. Putting this ambiguous nature of reflection in its center, Hatton and Smith (1995) identified four basic problems about reflective practice.

The first problem Hatton and Smith (1995) state is related to the nature of reflection, whether it is actually a thought process about action or the action itself. While Dewey (1933) and Schon (1983) particularly regarded it as action, the general view is it is “a special form of thought” (Hatton & Smith, 1995, p. 34). The second identified problematic issue is time-referenced, whether reflection occurs within a short notice, immediately during the action or it requires a certain amount of time after the action to be systematic. Ultimately, this kind of distinction produces further questions like ‘which one is the best for the practitioner?’. As for teacher education, since immediate reflection is difficult to be a subject for the studies, research focuses on and encourages reflection-on-action which deals with the past experiences of teachers. Conway (2001) points out that “teacher education currently concentrates on memory with the result that little attention is paid to imagination” (p.104). However, reflective practitioners should be free of this past-or-present reflection circle and consider the third dimension, the future, utilizing their imagination and creativity in order to

be autonomous and independent (Akbari, 2007). In other words, they should be engaged with anticipatory reflection (Van Manen, 1991) as well so as to reach more effective learning outcomes as Birmingham (2004) discusses “teachers [will be] ... able mentally to produce and compare possibilities for the future as they consider the different ends that may be achieved in their teaching” (as cited in Akbari, 2007, p. 197). Whether reflection is limited to problem solving or not is the third problem Hatton & Smith mentioned. If the practitioners find a solution to the teaching problem in the classroom as a requirement of reflection, then some forms of reflective practices like journal writing or group discussions may not fulfill reflection since they do not always lead practitioners to find a solution to specific practical problems (Hatton & Smith, 1995). They may simply encourage practitioners just to notice them. The content of reflection becomes the last dilemma the scholars specified. Although intentions to describe almost all kinds of reflection as critical are quite prevailing, to what extent a practitioner reaches critical reflection is the center of the problem. Critical reflection in here refers to thinking over an action from a wider political, social, cultural and sociological perspective.

Another criticism addressed to reflective practices lies in the origin of the term (Akbari, 2007). It is thought that reflection is needed to improve the effectiveness of teacher performance in classes and keep them in an equal position with researchers. Moreover, reflective practices are supposed to finally appreciate the value of practical knowledge teachers have and build a bridge across practice and research. However, teachers who are empowered by researchers are still urged to follow the procedure designed by academic circles in order to be reflective. To put it another way, “ironically, the roots of reflection, as it is promoted in ELT teacher education circles, are found in academic circles, not in real contexts of practice” (Akbari, 2007, p. 196).

When teachers are engaged with reflective practices, they are expected to improve their teaching by stepping back, looking over their practices, finding a point to be improved and trying to solve the problem. However, it is stated that at some point teachers may misinterpret what reflection actually means and instead of seeking for solutions or alternative views to solve the problems; they may try to rationalize the way they teach and justify what they do (Loughran, 2002; Akbari, 2007). In order to prevent such occasions, establish reflection as a common practice and maximize the benefits of reflection, a number of reflective practices are strongly supported and utilized in pre-service teacher education such as journal writing/dairy studies (Bailey, 1990; Gebhard, 2009; Chien, 2013), self-observation

and observation of other teachers' teaching (Day, 1990; Richards & Lockhart, 1996; Richards & Farrell, 2011), microteaching (Richards & Nunan, 1990; Wallace, 1991), action research (Nunan, 1990; Leitch & Day, 2000; Burns, 2009).

2.3.1. Journal/Diary Writing

Journals are effective tools of keeping records of self-observations and observations in other classes to “criticize, doubt, express frustration, and raise questions” (Bailey, 1990, p. 218). They are utilized to examine teaching beliefs, attitudes, and insights. Questions regarding teachings are thoroughly discussed in journals; and diaries form a basis for the future references as for what works for whom and when. It is recommended that student teachers write regularly, it could be once or twice a week, or even on a daily basis (Bailey, 1990).

Diaries can be used either by personally or collaboratively. (Richards & Lockhart, 1996; Gebhard, 2009). When journals are private, written and read by only one student teacher, it is called *intrapersonal journals*. Privacy enables people to feel comfortable while writing to share their opinions. On the other hand, if a journal is shared by more than one student teacher, both different novice teachers and their supervisors write and comment on each other's writings; it is *dialogic* or *collaborative journals* (Gebhard, 2009). Collaborative journal writing promotes a quick access to multiple perspectives and alternative views.

2.3.2. Self-Observation

Student teachers can gain a deeper understanding of their own teaching via non-judgmental observation (Gebhard, 2009; Fanselow, 1990). Novice teachers can gain data for their teaching through video or audio recording; writing notes, filling certain observation sheets or describing the teaching context based on these recordings (Richards & Farrell, 2011). Self-observation enables pre-service teachers to assess and evaluate their own performance, and identify strong and weak points of their teaching. Student teachers can focus on any aspects they want to improve. Through self-observation, student teachers can detect the points they may miss while teaching, they can uncover their beliefs and insights they are not fully aware of (Richards & Lockhart, 1996).

Being told to what to do by others does not give away the same effect observing oneself does (Fanselow, 1990). That is why pre-service teachers should be provided with opportunities to observe themselves, evaluate their teaching and have a better informed

teaching decision. However, one should acknowledge that self-observation has its own drawbacks. Student teachers may not be able to keep themselves distant enough from teaching to reflect thoroughly, they may end up with only one perspective (Fanselow, 1990).

2.3.3. Observation of Other Teachers

Although observation has a negative connotation since teachers feel anxious by the presence of other teachers with the purpose of evaluation; visiting other teachers' classrooms, observing their teaching, taking notes, describing the teaching context, and paying attention to learners' reactions to teaching make a great contribution to novice teachers' professional development (Richards & Lockhart, 1996). Pre-service teachers' experience with observation should not be limited to attending experienced teachers' classroom, they should also observe their peers' performance since the aim is to "see one's own teaching differently" (Fanselow, 1990, p. 183). By this way, novice teachers can "construct, reconstruct, and revise (their) own teaching" (p. 184). Noticing what works and what does not in different teaching situations, trying to apply the working method and avoiding the unsuccessful one help novice teachers to reshape their teaching.

2.3.4. Microteaching

Wallace (1991) defined microteaching as "one of a range of techniques for developing experiential knowledge of professional action in a controlled and progressive way" (p. 87). Microteaching is one of those activities in which theory meets practice. It requires pre-service teachers to prepare mini lessons in order to exemplify certain skills. One student teacher delivers these mini lessons in university classes, performing as a teacher while peers as pupils. Novice teachers undergo every phase of preparing lesson plans and materials, delivering instructions and managing classes in microteaching. They receive feedback from both their instructors and peers. Hence, microteaching provides multiple perspectives. In addition, the student teacher who has a micro teaching assignment can think over his/her teaching and critically evaluate the teaching.

Although microteaching can be questioned as for authenticity since novice teachers do not teach real pupils, it forms a valuable step before the practicum process where student teachers are required to teach actual learners.

2.3.5. Action Research

Action research is a “teacher-initiated classroom investigation which seeks to increase the teacher’s understanding of classroom teaching and learning, and to bring about change in classroom practices” (Richards & Lockhart, 1996, p. 12). Although action research is a term initially coined with the purpose of encouraging in-service teachers to become the *teacher as researcher*, it has started to be effectively and frequently used in pre-service teacher education (Bailey, 1990).

The main aim of the action research process is to “bridge the gap between the ideal (the most effective ways of doing things) and the real (the actual ways of doing things) in the social situation” (Burns, 2009, p. 290). A teacher who is involved with action research is expected to notice an issue in order to explore it in a more detailed manner; try to gather information about the topic, analyze it and decide what changes should be needed; design an action plan to bring about the necessary change and execute it; observe the impacts of the action on teaching behavior and reflect on it; and start a new action plan since the result may be unexpected (Richards & Lockhart, 1996; Burns, 2009). As the reflection phase is generally followed by a second action plan, it is cyclical in nature. In pre-service teacher education programs, supervisors are also involved in this developmental process to assist novice teachers (Burns, 2009).

Action research intends to empower teachers by transforming them. Its scope is larger than just improving classroom teaching, it is also used for curriculum innovation and policy making (Burns, 2009).

2.4. The Practicum

The practicum has long been considered as the core component of second language teacher education. The underlying concept of the practicum derives from the fact that “knowledge does not just develop by accumulating information, but is shared, negotiated and coconstructed through experience in the communities of practice in which the individual participates” (Legutke & Schocker-v. Ditfurth, 2009, p. 210). After receiving theoretical information on pedagogical content, language acquisition and language itself; future teachers need to make sense of how this information works in real teaching contexts. This making sense process is achieved through the practicum basically. A number of terms are present to refer to the practicum in second language teacher education research such as practice

teaching, practical experience, apprenticeship, field experience and internship (Gebhard, 2009).

The historical development of the practicum reveals how second language teacher education programs have shifted focus from teacher training to teacher development as well. In the past, the practicum process was approached within the teacher training framework (Burns & Richards, 2009). Novice teachers were encouraged to examine and practice certain discrete teaching behaviors like teacher questions, wait-time and feedback types (Gebhard, 2009). Although mastering isolated and trainable teaching skills is helpful for novice teachers to some extent, it is limited and lacks the vision which encourages life-long professional development (Richards, 1990).

With the wide acknowledgment of dynamic nature and uniqueness, complexity and uncertainty of each classroom context, the focus was directed to teacher development from teacher training, which has affected the practicum experience (Legutke & Schocker-v. Ditfurth, 2009). Student teachers are provided with chances to raise awareness on their teaching practices, noticing personal beliefs and values which shape their practices (Borg, 2009). In addition, they are expected to set themselves a series of goals to keep their development lifelong. Such an approach to the practicum also enables novice teachers to notice their own capacity by reflecting on their practices.

In the same line with the teacher development framework, teacher education programs have started to emphasize the value of reflection in the practicum since reflection is believed to bring about desirable changes in teachers' professional practices (Griffiths, 2000). These programs aim at educating student teachers who are reflective in the practicum. Based on their studies with novice teachers in order to operationalize the term reflection and explicitly state who reflective practitioners are, Korthagen and Wubbels (1995 as cited in Griffiths, 2000) described the features of reflective student teachers. Reflective student teachers:

- are able to structure situations and problems;
- use a questioning approach when evaluating their experience (e.g., why did this happen?);
- are clear about what they want to learn (i.e., are independent learners);
- can describe and analyze experience and interaction well; and
- have strong feelings of personal security and self-efficacy (p. 552).

Before becoming reflective teachers, pre-service teachers are expected to become reflective student teachers and they get engaged in many practices like journal writing

(Bailey, 1990; Gebhard, 2009; Chien, 2013), self-observation, observation of other teachers (Day, 1990; Richards & Lockhart, 1996; Richards & Farrell, 2011) and action research (Nunan, 1990; Leitch & Day, 2000; Burns, 2009). However, the heart of the activities in the practicum lies at teaching a class.

As a first hands-on professional experience, novice teachers teach real pupils. This initial teaching is so crucial that success or failure during this experience may have impacts on student teachers' future career (Leshem & Bar-Hama, 2007). Practice teaching functions as the stage where student teachers put into practice their pedagogical skills and their teaching beliefs which have been shaped by their experiences as learners and theoretical knowledge they are exposed to in their education (Leshem & Bar-Hama, 2007). This actual teaching is so pivotal that it not only enables pre-service teachers to interact with students but also forms the basis for self-observation, peer observation and discussions (Gebhard, 2009). Teaching a class helps pre-service teachers to examine their teaching, think over their teaching critically and become aware of their teaching philosophy (Gebhard, 1990a; Newell, 1996).

During the practicum, novice teachers experience that teaching is a complex many-sided process. They can be taken aback by the ambivalence of the process; while they are eager to learn and work more in the profession, they might be afraid of failure, of lack of acceptance and respect by pupils and of troubles with classroom management and discipline (Hascher, Cocard & Moser, 2004). However, since the practicum is based on student teachers' learning through working collaboratively with mentor teachers in the schools and supervisors in the universities, student teachers are not alone in this process and they can overcome their fears with the help of mentor teachers and supervisors. Although both mentoring and supervision are rooted in the idea that pre-service teachers need guidance and assistance during their first professional experience, they have their own issues to be addressed separately within the professional development of pre-service teachers.

2.4.1. Mentoring in the Practicum

Within the scope of the practicum which is the very first step into profession, novice teachers visit cooperating schools, observe cooperating teachers' classes and teach actual pupils. During this process, they are in an intense relationship with cooperating teachers. This relationship, mentoring, can be defined as the "process of one-to-one, workplace based, contingent and personally appropriate support for the person during their professional

acclimatization (or integration), learning, growth and development” (Malderez, 2009, p. 260). As can be inferred from the definition, mentors who are current members of the teacher community student teachers will join are expected to provide pre-service teachers with guidance and assistance in their professional improvement.

Although the clash between the mentors who teach traditionally in classes and mentees who are educated to teach communicatively is highly discussed in literature (Brown, 2001, Malderez, 2009), mentoring is a process out of which both sides get benefits. Student teachers, or mentees, reduce their feelings of isolation and increase their confidence in the profession with the guidance of mentors (Hobson, Ashby, Malderez & Tomlinson, 2009). Mentors’ efforts to provide psychological and emotional support are highly credited by student teachers, which results in pre-service teachers’ job satisfaction with increased self-esteem. Mentoring helps student teachers develop their capabilities of managing the classroom and controlling time and workloads (Malderez, 2009). Via regular discussions of teaching practices with mentees, mentors have great opportunities to reflect on their own teaching; they gain new ideas and perspectives, they keep informed about new teaching styles, new implementations of teaching practices regarding instructional technology (Hobson et al., 2009).

To keep this valuable process working effectively, there are some certain delicate matters to be handled like vulnerability and power issues (Bradbury & Koballa Jr., 2008; Malderez, 2009). Since pre-service teachers are not students of mentor teachers, but a potential colleague, both mentors and student teachers might have difficulties in finding an appropriate language to communicate. Mentors can be patronizing and criticizing which makes student teachers reluctant to keep on conversations. Mentor teachers can be unwilling to provide critical commentary on student teachers’ performance since they do not want to discourage them on their first professional experience (Bradbury & Koballa Jr., 2009). Such situations can be avoided if the roles of mentor teachers are described clearly.

Malderez and Bodoczky (1999) assigned quite essential roles to mentor teachers. They can be *models* of teaching by exemplifying teaching methods mentees are taught; *acculturators* by assisting mentees to join a specific community; *supporters* of mentees who are going through an emotionally and intellectually charged process of becoming professional, and finally *educators* by providing necessary support and assistance to promote learning. Harrison, Dymoke and Pell (2006) summarized the functions of mentor teachers

under four categories: (1) guiding/ leading/ advising/ supporting, (2) coaching/ educating/ enabling, (3) organizing/ managing and (4) counselling/ interpersonal. Although there is a great tendency to regard mentor teachers as evaluators or assessors, they are not to assess mentees' performance (Malderez, 2009). Rather, they are expected to promote a learning environment in which novice teachers evaluate themselves and make use of mentor's assistance for decision-making and planning. Mentor teachers can provide mentees with descriptive not judgmental comments to help them thoroughly understand and interpret the action (Malderez, 2009). Mentor teachers can give feedback to mentees to direct them how to best develop. However, there are views that feedback can be given only by pupils student teachers teach as "the receivers of an action" and mentors can help them only to notice and interpret this feedback (Malderez, 2009, p. 264).

At a stage where student teachers either come to realize that theory is relevant and necessary for practice or get overwhelmed by the gap between theory and practice (Hobson et al., 2009), mentoring has a significant role and clear statements about the roles of mentors and what is expected from both mentors and mentees maintain an efficient-working practicum process.

2.4.2. Supervision in the Practicum

Another significant process pre-service teachers are engaged within the practicum is supervision. Supervision has been defined as "an ongoing process of teacher education in which the supervisor observes what goes on in the teacher's classroom with an eye toward the goal of improved instruction" (Gebhard, 1990b, p. 1). While in mentoring novice teachers build a relationship with mentors; in supervision they are in contact with supervisors. A supervisor is "anyone who has... the duty of monitoring and improving the quality of teaching done by other colleagues in an educational situation" (Wallace, 1991, p. 107). The basis of supervision is providing a means for more experienced teachers to assist or assess the less experienced (Fanselow, 1990). The aim of supervision is to help novice teachers to gain self-insight, construct their own knowledge and ultimately be autonomous. On the other hand, there are certain arguments against the term, supervision since "using the word *supervisor*- a person who with super vision- hardly supports" autonomy in this process (Fanselow, 1990, p. 182).

In order to enable experienced teachers to help the inexperienced in a systematic way, a number of attempts have been made and various approaches-similar by nature but

different by name- to supervision have emerged. Freeman (1989) provided three options for observing teachers and giving feedback based on the power relations. The first approach he suggests is the *supervisory option*. In this traditional option, the supervisor is regarded as experts and expected to give prescriptive advice. The supervisor has got the power to select the issues to be discussed and solutions to be offered while novice teachers have almost no power. In the second approach, the *nondirective option*, the supervisor non-judgmentally listens to novice teachers who describe and interpret their work. The supervisor is endorsed with the power to direct the conference and make decisions. In the *alternative option*, the supervisor suggests alternative views and encourages novice teachers to find alternatives to the ways of their teaching. The power in the alternative option is shared by both parties; topics to be discussed and decisions to be made are determined by the supervisor and the pre-service teachers.

Influenced by Freeman's work, Gebhard (1990c) presented six models of supervision in second language teacher education: directive supervision, alternative supervision, collaborative supervision, nondirective supervision, creative supervision and self-explorative supervision. Directive, alternative and nondirective supervision models are quite the same with Freeman's option. In a collaborative model, supervisors do not direct pre-service teachers; rather they work with them and share their experiences if needed. Supervisors actively participate with the novice teachers "in any decisions that are made and attempt to establish a sharing relationship" (Gebhard, 1990c, p. 159). The creative model includes the characteristics of the previous models; it enables supervisors to shift their roles according to the student teachers' needs. Through the creative approach, the limits of working within one model can be overcome. The final model, the self-help-explorative supervision is the extended version of creative supervision. The aim is to come up with different ways of seeing one's own teaching. The supervisor in this model is not a helper anymore, but a person who is more experienced and willing to improve his/her teaching through observation of others. Both supervisors and novice teachers aim at gaining awareness on their teaching without judgmental comments (Gebhard, 1990c).

The traditional role of supervisors has been described as "to prescribe the best way and to teach and to model teaching; to direct or guide the teacher's teaching; and to evaluate progress" (Gebhard, 1990b, p. 1). However, Gebhard (1990b) discusses that the role of supervisors has been recently modified as:

to train new teachers to go from their actual to ideal teaching behavior;

to provide the means for teachers to reflect on and work through problems in their teaching;
to furnish opportunities for teachers to explore new teaching possibilities; and
to afford teachers chances to acquire knowledge about teaching and develop their own theory of teaching (p. 1).

These various roles of supervisors have illustrated that while the traditional roles are positioned in the prescriptive approach, the recent functions are in the collaborative framework (Bailey, 2006). While the prescriptive roles of supervisors can be considered as evaluator or assessor like an inspector, the collaborative roles are more collegial and enable professional developments for the novice teachers (Murdoch, 1998; Bailey, 2006). Within this scope, a further role of the supervisor is to introduce the discourse of teaching to student teachers through their conferences in which they discuss and interpret novice teachers' performance (Bailey, 2009).

All in all, when the roles of both mentor teachers and supervisors are reconsidered, it is seen that evaluating the progress and teaching pre-service teachers is assigned to supervisors rather than mentor teachers with an emphasis that pre-service teachers should take responsibility of evaluating and analyzing their own teaching (Malderez, 2009) and their voices should be heard more in the feedback process during the practicum. One of the ways of involving pre-service teachers in the evaluation process is the employment of self-evaluation.

2.4.3. Self-Evaluation in the Practicum

Self-evaluation is a process in which one draws judgments about the effectiveness and adequacy of his/her own performance with the aim of self-development. With the common implementation of reflective practices, the terms self-evaluation and reflection have started to overlap and to be used interchangeably even in some situations (McLaughlin, 1991; Buchanan & Jackson, 1998; Rickards et al., 2008). Building an association with reflection, McLaughlin (1991) defines self-evaluation as:

an aspect of reflection that is concerned with defining one's concerns, establishing criteria for success, and determining the most appropriate methods to judge the effects of one's actions in the classroom. Self-evaluation involves carefully observing and analyzing one's actions and interpreting the consequences of what one has done (p. 42).

Making interpretations, identifying strengths and weaknesses of an action based on one's own criteria rather than externally imposed ones as in traditional evaluation (Anderson,

1998) is the underlying concept of self-evaluation. Through self-evaluation, people can take more responsibility for their own learning and make decisions regarding their progress (Buchanan & Jackson, 1998). In order to self-evaluate, one needs to recognize what they are expected to learn, more clearly aims and objectives of the study, and check out his/her current progress along the way to the objectives. In a way, self-evaluation brings about self-regulation in which learners monitor and manage their own learning, become independent and autonomous and take the ownership of learning (Andrade & Valtcheva, 2009).

Although self-evaluation can be used to promote summative evaluation done at the end of a program to make judgmental decisions, it is generally regarded within the realm of formative evaluation due to the emphasis on learner progress (Andrade & Valtcheva, 2009). When self-evaluation is used for formative purposes, students are encouraged to think over their strengths and weaknesses and this situation enables students to make “evidence-based improvement” (Cheung, 2009, p. 55). Within the scope of the practicum, all these features of self-evaluation are quite valuable since they are in alignment with the reflective framework of educating novice teachers. Boud’s (1995) underlining of the crucial function of self-evaluation as a means of life-long learning is immensely appreciated by reflective practices. Therefore, reserving a space in the practicum for student teachers to evaluate their own performances is of pivotal significance. Since evaluation in the practicum was spared for mentor teachers or supervisors in the past (Bailey, 2006; Malderez, 2009), pre-service teachers’ involvement in evaluation is a relatively newly emerging concept. Hence, engaging novice teachers in the evaluation process in the practicum brings up certain issues to be handled like whether student teachers should use checklists or open-ended evaluation forms to report their observations with the purpose of improving the way they teach.

Like Brown (1995) who encourages a holistic way of evaluation, O’Leary (2006 as cited in Leshem & Bar-Hama, 2008) advocates using open-ended evaluation forms rather than checklists pinpointing that:

- a lesson is a complete entity and cannot be dissected into separate parts;
- criteria for effective teaching differ for every instructional situation;
- checklists measure low inference skills and these are limited because they tell us very little about teacher behavior and the learning process itself;
- effective teaching manifests itself in high inference skills, which are fundamentally qualitative;
- adopting a quantitative approach is discouraging and undermining to teachers (p. 261).

O’Leary (2006) argues that the process of observing and evaluating one’s own teaching depends on one’s perception of effective teaching. He also strongly believes that effective teaching cannot be defined clearly by a set of criteria which are based on discrete points. In addition, he supports that effective teaching is context-specific, which means a description of effective teaching cannot be applicable for other settings; therefore, each teaching should be evaluated according to its own peculiarities. Similarly, evaluating teaching only through directly observable items of a checklist may prevent observers from thoroughly understanding the effectiveness of teaching since checklists opt to focus on low inference skills. On the other hand, he acknowledges that novice teachers are required to acquire certain skills to help them survive in the very first years of profession, yet he suggests that open-ended evaluation forms can serve to determine whether novice teachers attain those skills or not. Given that writing itself is a reflective act which contributes to the professional growth of teachers (Burton, 2005), open-ended evaluation forms which require teachers to write on rather than simply assign numbers for the quality of practice are more preferable and more effective.

2.4.4. Peer-Evaluation in the Practicum

Another way which enables novice teachers to take part in the evaluation process is the use of peer evaluation. It enables to “maximize the human resources during the pre-service experience and eliminate or reduce the performance element of associated with being observed by persons of higher authority” (Britton & Anderson, 2010, p. 306). Peer-evaluation becomes a great help, particularly when the trial model of practice teaching is implemented, in which two student teachers are paired with a single mentor teacher (Goodnough, Osmond, Dibbon, Glassman & Stevens, 2009). Assigning two pre-service teachers to one mentor teacher generally arises from the busy schedules of the limited number of mentor teachers, yet benefits of the trial model such as promoting collaborative learning environments, decreasing novice teachers’ sense of loneliness overshadow the reason for its emergence out of limitations (Goodnough et al., 2009).

Peer-evaluation is an alternative assessment process involving student teachers in evaluating the quality of their fellow student teachers’ teaching and then providing feedback. The aim of peer-evaluation is to increase the quality of learning and encourage learners to involve in the evaluation process which once ignored the learners’ feelings and attitudes. (Vickerman, 2009). Evaluating peers, like self-evaluation, puts emphasis on the progress of

students' learning, which urges them to review and adjust their opinions. That is why it is generally associated with formative evaluation (Lomas & Nicholls, 2005).

The process of peer-evaluation contributes to the professional development of both sides. Both observers and the observed attain a sense of autonomy and claim the ownership of the evaluation process, which is motivating and encouraging. Similar to the benefits of self-evaluation, it enables learners to take responsibility for their learning and to view their mistakes as opportunities rather than failures. They gain increased awareness of the weaknesses in their teaching. Consequently, it promotes deep learning not rote learning (Vickerman, 2009). Student teachers who receive feedback from their peers can have different opinions as for how to improve their teaching professionally, reinterpret and develop their understanding of practice. This promotes multiple perspectives and different insights, which makes "seeing one's own teaching differently" possible (Fanselow, 1990, p 183).

Peer-evaluation requires partners to reflect on the performance of the observed and to identify the strengths and points to be developed so as to give constructive feedback. During this process, the observers are also in a state that they constantly compare their own performance with the subject of the evaluation. Thus, the observers are in double evaluation, reflecting on both their peers and their own teaching. To put it differently, they gain "a critical stance or attitude towards both their own practice and that of one's peers" (Johnston & Badley, 1996, p. 4). Adopting a critical eye and becoming a "critical friend" (Hatton & Smith, 1995; Lomas & Nicholas, 2005) is quite valuable in order to provide high quality feedback. Otherwise, one might lose objectivity and become afraid of ruining the friendship and refrain from speaking the truth. Such cases impede the effectiveness of peer evaluation (Lomas & Nicholas, 2005).

To benefit peer-evaluation at the maximum level, a non-judgmental environment should be maintained, peers should have a mutual relationship based on trust (Carolan & Wang, 2011). Peer-evaluation is believed to foster collaboration among student teachers (Vickerman, 2009). However, without collaboration, it is not possible to utilize peer-evaluation for professional growth. In other words, peer-evaluation and collaboration are intertwined, they feed each other. Therefore, it is recommended that student teachers choose their peer on their own rather than being paired by their supervisors (Richards & Lockhart, 1996; Wynn & Kromrey, 1999; Goodnough, 2009). Similarly, peer-evaluation promotes

collegiality among pre-service teachers and eliminates the feeling of isolation (Vo & Nguyen, 2009). Peer-evaluation or peer feedback has been assigned a more valuable role in the practicum. Since pre-service teachers are equal to each other, they believe peer feedback is not judgmental but supportive in nature in contrast to feedback given by supervisors or mentor teachers who have a superior status in the practicum (Wynn & Kromrey, 1999).

2.5. Studies on Reflection and the Practicum

Acknowledging reflection as the key to professional development and emphasizing the importance of the practicum for promoting reflection, Zhu (2011) conducted a study with one instructor and 12 pre-service teachers in a physical teacher education program. He analyzed these pre-service teachers' reflective practices in the practicum. As a requirement of the practice teaching course, student teachers were engaged with observing their mentor teachers, teaching in a real class, writing recall-and-reflection journals, keeping professional portfolio, attending weekly seminars and doing homework. The researcher collected data through field observations, instructional material, artifact collection and interviews. Analyzing his data based on typologies of Schon (1983) and Van Manen (1977), he found out that portfolio building is an effective way of reflecting on previous knowledge; recall-and-reflection journaling promoted reflection-on-action rather than reflection-in-action and enabled pre-service teachers to reflect for action as in anticipatory reflection by considering the implications of the practices for their future studies. He also stated that pre-service teachers have a vague concept of reflection-in-action. When they were interviewed if they were involved within reflection-in-action during the lesson, they stated that "they were too busy to find a chance to reflect while teaching, because there are too many things going on during the class" (Zhu, 2011, p. 770). It was also seen that in their reflective writing they generally focused on technical rationality, they barely reached critical reflection.

In order to clarify the ambiguities regarding the concept of reflection, Leijen et al. (2012) collected data from 16 participants who were students in a dancer/choreographer bachelor's programme. As a data collection method, they utilized self-evaluation forms and peer-feedback accounts in which students were asked to evaluate their and peers' performance specifying what worked and what did not work to reach their aims in either a choreography or a ballet course. The researchers analyzed students' writing both in terms of the focus and quality of reflection. The findings revealed that students mainly wrote about a concrete technical aspect of an experience and rarely discussed the societal context of this

experience as a focus of reflection. As for the quality of reflection, their evaluations were mostly at the description and justification level for their performance while the discussion level was rarely achieved. In addition, the study further supported the importance of peer feedback in the evaluation process since students overall quality of reflection was raised when they received feedback from their peers. In other words, when they took into account their peer feedback, they achieved to deepen their reasoning while evaluating their performance.

A further study on reflection was carried out by Poom-Valickis and Mathews (2013) who emphasized “reflecting on others’ practices does not carry the same emotional biases as reflecting on one’s own practice” (p. 422). Twenty-nine novice teachers during their induction years participated in this study. Data collection lasted for a year, in two blocks. At the beginning and the end of their novice year, teachers were provided with a written case by the researcher and asked to analyze it. The second block of data was collected by their writing and analyzing a problem they experienced as a teacher in their own classes for the first year. During the analysis, researchers made use of Hatton and Smith’s (1995) hierarchy to determine the levels of reflection novice teachers were engaged. The results showed that novice teachers came up with more-student centered and positive solutions like assigning more interesting and authentic tasks for the problem in the researcher’s case at the beginning of the term. Most of them suggested that the problem could be solved by talking to students. However, at the end of the year, they provided more authoritarian solutions like punishing and prohibiting. They assigned the reasons for the problem to the teacher’s behavior, his lack of control over the class and of understanding students’ needs and interests both at the beginning and end of the year. On the other hand, the analysis of the cases they had experienced illustrated that they simply described the problem without further analytical comments. They generally focused on problems regarding discipline, assessment and student-to-student interaction. More interestingly, they displayed students as the source of these problems not themselves as their teachers. To put it differently, they were quite superficial in their analysis of their own cases compared to that of other teachers and they attributed the reasons for their problems to external factors.

Emphasizing the importance of reflective practices for professional growth, Chien (2013) conducted a case study with one elementary school English teacher to seek for the process of writing a teacher journal. The teacher kept a journal of classroom practice during a semester. In addition to the teacher journal, interviews and observation field notes were

used to gather data. The teacher who taught twenty-four classes every week provided a total of 485 entries for the whole semester. The researcher analyzed the content of these entries. The findings indicated that the frequently reported issues in the journal entries respectively were students' behaviors, students' performance and teaching strategies. Issues such as students with special needs and classroom management were rarely mentioned in the journal. The interview results suggested that the teacher had difficulties in writing the journal since she had a limited amount of time and she did not specify any clear focus and objectives for this process. However, this reflective journaling process helped her examine her beliefs, attitudes, assumptions and teaching practices, which resulted in her being more aware of the practices she needed to improve.

Regarding collaboration as a necessary element for reflective inquiry, Newell (1996) designed a research study in which 41 teachers from different majors; math, science, social studies, with various durations of teaching experience were enrolled in a graduate course. They were engaged with a number of reflective practices which required them to work in collaboration such as interviewing each other about the characteristics of effective teaching and writing the interpretations of the interviews for a newspaper. In addition, they were requested to form concept maps of their understandings of effective teaching both at the beginning and end of the course. Their instructor also kept a reflective journal in which he wrote about his students' progress for the collaborative inquiry. The findings of the research revealed that discussing their conceptualizations of effective teaching with other teachers increased their awareness of attitudes and teaching assumptions. They broadened their perspectives via working with teachers of different disciplines and ages. They realized their past experiences shaped their personal teaching styles and the way they preferred to teach; consequently, they acknowledged their craft knowledge. They became more proficient in the discourse of teaching since they were able to find a common language to define their teaching.

In the study Hatton and Smith (1995) came up with their own hierarchy of reflection, they collected data from 60 fourth year students in Sydney. During the practicum course, these pre-service students were engaged with the critical friend model, in which they planned and evaluated the course they would teach together. As a requirement of the course, they were asked to write a written report on the process of curriculum planning, development and implementation; and two self-evaluations. The researchers took two video-tapes of their teaching and conducted interviews with pairs. The findings of the study suggest that the

largest proportion of the written data, nearly 70 percent, were composed of descriptive reflection. Pre-service teachers were rarely engaged with critical reflection. However, most of the written reports on interviews were dialogic in nature; one could see other teachers' opinions and voices in the interviews. The results also revealed that pre-service teachers reach dialogic reflection or -even if it is rare- critical reflection only after they start with descriptive reflection; and critical friend interviews played a significant role in achieving the higher levels of reflection.

Parsons and Stephenson (2005) designed a research study based on the idea that evaluation and collaboration form the backbone of reflection. They organized a Block School Experience course in which pre-service primary school teachers needed to do structured tasks. These tasks required them to discuss their planning, teaching, observing, evaluating process with a pair who is a critical partner and a more-experienced mentor teacher. An open-ended questionnaire was administered to 22 novice teachers to learn in which ways they benefited from the critical partnership to reflect on their practice; whereas another questionnaire was completed by 22 mentor teachers about the nature of their weekly review and their opinions of critical partnership the novice teachers were engaged. The results displayed that prospective teachers generally discussed on matters such as classroom management, timing, use of language including questioning, and alternative ways of managing. They also talked about planning, use of resources/visual aids and demonstrating activities. As a result of critical partnership, they stated they changed the way of doing certain practices, they became more aware of their own learning in the classroom and they gained the ability of problem solving. Similarly, the topics of novice teachers' discussion with mentor teachers were mainly about planning, behavior management, individual needs, assessment, use of language, pace of lessons and expectations of children. Mentor teachers also believed in the effectiveness of both weekly review and critical friendship since they observed that the pre-service teachers improved the points they discussed. All in all, it was seen that critical friendship enabled novice teachers to demonstrate deeper thinking about their work in the classroom.

Freese (2006), on the other hand, observed one of her MA student's struggles to find his identity as a teacher through reflection and inquiry. She and her student conducted the study collaboratively over a two-year period. The data included various forms of methods such as observation notes, journal reflections, dialogue journals, and the student's action research/self-study paper. During these four semesters, the pre-service teachers attended a

cooperating school, worked with mentor teachers, taught real classes for different periods of time and shared his experiences with the researcher since she was responsible for supervising his development. The results of the study showed that the participant drastically improved both his understanding of teaching and his teaching itself. While in the beginning, he had positive attitudes towards students he observed and his teaching; in time, he started to be harsh. His evaluations were not directed to his own teaching, but to the students he taught. He believed the reason for students' misbehavior was everything but not his teaching. He blamed his students or even his supervisor for his lack of control over his teaching and professional growth by superficial explanations. Through the end of the program with guidance, help and comments of the researcher, he started to take responsibility for his actions and problems. He changed his rigid beliefs and assumptions about his teaching and he regarded the supervisor as a critical friend who was there to help rather than an authority figure whose only purpose was to criticize him. Through this process, he reflected on the areas of engagement, structure, consistency/follow through, setting routines, assessment, instructional strategies and showed progress over these issues.

In 2004, Hascher et al. sought for pre-service teachers' learning processes in practicum through mixed method design. They administered questionnaires on preparing, teaching and post-processing lessons to 150 practicum students and their mentors at the end of the practicum. Before and after the practicum, the student teachers also rated their professional skills and aspects of personality concerning their teaching such as attitudes towards pupils, self-assuredness and well-being. In addition to the quantitative data, 46 student teachers kept reflective dairies about essential learning situations during their practicum. The findings of the after practicum questionnaires demonstrated that student teachers improved in the areas of lesson preparing, writing working plans, responding and answering pupils' questions. Moreover, student teachers' improvements were also noticed by their mentor teachers and, more importantly, mentors' opinions regarding the development of novice teachers were significantly higher than those of novice teachers. The ratings of novice teachers' professional skills and teaching aspects illustrated that novice teachers increased their self-esteem and emotional well-being at the end of the practicum when compared to the beginning. The analysis of dairies indicated that although more than half of the entries were written in a negative mood about unsuccessful situations like making a mistake, their reflections were rather weak, their interpretations were intuitive and one-sided rather than taking multiple perspectives into account.

In order to learn what actually matters for pre-service science teachers in reflecting on their teaching experiences, Davis (2006) analyzed 25 pre-service teachers' teaching journals. She particularly focused on personal teaching entries. Analysis of the journal entries suggested that pre-service teachers generally wrote on learners and learning, subject matter knowledge, assessment, and instruction. Among these four teaching aspects, novice teachers mainly focused on learners and learning, more specifically student ideas, prior knowledge and experience, engagement and motivation, collaboration, learning outcomes and so on. Since the researcher believed that in order to reach high quality reflection, pre-service teachers should not only include or emphasize teaching aspects, but also integrate these teaching aspects within their reflective writing, she also analyzed which aspects were included, emphasized and integrated. The results revealed that learners and learning; and instruction aspects were included in every entry; assessment was not included so much. Novice teachers greatly emphasized instruction, more clearly, introduction and closure of lesson, management, amount of time, confidence as a teacher; while they hardly emphasized assessment. As for the integration, the analysis showed that pre-service teachers had difficulties in integrating those aspects. They mostly integrated two aspects, learners and learning; and instruction; only one entry could integrate the four aspects. This suggested that pre-service teachers still could not regard teaching as an interactive, interwoven process.

Believing in the necessity of the use of self-assessment/evaluation to facilitate students' learning in the practicum, Cheung (2009) employed self-evaluation forms in a practicum course. After engaging with self-assessment procedure during the semester, 47 practicum students who were enrolled in an in-service teacher education program were administered a questionnaire; and focus group interviews were conducted with them. Within the scope of self-evaluation process, these in-service teachers first set their goals for the assessment, then recorded evidence for their performance and finally evaluated their performance identifying areas for improvement. The results of questionnaires indicated that almost all of the teachers found the self-assessment process very useful, they believed self-evaluation helped them to be more reflective, to improve teaching skills and to plan better lessons. The interviews yielded that these teachers became more systematic in their lesson plans, they better understood their pupils' needs and interests, they could shift the focus from what they as a teacher do to how children respond, and they could notice the problems in their teaching and make decisions accordingly.

Within the local context, there are various studies conducted with the practicum student teachers with the purpose of promoting reflection. In her doctoral dissertation, Şanal-Erginel (2006) investigated pre-service language teachers' improvement in reflection. She collected data through numerous methods such as assignments on videotaped microteaching, tape-recorded reflective interactions and interviews, weekly guided journal entries, questionnaires and observations from 30 pre-service teachers in an undergraduate teacher education program of English language at Eastern Mediterranean University, Cyprus. The results of the study illustrated that pre-service teachers appreciated the critical role of collaboration in facilitating reflection. The reflective practices helped them enhance their awareness on teaching, which resulted in professional growth as a teacher. The researcher also analyzed the data in terms of content of reflection concerning their own performance in microteaching assignments and found out that pre-service language teachers mainly paid attention to four major teaching aspects: (1) instructional processes like planning instruction, instructional delivery and language skills; (2) motivation like creating atmosphere for learning, use of materials; (3) assessment of the teacher; and (4) classroom management with the subheadings of dealing with misbehavior and learner participation.

Korkmazgil (2009) examined how blogging enhanced reflection among pre-service language teachers who were doing their practice teaching. Twelve novice teachers participated in the study. These prospective teachers were asked to write on blogs during 12 weeks about the experiences they had during the practicum. The data were gathered through archival records of participants' blog posts and comments, pre- and post-study interviews with each novice teacher, and researcher' field notes. The analysis of the data content indicated that pre-service language teachers generally blogged on their personal theories of teaching, the problems that they observed during the practicum process and issues related to their self-awareness and evaluating teaching in their blog postings. The results also presented that novice teachers were reflective in their blog postings, to a certain extent, although individual differences in the degree of reflectivity in their comments were noticed as well.

Recognizing the pivotal role of the practicum in novice teachers' professional development, Eroz-Tuğa (2013) designed a qualitative case study with the purpose of empowering pre-service language teachers to discover their own strengths and weaknesses in their teaching so as to improve their classroom performance. Highlighting the fact that the final teaching of novice teachers was graded by the supervisor and the presence of the supervisor may cause anxiety, the researcher asked 11 pre-service language teachers to

record their teaching assignments before the assessed final teaching. The data were collected by the self-evaluation forms and feedback sessions based on video-taped lessons. The content analysis of the data showed that pre-service language teachers generally reflected in classroom management, language use and classroom procedures. The results also indicated that due to the feedback sessions, novice teachers critically reflected on their teachings; identified their weaknesses and strengths; and improved their performances in the final teaching. They also commented that reflective feedback sessions enabled them to reduce their anxiety, raise self-confidence and self-awareness.

CHAPTER III

METHOD OF RESEARCH

3.1. Presentation

This chapter presents the necessary information about the methodology employed in the present research. Firstly, how qualitative research design and case study method are used is provided. Then, the context of the study, participants, data gathering tools as well as data analysis procedure are followed in detail.

3.2. Research Questions

The general aim of the study is to search for an-in depth understanding of the self and peer evaluation process in practicum with the purpose of promoting reflection. In order to reach this aim, the following research questions are formulated:

- 1) What aspects of teaching do pre-service EFL teachers reflect upon during self-evaluation processes?
- 2) What aspects of teaching do pre-service EFL teachers reflect upon during peer-evaluation processes?
- 3) To what extent do self-evaluation and peer evaluation in the practicum promote reflection?
 - 3.a) What is the level of reflection displayed in self and peer evaluation processes? Is the reflection in evaluation forms and post-teaching conferences descriptive or critical?
 - 3.b) In which ways does engaging in anticipatory reflection contribute to pre-service EFL teachers' teaching?
- 4) What are the attitudes of pre-service EFL teachers toward engaging in a systematic self and peer evaluation process as a reflective practice?

The thematic analysis was conducted utilizing Şanal-Erginel (2006) codes, and the quality of reflection was analyzed based on the Framework for Reflective Thinking by Sparks-Langer et al. (1990). Further information is provided in the data analysis section.

3.3. Qualitative Research Design

In educational research, there exist two major paradigms: quantitative research and qualitative research. Quantitative research design is generally employed with the purpose of introducing universal laws based on the assumption that reality is fixed and can be presented through numerical data (Dörnyei, 2007). Yet, since the present study aims at exploring the processes of self and peer evaluation pre-service language teachers have been through in practicum, qualitative research design is thought to provide a better understanding of the issue compared to quantitative research.

Qualitative research design puts an enormous emphasis on the nature of the issues to be examined and has started to be utilized more frequently within the last decade (Duff, 2008). With a stress on difficulty of providing a clear definition, Denzin and Lincoln (2005) describe the qualitative paradigm as the “research which involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them” (p. 3).

As highlighted in the definition, the data gathering process takes place in natural settings to have a deep understanding of the situation as it is rather than in pre-organized environments like laboratories to manipulate the condition (Dörnyei, 2007). It enables researchers to reach the conclusion thorough interpreting “what they see, what they hear and understand” and build “their patterns, categories and themes from the bottom-up, by organizing the data into increasingly more abstract units of information” (Creswell, 2005, pp. 38-39). All this procedure provides a solid basis for exploring the issues in detail. In addition, making use of various sources like interviews, documents, video or audio recordings, field notes, journal or diary writings for gathering data provides multiple perspectives to the issues to be explored (Creswell, 2005; Dörnyei, 2007). In the qualitative paradigm, five major approaches are used in general: (1) narrative research, (2) ethnography, (3) phenomenology, (4) grounded theory and (5) case study (Cresswell, 2005). In this study, the case study approach is adopted.

3.3.1. Case Study Research

There are various definitions of a case study in literature. While for Merriam (1988), it is “an intensive, holistic description and analysis of a single entity, phenomenon, or social unit” (p. 16) pinpointing the requirement of a complete and detailed work, Yin (2003)

defines it as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 13) underlying the fact that case studies take place in natural settings. Creswell (2005) combines both views and provides a comprehensive description of a case study:

Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes. For example, several programs (a multi-site study) or a single program (a within-site study) may be selected for study (p. 73).

The present study is an example of a case study. It is an instrumental case study (Stake, 1995), since it aims at understanding a particular issue, self and peer evaluation processes in the practicum as a reflective practice, with the purpose of providing further insight into the concern. It has a bounded system which is the group of limited number of senior year students who took the FLE 425 School Experience course in the Department of Foreign Language Education, Middle East Technical University. The focus of the case is self and peer evaluation processes as a reflective practice in the practicum. What these senior year students evaluated was their teaching tasks they performed throughout the semester in the cooperating schools. The thematic content of self and peer evaluation processes of senior year students was the first dimension of the case, while the quality of their reflective writing is the second. The researcher employed various data collection methods like documents such as self-evaluation forms, peer-evaluation forms; interviews and video recordings of post-teaching conference meetings in order to have a deeper understanding of the evaluation process.

3.4. Context of the Study

3.4.1. Institution

This research study is carried out in the department of Foreign Language Education (FLE) at Middle East Technical University (METU). METU, an English medium university, is one of the forerunners of higher education institutions in Turkey. In order to be accepted to the Department of FLE at METU students need to be in the first 2-3% in the University Entrance Exams. FLE offers BA, MA and PhD programs in English Language Teaching; MA and PhD programs in English Literature. During the four-year education, students take

various courses in the areas of English language, ELT methodology, educational sciences, linguistics and literature.

3.4.2. Participants

In the Fall semester of the 2013-2014 academic year, 27 fourth year FLE students were enrolled to two sections of the FLE 425 School Experience course and participated in this study. This group of participants is selected since gathering their consent and access to them are within available reach for the researcher. Six of the participants are male while the rest-21 students- are female.

With regard to the essence of the study, this group of student teachers was familiar with what reflection is. All participants wrote reflective journals in their second-year course, FLE 200 Instructional Principles and Methods where they reflected on the readings they did for this particular course. What is more, from the second year course FLE 238 Approaches to English Language Teaching, these student teachers had been engaged with microteaching assignments in the courses FLE 262 ELT Methodology I, FLE 304 ELT Methodology II, FLE 308 Teaching English to Young Learners and FLE 324 Teaching Language Skills. At last but not least, in FLE 304 ELT Methodology, their microteaching tasks were video-recorded by the instructor of the course; students were provided with one copy of the recordings and asked to reflect on their teaching by specifying in which ways they were successful and in which ways they needed to improve. All in all, they had been engaged with reflective practices more or less.

3.4.3. FLE 425 School Experience Course

FLE 425 School Experience, the first course of the practicum component, is offered in the seventh semester along with the courses, FLE 405 Materials Adaptation& Development, FLE 413 English Language Testing and Evaluation, FLE 423 Translation. The aim of the course is to:

...prepare student teachers for full teaching practice. It gives them a structured introduction to teaching, helps them acquire teaching competencies and develop teaching skills. Student teachers have observation and application tasks that they carry out in a primary or secondary school under the supervision of a cooperating teacher. Some observation tasks include: practicing questioning skills, explaining; effective use of textbooks; topic sequencing and lesson planning; classroom management; preparing and using worksheets; effective use of textbooks; effective questioning skills; explaining (METU General Catalogue, 2012, p. 454).

Until the time, pre-service students took this practicum course, they had covered almost all courses of ELT methodology, linguistics, literature and educational science. Table 3.1 illustrates the courses FLE students have to take in order to complete the program:

Table 3.1: The compulsory courses FLE students have to take

First Year-First Semester	First Year-Second Semester
FLE 129 Introduction to Literature FLE 133 Contextual Grammar I FLE 135 Advanced Reading and Writing I FLE 137 Listening and Pronunciation FLE 177 Second Foreign Language I EDS 200 Introduction to Education TURK 103 Written Expression	FLE 134 Contextual Grammar II FLE 136 Advanced Reading and Writing II FLE 138 Oral Communication FLE 140 English Literature I FLE 146 Linguistics I FLE 178 Second Foreign Language II TURK 104 Oral Communication
Second Year-First Semester	Second Year-Second Semester
CEIT 319 Instructional Technology and Material Development FLE 238 Approaches to English Language Teaching FLE 241 English Literature II FLE 261 Linguistics II FLE 277 Second Foreign Language III EDS 220 Educational Psychology	FLE 200 Instructional Principles and Methods FLE 221 Drama Analysis FLE 262 ELT Methodology I FLE 270 Contrastive Turkish-English FLE 280 Oral Expression and Public Speaking
Third Year-First Semester	Third Year-Second Semester
FLE 304 ELT Methodology II FLE 307 Language Acquisition FLE 311 Advanced Writing Research Skills FLE 315 Novel Analysis	FLE 308 Teaching English to Young Learners FLE 324 Teaching Language Skills FLE 352 Community Service EDS 304 Classroom Management EDS 416 Turkish Educational System and School Management
Fourth Year-First Semester	Fourth Year-Second Semester
FLE 405 Materials Adaptation & Development FLE 413 English Language Testing and Evaluation FLE 423 Translation FLE 425 School Experience	FLE 404 Practice Teaching FLE 426 The English Lexicon EDS 424 Guidance

For this course, in the beginning of the semester, the university supervisor assigned each student-teacher to a mentor teacher. Mentor teachers are the regular EFL teachers in the visiting schools. During the semester, prospective EFL teachers were required to attend their mentor teachers' classes. Novice EFL teachers had to spend four hours per week during a 10-week period in order to observe their mentor teachers along with EFL learners with the

guidance of observation tasks and complete certain reflection and research tasks (Please see Appendix A). For this course, the supervisor arranged two schools in the neighborhood; one state secondary school and one private primary school. Twelve prospective EFL teachers attended the private school while 15 pre-service EFL teachers visited the state school. Apart from one novice EFL teacher, 26 visited the schools as a group of two or three. At the beginning of the semester, student teachers decided on with whom they would like to pair up. Only two groups were paired by the instructor since these student teachers' first requests were in clash with the mentor teachers' schedule. Table 3.2 illustrates which student teachers attended which school with whom:

Table 3.2: The distribution of the pairs over the cooperating schools

Pair Number	Peers	The cooperating school
1	ST 5-ST 14	The private primary school (School P)
2	ST 2-ST 21	The private primary school (School P)
3	ST 11-ST 16	The private primary school (School P)
4	ST 6- ST 12	The private primary school (School P)
5	ST 10- ST 23	The private primary school (School P)
6	ST 18-ST 24	The private primary school (School P)
7	ST 1-ST 7- ST 22	The state secondary school (School S)
8	ST 13, ST17, ST 20	The state secondary school (School S)
9	ST 3, ST 15, ST 19	The state secondary school (School S)
10	ST 4, ST 9, ST 25	The state secondary school (School S)
11	ST 8, ST 27	The state secondary school (School S)
12	ST 26	The state secondary school (School S)

Once in a week, pre-service language teachers attended one-hour seminars held by their supervisor. In those seminar courses, the supervisor functioned as a counsellor since she listened to their problems and guided them to come up with solutions to those problems and a model since she provided mini demonstrations on the observation and research tasks.

As for the teaching tasks, each novice EFL teacher had to do three 15-20 minute mini lessons during the semester. In fact, they had to do four teaching tasks. However, since one of the teaching tasks required them to prepare a worksheet and administer it, and since some of the mentor teachers preferred pre-service EFL teachers to assign it as homework, it was excluded within the scope of this study. The final teaching was observed by the supervisor whereas the other lessons were completed with the presence of mentor teachers who were supposed to provide constructive feedback to the pre-service EFL teachers. For each teaching task, novice EFL teachers had to prepare fully-fledged lesson plans based on

the subjects either they preferred or their mentor teachers suggested. The first two teaching tasks were graded by the mentor teachers using certain evaluation forms (Please see Appendix B) while the final teaching is scored by the supervisor based on a final teaching evaluation form developed by Kızılcık and Şallı-Çopur (2012). (Please see Appendix C).

3.5. Data Gathering Process

The following graph shows the data collection process briefly:

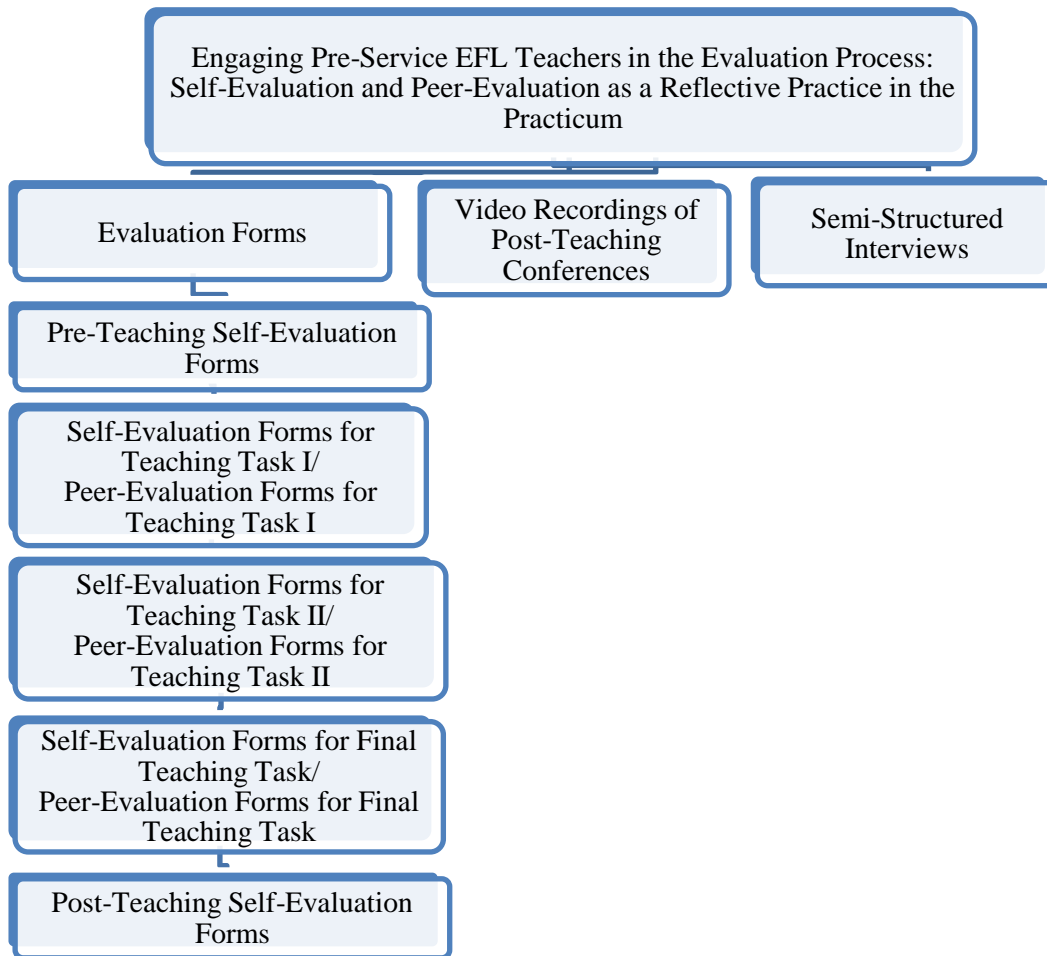


Figure 3.1: Data Gathering Process

3.5.1. Data Collection Tools

In this study, as data collection tools, self-evaluation forms, peer-evaluation forms, pre-teaching self-evaluation forms, post-teaching self-evaluation forms; and recordings of post-teaching conferences and interviews were used.

3.5.1.1. Evaluation forms

Since the study basically aims at finding out the points pre-service EFL teachers take into consideration during self-evaluation and peer evaluation processes, evaluation forms consisting of open ended questions were employed. After each teaching, pre-service EFL teachers were required to complete a self-evaluation form provided by their supervisor (Please see Appendix D) and upload it onto the *Turnitin* which is an online grading system, designed to prevent students from plagiarism and enables users to keep files for five years. This self-evaluation form format -adapted when needed- has been in use for five years by the course instructor and other instructors in the department who teach the same course. The questions in the form required novice teachers to state three or four aspects they thought they would be successful during the teaching tasks and they thought they needed to improve, the opinions their mentor teachers shared with them concerning their performance and the points that they would change if they had a second chance to redo it. These are the paraphrased versions of the questions Richards and Lockhart (1996) encourage teachers to ask while writing reflective journals and keeping lesson reports. Based on this self-evaluation form, a peer-evaluation form was designed (Please see Appendix E). The questions in the self-evaluation form were adapted to the peer teaching excluding the mentor teachers' opinion part. Pre-service EFL teachers were asked to identify one or two points their peers were good at teaching, the points their peers needed to make improvements and the parts they would change if they were the teacher. These forms were uploaded to Turnitin as well.

Similarly, by taking the existing self-evaluation form into account; a pre-teaching self-evaluation form was prepared in order to promote anticipatory reflection (Van Manen, 1995; Freese, 2006) among the prospective EFL teachers (Please see Appendix F). In this particular form, they were requested to specify the aspects they expected to be successful and they expected to have problems in teaching a real classroom as well as the possible contributions these teachings would make to them. These forms were sent to the researcher via e-mail.

To be administered at the end of the semester, after all teaching tasks and post-conference meetings, a post-teaching self-evaluation form was created including the same questions in the self-evaluation forms student-teachers were to fill after each teaching (Please see Appendix G). However, this time novice EFL teachers needed to think all the lessons they led in the practicum during the semester in order to complete it. While the previous forms functioned as a vehicle for formative evaluation; this post-teaching self-evaluation form provided an opportunity for summative evaluation. Pre-service EFL teachers

were required to submit the form digitally. Table 3.3 indicates the number of the evaluation forms submitted to the researcher for the study.

Table 3.3: The Number of the Evaluation Forms Submitted for the Study

Pre-Teaching Self-Evaluation Forms	Evaluation Forms for the 1 st Teaching Task	Evaluation Forms for the 2 nd Teaching Task	Evaluation Forms for the Final Teaching Task	Post-Teaching Self-Evaluation Forms
22 Forms	27 Self-Evaluation Forms	25 Self-Evaluation Forms	27 Self-Evaluation Forms	20 Forms
	26 Peer-Evaluation Forms	23 Peer-Evaluation Forms	25 Peer-Evaluation Forms	

3.5.1.2. Video Recordings of Post-Teaching Conferences

After the supervisor observed the final teaching task, s/he held a post-teaching conference with the pairs. In these meetings, firstly she asked student-teachers to state the points they were happy with their teaching and the points they felt incompetent at their teaching, then she shared the notes she took while observing them and asked them to come up with alternative practices to what they had done. The researcher attended eight meetings, video-recorded 18 students' post-teaching conferences at which they verbally stated the strong and weak points of their teaching. These meetings, in a way, offered a vehicle for triangulation of the data collected through the self-evaluation forms. Table 3.4 indicates in which sessions the researcher attended.

Table 3.4: The Number of the Post-Teaching Conference Sessions the Researcher Attended

Session Numbers	Student Teachers Video Recorded
1	ST 11- ST 16
2	ST 10- ST 23
3	ST 18- ST 24
4	ST 13, ST 17, ST 20
5	ST 4, ST 8, ST 25
6	ST 3, ST 15, ST 19
7	ST 1
8	ST 8, ST 27

3.5.1.3. Interviews

Interviews are one of the qualitative research methods which provide researchers with insights into participants “experiences, beliefs, perceptions, and motivations at a depth” (Croker, 2009, p. 187). Through interviews, participants were encouraged to reflect on the issues presented in an exploratory way, which yields exploration of the subjective opinions of the participants with the direction and leading of the interviewer (Dörnyei, 2007). Semi-structured interviews were adopted to utilize. In semi-structured interviews, interviewers have a certain map about what will be talked and discussed in their minds, which can be reshaped by the direction of the conversation and the responses of the interviewees. In other words, the researcher has flexibility as long as the pre-defined concepts in the forms of questions are covered (Dörnyei, 2007).

As for the present study, interviews conducted at the end of the semester enabled the researcher to gain the pre-service EFL teachers’ insights into self and peer-evaluation processes in practicum. The interview questions (Please see Appendix H) were prepared by the researcher in order to search for their attitudes toward the self and peer-evaluation process, their opinions about the effect of these forms on their lesson planning and teaching as well. The interview questions were reviewed by two PhD students in ELT. Interviews, based on participants’ preferences, were conducted either individually or in a group of two. In total 14 student teachers agreed to be interviewed; yet, four of them later stated they would not be able to attend the interview. Therefore, the researcher did interviews with 10 novice teachers. While two student teachers attended the meetings individually, the rest in pairs. Pre-service EFL teachers who preferred one-to-one interviews stated they would be more comfortable if they attended it alone. The interviews with one student teacher lasted approximately 30-40 minutes whereas interviews with pairs were 50-60 minutes long. Table 3.5 illustrates the duration of the interviews.

Table 3.5: Interviewees and the Duration of the Interviews

Interview Sessions No	Interviewees	Duration of the interviews
1	ST 2	38 mins
2	ST 4	31 mins
3	ST 6- ST 12	54 mins
4	ST 11-ST 16	58 mins
5	ST 18- ST 24	56 mins
6	ST 8- ST 27	55 mins

Video recorded interviews were conducted in Turkish. In the beginning, the participants stated that they would be more comfortable if the interview were in Turkish. Therefore, interviews were done in participants' native language to gain further insights. The interviews were verbatim transcribed by the researcher. The researcher also translated the transcribed interview data into English. An interpreter with an MA degree reviewed the translated script and edited when needed. Table 3.6 illustrates all the data collection procedure briefly.

Table 3.6: Data Collection from Each Pre-Service EFL Teacher

Student No	Pre-TF	TT1-Self	TT1-Peer	TT2-Self	TT2-Peer	TTF-Self	TTF-Peer	Post-TF	PTC	Interviews
ST1	×	√	√	√	×	√	×	×	√	×
ST2	√	√	√	√	√	√	√	√	×	×
ST3	√	√	√	√	√	√	√	√	√	√
ST4	√	√	√	√	√	√	√	√	√	√
ST5	√	√	√	√	√	√	√	√	×	×
ST6	√	√	√	√	√	√	√	√	×	√
ST7	×	√	√	√	√	√	√	×	×	×
ST8	√	√	√	√	√	√	√	√	√	√
ST9	√	√	√	√	√	√	√	×	√	×
ST10	√	√	√	×	×	√	√	√	√	×
ST11	√	√	√	√	√	√	√	√	√	√
ST12	√	√	√	√	√	√	√	√	×	√
ST13	√	√	√	√	√	√	√	√	√	×
ST14	√	√	√	√	√	√	√	√	×	×
ST15	×	√	√	√	√	√	√	×	√	×
ST16	√	√	√	√	√	√	√	√	√	√
ST17	√	√	√	√	√	√	√	×	√	×
ST18	√	√	√	√	√	√	√	√	√	√
ST19	√	√	√	√	√	√	√	√	√	×
ST20	√	√	√	√	√	√	√	√	√	×
ST21	√	√	√	√	√	√	√	√	×	×
ST22	×	√	√	×	√	√	√	×	×	×
ST23	√	√	√	√	×	√	√	√	√	×
ST24	√	√	√	√	√	√	√	√	√	√
ST25	√	√	√	√	√	√	√	√	√	×
ST26	×	√	√	√	√	√	√	×	×	×
ST27	√	√	×	√	×	√	×	√	√	√
Total	22	27	26	25	23	27	25	20	18	10

3.6. Data Analysis Procedure

Qualitative research demands thick descriptions of the procedure used in the analysis of studies in order for readers to grasp the deep understanding of the process (Dörnyei, 2007). Therefore, a detailed account of how the data were examined in the study was presented with the definition of content analysis as the data analysis approach. Content analysis is briefly delineated as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use” (Krippendorff, 2004, p. 18). In this analysis approach, researchers come up with the categories as meaningful inferences inductively by interpreting the data in order to reach the deeper meaning which lies within the text. In this way, the meanings of the text become clearer to the readers (Krippendorff, 2004; Dörnyei, 2007).

The process of coding in this analysis type is of critical importance. Labelling a very short, meaningful code to the larger part of a text or “reducing data to the manageable representations” (Krippendorff, 2004, p. 83) can be conducted to come up with themes and patterns or make interpretations (Dörnyei, 2007). To achieve this goal, a prefigured coding scheme provided by (Şanal-Erginel, 2006) was employed for analysis of content of reflection. In a study conducted with 30 pre-service EFL teachers who made observations, microteaching and wrote reflective journals, she came up with a list of codes for analyzing the content of pre-service EFL teachers’ reflection. In this list (Appendix I), there were four major themes: (1) instructional processes, (2) increasing learner motivation, (3) assessment of the teacher; and (4) classroom management. However, Creswell (2013) suggests that researchers should be “open to additional codes emerging during analysis” (p. 185) while using pre-figured codes. Besides, since the data gave birth to different codes, the coding system was modified. In this direction, the name of the second theme was adjusted as well by enlarging its scope. Inductive analysis of the data revealed that learner involvement should also be represented in the major themes (Appendix J).

All the evaluation forms and videos of post teaching conferences were coded to these major themes: (1) instructional processes, (2) increasing learner motivation and involvement, (3) assessment of the teacher and (4) classroom management. With regard to subcategories of the themes, instructional design and instructional delivers remained untouched in instructional processes. In increasing learner motivation and involvement, creating atmosphere for learning was kept as it is while the scope of use of material was improved by integrating activities. In addition, since the data exposed that student teachers

put particular emphasis on maintaining learner attention, attention as a sub-category was added. With regard to assessment of the teacher, the subcategory, observed teacher was omitted since the present study only focused on pre-service EFL teachers' teaching tasks. Finally, classroom management was analyzed under two new sub-categories, external sources and internal sources since the priori coding system did not include the codes emerging in the present study data. The researcher read all the forms at first to have a general idea of possible codes. In the second reading, she assigned a relevant code to the section. At the end of coding each form, the frequency of codes was calculated for each theme and each form as well as post teaching conferences.

Schon (1983) suggests reflecting on teaching, recognizing a problem in the teaching and-if possible-providing a solution for that problem form the core of reflection. As the nature of the questions in the evaluation forms, all pre-service EFL teachers who participated in this study performed reflection. However, as Parsons and Stephenson (2005), Leijen et al. (2012) and Poom-Valickis and Mathews (2013) pinpoint, novice teachers' reflection inclines to include only the description of events in courses rather than justifications for the failure or the success of the events even when they are guided with questions. In addition, given that reflection intends to bridge the gap between practice and theory (Wallace, 1991; Harford & MacRuairc, 2008; Burton, 2009), analyzing pre-service EFL teachers' reflection through a hierarchy which asks for practitioners to give references to theory or principles to justify their accounts is valuable in the practicum process. Therefore, the Framework for Reflective Thinking conceptualized by Sparks-Langer et al. (1990) was utilized as for the analysis of level of reflection in the forms (Appendix K). The researcher compared the data with the examples in the original framework and decided on the levels of reflection. On the other hand, in the original framework, there is no example for Level 1 reflection, which requires no description at all (Sparks-Langer et al., 1990). This was interpreted as the ambiguity of the original scale (Seng, 2001). Therefore, studies which utilized this framework either modified it by omitting Level 1 and using six levels (Seng, 2001) or gave no place for Level 1 (Brooke, 2012). To be loyal to the original framework, in this study Level 1 was not identified.

While student teachers were video-recorded during post-teaching conferences, the researcher took notes. To analyze the videos thoroughly, the researcher watched them twice. In first watching, the researcher tried to take notes for the content of pre-service EFL teachers' reflection. In second watching, she took notes for the quality of reflection. Besides,

she tried to do selective transcribing to exemplify the levels of reflection identified in the conferences.

3.6.1. Validation Strategies

Creswell (2013) suggests that a qualitative researcher should be engaged with at least two of the eight validation strategies Creswell and Miller (2000) identified: (1) prolonged engagement and persistent observation, (2) triangulation, (3) peer-review or debriefing, (4) negative case analysis, (5) clarifying researcher bias, (6) member checking, (7) rich and thick description, and (8) external audits. Among these strategies, the researcher utilized prolonged engagement and persistent observation, triangulation, clarifying researcher bias, member checking and rich and thick description.

3.6.1.1. Prolonged engagement and persistent observation

Cresswell (2013) focuses on building trust with participants, making decisions about “what is salient to study, relevant to the purpose of the study, and of interest for focus” (p. 251). Since the researcher was the assistant of the course in which the data were collected, she along with student teachers attended every weekly-seminar the supervisor held. She observed student teachers for a semester, paid attention to their comments on practicum experiences. Thus, she was able to build trust with them, and attentively listen to prospective teachers’ statements for the purpose of the study.

3.6.1.2. Triangulation

For triangulation, researchers utilize various sources of information (Duff, 2008), methods and investigators for analysis (Cresswell, 2013). In the study, the researcher made use of methodological triangulation. For the analysis of both content and quality of reflection student teachers were engaged, she collected the data from more than one tool, both evaluation forms and video-recordings of post-teaching conferences. Besides, the data were also analyzed by a second ELT researcher, which will be further commented in the reliability perspectives section.

3.6.1.3. Clarifying researcher bias

Merriam (1988) highlights that readers should be knowledgeable about the researcher’s position, biases and assumptions regarding the study. The researcher stated her role, experiences and orientation toward the study at the end of the third chapter, in the researcher’s role.

3.6.1.4. Member checking

To practice member checking “the researcher solicits participants’ views of the credibility of the findings and interpretations...taking data, analyses, interpretations, and conclusions back to the participants so that they can judge the accuracy and credibility of the account” (Creswell, 2013, p. 252). In the present study, the researcher made use of member checking while analyzing the interview transcriptions. The researcher attached her notes and interpretations to the relevant parts of the interview transcriptions. She sent an e-mail to the each participant, kindly asking them to comment on the accuracy of the interpretations, whether they agreed with them or not, whether they would like to add further comments or alter any of the interpretations. Nine of ten student teachers responded to this e-mail. Eight of them stated they all agreed with the interpretations and they did not have anything further to add. However, one student teacher added two comments, which are quite in line with the researcher’s interpretations.

3.6.1.5. Rich and thick description

The researcher described the context of the study, in which course data were collected, who the participants were, what student teachers went through during this process in detail. What is more, the researcher provided a large number of quotes to interconnect details in the results section (Creswell, 2013).

3.6.2. Reliability Perspectives

Reliability refers to “the stability of responses to multiple coders of data sets” (Cresswell, 2013, p. 253). In order to ensure reliability, the researcher asked a PhD student in ELT to analyze some sets of the data. Since Lombard, Snyder-Duch & Bracken (2003) stated the data reviewed by the second researcher should not be less than 10 percent of the sample; the second researcher analyzed two sets of evaluation forms, which was equivalent to 20 percent. She analyzed one set of self-evaluation forms (final teaching task) and a set of peer-evaluation forms (2nd teaching task). She was provided with the coding scheme for analysis of content and the reflective thinking framework for analysis of levels of reflection.

As for the analysis of content, two researchers assigned the same code to 307 instances out of 324, which yielded 17 mismatches. In other words, the percentage of agreement in total was 93. The codes the researcher did not match in the first place were about familiarity with learners, language use and teaching skills. One of the researchers

offered a new code, familiarity based on analysis. The second researcher agreed on it. One of the researchers proposed use of content knowledge for misspelling, grammar mistakes in speaking or teaching grammar-vocabulary. However, after certain amount of discussion, both researchers come to an agreement on use of language since they thought reporting them as a weakness meant student teachers already knew them as content knowledge, they only had problems in use. With regard to levels of reflection, out of 96 identifications, 85 were identical while 11 were mismatched, which means they had 88% agreement.

3.7. The researcher role

The researcher was the teaching assistant of the course FLE 425 School Experience for the sections the participants were enrolled. As a requirement of her job, she had to attend every weekly lesson and graded some of the observation and reflection tasks prospective teachers did. Yet, the evaluation forms in the data were not graded. It was voluntary to complete them; that is why the number of each set is different.

During the data gathering process, the researcher regularly reminded novice teachers that they needed to provide justifications for the aspects they identified and not just name them. The researcher believed that such kind of guidance does not harm the validity of the results since in the instructions on the forms similar phrases were present.

3.8. Ethical Considerations

The researcher applied to the Human Subjects Ethics Committee of Middle East Technical University; submitted the required documents, and carried out the study in accordance with the codes of ethics. All the student teachers were informed about the purpose of the study and their consent was taken. They were also informed of the data gathering process. They knew that they would be asked to be interviewed at the end of evaluation processes and they would be video-recorded. To ensure confidentiality of the participants, a number was assigned to each participant and they were referred to through these numbers.

CHAPTER IV

RESULTS

4.1. Presentation

This chapter presents the results of the data analysis process. Firstly, the results of the evaluation forms are presented. Then, the findings of post-teaching conferences are given. Thirdly, it is followed by the interpretation of the interviews. At the end of the presentation of each data gathering instrument, a short discussion is provided.

4.2. Results of the Evaluation Forms

All evaluation forms in this present study aim at gaining further insights into the content and quality of pre-service EFL teachers' reflection on their first professional teaching tasks in practicum. In this part, results of eight evaluation forms are presented according to the chronological order they were submitted to the researcher. It starts with findings of pre-teaching self-evaluation forms and ends with those of post teaching self-evaluation forms. As for all evaluation forms filled based on particular teaching tasks, firstly results of self-evaluation forms, secondly findings of peer evaluation forms are given. Analysis of content in forms precedes analysis of quality. At last but not least, the results of the first question in the forms, asking pre-service teachers to identify their strengths will be provided under the title of strengths and it will be followed by the findings of the second question, seeking for student teachers' perceived weaknesses.

As for the presentation of content of reflection, two tables were formulated, which illustrate how many times a code was mentioned for each form. The first table in the results section illustrates the number of the codes for the strengths section while the second table indicates the frequency of codes for the weaknesses parts. Each table of codes is followed by a pie chart which presents the percentage of the themes in the forms. Similar to the thematic analysis of reflection, one for strengths sections and one for the weaknesses parts, two tables

were formulated. These tables show how many examples were present in the data for each level.

Thematic content analysis of reflection was done based on the coding scheme Şanal-Erginel (2006) provided with the necessary adaptation and addition. The aspects pre-service EFL teachers reflected in all forms were identified under the following four themes: (1) instructional processes, (2) increasing learner motivation and involvement, (3) assessment of the teacher and (4) classroom management. The theme, instructional processes is divided into three sub-categories: planning instruction, instructional delivery and teaching language skills-areas. The second theme, increasing learner motivation and involvement is composed of four sub-categories: maintaining attention, use of materials and activities, creating atmosphere for learning and participation. Assessment of the teacher has one sub-category which is self-as a teacher. However, classroom management is further analyzed under two basic sub-categories: internal sources and external sources.

With regard to quality of reflection pre-service EFL teachers produced, the Framework for Reflective Thinking conceptualized by Sparks-Langer et al. (1990) was selected. The framework is composed of seven reflection levels. Level 2 and Level 3 are regarded as descriptive reflection; Level 4, Level 5 and Level 6 are relatively higher level reflection. Level 7 which is rare in the data represents critical reflection.

The language of the data gathered through evaluation forms is English. Therefore, the excerpts in this chapter are directly taken from the forms without any grammatical correction or edition.

4.2.1. Results of Pre-Teaching Self Evaluation Forms

The aim of this specific form is to engage pre-service EFL teachers with anticipatory reflection through which they get prepared for teaching tasks by anticipating possible problems they may encounter and acknowledging their strong teaching qualities within their current teaching contexts.

4.2.1.1. Pre-Teaching Self Evaluation Forms: Content of Reflection

This section elaborates on the results regarding the teaching aspects pre-service EFL teachers reflected on before their actual teaching assignments. The content of this form is given under two titles: strengths pre-service EFL teachers identified and weaknesses they stated they needed to improve.

4.2.1.1.1. Strengths Identified in Pre-Teaching Self-Evaluation Forms: Content of Reflection

Table 4.1 presents the themes, sub-categories; codes emerged in the pre-teaching self-evaluation forms and frequency of their occurrences.

Table 4.1: Strengths Identified in Pre-Teaching Self-Evaluation Forms: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	2
	Instructional Delivery	Activating (names, eye-contact)	2
		Familiarity with Students	2
		Language Use	5
		Materials Use	1
		Monitoring	4
		Reaching Objectives	1
		Responding to Student Questions	1
	Use of Voice and Body Language	2	
Language Skills	Vocabulary Teaching	2	
Total			22
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	2
	Use of Materials and Activities	Interest	2
		Variety	2
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	2
		Positive Environment	3
		Teacher Smile	8
Participation	Active/Unwilling Participation	2	
Total			21
Assessment of the Teacher	Self as a Teacher	Aggression	1
		Appearance	1
		Comfortable	1
		Confidence	1
		Nervousness	1
Total			5
Classroom Management	External Sources	Noise	1
		Naughtiness	1
		Unexpected Problems	1
	Internal Sources	Attending Strategies	1
		Familiarity with Students	1
		Lack of Experience	1
Total			6

The clear examination of Figure 4.1 shows that pre-service EFL teachers particularly expected to be successful in the areas of instructional processes, and increasing learner motivation and involvement. On the other hand, they expected to be successful in the aspects of classroom management and assessment of the teacher to a certain extent.

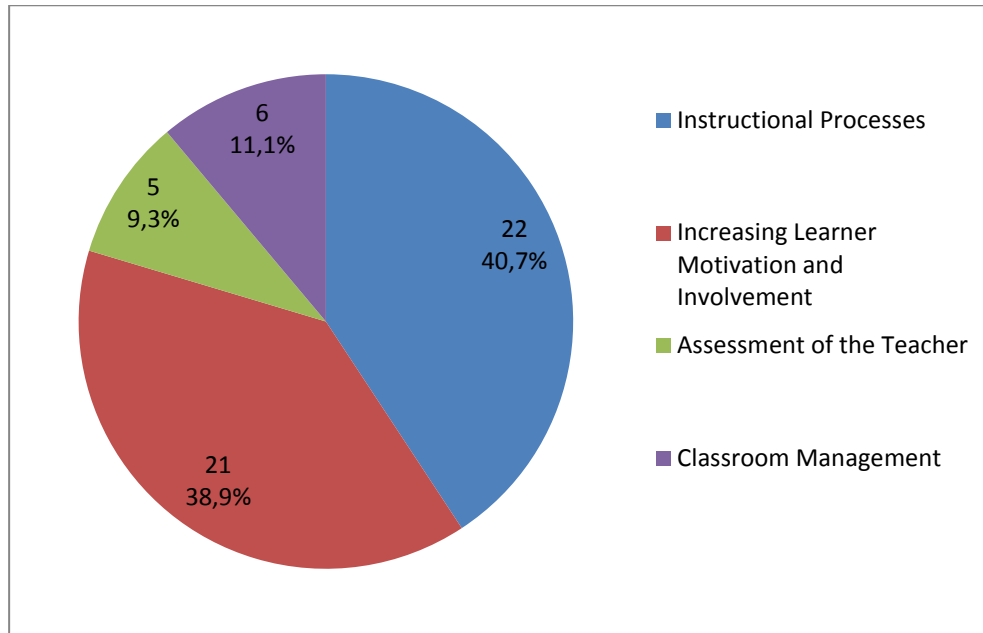


Figure 4.1: Distribution of Themes in Pre-Teaching Self-Evaluation Forms: Strengths in Content of Reflection

In the aspect of instructional processes, the importance of planning instruction for effective teaching was suggested by two pre-service EFL teachers. ST 3 wrote: “I believe if I have the chance to get prepared enough, I am sure that I can teach them effectively the topic”; while ST 23 reflected: “I will be well-prepared because I will generally prepare everything before class because it is an important task and our mentor teacher trusts us so I will try not to leave anything to chance”. While the first student teacher regards being prepared is a way for effective teaching, for the second novice teacher, preparation for the class is part of her routine.

Instructional delivery has a significant place in student teachers’ anticipatory reflection. They generally believed that they would succeed in activating pupils (names, eye-contact), getting familiar with them, using language, particularly L2 according to students’ level, using materials appropriate to their level, monitoring them, reaching the objectives they stated in lesson plans, responding to students’ questions and effectively employing their voice and body language.

Pre-service EFL teachers reflected that by making use of attending strategies like calling pupils' names and making eye-contact, they would activate students. ST1 wrote:

Another aspect is attending strategies. I know that I have some problems with memorizing names and eye-contact. As there are not too many learners in the classroom, I could memorize their names in 5 weeks. I hope I won't call them wrongly. I want to keep eye-contact with my learners. I want to look in their eyes as much as possible.

This novice teacher believed as a person, he had some problems concerning eye-contact and remembering names; however, he was determined to overcome it since he stated those features as his strengths. In a similar way to activating students, student teachers also reflected on the fact that they spent quite some time with pupils, started to know them, which contributes to their teaching. ST 23 wrote that "I and the students have started to be familiar with each other so I think I will be successful about it".

Language use of pre-service EFL teachers in their teaching in the practicum is the aspect which appeared quite frequently in pre-teaching evaluation forms. Student teachers believed that they would be competent at adjusting the language for their students by simplifying. ST 14 stated "I think that I'm going to be good at speaking simple and understandable English for 1st graders.", while ST 11 wrote "I think I can speak in their language level. Our target students will be in 2nd grade. I speak with a low pace". In addition, they were aware that use of visuals would help them use L2 appropriately, ST 8 commented:

The first thing is that I can reach the language level of the students whom I teach. I can maintain them what they need to learn as I am aware of their language level. So I can teach them English in a way which appeals to them. For example if their language level is beginner I pay attention to teach the topics by using visual materials and making it more tangible for them by letting them understand via their senses organs [*sic*].

Another aspect student teachers believed to be successful while delivering instruction was monitoring. They regarded monitoring either enjoyable or manageable. ST 5 saw monitoring as her strength since she likes doing it; she said "I can manage to observe class while they are doing their tasks. Because I like wandering around the class". On the other hand, ST 23 believed that it was easy to do since her students were young learners: "Also, as the students will be 3rd graders, I believe I can monitor the class well". Although reaching the objectives and responding to students' questions were only once brought up by student teachers in anticipatory reflection, they are valuable to reach their insights into teaching. By putting emphasis on that getting prepared is the first step along the way to

objectives, ST 27 wrote: “I will be able to teach students what I aim to give them. The reason is that I put more effort to prepare this teaching. Thus, I presume that it will be fruitful teaching”. Another aspect which is a result of enough preparation was being able to answer student questions. ST 8 stated: “I can answer the possible questions of the students which are related to the topic that I plan to teach them, because I try to be well-prepared in the topic”.

Novice teachers also regarded the effective use of voice and body language as a key to successful teaching. Based on the comment his/her instructor did, ST 22 believed to be good at this voice issue: “Also, my teacher in ELT courses said that I used my gestures and voice very well. So, I expect to be successful in terms of using voice, pitch and gestures”; ST 15 simply wrote: “I can convey the content of the lesson to the students by using body language and my voice tone, intonation that affect the teaching process”.

As for the content of their teaching, student teachers only reflected on how they would teach vocabulary, either in the inductive way or using gestures. ST 12 commented “I also believe in my teaching strategy. I try to teach vocabularies inductively. They will try to solve some jigsaw activities to reach target words”. ST 27 told “I can be successful in explaining vocabulary items or unknown vocabulary items because I like using gestures and acting them out”.

Increasing learner motivation and involvement is the second theme that student teachers integrated into their reflection for their strengths. They generally focused on maintaining learner attention; using interesting and various materials and activities; creating learning atmosphere by employing attending strategies, creating positive environments, and smiling to students; and trying to involve all of the students in the classrooms.

Pre-service EFL teachers saw keeping student attention as one of the important factors in a young learner classroom. ST 2 stated “they are 4th graders and they may lose their concentration. They may distract one another or chat during my teaching. I want to handle this and grasp their attention”. In addition, prospective teachers believed the effectiveness of using various and interesting materials and activities to keep students' attention. ST 12 supposed that s/he would “select very interesting materials such as enjoyable songs, pictures and online-games to draw their attention”; while ST 23 said “I will be successful in taking the attention of the students, I mean I can interest them as the activities are prepared not only for their learning but also for them to enjoy”.

Student teachers assumed that use of attending strategies is such an aspect that one could employ it not only for instructional delivery, but also for drawing student attention to the lesson and increasing their participation. ST 11 was planning to use them for grabbing attention “I am expecting to be successful in using attending strategies. I want all students’ attention in my lesson”, whereas ST 23 planned to use it to make his/her job easier so that all students would involve:

I am pretty sure that I will be successful while attending learners to the lesson. I will use their names and establish eye contact with them. Because some of them may be involved with off-task activities so it is necessary to get them involved in-task activities. I know almost all of their names so it will be easy for me.

As for increasing learner motivation and involvement, student teachers believed that teacher smile has a huge impact. By smiling, they could build rapport with students, create positive atmosphere. ST 18 who observed young learners particularly believed that young learners can get easily motivated by teacher smile:

I will be teaching young learners and I think I can get on well with them. I am sure we will understand each other in the class and have no problem on this aspect. As my observation shows, they also like us. I can use this relationship to make it better teaching. I always smile in the class and I think this may help me, too. Young learners become really happy when their teacher smiles to them so I am sure they will feel good.

In the same vein, emphasizing their personal characteristics or their past experiences, they valued teacher smile: “In my micro-teaching experiences, teachers and friends said that I am always smiling so in that sense I really trust myself; I will be a smiling teacher” (ST 19); “I can create a positive atmosphere in the classroom because I am a cheerful person. Throughout my school years I always had been nervous when the sour teachers taught me. So, I don’t think it will happen to my students” (ST 17).

Pre-service EFL teachers also reflected on how they would feel or seem during teaching when they were asked to state their possible strengths. They believed being calm and confident, showing no aggression, getting dressed like a professional would help them be successful in teaching a real classroom. For example, ST 3 wrote “I get dressed in a professional way every week I go to the school so I think the students will respect to me and take me serious [*sic*]” while ST 17 emphasized s/he would be relaxed since students would not criticize her /him: “I will be relaxed because in micro teachings I feel very nervous as the class is not real and everyone in the class listens to me in order to criticize my teaching. However I don’t think it will be the same in a real classroom”. On the other hand, ST 19

counting on the experiences s/he had in the microteachings suggested “I really do not want to be an aggressive teacher during my teaching. I don’t want to offend any of my students. In my micro-teaching experiences, teachers and friends said that I am always smiling so in that sense I really trust myself”.

Like the concept of self as a teacher, classroom management issues are not frequently reflected in the pre-teaching self-evaluation forms. While novice teachers reflected on classroom management, they highlighted their qualities to solve possible problems or they emphasized possible problems students could cause. ST 2 believed s/he could overcome problems students would give away: “I will not have a problem about their noisiness or naughtiness. I think I can handle them”. Similarly, ST 10 stated “I expect to be successful while dealing with an unexpected problem (if the computer doesn’t work or if a student has a problem)”. On the other hand, ST 21 put emphasis on how effectively she observed and got used to students: “As far as I can observe, I know the children’s names and which child has low concentration, which one has difficulties in understanding and or which one is not dealing with the activity. I believe in handling most of the problems as long as I know these issues”.

4.2.1.1.2. Weaknesses Identified in Pre-Teaching Self-Evaluation Forms: Content of Reflection

As in the strengths section, the same major four themes are present in the reflection pre-service EFL teachers wrote when they were asked to specify the points they thought they would have problems. However, some sub-categories like planning instruction and language skills-areas in the theme instructional processes are not available. Table 4.2 shows the themes, sub-categories and codes occurred in the aspects needed to be improved part of pre-teaching self-evaluation forms and how many times they were mentioned.

Table 4.2: Weaknesses Identified in Pre-Teaching Self-Evaluation Forms: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	-
	Instructional Delivery	Assessment of Students	1
		Familiarity with Students	1
		Following the Lesson Plan	1
		Language Use	8
		Monitoring	3
		Task Management	2
		Time Management	4
	Use of Voice and Body Language	3	
Language Skills-Areas		-	
Total			23
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	1
	Use of Materials and Activities	Interest	1
		Variety	-
	Creating Atmosphere for Learning	Positive Environment	1
Participation	Active/Unwilling Participation	-	
Total			3
Assessment of the Teacher	Self as a Teacher	Anxiety	1
		Fear of Rejection	2
		Nervousness	2
Total			5
Classroom Management	External Sources	Dealing with Breakdowns	3
		Misbehaviors	5
		Naughtiness	4
		Noise	3
	Internal Sources	Lack of Experience	3
		Personal Characteristics	1
Total			19

As Figure 4. 2 illustrates, when student teachers were asked to evaluate themselves by identifying the aspects to be problematic in teaching a real class before any professional experiences, they generally focused on instructional processes and classroom management while the themes increasing learner motivation and involvement; and assessment of the teacher were not reflected so frequently.

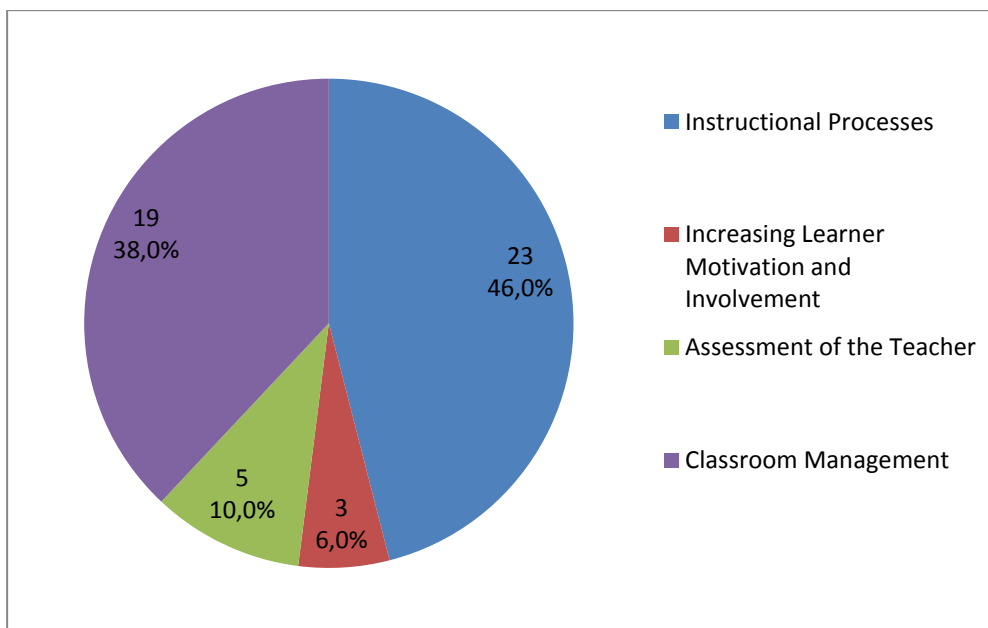


Figure 4.2: Distribution of Themes in Pre-Teaching Self-Evaluation Forms: Weaknesses in Content of Reflection

As for instructional processes, pre-service EFL teachers had concerns like following the lesson plan: “I am afraid of having a problem about forgetting and skipping any activity or mixing the order of the activities because I have a memory like a sieve when it comes to remembering the order of the activities” (ST 3) and assessment of the students:

Another thing might happen when I fail to measure the knowledge of the students. I mean I might be lack of testing them efficiently and having an idea about their language knowledge- or I can say that in this way- being sure about whether they can learn and use the topic properly (ST9).

Familiarity with students is another aspect student teachers brought up for reflection. ST 6 had some problems since s/he did not have previous knowledge of students, which yielded a sense of insecurity:

The thing I am scared most is that I do not know what the students know exactly since I didn't have the chance to observe all lessons they had. For example, last week our mentor teacher asked me to manage the class just for five minutes because she had something to do. I wanted to play a game with them. I said ‘OK, tell me what is green in the class?’ and all of them were looking at me blankly. The teacher whispered me that they cannot say the color but just touch an object with that color. For this reason, I cannot explain things in English to the kids just because I cannot predict what they are able to comprehend [*sic*].

Among the issues of instructional processes, use of language took many of the pre-service EFL teachers' attention. What is noteworthy is six of the people who reflected on

language use visited the state school. Their shared concern is students would not comprehend their speaking since they are not exposed to English in their regular language classes:

The teacher speaks in Turkish during the lessons and the students are not used to teacher's addressing to them in English. They are not familiar with the instructions given in L2, so I think this might constitute a real problem to me during teaching if they have difficulty in understanding my instructions. Thus, I will have to repeat what I'm talking about (ST 4).

As I am supposed to teaching to real classroom I have some hesitations about the language that might be problem while teaching to students. Actually, the mentor instructor teaches the students in Turkish language and as we are supposed to tutor in English I consider pupils will have difficulties in understanding me. The students are used to being taught Turkish. Therefore it might have issue while teaching [sic] (ST 15).

In addition to fear of students' lack of understanding, adjusting the language according to pupils' level could be a problem for pre-service teachers as ST 25 stated "I can also have problems in terms of the level of the students. I think explaining something simply is harder so simplifying language can be a problem for me". Another student teacher, ST 18, also realized that teachers use various language samples in different classes and s/he thought this could be a weakness since s/he did not acquire it yet:

While observing I realized that every class has a different language inside. The vocabulary items they use, the structures the teacher utters and all these are specific to a class. I have not learned these patterns yet and I think this may cause problems between me and my students as they are not used to my language.

Pre-service language teachers also had concerns about monitoring, especially in young learners classes. ST 14 stated "Keeping them [young learners] on task can be a problem. I am going to move around the classroom and monitor them" and ST 16 wrote "I need to be careful while monitoring the class". Another issue novice teachers reflected on is time management. They were aware that their lack of experience could result in timing problems. ST 3 wrote "I am a little bit worried about the time limitations. I don't know if my lesson plan will fit in 40 minutes of a lesson or whether there will be time left. I can't guess how much time they need to do an activity so I am a little bit nervous about that"; while ST 5 commented "I am afraid that I may not be use the time efficiently, as this is my first experience [sic]". Similar to time management, task management is also a concern for prospective teachers. These novice teachers thought that doing repetition and facilitating group works with young learners would require efforts. ST 10 said "Since they are young learners, I may have difficulty in group work because it will be challenging for me to control

them” and ST 16 said “We will teach in 2nd grade and they are young learners. I expect to repeat all the instructions and activity again and again”.

Maintaining student attention, using interesting activities and creating a learning environment are the sub-categories under the theme of increasing learner motivation and involvement. ST 10 was worried about maintaining young learners’ attention: “Their attention level is too low, I fear of losing them in the lesson”. ST 12 was afraid that his/her students would not like the activities he would prepare: “they might not like my activities so they may not do them. So I should think about a plan B”. On the other hand, ST 20 thought s/he would not be able to promote optimum conditions for learning:

The most challenging issue for me is to keep a healthy learning environment for the students that I teach because I have no experience in a real classroom and about classroom management. So, I hope I can maintain a good learning environment by using my classroom management skills.

With regard to assessment of the teacher, student teachers had some concerns about how learners would see them. Some student teachers were afraid of rejection by learners. ST 12 commented “the students in the class which we will do our first teaching task will not be able to listen to me as they can see me as a student. So they may not follow my instructions. This really scares me [*sic*]”. Similarly, ST 24 was hesitant whether learners would let her teach them or not, since they were aware that s/he was a student teacher: “I may not know what to do if the children don’t want to speak or speak so much as they also know that I am not the real teacher”. In addition, the same student teacher, ST 24 thought s/he would feel nervous in the presence of other teachers: “Maybe I can be a bit nervous as I am in front of another teacher”. ST 19 was also preoccupied with nervousness and said “As I am really excited because of my first experience, it seems that I may not be able to control my nervousness”. Another negative feeling pre-service EFL teachers had was anxiety. Lack of experience and the authenticity of teaching made ST 23 both excited and anxious: “the students are real not our friends so I am really excited and also anxious. If I have a mistake during teaching, I will not have any chance to correct it later. Because of my anxiety, I may have some pronunciation mistakes”.

Following instructional processes, classroom management is the second mostly reflected theme pre-service EFL teachers were engaged. Pre-service teachers generally believed that the reason for managing problems is external, mostly learners themselves. They also thought their lack of experience or personal characteristics could be the source of such

problems as well. ST 6 who was teaching young learners and claimed to easily freak out believed managing a classroom is a difficult thing:

Second thought in my mind is to deal with a breakdown during the lesson. I am a person who can panic too easily. If a chaos breaks out in the class, I don't know what I am supposed to do. Most probably, I would panic and mess up everything. Maintaining the classroom management is really hard for a teacher. Working with the young learners adds insult to injury because they have a great tendency to be distracted anytime.

In a similar vein, student teachers mainly focused on learners' age and their own lack of experience while reflecting on classroom management. ST 25 stated "I also think that classroom management can be a problem for me because they are just young learners and there 32 students in the class. I think it is hard to deal with for an inexperienced teacher [*sic*]". ST 13 even claimed that the mentor teacher even was helpless at certain points:

The second is that I might have problem managing the class. As it is real classroom, it might be difficult to manage them. Also, they are young students so it will be not easy to control them because while I observing their previous lessons with the mentor teacher they make a lot of noise in the class. I think I may face with such issue as well [*sic*].

However, some of the pre-service EFL teachers discussed the issue of managing a classroom by presenting the students as the source of the possible problems. ST 21 wrote "there are 2 other children in the class. They are totally normal in terms of health. But they do not listen and participate in the lesson mostly. I wish they will be ok in my session; otherwise they may distract other children", while ST 19 called students naughty: "I may not be successful in managing the class, because there are 30 students and they are naughty". In a close fashion, ST 4 considered the crowdedness of the class would affect her teaching:

I take classroom management as a problem because these classes consist of nearly 30 students and there are some active students. Sometimes it becomes very difficult for the teacher to make them stop talking, listen to her and participate in the lesson. And of course, dealing with such a problem consumes time and the teacher tries to wrap up what she has taught and to cover all the other points she has planned to teach. Most probably I will encounter with the very case during my teaching.

Pre-teaching self-evaluation forms present a very rich scope in terms of content. Pre-service EFL teachers paid significant attention to instructional processes both in their strengths and weaknesses. Actually, this seems quite appropriate since the content of methodology courses they took before the practicum courses mainly focused on how to deliver teaching in an effective way. Language use in instructional delivery becomes a focal point for most of the pre-service language teachers since this experience is the very first to

meet actual learners with the responsibility of teaching. In this aspect, the impact of methodology courses can be traced since in these courses the importance of L2 use is highly emphasized. What is interesting is the fact that most of the students who reflected on L2 use attended the stated school although very few of them attended the private institution. This distinguishable fact also reflects the current status of EFL teachers in state schools in Turkey in general.

Reflection on increasing learner motivation and involvement is also the other valuable result which requires particular attention. Pre-service EFL teachers mainly reflected on this issue as a strength (21 out of 54) rather than a weakness (3 out of 50). One of the explanations of this sort of reflection could be related to the observation task they did. By the time they submitted their pre-teaching self-evaluation forms, student teachers had observed how their mentor teacher motivated learners and how they increased participation. This observation might affect them in such a positive way that they were quite optimistic about increasing student motivation and involvement.

On the other hand, reflection on classroom management displayed a reverse discrepancy. Pre-service EFL teachers considered classroom management manageable to a certain extent. Only six times (out of 54) classroom management emerged as strength for student teachers. However, it is the second most stated theme in the aspects to be improved for novice teachers (19 out of 50). As student teachers also frankly stated in the forms, this could be explained by their lack of experience both in teaching and dealing with an actual class.

4.2.1.2. Pre-Teaching Self Evaluation Forms: Quality of Reflection

This section presents the extent pre-teaching self-evaluation forms promote reflection among pre-service EFL teachers. In order to examine the depth of student teachers' reflection, the data were analyzed based on the analytical framework by Sparks-Langer et al. (1990). For the aspects novice teachers expected to be successful in teaching a real classroom and the aspects they identified as the ones to be improved, two tables, Table 4.3 and Table 4.4, were formed to show the frequency of the levels identified in their writings.

4.2.1.2.1. Identified Levels of Reflection in Pre-Teaching Self-Evaluation Forms: Strengths

The analysis of quality of reflection student-teachers produced in their pre-teaching self-evaluation forms for their possible strengths revealed that their reflection tended to be descriptive rather than critical. As Table 4.3 presents, they reflected at Level 2, Level 3, Level 4 and Level 6.

Table 4.3: Identified Levels of Reflection in Pre-Teaching Self-Evaluation Forms- Strengths

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	8	16,6
Level 3 – Events labeled with appropriate terms	20	41,8
Level 4 – Explanation with tradition or personal preference given as the rationale	12	25
Level 5 – Explanation with principle or theory given as the rationale	-	-
Level 6 – Explanation with principle/theory and consideration of context factors	8	16,6
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	48	100

Student teachers occasionally described the aspects they hoped to be competent with simple descriptions. For example, ST 3 commented on how she looked professional with simple descriptions: “I get dressed in a professional way every week I go to the school so the students will respect to me and take me serious [*sic*]”. While ST 17 tried to explain how important to facilitate a positive atmosphere, s/he made use of simple descriptions: “I can create a positive atmosphere in the classroom because I am a cheerful person. Throughout my school years I always had been nervous when the sour teachers taught me. So, I don’t think it will happen to my students”.

The majority of reflection was regarded as Level 3, descriptions with appropriate terms. For instance, while specifying the aspects s/he expected to succeed, ST 10 wrote in bullets and described the aspects quite appropriate terms like ‘scaffolding’, ‘involving students’ and ‘dealing with unexpected problems’:

I expect to be successful while;-monitoring the students during the activities, - dealing with an unexpected problem (if the computer doesn't work or if a student have a problem), -scaffolding the students when necessary, -trying to make all the students involved in activities/lesson [*sic*].

Similarly, while saying how to teach vocabulary, ST 12 utilized appropriate terms such as 'strategy', 'inductively', 'jigsaw activities': "I also believe in my teaching strategy. I try to teach vocabularies inductively. They will try to solve some jigsaw activities to reach target words". Likewise, ST 25 seemed to pick her/his words carefully with the purpose of stating what kind of an environment s/he tried to establish: "I can make the lesson student centered. I can create an interactive classroom environment. Instead of lecturing in front of the classroom all time, I can make students involved with the lesson by asking questions". ST 24 exemplified what attending strategies s/he would include with proper terms like 'physical proximity' and 'eye-contact': "I will be successful in attending behaviors like using name, making eye contact, smiling and making use of physical proximity because I observed them very carefully in the first week and I can use them effectively [*sic*"]".

Pre-teaching self-evaluation forms are also quite rich in exemplifying Level 4, student teachers tended to indicate their reasoning by explaining with personal preferences as well as giving references to a tradition or how the thing has been done so far. For instance, ST 8 tried to explain why familiarity with students is crucial for teaching by stating her opinion on this issue:

The third thing is getting to know the students as much as possible. If I am familiar to each student, I can feel more relaxed while I am teaching. Feeling comfortable in the class while teaching is important for me so that I can do my job well to be useful for the students' language development [*sic*].

ST 13 elaborated on the importance of promoting positive atmosphere for students by claiming this is how s/he had always done in microteachings:

There are several elements that I expect to be fortunate in my teaching to the real class. The first is that it will be very enjoyable lesson. In other words, the students feel more fascinated in my lesson because in my previous micro-teaching I had such experiences. The lessons were very entertaining. Moreover, by creating enjoyable lesson for the students they may understand better. Therefore, I assume that it will be one of the successful aspects in a real classroom [*sic*].

In a quite similar manner to ST8, ST 21 emphasized that establishing rapport with learners could overcome most of the problems a teacher may encounter by underlying his/her opinion:

Another thing is that I am thinking of communicating with the children in a best manner that I can do. In my opinion, if you want to make a good communication with them you should know their names, attitudes during the classroom. As far as I can observe, I know the children's names and which child has low concentration, which one has difficulties in understanding and or which one is not dealing with the activity. I believe in handling most of the problems as long as I know these issues.

While student teachers did not explain their strengths by only giving references to a principle or theory (Level 5), they displayed their rationale by both considering their contextual factors and a related principle (Level 6). The close scrutiny of contextual factors in the forms illustrates that pre-service EFL teachers paid essential amount of attention to the age of learners-they are generally young learners- and the language level of their students. In addition, one particular student teacher, ST 4, explained her/his reasons for making use of games by giving references to the multiple intelligence theory:

Another point is that they are mixed ability classes and there are some shy students as well as the others who want to participate in the lesson all the time. So, this might be a chance to these shy students to be involved in the lesson. Also, the games address specific multiple intelligences such as bodily-kinesthetic, visual-spatial, linguistic, interpersonal, etc.

Pre-service EFL teachers mainly indicated their rationales by underscoring specific characteristics of young learners. ST 2 highlighted the young learners' short attention span:

In my teaching, I want to be successful in classroom management and attending strategies. As the number of students is 13 in the classroom, I hope I will not have big classroom management problems. Nevertheless, they are 4th graders and they may lose their concentration easily. They may distract one another or chat during my teaching. I want to handle this and grasp their attention.

Similar to ST 4, ST 25 also was planning to utilize games in his/her teaching and by giving references to both young learners and the characteristics of games:

I observe 5th graders in School S. As they are young learners, the first aspect that I expect to be successful in teaching in a real classroom is making use of games. I think that I will be successful if I include games in my lesson plan and execute them during teaching. Because games require being active, I think that students will enjoy them.

Unfortunately, reflection examples for explanation with ethical, moral or political issues (Level 7) are absent in the pre-teaching self-evaluation forms for the strengths section.

4.2.1.2.2. Identified Levels of Reflection in Pre-teaching Self-Evaluation Forms: Weaknesses

The analysis of strengths section in pre-teaching self-evaluation forms in terms of the quality of reflection illustrates that student-teachers writing exemplified variety in reflection levels. Table 4.4 shows the number of the examples for each level in student teachers' writings.

Table 4.4: Identified Levels of Reflection in Pre-Teaching Self-Evaluation Forms-Weaknesses

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	5	11,6
Level 3 – Events labeled with appropriate terms	17	39,6
Level 4 – Explanation with tradition or personal preference given as the rationale	8	18,6
Level 5 – Explanation with principle or theory given as the rationale	1	2.3
Level 6 – Explanation with principle/theory and consideration of context factors	12	27.9
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	43	100

Student teachers used simple descriptions when they thought students would fail to understand them. For example, ST 24 wrote “I may not know what to do if the children don’t want to speak or speak so much as they also know that I am not the real teacher” and ST 9 reflected “The second problem that I might have is not to know what I should do when the students don’t understand the topic even many examples of it”. When ST 23 who assigned her/his weaknesses to his/her health conditions wrote pretty simply: “I have a sore throat and we may have some problems in class because of my voice, they may not hear my voice or don’t understand what I say so I will be careful about speaking loudly and clearly”.

Student teachers generally described the aspects which could be problematic for their teaching by utilizing appropriate terms. For instance, ST 19 picked up the words like ‘measure the knowledge’, ‘testing’ when she stated her hesitations: “...I fail to measure the knowledge of the students. I might lack of testing them efficiently and having an idea about

their language knowledge...being sure about whether they can learn and use the topic properly [*sic*]. ST 17 used proper words like ‘breakdowns’, ‘interrupt’ and ‘lesson plan’: “I have concerns about carrying out my lesson plan. I am afraid of the breakdowns that can interrupt my lesson completely. Then I may feel like I am not successful in teaching”. ST 20 also deployed terms like ‘instructions’, ‘strategies’ and ‘techniques’ which makes her/his writing an example for Level 3:

I am worry about that the students will understand my instructions because I used L2 while teaching. I do not plan to use L1 if unnecessary. So, I have concerns about their misunderstanding and I will use which strategies and techniques so that they can understand and follow my instructions clearly [*sic*].

Student teachers also tried to justify the way they thought by stating their own opinions, rather than referring to a tradition. When ST 17 was reflecting on classroom management, s/he assumed that s/he would not overcome these problems since this management requires experience, yet, by stating I think, s/he made such a well-known statement on his/her own preferences:

The most dangerous problem that I fear of experiencing is how I can overcome efficiently when the students misbehave while I am teaching. When this kind of breakdown happens during teaching, the thing I believe is here to handle it and then to go on teaching as much as possible. I think this requires so many experiences to get rid of it successfully.

Only one pre-service EFL teacher, ST 18, tried to specify the aspect s/he thought to be problematic for the teaching tasks by stating a principle, which is the acknowledgment of the fact that language teachers use different language samples in different classes:

While observing I realized that every class has a different language inside. The vocabulary items they use, the structures the teacher utters and all these are specific to a class. I have not learned these patterns yet and I think this may cause problems between me and my students as they are not used to my language.

Similar to the strengths section, pre-service EFL teachers generally took into consideration the age and language level of their students. What is also common in their reflection is the fact that they mainly referred to the school conditions or mentor teaching’s way of teaching while elaborating on students’ level. For instance, ST 25 referred to the lack of L2 use in the classes s/he observed “I may have difficulty in using L2 because in the class I am going to teach English is not use. Therefore, the students are not accustomed to hearing and understanding English [*sic*]” while ST 19 stated her/his possible weakness by emphasizing a feature of young learners:

I am afraid that I may not control the class during the whole class activity. As they are young learners who are so active physically, I am not sure that I will want them to stand up and do a whole class exercise. I may not control them, which can cause problems.

When the findings of pre-teaching evaluation forms are examined in general as to their level of reflection, it is noticed that student teachers are inclined to describe their strengths and weaknesses in appropriate terms. Since they wrote briefly, it might be difficult for them to give references to theories or think social and political contexts. Besides, since they wrote these forms before their teaching, they were still inexperienced, they might have had difficulty in clearly defining the aspects they described. On the other hand, the fact that they were cognizant of the factors present in the context they would teach increased the level of their reflection. Yet, the scope of contextual factors is limited to only the age and language level of their students.

4.2.2. Results of Self-Evaluation Forms for Teaching Task I

This specific form aims at engaging pre-service EFL teachers with reflecting on their first teaching task in practicum. The first teaching task took place in the 4-5th weeks of the 10-week practicum. As in pre-teaching self-evaluation forms, first the results of content of reflection in the forms are presented and then the quality of reflection in the forms is given.

4.2.2.1. Self-Evaluation Forms for Teaching Task 1: Content of Reflection

When pre-service EFL teachers were asked to evaluate themselves right after the first teaching assignment, they reflected on the same themes (1) instructional process, (2) increasing learner motivation and involvement, (3) assessment of the teacher, and (4) classroom management. The result of the strengths section is followed by the findings of the weaknesses section.

4.2.2.1.1. Strengths Identified in Self-Evaluation Forms for Teaching Task 1: Content of Reflection

Pre-service EFL teachers' reflection on their first professional teaching yielded different items which were not present in their pre-teaching self-evaluation forms. In the instructional delivery part, student teachers reflected on board use, creating context, giving instructions, structure of a lesson. As for the assessment of their own image, a new item, professional like emerged (please see Table 4.5).

Table 4.5: Strengths Identified in Self-Evaluation Forms for Teaching Task 1: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	5
		Instructional Delivery	Activating (names, eye-contact)
	Board Use		3
	Creating Context		1
	Giving Instructions		5
	Language Use		11
	Materials Use		2
	Monitoring		6
	Responding to Student Questions		1
	Structure of a Lesson		4
	Task Management		4
	Time Management		2
	Use of Voice and Body Language	2	
Total			52
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	3
	Use of Materials and Activities	Interest	3
		Variety	-
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	7
		Positive Environment	6
		Teacher Smile	3
	Participation	Active/Unwilling Participation	7
Total			29
Assessment of the Teacher	Self as a Teacher	Comfortable	2
		Confidence	3
		Pride	1
		Professional-like	3
		Nervousness	1
Total			10
Classroom Management	External Sources	Noise	2
		Misbehavior	2
	Internal Sources	Attending Strategies	3
		Familiarity with Students	1
		Use of Voice	2
Total			10

As Figure 4.3 indicates, student teachers reflected on instructional processes nearly twice higher than increasing learner motivation and involvement. Besides, they equally commented on the assessment of the teacher and classroom management.

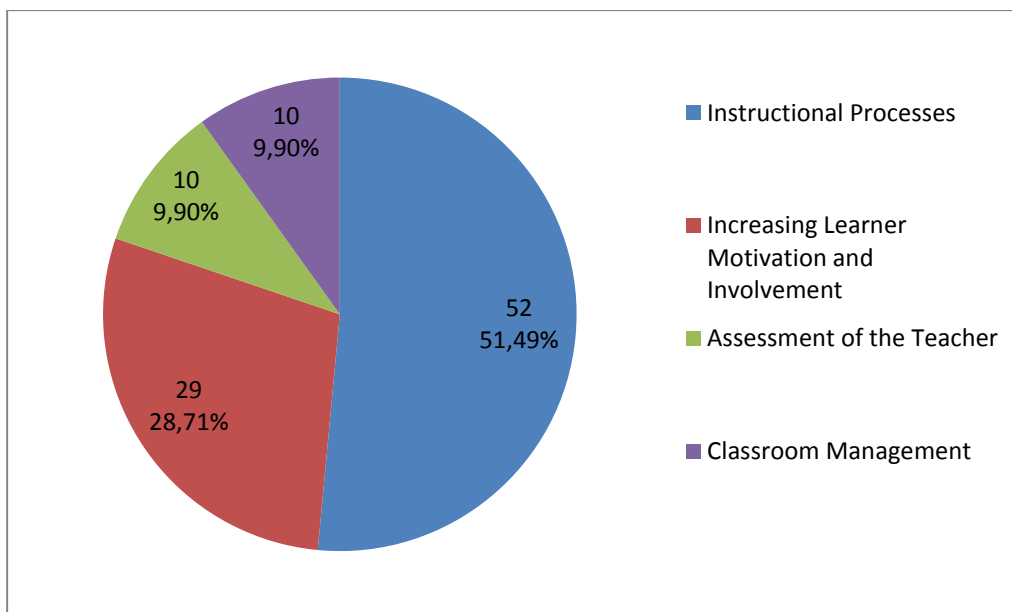


Figure 4.3: Distribution of Themes in Self-Evaluation Forms for Teaching Task I: Strengths in Content of Reflection

Upon their first teaching task, pre-service EFL teachers reflected on how they got prepared for teaching. Some of the pre-service teachers commented on the importance of designing an effective lesson via lesson plans while some reflected on the way they prepared materials or activities. For instance, ST 13 wrote about the lesson plan s/he prepared: “It was a grammar lesson and I prepared a quite neat lesson. Instead of preparing a complicated lesson plan requiring different language skills of the students, I chose the easy but not the risky way of lesson planning for my first teaching task”. On the other hand, ST 6 gave reference to her/his mentor teacher in order to indicate the success of the materials: “I prepared really colorful materials for the lesson. The kids liked the pictures. Even my mentor teacher wanted me to upload my pictures on her desktop so that she could use afterwards. I got happy”.

As for the instructional delivery, reflection of pre-service EFL teachers offers variety. Firstly, they reflected on how they activated students either by calling their names, making eye-contact or asking appropriate questions. ST 2 employed proper questions to prepare students for the lesson:

I warmed up the students by asking a question. The students would read a text about a violin playing child. I asked two questions to attract their attention: ‘Do you like musical instruments?’, and ‘Do you play musical instruments?’ The students liked these questions and most of them answered.

Secondly, student teachers proudly mentioned that they were really good at using the board. Putting emphasis on her drawing ability, ST 5 wrote: “I think my drawings were good. I drew some pictures to the board, and students guessed them correctly. I enjoyed that part of my teaching”; while ST 17 stated the beauty of her/his handwriting: “I liked my hand-writing when I looked at the board after my teaching finished”. Also, one student teacher, ST 15, thought s/he was good at creating context to convey the meaning of the grammar point learners were taught:

I made a clear distinction between want and would like by doing a brief role playing for them. I told them I went to a café. The waiter came and asked me ‘what would you like to eat’ and I said ‘I would like to drink a Turkish coffee’. And explained them the use of would like and want.

Thirdly, novice teachers focused on the clarity of instructions they gave; they made their instructions comprehensible by simplifying their language and using gestures since their students’ language level is beginner. ST 17 stated:

I managed to make the students understand the instructions and the lesson generally. I see this as a strength of mine because the level of the students is low in terms of communicating in English. I used body language and gestures to make them understand the instructions. For example, when I asked ‘when do you get up?’ I yawned.

As in the pre-teaching self-evaluation forms, language use of the novice teachers appeared as the mostly-stated instructional delivery item in this form. Student teachers mainly commented on adjusting their languages to be understood by their students as these students were not exposed to L2 beforehand and on speaking L2 all the time. However, there were some prospective teachers who thought that they were also good at using L1 since they believed it was necessary. ST 9 regarded herself/ himself as successful since s/he spoke L2 during the lesson: “I am quite happy that I didn’t speak Turkish at all because students need to be exposed to English”. On the other hand, ST 3 believed the necessity of speaking L1 to be understood: “I used L1 and L2 effectively. I mean I used L2 enough them to be exposed to the target language but I had to use L1 because they couldn’t understand me otherwise. While speaking in English, I tried to use simple structures and simple sentences”. ST 25 reflected on simplifying her/his language:

In the class I taught English was only used for greeting and example sentences. Apart from those, the teacher used Turkish so the students were not accustomed to hearing English. Yet, I think I managed to use English as simple as they could understand and they could more or less understand me.

Monitoring is also frequently mentioned in reflection on the first teaching experiences. ST 10 wrote: “I had the chance to monitor the students during the activities and had the opportunity to scaffold them when necessary” and ST 14 stated: “While they were on task, I moved around the classroom and observed them. Some students were not coloring the booklet and while observing them, I realized it and kept them on task”. Another teaching aspect student teachers reflected on is the structure of a lesson. ST 2 wrote: “I believe that the opening and closures of the lesson was good” and ST 26 reflected on the significance of revision at the end of a lesson: “At the end of the lesson, I revised the whole topic that they learned. I reminded them important points of the topic. This was important because students had a chance to go over the structure and ask help if they have the problem immediately”.

Novice teachers also reflected on the spontaneous decisions they made during the teaching to manage the tasks. For instance, ST 15 gave up on sticking to the lesson plan and immediately made a decision:

Besides, according to the lesson plan, I should have applied the exercise sheet the teacher gave me. However, there was not enough time left to apply it; therefore I gave it to the students as homework. It was an unexpected situation for me, however I was able to handle it.

ST 7 similarly talked about how s/he enlarged the scope of the topic on the spot:

The last thing I am happy with in my teaching is that I didn't appear as if I had memorized what I would teach. For example; I formed a caterpillar for comparative structures and when the forming finished, I drew a tail to my caterpillar and wrote in it “than”, I explained; “We shouldn't forget to put “than” if we have the second object.” Actually, there was no “tail” in theory, and I realized that we had needed to show this detail, too. This happened simultaneously.

Student teachers also believed that they were quite successful in motivating learners and increasing their involvement. To this end, they made use of various techniques like calling students' names, making eye contact, praising them, smiling to them, actively using the teacher zone, using colorful materials or trying to increase the number of the students who were actively participating. For instance, by referring to the reactions of her/his students and stating a characteristic of young learners, ST 27 wrote: “I also tried to use their names as the students at that age like to be called by their names. I realized that one of the students said: ‘The teacher knows my name, I thought s/he doesn't’ [trans]”. ST 26 stated her/his students were happy when they were rewarded with praises: “I used positive feedbacks all the time and they were all smiling as they were appreciated by me. Thus, I am quite happy with my performance”. Similarly, ST 24 provided her/his learners with positive

reinforcements and used attending strategies: “I was good at making eye contacts with the students and didn’t forget to smile them as well as appreciating them by saying ‘yes, correct, great, thank you’”.

However, ST 19 motivated learners with various visual materials, and tried to increase involvement: “the lesson was very entertaining for them. They said that they liked the lesson very much because it was different from other lessons. I used so many pictures to give the meaning of the quantifiers that they easily understood them”. Creating a learning environment also had a great place in student teachers’ reflection on their first teaching task. They believed they were competent at facilitating the necessary conditions for learning. For example, ST 3 stated that s/he was able to maintain learner attention and make them attend to the class:

I am strong in terms of managing the learning environment in the classroom. I can take appeal the attention on me and manage to be listened by them. I didn’t say “be quiet” to the students at all. In general, I was applying my activities and haven’t had a problem about their off-task behaviours [*sic*].

Novice teachers also regarded being fair to learners as a way for fostering a comfortable environment. ST 20 thought she was successful since she tried to be fair: “while checking answers I tried to give equal chance to students. This was also a positive thing about my teaching. This made the students feel comfortable”. Nonetheless, criticizing the mentor teacher’s lack of active movements in the class, ST 13 gave importance to physical movements of a teacher to promote motivation:

During my observations in the school experience, I criticized my mentor teacher’s limited movements around the classroom. So, this was also a crucial point for me to move around the class and to use the action zone effectively. As I thought, I tried not to stay only in front of the board during my 20 minutes teaching, although I used the board to write the words and structures. I was quite active in the classroom and my active movements increased the motivation of the students’ and awakened them.

It can be said that student teachers’ self-image had evolved after teaching for the first time in a real classroom. They felt more confident, less anxious, and real teacher-like. For instance, ST 15 commented: “I felt as if I were their English teacher because I knew what I was going to do and the students also behaved me as if I were their teacher”. Upon listing the points s/he considered as a strength, ST 13 noted “this made me feel comfortable in the classroom. I mean, I looked like much more professional rather than an inexperienced student-teacher. As I felt like a real teacher, I tried to teach a real (good) teacher”. Another

pre-service language teacher, ST 4, felt more confident when she heard learners' opinions on her/his teaching:

The first point is that the students liked the way we taught and they enjoyed it. We drew this conclusion from their expressions like 'Miss/Mr. Are you going to teach again?' [trans]. Actually hearing such a statement made me happy and made me feel more self-confident.

Prospective teachers also reflected on classroom management issues as their strengths. They generally believed that students were the sources of management troubles and the effective use of body language assisted teachers to deal with such problems. For instance, ST 21 wrote: "I minimized breakdowns during the class. There were students who were talking too much and disturbed their classmates. I warned them several times using my mimics and gestures". ST 17 had no hopes for managing the class before the teaching, yet in the end she stated that effective use of voice enabled her/him to deal with students: "Firstly, I was not expecting to manage the class to that extent. I found myself very successful in managing the class. I believe my voice tone and intonation affected the way".

Similarly, ST 19 did not expect to be good at managing the classroom before the task, but s/he was able to silence the learners "I managed the classroom well. I feared of the classroom management issue before the teaching but it was not that bad. The students were silent and listening to me and they were trying to understand me". ST 24 told how s/he coped with problems learners created by using the mentor's management technique: "Another strong aspect was dealing with the students who wanted to sabotage the lesson as I used the techniques the teacher uses, such as moving their names from 'great' to 'will have a punishment' line in the behavior chart".

4.2.2.1.2. Weaknesses Identified in Self-Evaluation Forms for Teaching Task 1: Content of Reflection

Pre-service EFL teachers believed they needed to improve in the areas, activating students, board use, error correction, giving instructions, language use, materials use, pace of the lesson, time management, use of voice and body language, wait time and teaching vocabulary in instructional processes. Error correction, pace of the lesson and wait time emerged as new aspects student teachers reflected after an actual experience. The number of their occurrences can be seen in Table 4.6.

Table 4.6: Weaknesses Identified in Self-Evaluation Forms for Teaching Task 1: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Instructional Delivery	Activating (names, eye-contact)	3
		Board Use	3
		Error Correction	1
		Giving Instructions	3
		Language Use	5
		Materials Use	1
		Pace Of The Lesson	1
		Time Management	6
		Use Of Voice and Body Language	4
	Wait Time	1	
	Language Skills-Areas	Teaching Vocabulary	1
Total			29
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	1
	Use of Materials and Activities	Interest	-
		Variety	-
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	1
		Positive Environment	2
		Teacher Smile	-
Participation	Active/Unwilling Participation	5	
Total			9
Assessment of the Teacher	Self as a Teacher	Anger	1
		Anxiety	1
		Nervousness	3
Total			5
Classroom Management	External Sources	Breakdowns	2
		Noise	6
		Misbehavior	2
	Internal Sources	Lack of Experience	1
		Use of Voice	2
Total			13

Prospective teachers identified the highest number of weaknesses on instructional processes among all themes. They stated that classroom management was also quite problematic. They commented on the assessment of the teacher to a limited extent. (Please see Figure 4.4)

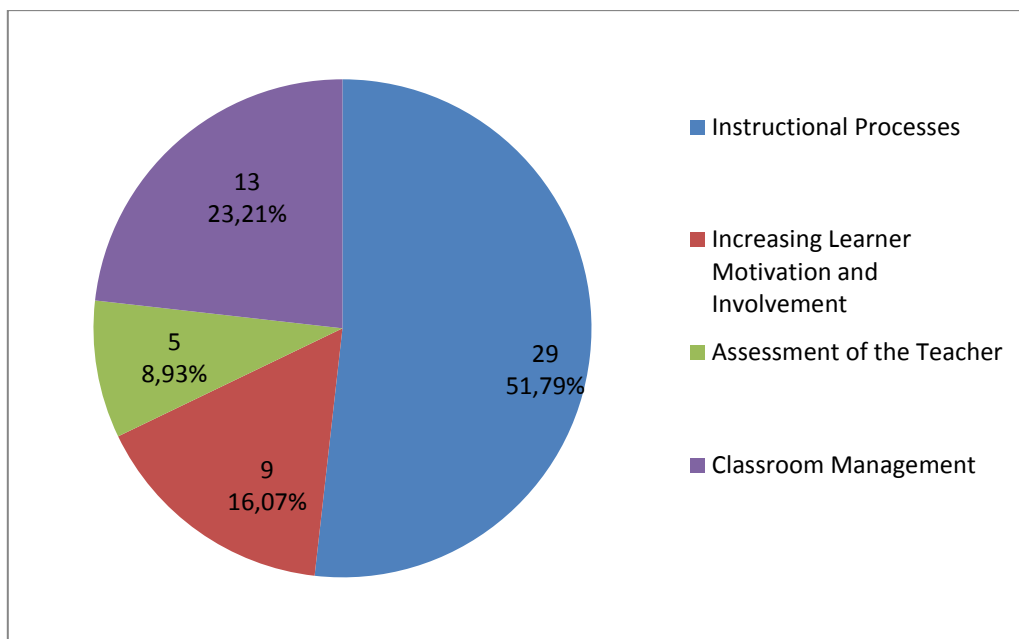


Figure 4.4: Distribution of Themes in Self-Evaluation Forms for Teaching Task I: Weaknesses in Content of Reflection

Pre-service EFL teachers had difficulties in calling learners' names and making eye contact to activate students. ST 2 suffered from lack of eye-contact: "I realized that I looked at the computer screen too much during the answer part of the reading text. I might keep more eye-contact with the students in that part". As for the board use, some novice teachers focused on how their handwriting looked on the board such as ST 13 who wrote: "My handwriting on the board was very ugly as I was in a hurry". As a new aspect, for Teaching Task 1, only one novice teacher, ST 2, reflected on how s/he corrected errors or more accurately did not correct them: "I need to work on error-correction. For example, a student made an error and said "battery" instead of "drum". I could not realize the mistake and correct it. Another student pronounced the word "violin" wrongly and I did not realize it". With regard to giving instructions, student teachers clearly stated that they could not simplify their language or could not exemplify what they asked for. ST 19 experienced some troubles while promoting a pair work, since she could not set a model first:

I had a different exercise for my students during the lesson. As they were not familiar with the format, they just couldn't understand what was going on. In that sense I believe that I could have given more examples for them to understand better. I wanted them to work in pairs but some of them didn't care and do the exercise.

The difficulty of speaking English to learners who had not experienced such things beforehand, troubles in adjusting L2 according to learners' level, having pronunciation and spelling mistakes were mainly brought up by student teachers as the points which need to be

improved. For instance, giving examples of her/his utterances, ST 16 clearly elaborated on the difficulty of using simpler words: “I must have used simpler language in the instruction part in my opinion. I said ‘circle T/F according to my family’s appearance.’ And the students said: ‘What are we doing Miss/Mr? I didn’t understand. What does the T mean? Is it true?’ [trans]”. On the other hand, ST 13 misspelled a word on the board: “I made some spelling mistakes. For example, I wrote ‘alway’ instead of ‘always’”. The same novice teacher, ST 13, also commented on the pace of the lesson s/he conducted, which appeared as a new aspect for weaknesses: “I was a little fast and the students had difficult to follow my teaching. I think this is certainly a negative side of a teacher. So, I want to arrange my speed according to the students”.

The other aspect for instructional delivery prospective teachers reflected on is time management. All who commented on timing stated that they could not finish the lesson as they had planned and their final activities were left incomplete. For instance, ST 27 stated s/he spent more time on the beginning of the lesson than planned:

The other problem was the time management. I could not follow my lesson plan as I planned. At the beginning of the lesson, I lost too much time to explain the rule and then I realized that I waste my time and I could not finish my activities in time and so I hurried up the final part of the teaching.

However, ST 21 thought the reason for the problematic timing derived from preparing a very comprehensive lesson plan rather than a lesson plan limited-in-scope:

I could not manage the time. The time was not enough for my activity. I was supposed to prepare an only reading lesson but in my opinion there should not be any lesson just focusing on one item. Because of that I prepared an integrated lesson consisting of reading, speaking and a little bit grammatical structures. In that aspect, the only thing that I need to work on is to prepare a lesson just what I need to have. I think if I kept my lesson simple, the time would be enough.

Related to the use of time, one novice teacher, ST 15 commented on wait time and how s/he could not give sufficient time to learners to answer the questions: “I couldn’t arrange wait time for the students I asked questions. I asked a student how to form the question form of ‘would like’ but she didn’t answer. I waited almost two seconds and asked another student immediately”. Use of voice is also frequently stated by novice teachers. They mostly expressed they could not raise their voice enough to be heard by students. ST 14 noted: “I couldn’t use my voice effectively. I could have spoken louder during the teaching”.

In connection with increasing learner motivation and involvement, student teachers generally paid attention to the fact that they could not effectively use attending strategies to promote an optimum environment for learning. For instance, ST 17 wrote:

To start with the interaction patterns between me and students, I think it was not good enough. I know that I could not address to the all students in the classroom; especially, the ones sitting at the back. It was not a deliberate act but a fact that I always saw the students in the front rows when they raised their hands.

In the same way, pre-service EFL teachers also believed that lack of engaging all of the students and continuing with the same students affected learner motivation negatively. ST 24 commented on she always picked up the same learners: “I had the problem of choosing the same students to answer different questions. I really should keep in mind who has spoken and who didn’t and choose them according to it”. However, although ST 27 acknowledged the importance of involving all students in the beginning, she could not achieve it and ended up with a small number of students:

The final problem was making students involve in the lesson. At the beginning of the lesson, I tried to ask questions to the different students in order to make lesson more interactive and also prevent their misbehaviors. However, through the lesson, I went on the lesson only with few students. I just focused on doing everything as I planned before. It was just like a traditional lesson.

The second mostly reflected theme in self-evaluation forms for the weaknesses section is classroom management. Most of the student teachers believed that they needed to work on managing the classroom. They considered the way learners behaved in the classroom as the source of managing problems. ST 10 regarded the noise derived from pair work was the reason for why s/he failed to manage the class: “Since there is a pair work activity, there was an inevitable noise in the class and I had difficulty in making them quiet”. Similarly, ST 5 assigned the reason for having discipline problems to students’ age and said: “Only challenging part of my teaching was sometimes managing the students. They were all so young and energetic, so my lesson interrupted because of noise sometimes, and I needed to warn them by saying ‘do silently’ or ‘be quiet’”.

Student teachers also reflected on how the way they use their voice affected managing the classroom. ST 6 believed her voice was not hearable enough for young learners, which yielded misbehavior: “My voice was too low for the kids. I think I should improve this because it was really difficult to manage the classroom. There were two students fighting in the class and I couldn’t calm them down”. Besides, student teachers were aware that they focus on one student rather than whole-class, which caused problems.

ST 16 commented: “I think my classroom management has a weakness. I was trying to help students with their work individually, and sometimes I could not deal with others”.

A closer look at the content analysis of self-evaluation forms for Teaching Task 1 suggests that novice teachers were more engaged with stating their strengths rather than weaknesses. The number of strengths (101) student teachers specified for their own teaching nearly doubles the number of the weaknesses (54) they stated they needed to improve.

In addition, the results illustrated that novice teachers were pre-occupied with instructional processes, how they taught the lesson more than the other teaching aspects for both strengths and weaknesses sections. In other words, they were more concerned with what they did rather than how students responded. The themes instructional processes and assessment of the teacher emerged since student teachers reflected on how and what they, as a teacher, do while increasing learner motivation and involvement and classroom management are related to how students do in classes.

When the distribution of occurrences of classroom management between the strengths and weaknesses section is reexamined, it is seen that student teachers associated their classroom management skills with weaknesses rather than strengths. Their lack of experience may explain this concern.

Another significant suggestion of the self-evaluation forms for Teaching Task 1 is student teachers often reflected on how they made use of attending strategies for not only instructional purposes or increasing motivation but also for classroom management. This situation is not unexpected since student teachers did an observation task on attending strategies and they were evaluated by their mentor teacher based on this criterion.

4.2.2.2. Self-Evaluation Forms for Teaching Task 1: Quality of Reflection

This section presents the quality of reflection in pre-service EFL teachers writing regarding their first teaching task. At first, the depth of reflection for their strengths and then the quality of reflection for their weaknesses is provided. For each section, the numbers of the reflection levels are given in two tables.

4.2.2.2.1. Identified Levels of Reflection in Self-Evaluation Forms for Teaching Task 1: Strengths

As Table 4.7 illustrates none of the pre-service language teachers reflected at Level 7 which is the peak form of reflection, encouraging people to explain events or concepts with references to ethical, moral and political issues.

Table 4.7: Identified Levels of Reflection in Self-Evaluation Forms for Teaching Task1- Strengths

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	13	20
Level 3 – Events labeled with appropriate terms	36	55,4
Level 4 – Explanation with tradition or personal preference given as the rationale	7	10,7
Level 5 – Explanation with principle or theory given as the rationale	-	-
Level 6 – Explanation with principle/theory and consideration of context factors	9	13,9
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	65	100

Level 2 and Level 3 are descriptive in nature since at these levels novice teachers described the aspects either within a simple fashion or using appropriate terminology. For instance, ST 1 wrote for the strength s/he identified with a simple language: “I think my strong aspect is that I always try to meet students' needs. I try to find if there is something they did not understand and try to explain it again until they do”. In a similar way, ST 3 described the way s/he treated students with an ordinary language:

I am kind, and have a smiling face with me while I am teaching, and I can be friendly but not be friends with them. I can carry the serious impression of my face. I memorize most of the students' names so I addressed them with their names and it was nice for me.

Pre-service EFL teachers simply defined the actions, what they did in the class as their strengths, like ST 5 who wrote: “I am happy with my first real teaching experience. It was really good. At the beginning of the lesson I asked them date, day and, whether. These were routine of that class”. Similarly, ST 6 defined how s/he motivated students in a plain

manner: “I felt that I could communicate with the kids very well because I really love them. They were hugging me all the time. I knew the students’ names in the class and I was calling them by their names. I was quite happy about this”.

Reflection at Level 3 is the most common reflection in self-evaluation forms for Teaching Task I. At Level 3, student teachers utilized appropriate terms to explain their strong aspects. For instance, ST 23 made use of words such as ‘interaction’, ‘communicative’, ‘strategies’ and ‘attitudes’ to define how s/he tried to increase learner motivation and involvement:

The most important part of the lesson was the interaction between me and the children. Whenever I asked a question in the class, almost all of them were willing to answer it. This made the lesson very enjoyable and communicative. There was some unknown vocabulary items in the lesson, students could not get them. I tried to explain them in English with the help of the children, it was spontaneous and they shared their ideas about the meanings. It showed me that they liked involving the lesson. I used strategies attending to the learners such as eye contact, face expressions and their names. And also, while they are on activity, I walked around the classroom to help them if they need any. In overall, it was a nice lesson in terms of communication and attitudes of the students to the lesson.

ST 2 also particularly picked up words like ‘reading passage’, ‘off task behavior’ which exemplify Level 3: “The other thing is the appropriacy of the reading passage. The students read the passage and answered the questions eagerly. The students dealt with the activity. They liked it and focus on it. I did not experience any off-task behaviour”. Also, ST 19 delineated the student s/he taught as ‘early finishers’ and ‘high achievers’: “I didn’t want to continue the lesson just with the early finishers or high achievers. I walked around the class, to see if my students are on the task”. Likewise, ST 11 defined the material s/he used as ‘authentic’ and called the material as ‘audio visuals’:

The activities we used were effective. In my part, I showed my family members on PPT and wanted them to answer the T/F questions according to them. It was an authentic material and attracted their attention to work on that activity. Finally, the audio visuals that we used both in ST 16’s part and my part were appropriate, joyful and effective for them.

Likewise, ST 27 wrote terms like ‘integrate’ or ‘previous knowledge’ to explain a strong point of her/him for how to deliver instruction:

Another point was that I tried to integrate their previous knowledge to the new topic. In the exercises, I tried to combine the things that they learned in the classroom so that they understand better the new topic. I reminded them the structures that they are familiar and taught the new one with the help their previous knowledge.

Student teachers were also inclined to explain the aspects they believed they were successful with personal preferences, generally adding the expressions emphasizing their own opinions. For instance, ST 20 stated: “While we were checking the answers, I tried to call them by their names as far as I remembered. I think that the students liked it since they would think that they were important for me. I think having a good memory was one of my strong aspects”. ST 27 told the importance of making a transition in a course stating her/his opinion: “Moreover, I liked the transitions that I made through my teaching. This was important to me because students needed to know what they do and also why they do”. In the same fashion with the previous student teacher, ST 27 tried to explain the necessity of making revision by stating her/his belief: “At the end of the lesson, I revised the whole topic that they learned. I reminded them important points of the topic. I believe this was important because students had chance to go over the structure and ask help if they have problem immediately [*sic*]”.

Pre-service EFL teachers also reflected at Level 6, which requires considering contextual factors along with a principle or theory to explain aspects or events. Similar to pre-teaching forms, the contextual factors are limited to learners’ age and language level. For example, ST 4 took into consideration the age of her/his learners and explained the effectiveness of calling students’ names with a characteristic of young learners: “I also tried to use their names as the students at that age like to be called by their names. I realized that one of the students said: ‘The teacher knows my name, I thought s/he doesn’t’ [trans]”. In the same manner, ST 19 presented the way s/he gave instructions as a strength by referring to the students’ level:

I managed to make the students understand the instructions and the lesson generally. I see this as a strength of mine because the level of the students is low in terms of communicating in English. I used body language and gestures to make them understand the instructions. For example, when I asked ‘when do you get up?’ I yawned.

4.2.2.2.2. Identified Levels of Reflection in Self-Evaluation Forms for Teaching Task 1: Weaknesses

Analysis of pre-service EFL teachers’ self-evaluation forms for Teaching Task 1 for the weaknesses section suggests that novice teachers reflected at almost all levels. As can be seen in Table 4.8, Level 2 reflection is the most common form in the weaknesses section.

Table 4.8: Identified Levels of Reflection in Self-Evaluation Forms for Teaching Task 1 Weaknesses

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	19	40,3
Level 3 – Events labeled with appropriate terms	17	36,2
Level 4 – Explanation with tradition or personal preference given as the rationale	5	10,7
Level 5 – Explanation with principle or theory given as the rationale	1	2,1
Level 6 – Explanation with principle/theory and consideration of context factors	4	8,6
Level 7 – Explanation with consideration of ethical, moral, political issues	1	2,1
Total	47	100

Students generally chose to describe the aspects with a simple, plain language. For example, ST 6 described how s/he failed to control the class because of her/his voice in a quite descriptive manner: “My voice was too low for the kids... I should improve this because it was really difficult. There were two students fighting in the class and I couldn’t calm them down”. On the same topic, classroom management, ST 7 reflected at Level 2 and s/he described s/he could not deal with students:

When I started the activity, students began to talk too much. At first, I thought it was normal because they worked in groups. However, they went beyond working. They got crazy. I walked around and asked them to be quiet. They didn’t listen to me even for a second. The worse thing was that a student came at me. He said he did not have any papers and tried to shout at me as if I were his classmate and he was going to beat me.

In alignment with the previous novice teachers, ST 18 also reflected on the classroom management issue and explained it with a plain language:

The most important problem was that one of the students said me “I need handkerchief” and I gave him one because they were on the table. Then another student wanted one, I gave him also but when the third one came I said him to sit down. This was the most complicated time of my practice teaching. I knew that I did the right thing but it was really a hard decision on that time [*sic*].

The second most identified reflection level in the weaknesses section of self-evaluation forms for Teaching Task is Level 3. At this level reflection, student teachers labeled events or aspects with appropriate terms. For example, ST 20 utilized words like ‘action zone’, ‘involuntary students’ to explain how s/he realized s/he had problems in involving all students: “At the beginning of the lesson, I engaged with the action zone mostly. After having realized, I gave the chance the other involuntary students”. ST 21 stated how s/he prepared a lesson plan which was not as successful as planned by writing words like ‘integrate’ and ‘grammatical structures’:

I was supposed to prepare an only reading lesson but ...I prepared an integrated lesson consisting of reading, speaking and a little bit grammatical structures. In that aspect, the only thing that I need to work on is to prepare a lesson just what I need to have.

Novice teachers also reflected at Level 4, they justified the aspects they identified as weaknesses with personal preferences. ST 25 tried to explain why he got disappointed and angry with a personal belief:

As I got disappointed I started to get angry and unfortunately stopped smiling. I think this was a problem for me because a teacher shouldn't reflect his/her anger or disappointment to the students. I wish I hadn't done it. So I think I should work on this to be able to overcome it next time.

Similarly, ST 4 put an effort to provide justification for why s/he failed to use gestures and mimics by stating her/his idea:

One of the problems that I can mention is my overusing gestures and mimics. I was not aware that I was using them so much during my first lesson in the first class we attended. I thought that I should not be a strict teacher and I should smile during the lesson. However, I guess I could not achieve what I had aimed.

In self-evaluation forms for Teaching Task 1, only once one pre-service EFL teacher, ST 6, reflected at Level 5, s/he gave a reference to a principle while explaining how s/he should provide a solution to her/his problem: “One of them was my mispronunciation of some words because of my anxiety problem. So I should try to solve this problem by making practices. Because practice makes perfect”.

Similar to the previous forms, pre-service EFL teachers considered the age of their learners as a contextual factor while reflecting at Level 6. They generally stated a feature of young learners. For example, ST 5 stated that her/his students were very active since they were young learners, which resulted in some classroom management issues:

I did not encounter any major problems during my teaching experience. Only challenging part of my teaching was sometimes managing the students. They were all so young and energetic, so my lesson interrupted because of noise sometimes, and I needed to warn them by saying “do silently” or “be quiet”.

In the same sense, ST 16 stated that s/he was not able to simplify her/his instruction although s/he should have since the students were young learners: “I need to work on the instructions especially in young learners' class. I had difficulty in expressing my message in term of instructions. I used a difficult language for 2nd graders to comprehend and proceed”.

Different from pre-teaching self-evaluation forms and the strengths section of self-evaluation forms for Teaching Task 1, the weaknesses part includes Level 7 reflection. ST 25 who was also warned by her/his students because of her/his attitudes reflected on the issue of equality between genders which is an ethical matter:

When I got criticized by one of the students, I realized that I should have chosen the students who would talk carefully. One of the students at the backs said: ‘But Miss/Mr, you always choose boys!’ [trans]. Then I understood that I should really be more careful about this gender issue in the future and I tried to choose students equally.

All in all, the depth analysis of reflection in self-evaluation forms based on the first teaching assignment presents richness. In general, student teachers wrote their reflection in a descriptive manner, either by using a simple language or by making use of appropriate terminology related to the concern. The analysis also indicates that reflection levels in the strengths section outnumber the ones in the weaknesses section. This might be related to the difference between the amount of writing pre-service EFL teachers provided for strengths and weaknesses. In other words, novice teachers wrote more on strengths than weaknesses.

Student teachers were also engaged with Level 4 reflection since they gave references to their own way of thinking while explaining the aspects. They did not prefer to explain their strengths or weaknesses by referring to theories. On the other hand, they reflected on the contextual factors along with a principle to explain aspects mostly regarding young learners. Among all student teachers, only one of them took into consideration an ethical issue, equality between genders while justifying the way s/he thought.

4.2.3. Results of Peer-Evaluation Forms for Teaching Task I

Based on observing their peers’ first teaching task, pre-service EFL teachers completed peer evaluation forms for the first time. The findings suggest that the scope of peer evaluation is as rich as self-evaluation forms.

4.2.3.1. Peer-Evaluation Forms for Teaching Task 1: Content of Reflection

The analysis of content in peer evaluation forms for Teaching Task 1 revealed that student teachers identified more strengths than weaknesses in their peers' teaching performance. To be clearer, the number of identified strengths (N=81) nearly doubles the numbers of weaknesses (N=44). Similarly, items in the instructional processes for the strengths section have more variety than items for the weaknesses section.

4.2.3.1.1. Strengths Identified in Peer-Evaluation Forms for Teaching Task 1: Content of Reflection

The analysis of peer-evaluation forms for the strength section reveals that reflection upon instructional processes is more than half of the all as Figure 4.5 clearly shows. Student teachers commented on their peers' increasing learner motivation and involvement secondly. They paid attention to the peers' classroom management least.

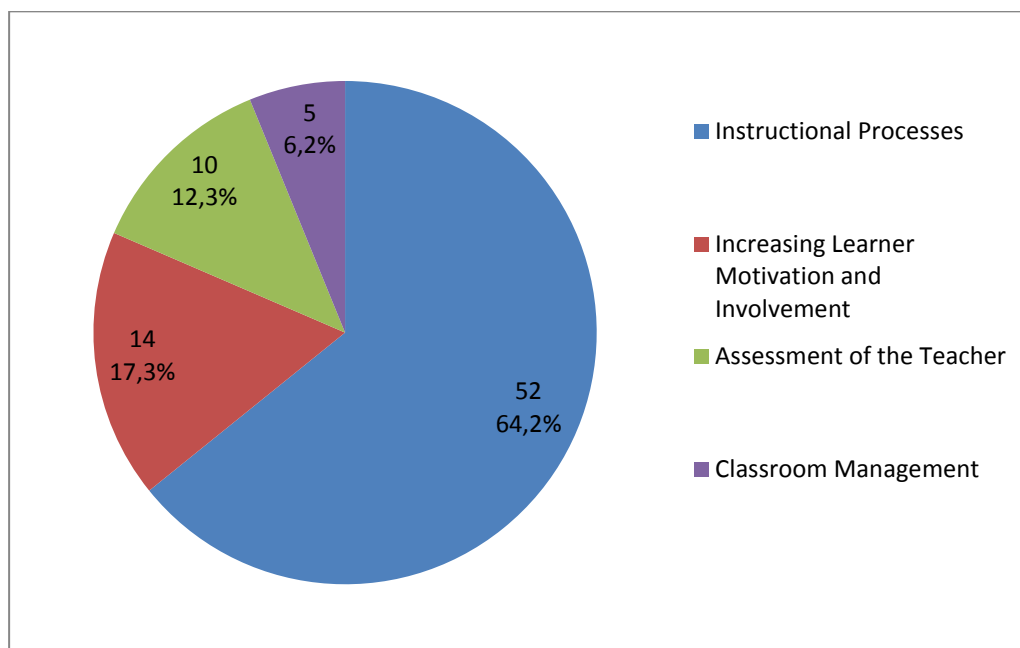


Figure 4.5: Distribution of Themes in Peer-Evaluation Forms for Teaching Task 1-Strengths in Content of Reflection

Pre-service language teachers reflected on similar teaching aspects in peer-evaluation. Although few in numbers, new codes emerged in peer-evaluation forms. For instance, novice teachers reflected on their peers' giving feedback, using examples and teaching grammar in instructional processes and humor in assessment of the teacher (Please see Table 4.9).

Table 4.9: Strengths Identified in Peer-Evaluation Forms for Teaching Task 1: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	1
		Instructional Delivery	Activating (names, eye-contact)
	Board Use		2
	Error Correction		1
	Feedback		1
	Giving Examples		1
	Giving Instructions		7
	Language Use		10
	Materials Use		2
	Monitoring		7
	Responding to Student Questions		2
	Structure of a Lesson		5
	Time Management		4
	Use of Voice and Body Language	4	
Language Skills-Areas	Grammar Teaching	1	
Total			52
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	2
	Use of Materials and Activities	Interest	2
		Variety	1
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	2
		Positive Environment	4
		Teacher Smile	3
Participation	Active/Unwilling Participation	-	
Total			14
Assessment of the Teacher	Self as a Teacher	Anxiety	1
		Confidence	5
		Humor	1
		Professional-like	3
Total			10
Classroom Management	External Sources	Breakdowns	1
		Misbehavior	1
	Internal Sources	Attending Strategies	2
		Use of Voice	1
Total			5

Novice teachers reflected on their peers' activating students, generally commenting on whether they called learners' names and made eye contact. For instance, ST 14 liked her/his peer's use of attending strategies: "She used attending strategies perfectly. She remembered all the names of the students and called them with their names. She managed to

keep eye-contact” and ST 4 praised her/his peer’s remembering learners’ names: “As far as I could observe, she attended to the learners effectively while she was teaching. She called their names when giving them the chance to speak”. As a new aspect in the forms analyzed so far, ST 24 evaluated her/his peer with regard to giving feedback to learners: “he really listens to the students, and gives them feedback by appreciating them or if someone says something wrong he tries to explain it rather than ignoring; he really cares his students”.

While reflecting on their peers’ giving instructions, student teachers gave credit to peers’ setting a model for the activity or repeating instructions in addition to simplifying the language. For instance, ST 14 emphasized that the peer both repeated and exemplified instructions: “I liked the way she gave the instructions for the activities. She repeated the instructions several times. For example, in the beginning of bingo game, she showed the bingo card to them first, explained what they were supposed to do, and gave an example”. However, ST 17, like the rest, very directly stated clarity of her peer’s instructions: “She was very clear while giving the instructions”. In the same way with instructions, comments on peers’ language use showed varieties. For instance, ST 11 reflected on how her/his peer encouraged learners to use L2 rather than how she used it: “She warned the students who used L1 in a kind way. It was important because if she had let them once, they would have continued to use it”. ST 9 commented on how constantly her/his peer spoke English although ST 9 claimed that when needed, L1 should be used: “I liked her determination to use English. She did not use Turkish at all. (Yet, I think sometimes Turkish can be used when necessary.) She tried to express herself in English by using mimics, gestures. This was very effective”. On the other hand, ST 19 appreciated both her/his peer’s effective use of L2 and speaking L1 when necessary: “She used L2 effectively and when needed she used L1, when students don’t understand”. ST 18 praised her/his peer’s adjusting the language appropriate to learners’ level: “Her English was good and she slowed it down well to the students’ level so I did not observe any complexity in communication”.

Similarly, while so far monitoring was usually regarded as wandering around the class, student teachers put emphasis on their peers’ checking students’ comprehension. For example, ST 8 wrote: “She walked around the classroom in case anyone needed help. She checked the progress of the learners”. However, ST 14 only focused on her/his peer’s walking around: “She moved around the class during the activities”.

Prospective teachers also discussed how their peers provided transitions among stages of a lesson. ST 19 commented on the warm-up part of her/his peer teaching: “She did

a meaningful warm-up, asking them whether they have gone abroad or not. She prepared the students to the lesson". ST 3, on the other hand, paid attention to the greeting part: "The opening was good. He greeted the students and asked how they are and made a smooth transition to the topic. For example, he asked whether they like reading or not". Student teachers briefly commented on how their peers used time as well. ST 10 simply said that her peer "used the time efficiently". The same pre-service EFL teacher also commented on her/his peer exemplified the structure in the same manner: "she gave good examples to teach the structure". Use of voice also mattered for prospective teachers. ST 13 stated her/his pair was loud enough to be heard: "She is good at speak loudly and directing the students".

In regard to language skill teaching, only ST 2 made a comment on her/his peer teaching and underlined how meticulously he taught: "He is good at language teaching, especially the grammar teaching. I really liked that he really gave the detailed grammatical points and asked several times whether they understand or not. He was perfect about it".

Following instructional processes, increasing learner motivation and involvement was the second theme student teachers reflected on their peers' teaching. They generally stated their peers were smiling to learners, they created a warm atmosphere and students were motivated. For example, ST 8 commented on her/his teaching combined almost all the elements of motivating learners:

The best part of my partner is that he is sympathetic and you can always see a smile on his face during the lessons. So, the students feel relaxed and motivated by the warm atmosphere he creates. For example, the students are always eager to answer the questions while he was teaching.

ST 18 praised her/his peer's promoting an atmosphere for learning based on the reactions learners gave: "The students liked her way of teaching I could see that. Now, they are asking when you will teach again". ST 15 simply wrote: "At the beginning of the lesson, she created a warm atmosphere". Besides, student teachers reflected on their peers' use of interesting and colorful materials which enabled them to increase participation. ST 27 commented: "The other point was that she was able to attract students' attention to the lesson. She used her own family tree to teach have got and has got structure and this was interesting for the students. By this way, she was able to make lesson attractive for the students". On the other hand, ST 9 noticed the importance of using gestures and mimics for drawing learners' attention. What is more, s/he also integrated L1 use into this discussion:

ST 4 tried to use her mimics and gestures while teaching. I think that this is an effective way while teaching, because teacher sometimes don't have to use L1 if she uses gestures and mimics. It also attracts students' attention as they try to understand what the teacher means to tell.

Regarding assessment of the teacher, student teacher also reflected on how their peers looked during teaching. In addition to the aspects of confidence, anxiety and professional like, the element of humor also appeared in peer-evaluation forms. For instance, ST 23 reflected on how confident her/his peer seemed with comparison to her/his own image: "She made the introduction to the lesson and she was confident. I was a little bit excited unlike her". In the same sense, by comparing herself/himself with the peer, ST 18 stated her/his peer was professional like: "She was just like an experienced teacher in the class. I do not know how I looked, but she looked so". As a different image of the teacher, humour was brought up by ST 7. After plainly talking about what her/his peer did as a normal thing to do, ST 7 stated:

According to our lesson plan, he was supposed to ask the superlative forms of the adjectives and then ask questions in the form of superlative to the class. Actually, there was not a part which could create a problem for him. The students were already used to this kind of activity. However, ST 1 added fun into it. I think this was because of his sense of humour and personal traits.

As for classroom management, student teachers reflected on how their peers dealt with breakdowns, misbehavior and how they overcome them. For example, ST 6 elaborated on how the peer handled noisy students by effective use of voice: "His classroom management was great. 2 students were talking to each other and he went to them raising his voice: Why are you talking so much? After that, all students started to listen to him carefully". Likewise, ST 23 briefly talked about how her/his peer coped with a situation: "In the while-speaking session, there were some management problems; especially Sina and Ege were trying to catch everybody's attention. She could handle them easily".

4.2.3.1.2. Weaknesses Identified in Peer-Evaluation Forms for Teaching Task 1: Content of Reflection

Pre-service EFL teachers did not write for the weaknesses part as much as they did for the strengths section in peer evaluation forms for Teaching Task 1. That is why the aspects they identified in their peers' teaching as the ones to be improved are not numerous (Please see Table 4.10)

Table 4.10: Weaknesses Identified in Peer-Evaluation Forms for Teaching Task 1: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Instructional Design	Preparation	1
	Instructional Delivery	Activating (names, eye-contact)	2
		Feedback	1
		Giving Instructions	5
		Language Use	5
		Monitoring	1
		Task Management	1
	Use of Voice and Body Language	7	
Language Skills-Areas	Teaching Vocabulary	1	
Total			24
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	1
	Use of Materials and Activities	Interest	-
		Variety	-
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact, voice)	1
		Positive Environment	1
		Teacher Smile	1
Participation	Active/Unwilling Participation	1	
Total			5
Assessment of the Teacher	Self as a Teacher	Anger	1
		Nervousness	3
Total			4
Classroom Management	External Sources	Breakdowns	2
		Noise	2
		Misbehavior	1
	Internal Sources	Lack of Experience	3
		Use of Voice	3
Total			11

Like the evaluation forms analyzed so far, the theme instructional processes is the mostly discussed, which is followed by classroom management. As can be seen in Figure 4.6, the codes in assessment of the teacher and increasing learner motivation and involvement are limited in number.

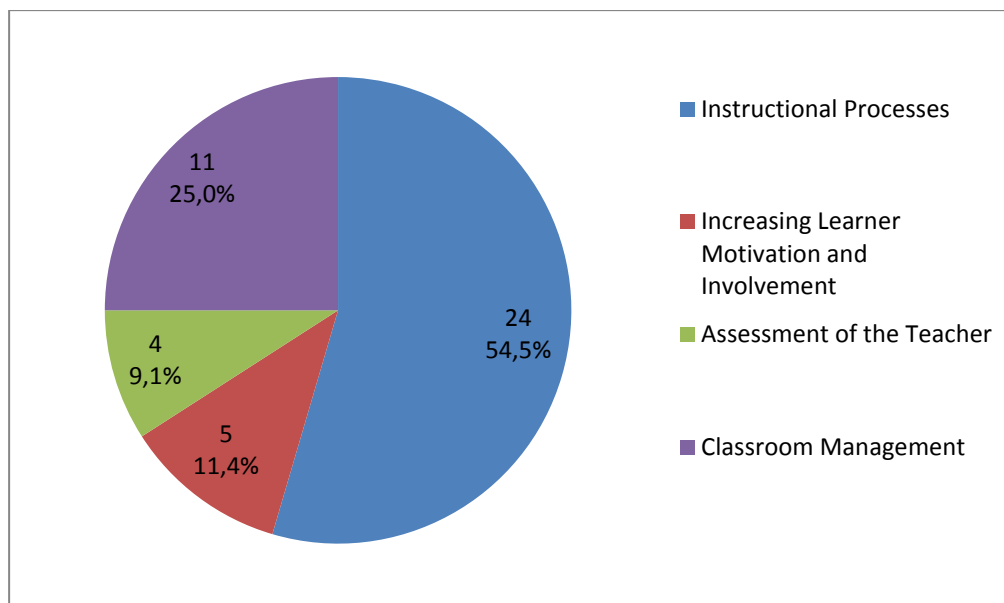


Figure 4.6: Distribution of Themes in Peer-Evaluation Forms for Teaching Task 1-Weaknesses in Content of Reflection

As for instructional processes, prospective teachers reflected on how poor their peers were in establishing eye-contact. In comparison to herself/ himself, ST 17 wrote for her/his peer: “Also, she has problems with the eye contact issue like me”. Similarly, with a simple and direct language, ST 20 stated: “Also, she was not careful about her eye contact”. One of the aspects student teachers noticed in their peers’ teaching as a weakness is giving instructions. The concern of giving instructions is not limited to their clarity, when they were given and what was missing were also discussed. For instance, ST 2 stated the time the instruction was given was not right: “Instructions for the activity may be given fully before distributing the worksheets”. ST 9, on the other hand, paid attention to what her/his peer lacked while clarifying the instructions: “Other things that attracted my attention were that she didn’t tell students how many minutes they would have to complete exercise”. ST 21, typically commented on the peer’s instructions should have been clearer. However, s/he pointed out that, the lack of clarity resulted in a breakdown:

He should be careful about giving instructions clearly; it might be a timing problem for him. For example, he asked a student to read the text loudly but he did not tell what the other children should do while she was reading, because of this the rest of the class did not listen or follow the text while she was reading. It created a mini breakdown as a whole class.

Language use has been frequently commented by student-teachers, and they generally focused on adjusting it to learners’ level or amount of L2 use. This time, novice

teachers also commented on the manner of speech and misuse of it. For example, ST 3 in a soft manner criticized the way her/his peer uttered the speech: “he may not want to use slang words (... görünce hemen want’ı yapıştırırız). We laughed a lot. It was cute but he should be more careful about these things”. ST 24 stated her/his peer mispronounced the word, ‘moustache’: “Sometimes, she does not care much about her pronunciation; for example, during the teaching, she mispronounced the word ‘moustache’”. While in the previous forms, student teachers stated that when needed L1 can be used, this time ST 9 thought her/his peer used L1 unnecessarily:

Our students were used to learn English with L1, so we were expecting them not to understand us as we would speak English while teaching. However, it didn’t turn out to be like that. Students mostly understood us very well. ST 4 sometimes used L1 unnecessarily thinking most probably that they wouldn’t understand her. For instance, she said: ‘who is going to say the first one?’ [trans]. This was unnecessary, because she could have said it using L2 and showed it with her hand “1”. What I mean is that she could have used her body language and English to express what she wanted to tell.

While in the previous forms, use of language is the mostly reflected aspect, effective use of voice is the one in peer-evaluation forms for Teaching Task 1. Novice teachers were generally concerned with the fact that their peers could not make themselves heard during the lesson. For instance, ST 13 wrote that “When it comes to the teaching skills that ST 17 needs to work on the tone of her voice. I think, the level of her voice was very low and sometimes the students were unable to hear her instructions and explanations”. Similarly, ST 20 commented on the same issue with the same manner: “I think my friend has problems in using her voice effectively. She has to raise her voice much. For example, I was sitting at the back and I hardly heard what she said”. However, ST 27 clearly and briefly stated: “She could not use her voice effectively. Some students could not hear her during the lesson”.

Pre-service EFL teachers rarely reflected on their peers’ increasing learner motivation and involvement. When they did, they commented that their peers should have been friendlier. ST 25 wrote: “she was very serious while she was lecturing. I think she needs to be a little bit more smiling. Otherwise, the students may not feel comfortable enough to participate in the lesson”. However, ST 6 stated that her/his peer created a negative environment: “he was a little bit negative towards the students. As a normal teacher, it is quite OK, but we were giving them a lecture for the first time...first impression is very important. Thus, this may create a problem”.

The other theme student teachers did not frequently reflect is assessment of the teacher, how they saw their peers. They mainly stated their peers were nervous and the reason for nervousness is the pressure of first time teaching as ST 20 did: “In my opinion, ST 17 was nervous because she taught for the first time probably”. Besides, the anger novice teachers had was stated as well. ST 3 wrote for her/his peer: “When it comes to needs to work on, he isn’t patient when it comes to the children. He gets angry easily”.

When novice teachers reflected on their peers’ classroom management, they assigned the source of problems not only to their peers but also to the learners themselves. They focused on their peers’ lack of experience and utilizing their voice effectively. ST 16 said: “she needs to improve her voice tone and intonation to manage the class especially young learners' class. Even though she monitored the class all the time, she had difficulty in conveying her message to the students especially noisy ones [*sic*]”. In the same fashion, ST 27 claimed in a way her/his peer ignored the misbehavior and did not even try to solve it: “She disregarded all the misbehaviors and continued the lesson as she planned. For example, there were some students who were talking each other but she did not tried to warn them. She needs to work on classroom management strategies [*sic*]”. On the contrary, ST 8 said that her/his peer tried to overcome managing problem but failed in the end. ST 8 believed the reason for the problems is peer’s lack of experience and students' attitudes towards them:

The classroom management issue was the same with her. Some of the students didn’t listen to her while teaching. She tried to warn them gently by approaching them; however, they kept going on. This was because of two reasons. First one was that she didn’t have enough experience to control a class. Second one was that the students didn’t see her as a real teacher so they didn’t care.

ST 19, on the other hand, perceived learners as the source of the classroom management issues:

The class was very noisy when she was doing the game with pictures. This can create some problems. It has nothing to do with the teacher, but the students and their age. They are very active physically as they are 10-11 years old. She can control them as she gains experience.

The content analysis of peer-evaluation forms for Teaching Task 1 suggests that student teachers were inclined to specify their peers’ strengths rather than their weaknesses. Irrespective of whether it is the strength or weakness, instructional processes took most of the novice teachers’ attention. This situation is quite similar to self-evaluation forms. Language use is the aspect that occupied novice teachers’ mind the most. By the time they did their first teaching assignments, student teachers had observed their mentor teachers’ use

of language. This most probably affected student teachers' reflection. In the same sense, the frequent emergences of reflection on the structure of a lesson and breakdowns are expected since they made an observation how their mentor teachers deal with breakdowns and they made an opening and closure.

The increase in the number of reflections on the effective use of voice for the weaknesses section can be explained by novice teachers' sense of anxiety or nervousness since this is the first time they taught professionally. Classroom management issues emerged in the weaknesses section more frequently than the strength part while reflection on motivation and involvement was dispersed in strengths rather than weaknesses.

4.2.3.2. Peer-Evaluation Forms for Teaching Task 1: Quality of Reflection

This section illustrates the quality of reflection in pre-service EFL teachers writing based on their peers' first teaching task. At first, the depth of reflection for the strengths of their peers' teaching and then the quality of reflection for the weaknesses they identified in their peers' teaching performance is provided. For each section, the numbers of the reflection levels are given in Table 4.11 and 4.12 where it can be seen that the numbers of the identified levels of reflection in the strengths outscored the ones in the weaknesses section.

4.2.3.2.1. Identified Levels of Reflection in Peer-Evaluation Forms for Teaching Task 1: Strengths

As Table 4.11 illustrates, pre-service EFL teachers' reflection findings indicate that Level 7 reflection did not exist in the strengths section of peer-evaluation forms.

Table 4.11: Identified Levels of Reflection in Peer-Evaluation Forms for Teaching Task 1- Strengths

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	11	24.5
Level 3 – Events labeled with appropriate terms	29	64.5
Level 4 – Explanation with tradition or personal preference given as the rationale	1	2.2
Level 5 – Explanation with principle or theory given as the rationale	2	4.4
Level 6 – Explanation with principle/theory and consideration of context factors	2	4.4
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	45	100

The quarter of reflection is at Level 2, which means student teachers described the aspects with a plain language. For example, while listing her/his peers' strengths, ST 14 described the teaching in a simple manner: "at the beginning of bingo game, she showed the bingo card to them first, explained what they were supposed to do, and gave an example. Apart from that, her voice was quite loud and this was very good. She moved around the class during the activities". Likewise, ST 12 praised her /his peer's teaching with a simple language: "the students liked her way of teaching I could see that. Now, they are asking when you will teach again". ST 8 also described what her/his peer and learners did: "the activity was about holidays and she asked a question to the students: Do you like holidays? The students shared their ideas about the question". At last but not least, ST 3 identified her/his peer's strengths with a plain language:

Also, he has got a very good handwriting for a male teacher. And he used the board as well. I liked the natural way of his teaching very much. He was so cool and I adored it, I really really did and got a little bit jealous.

The analysis revealed that more than half of the identified reflection belongs to Level 3. ST 7 used words like 'strategies', 'progress', 'off-task' to specify the strengths of her/his peer:

She used attending strategies perfectly. She remembered all the names of the students and called them with their names. She managed to keep eye-contact. She

walked around the classroom in case anyone needed help. She checked the progress of the learners. When a student focused on off-task things, she interfered in and took the attention of the student to the activity. She emphasized the correct answers on the projection screen so that all the students follow the activity.

ST 11, on the other hand, utilized words like ‘smooth opening’, ‘transition’ while commenting on her/his peer’s teaching “She did a smooth opening and she made the students get ready and familiarized with the upcoming activities. Then, she made an effective transition to the lesson”. ST 21 employed phrases like ‘interact with’ and ‘interaction patterns’ to reflect on the peer’s attending strategies and increasing participation:

I think he was able to interact with the children effectively, use interaction patterns such as facial expressions, gestures and eye contact. He also walked around the classroom to observe and help the children if they need any help on activity and helped the children by answering their questions. It created a positive atmosphere in the classroom.

ST 22 also reflected on how her/his peer gave instructions making use of words such as ‘instructions’, ‘distribute’, and ‘activity sheet’:

She was good at while giving instructions. She repeated the instructions for the ones who didn’t understand what to do and how to. She showed an example for the activity. She first gave the instructions. After finishing the instructions, she distributed the activity sheets.

There is only one example for Level 4 reflection. ST 9, tried to explain why s/he found her/his peer successful in using gestures and mimics by presenting her/his own opinion as the rationale:

This was our first teaching experience in front of the class, so I don’t want to be too harsh on her or critical about my friend’s performance. When I looked at overall, she was successful and did her best trying to get over her anxiety. In addition, students understood the directions very well. ST 4 tried to use her mimics and gestures while teaching. I think that this is an effective way while teaching, because teacher sometimes don’t have to use L1 if she uses gestures and mimics. It also attracts students’ attention as they try to understand what the teacher means to tell [*sic*].

With regard to Level 5, one particular novice teacher, ST 4, reflected on her/his peer’s acting out the chunks with a reference to a theory:

I liked her way of expressing the chunks during the game. She acted the chunks out and I think that her way of acting them out was effective because the students need to accommodate the chunks and use them accordingly.

Before stating the previous statements, ST 4 commented on her/his peer’s use of games referring to the multiple intelligence theory:

The students especially liked the game because it required them to use their linguistic intelligence and bodily-kinesthetic intelligence at the same time. So I can say that it was a game suitable for a mixed ability class. The students enjoyed the game and had a chance to repeat the chunks at the same time.

When pre-service EFL teachers considered contextual factors accompanying a theory or principle, they paid attention to the age and level of the learners as in the previous forms. For instance, ST 6 believed that her/his peer's selected materials were suitable for the learners since they were young learners: "His materials were perfect and quite appropriate for the young learners. All of them were colorful and enjoyable". ST 18, on the other hand, took into account students' level: "Her English was good and she slowed it down well to the students' level so I did not observe any complexity in communication".

4.2.3.2.2. Identified Levels of Reflection in Peer-Evaluation Forms for Teaching Task 1: Weaknesses

Analysis of peer-evaluation forms for Teaching Task 1 as for the aspects needed to be improved in peers' teaching gives away that student teachers did not reflect on Level 5 and Level 7 (Please see Table 4.12).

Table 4.12: Identified Levels of Reflection in Peer-Evaluation Forms for Teaching Task 1-Weaknesses

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	17	51,5
Level 3 – Events labeled with appropriate terms	13	39,3
Level 4 – Explanation with tradition or personal preference given as the rationale	1	3,1
Level 5 – Explanation with principle or theory given as the rationale	-	-
Level 6 – Explanation with principle/theory and consideration of context factors	2	6,1
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	33	100

Among the four levels present in the form, Level 2 is the most frequent reflection. It constitutes more than half of the reflection occurrences. To set an example, ST 3 commented on her/his peer's way of speech with simple words:

When it comes to needs to work on, I think he isn't patient when it comes to the children. He gets angry easily. And he may not want to use slang words (... görünce hemen want I yapıştırırız). We laughed a lot. It was cute but he should be more careful about these things.

ST 14 described how her/his partner should have explained the difference between 'chickens' and 'roosters': "While she was drawing pictures on the board, students couldn't guess the rooster. They said it was a chicken. She explained chicken is girl; rooster is boy. However they could not understand it. She could have voiced like a rooster [*sic*]". However, ST 19 reflected on simply describing how her/his partner seemed during the teaching: "I think she doesn't have any problems in teaching. She is a great teacher. However, she seemed a bit nervous to me. I believe she can come over this in time". Finally, ST 24 reflected at this level by stating how her/his peer could have coped with misbehavior: "as he is really kind, he doesn't want to shut up the students, but they may want to make use of it by chatting or asking nonsense questions".

Subsequent to Level 2, Level 3 reflection is the second mostly emerged level in this form. Novice teachers tended to explain aspects by using appropriate terminology. For instance, ST 12 picked up words like 'eye-contact', 'voluntaries' and 'worksheet' to specify her/his peer's weaknesses: "she has problems with the eye contact issue like me. My friend chose the voluntaries to talk while checking their answers for the worksheet". So as to state her/his partner's failure in increasing motivating and participation, ST 24 used expressions like 'concentration' and 'autonomy': "He doesn't speak loud enough to take the students' attention. This may not be a very big problem in a 20 minutes lesson, yet in the long term the students may lose their concentration. Maybe he has to work on his autonomy in the classroom". In addition, ST 27 also reflected at this level by making use of 'attitude', 'misbehavior', 'strategies':

She was too nervous and this affected her attitude during her teaching. She disregarded all the misbehaviors and continued the lesson as she planned. For example, there were some students who were talking each other but she did not tried to warn them. She needs to work on classroom management strategies [*sic*].

The weaknesses section of peer evaluation forms for Teaching Task 1 exposes only one Level 4 reflection. While justifying why her/his partner was not successful in managing classroom, ST 12 presented her own opinions saying:

She could have cut short the warm-up part. She asked many students how their weekend was, and the students may have got bored. I think the problems are same

with mine. She is lack of classroom management and giving simple instruction. I think if she has more practice on them, she will get rid of it.

With regard to the final level that is available in peer evaluation forms (Level 6), novice teachers considered the age of the students as the contextual factors to explain why their partners had a weakness. For example, ST 19 provided justifications for her/his statements by giving reference to both a principle and a contextual factor:

The class was very noisy when she was doing the game with pictures. This can create some problems. It has nothing to do with the teacher, but the students and their age. They are very active physically as they are 10-11 years old. She can control them as she gains experience.

The numbers of identified levels in peer-evaluation forms for Teaching Task 1 are relatively few in number when compared to the ones in self-evaluation forms. This may be due to the fact that student teachers wrote more on their own experiences than on their peers' teaching. Besides, their writings revealed more levels in the strengths section than in the weaknesses section. This is also more likely to be related to the amount of writings. The novice teachers' writings in this form can be defined as descriptive since both Level 2 and Level 3 reflections are prevalent. Rather than choosing to justify their ideas with a theory, principle or considering contextual factors, they simply described the aspects without further comments. Their lack of experience in observation may explain this situation. Besides, the points they identified can be defined as observable, measurable, which may also prevent them from providing further justifications for their statements.

4.2.4. Results of Self-Evaluation Forms for Teaching Task II

Based on their second teaching task, pre-service EFL teachers completed self-evaluation forms. The findings reveal that self-evaluation forms for Teaching Task II are quite rich in content while relatively poor in depth of reflection.

4.2.4.1. Self-Evaluation Forms for Teaching Task II: Content of Reflection

The analysis of content in self-evaluation forms for Teaching Task II suggests that student teachers identified more strengths than weaknesses in their own teaching performance. To be clearer, the total identified strengths (N=85) outnumbered the weaknesses (N=53). However, the instructional processes of the weaknesses section is richer than the strengths section in terms of variety of teaching aspects.

4.2.4.1.1. Identified Strengths in Self-Evaluation Forms for Teaching Task II: Content of Reflection

As for their second teaching task, pre-service EFL teachers did not reflect on how they planned instruction. As Table 4.13 shows, they mostly reflected on instructional delivery among all sub-categories.

Table 4.13: Strengths Identified in Self-Evaluation Forms for Teaching Task II: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	-
		Activating (names, eye-contact)	4
	Instructional Delivery	Activity Organization	1
		Board Use	12
		Creating Context	1
		Error Correction	1
		Familiarity	1
		Feedback	1
		Language Use	7
		Monitoring	3
		Questioning	3
		Structure of a Lesson	2
		Wait time	8
	Use of Voice and Body language	1	
Language Skills-Areas	Vocabulary Teaching	1	
Total			46
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	2
	Use of Materials and Activities	Interest	7
		Variety	3
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	1
		Positive Environment	2
		Positive Reinforcement	4
	Teacher Smile	-	
Participation	Active/Unwilling Participation	7	
Total			26
Assessment of the Teacher	Self as a Teacher	Anxiety	2
		Confidence	1
		Happiness	2
		Professional-like	1
Total			6
Classroom Management	External Sources	Breakdowns	2
		Misbehavior	1
		Noise	2
	Internal Sources	Attending Strategies	1
		Use of Voice	1
Total			7

In the same line with the evaluation forms presented so far, the codes identified in instructional processes (54,1%) constitute more than half of the whole codes. Increasing learner motivation and involvement is the second theme that student teacher mostly reflected on. Pre-service EFL teachers found themselves successful in the assessment of the teacher and classroom management to a certain extent as can be seen in Figure 4.7.

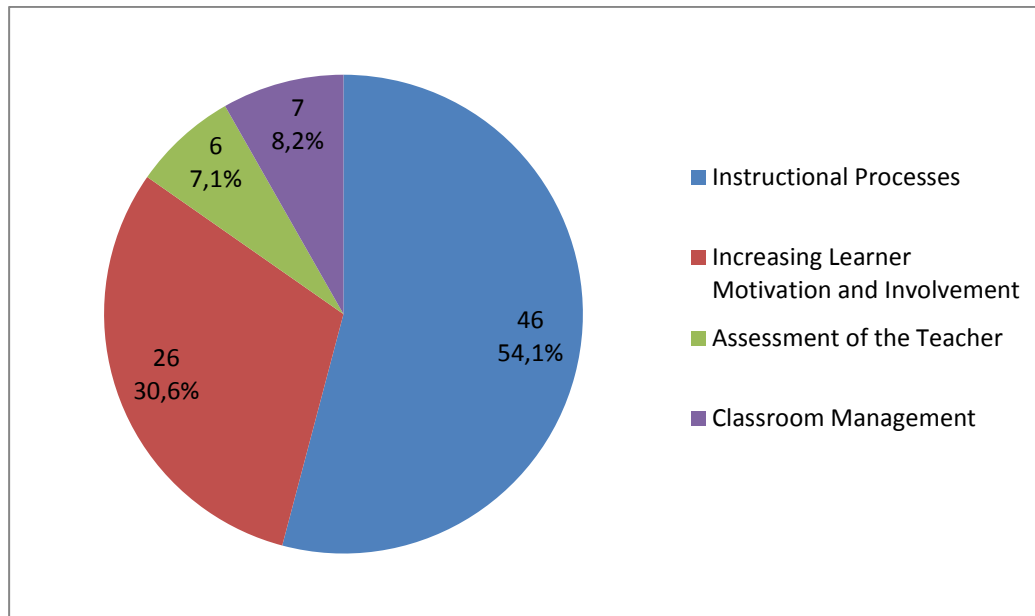


Figure 4.7: Distribution of Themes in Self-Evaluation Forms for Teaching Task II- Strengths in Content of Reflection

Novice teachers believed they effectively used attending strategies to activate students. While ST 15 put emphasis on eye-contact: “I had a strong eye contact with the students. There was no disconnection between me and them”; ST 25 integrated both eye contact and calling students names as her/his strength: “I used attending behaviors effectively and tried to learn the names of the students and used eye contact effectively”. As a newly-emerged teaching aspect, activity selection or organization took ST 9’ attention who was able to combine learners’ previous knowledge with the new words in an activity:

The best thing in our lesson was the last two exercises in which have/has got structure was combined with vocabulary items. The students had learnt have/has got structure in previous weeks. So they were familiar with that structure and they had a chance to practice both that structure and new learnt vocabulary items.

ST 18, on the other hand, stated that he was able to create a context for teaching vocabulary to her/his student by acting out “I tried to be like them so I pretended a child who is wearing his clothes before playing snowball (our topic was clothes). I think they liked my

acting”. For this particular form, pre-service EFL teachers mainly reflected on how they utilized the board in their classes among instructional process items. They generally focused on the organization of the board or simply whether they used it or not. For instance, ST 9 concentrated on the organization of the board: “I used the board effectively and everything was very proper on the board. The students did not have any difficulty while following me”. ST 7 believed that writing answers on the board was effective: “I used the board effectively. For example I wrote the answers on the board and the students could see the writings”. Similarly, ST 21 highlighted learners needed to see the answers on the board:

I used the board efficiently, because students could be able to see what they need to learn and remember during the lesson. For example, when I collected the sentences from the students, I wrote them on the board and so that the other children could both hear and see the sentences. I think this supported their understanding about the topic.

As for language use, prospective teachers pointed out that they spoke English all the time or they were able to simplify the language. ST 16 considered herself/himself successful by adjusting the language: “I also had good time in terms of my language. It wasn’t as difficult as my previous one to simplify my language. I didn’t have hard time doing it and I am really glad for that”. However, ST 10 emphasized s/he did not speak any Turkish: “I taught grammar to students and I am quite happy that I didn’t use L1 nearly at all. I thought that students wouldn’t understand grammar if I spoke English; However, they understood very well”. Likewise, ST 2 spoke English during teaching: “Apart from this, I managed to use the target language during my instructions and overall teaching. I did not need to use Turkish to be clear”.

Another new item appeared in self-evaluation forms for Teaching Task II is questioning skills of student teachers. They put emphasis on the functions of questions as ST 25 did: “I used questioning skills in order to revise the previous lesson’s vocabulary items. It was an effective way, I think. I also used questions to make them discover a new grammar topic”. ST 3 stated: “I am so glad that they all could answer my questions for directions. I asked them questions related to the topic, the topic was giving directions and most of the questions were like ‘how can I get to the police station’”.

The second mostly identified code for pre-service EFL teachers’ strengths is wait time. They believed longer wait time enabled more learners to participate and feel relaxed. ST 17 wrote: “I think I could use the wait time effectively. For example the same students wanted to answer first but I waited for the other students and wanted them to speak, also”

and ST 3 said: “when I draw a map on the board and want the students to give me directions to reach a specific place on the map, I waited for them without hurrying and make them stressed”. Nevertheless, ST 5 simply stated how long s/he waited: “Moreover, after I asked questions I waited about 5-7 seconds”.

To increase motivation and participation, novice teachers mainly underscored the significance of the materials and activities. They highlighted if the materials and activities had variety, if they were interesting and colorful, and learners got engaged more. For instance, ST 7 wrote for the variety of the activities:

I am happy that in the lesson there were different activities for different language skills. Therefore, almost all of the students participated and made contribution to the class discussion. For example, while I was asking the furnitures, they answered eagerly. They screamed sometimes because they were excited [*sic*].

On the other hand, ST 11 made comments on the materials and masks they prepared, and ST 13 gave credit to the visuals on the activity sheet for active participation:

There were masks of the characters in the story. There were four masks but I used two of them which were main characters. I wanted the students to wear the masks, read the sentences on board, and act like the characters. (ST 16 had hung the picture cards beforehand.) The students were very eager to wear the masks and act. I made all the students speak and wear these masks. Every student was involved into the lesson, which made me satisfied [*sic*].

The students liked the activity that I prepared for them. I did the 3rd part of the lesson and I delivered an activity sheet in order to have them do the task. The activity was quite well-designed and also not much challenging to do. The visuals on the activity sheet were well-qualified and therefore the questions related to those visuals were understandable. In this regard, the students were motivated to the lesson and when I ask them to answer an item, they were able to give their answers comfortably.

Another means novice teachers frequently used for motivation is the use of positive reinforcements. ST 20 noted: “I think that I gave social rewards to the students in a good way. I motivated the students in this way”. Similarly, ST 17 believed in positive feedback: “I gave positive feedback to the students generally. I tried to motivate the students”. Besides, student teachers tried to increase participation through picking learners up randomly like ST 18: “While checking the answers, I paid attention to the ones who were not with me so I chose them randomly. All in all, I did well I think”. They also commented that learners were active and not bored during their teaching tasks. ST 15 said: “the students were active and their participation performance was high. It was pleasant for me. They were not bored, either”.

With regard to assessment of the teacher, prospective teachers commented on how they felt like calm, happy and a real teacher. ST 8 commented on significance of satisfaction during teaching: “Another point is that I felt happier when I taught that age. A teacher’s feeling happy during teaching carries so much importance, I believe”. However, ST 20 thought controlling learners made her/him calm: “I was very calm in this teaching because I managed the students to keep on the track”. ST 25 reflected on the influence of being a smiling teacher and calm over learners:

I was very calm and I felt very experienced at that moment. I was a smiling teacher this time. I felt as if I had been teaching for years. It was really nice to feel that. I could receive positive reactions from the students. They got sad when they heard my part was over. One of the students said: ‘please, don’t stop!’ [trans] and that was one of the happiest moments of my life. I could motivate the students to learn. I think this teaching experience taught me a lot.

Classroom management lends itself to the limited amount of reflection in the strengths section of self-evaluation forms for Teaching Task II. ST 19 briefly stated: “I can say that there is not almost any misbehavior during my lesson”. ST 6 evaluated her/his classroom management skills positively compared to the previous teaching task since learners were not noisy: “In my previous teaching, I couldn’t manage the class very well, but this time it was better in my opinion. The students were quieter”. At last but not least, ST 25 said s/he was good at managing the class due to eye-contact: “I used eye contact sometimes for classroom management”.

4.2.4.1.2. Identified Weaknesses in Self-Evaluation Forms for Teaching Task II: Content of Reflection

Instructional processes dominated other themes in the weakness section of self-evaluation forms for Teaching Task II in numbers as Table 4.14 shows. Novice teachers identified a great number of weaknesses as for delivering instructions (41 out of 53). Surprisingly, they did not reflect on classroom management as much as they did in the previous forms (Please see Figure 4.8).

Table 4.14: Weaknesses Identified in Self-Evaluation Forms for Teaching Task II: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	-
	Instructional Delivery	Activating (names, eye-contact)	4
		Board Use	5
		Error correction	2
		Familiarity	1
		Feedback	1
		Giving Examples	1
		Giving Instructions	2
		Language Use	6
		Monitoring	1
		Questioning	3
		Structure of a Lesson	1
		Task Management	3
		Time Management	3
	Wait time	3	
Use of Voice and Body Language	4		
Language Skills-Areas	Vocabulary Teaching	1	
Total			41
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	-
	Use of Materials and Activities	Interest	-
		Variety	-
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	-
		Positive environment	1
		Positive Reinforcement	-
	Teacher Smile	1	
Participation	Active/Unwilling Participation	-	
Total			2
Assessment of the teacher	Self as a teacher	Anxiety	1
		Confidence	1
		Nervousness	2
Total			4
Classroom Management	External Sources	Breakdowns	2
		Misbehavior	2
		Noise	1
	Internal Sources	Attending strategies	-
		Use of voice	1
Total			6

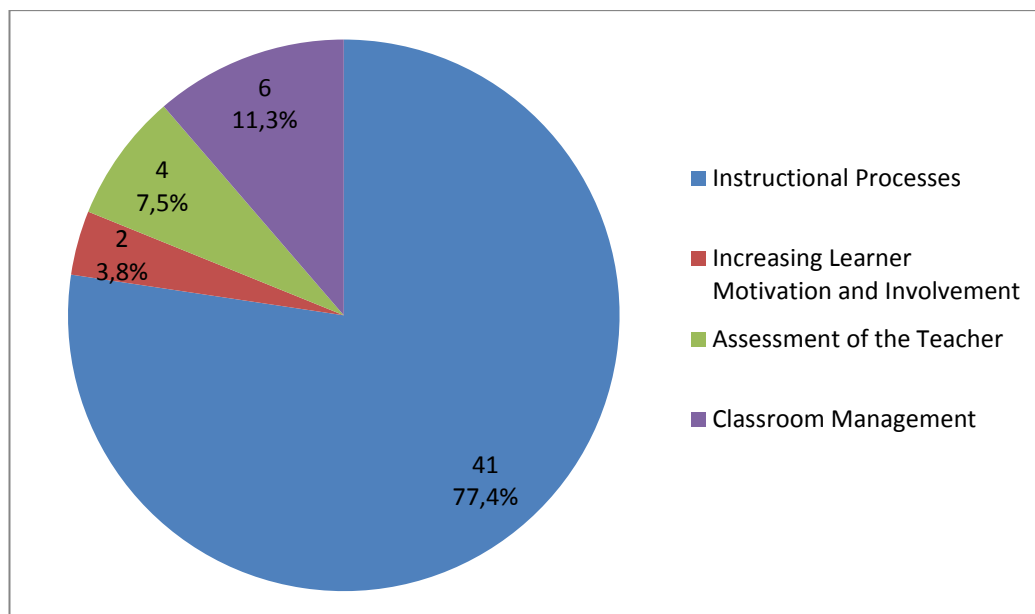


Figure 4.8: Distribution of Themes in Self-Evaluation Forms for Teaching Task II-Weaknesses in Content of Reflection

They believed they had difficulties in making eye-contact and calling learners' names. For example, ST 2 regarded the crowdedness of the class as the source of lacking remembering names: "During my teaching, I could not remember some of the students' names. As the classroom is crowded compared to the 4th graders, I had difficulty in calling the students by their names". ST 23 mentioned eye-contact as a weakness as well: "I couldn't make an eye contact with the students". Error-correction also was identified as a weakness by student teachers. For instance, ST 15 stated that s/he did not correct students' errors: "Besides, one of the students said "people is..." I heard it but I didn't correct her. I think I should have corrected her immediately".

As in the strengths section, prospective teachers also commented on their board use in terms of lack of writing answers on the board and quality of handwriting. ST 24 forgot to write answers on the board: "while giving the answers of the activities, I didn't write the answers on the board, this was a big mistake as the students couldn't follow the right answers, I should have written them". ST 25, on the other hand, liked the organization, but not her/his handwriting: "I should work on my handwriting. Although I wrote in an organized way and use the board in a structured way, my handwriting was not clear, it didn't seem nice to me".

In regard to giving instructions, novice teachers identified the time they gave instructions as the problematic part. ST 17 commented on how her/his instructions being chaotic: “I gave the instructions after giving the worksheets and it caused a chaos in the class”. ST 11 liked the way s/he gave feedback although s/he was discontent with its timing:

In the role-play part, I wanted the students to act out. I had extra time, therefore we acted out the story with ST 16; I was Kipper and ST 16 was the Dad. We did the role play with our body movements, intonations, and rising/falling sounds. I think we must have done such sampling beforehand I distributed the masks.

Pre-service EFL teachers also reflected on the way they spoke English. ST 23 briefly wrote “While speaking, I was very fast”. Similar to weaknesses in other forms, they had difficulties in simplifying the language. For instance, ST 2 stated:

I had difficulty to ease my language. I used some words which were difficult for the students to understand. For example; I used “distribute” before I gave the hand-outs. I could use an easy word for the students to clearly understand.

The same prospective teacher also used a non-existing word in English under the influence of Turkish:

I approved wrong information of the students without knowing its wrongness. The students tried to guess the cardboard on the board and they said “it is a fog fish”. This seemed to me as a correct animal name and I approved the students. I said “Okay, it seems like a fog fish, but it is actually another animal”. The mentor teacher warned me after the lesson about this mistake.

Questioning also emerged as an identified weakness in self-evaluation forms for Teaching Task II. ST 7 stated: “I could ask questions which could help the students more. I need to work on my questioning skills”. ST 23 said s/he could not use the opportunity to ask questions for further interaction: “I could ask students about their house, I couldn’t sustain the lesson spontaneously”. Task management was also a problematic aspect for novice teachers. ST 22 had difficulty in organizing a game: “While conducting the game, I could not be so determined what to do. I mean, I could not decide who sat or stood at the first glance. I need to improve that for my future career”. ST 6 who planned to use the computer for song delivery could not make it work and said:

At the beginning of the lesson, I was planning to play a video for the kids. I uploaded it on my desktop and transferred to my USB and then transferred to the computer in the classroom. After greeting, I told them that we would sing a song together and clicked ‘play’ but I couldn’t open it. I was about to freak out because I didn’t have a plan B. ... Thank God, I had our mentor teacher in the class; she helped me immediately and solved the problem. I am not a person cold-blooded and I can panic too easily.

Novice teachers' reflection on wait time was generally about the failure in giving enough time to the students to answer the questions. To set an example, ST 9 noted: "I had problems with wait time. I think I did not give the students enough time to think about the questions". In the same fashion, ST 27 said: "I had problems with the wait time. I could not give enough time students to find the answer. I expected them to give the answers immediately". Teacher voice was also highly reflected by novice teachers as an aspect to be improved. While ST 20 briefly stated: "I had some problems with my voice"; ST 6 said in detail s/he needed to work on voice: "No matter how hard I try, my voice cannot be that high for the kids... I am struggling to do my best and to increase my voice. However, it is not enough. I feel I am in need of working on it".

Teacher smile and creating atmosphere are the two codes that emerged in the theme increasing learner motivation and involvement. ST 10 stated that s/he smiled less: "I could have been more cheerful or I could have smiled more"; whereas ST 5 implied she did not promote a positive atmosphere: "I could have established more positive atmosphere in the class".

When student teachers reflected on how they felt or seemed, they tried to illustrate how nervous or excited they were by talking about their voice. For instance, ST 15 said "my voice vibrated for a while. It was a sign of lack of my confidence at that moment". ST 3 noted:

I was more nervous in this teaching than the first one. I don't know why but it wasn't okay. I think I wanted to be perfect... I got too excited and my voice trembled time to time mostly at the beginning of the lesson. So the next time I will try to be calmer and more comfortable. It seems to be hard for me because I feel that I get excited easily these times.

As for classroom management, prospective teachers tended to give space for behaviors of some learners to indicate they were poor in managing classes, they could not deal with breakdowns and maintain learner attention. ST 17 discussed that students' talking made her/him lose learner attention: "There was a time that I lost the management of the class and I did not know what to do. The students began to talk and I could not grab their attention to the lesson. I need to work on my classroom management skills". On the other hand, ST 2 regarded one specific learner for poor management:

There was a student who rejected my saying in the classroom. I said that the mouth of the duck was big; however, the student insisted on that it was small. He insisted on this too much and disturbed me and the other students in the classroom. I couldn't

find an effective way to change his idea. I said “let’s accept that the duck has got a big mouth”. When he rejected once more, I ignored him. Instead of this, I could find an effective way to persuade him [*sic*].

In the same sense, ST 21 could not deal with certain students during the activity:

I did not encounter so many problems but the most important problem for me is to control the students who are standing in front of the board during the game. When they got the wrong answer, they were supposed to come and wait next to the board. Some of them did not behave well while they were standing. They created a little bit of classroom management problem because I could not have the enough attention for the children on the board.

When self-evaluation forms for Teaching Task II are reinvestigated for the content, it is seen that like the previous forms, the identified strengths outnumbered the weaknesses. Pre-service EFL teachers were more inclined to recognize their strengths than weaknesses. For both sections, they concentrated on instructional processes the most. What is more, the codes in the weaknesses section of instructional processes are as various as the ones in the strengths part. They paid particular attention to board use, teacher questioning skills and wait time. The fact that they conducted observations on these topics and they were evaluated based on these criteria by their mentor teachers may explain their frequent occurrences. Language use was still one of the mostly reflected teaching aspects.

Increasing learner motivation and involvement was still the second theme student teachers mostly reflected in the strengths section. The number of its occurrences is quite high in the strengths section. The reason for this great increase is also related to the fact that they did observations on student motivation before their second teaching task. Therefore, using positive reinforcement for motivating students emerged as a new code for this theme.

Although codes in classroom management are not as many as in the previous forms for the weaknesses section, classroom management is still the second highly reflected theme. The fact that student teachers lack experience may explain this situation.

4.2.4.2. Self-Evaluation Forms for Teaching Task II: Quality of Reflection

This section presents the depth of reflection in pre-service EFL teachers writing about their second teaching task. Firstly, the quality of reflection for their strengths, secondly the depth of reflection for their weaknesses is provided. For each section, the numbers of the reflection levels are given in two tables.

4.2.4.2.1. Identified Levels of Reflection in Self-Evaluation Forms for Teaching Task II: Strengths

The analysis of depth of reflection in self-evaluation forms for Teaching Task II indicates that student teachers never wrote at Level 7. As can be seen in Table 4.15, they mostly reflected at Level 2 and Level 3.

Table 4.15: Identified Levels of Reflection in Self-Evaluation Forms for Teaching Task II- Strengths

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	19	31,2
Level 3 – Events labeled with appropriate terms	34	55,8
Level 4 – Explanation with tradition or personal preference given as the rationale	4	6,5
Level 5 – Explanation with principle or theory given as the rationale	1	1,6
Level 6 – Explanation with principle/theory and consideration of context factors	3	4,9
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	61	100

With regard to Level 2, ST 1 described why s/he felt happy during the task:

My fear in teaching is that students will not listen to me. I remember myself in school, if teacher is not attractive or if I do not find him interesting, I would never listen to him. So, it turned into my fear now. However, students have done all of the activities in a very calm and nice way, so I was happy and satisfied [*sic*].

ST 8, on the hand, used a plain language to state the significance of doing revision and letting learners say what they knew: “it was good for the students to say what they know among the body parts in English when I asked them. I wanted to see what they had already known about the parts of body”. ST 15 reflected at Level 2 to describe the learning environment: “There was not noise and the students were listening to me. It was a nice thing. In addition, the students were active and their participation performance was high. It was pleasant for me. They were not bored, either”. Similarly, ST 26 described the relationship between herself/himself and the learners:

I tried to be friends with them from the very beginning I managed this. They even give me tokens of their love for me. I was happy with the fact that they all attended to me and did the exercises and answered the. They asked me questions and this shows that they really try to learn with me.

More than half of the data in this section is composed of Level 3 reflection. For example, ST 2 used appropriate terms like ‘distribute’, ‘hand-outs’, ‘target language’ and ‘instructions’ to identify her/his strengths:

In the following part, I distributed hand-outs including a chart and sentence writing. The students took notes on the chart to form sentences using have got/has got form. This activity was also nice to practice the form. I think I waited for enough time after asking questions to the students. Apart from this, I managed to use the target language during my instructions and overall teaching. I did not need to use Turkish to be clear.

ST 13, likewise, used appropriate terminology like ‘elicit’, ‘volunteer’, ‘wait time’ to state her/his strengths: “In order to elicit the answers, I write them on the board right after the volunteer or the invited student said it. Here, I tried to pay attention to wait time and use of board”. The same student teacher also reflected at Level 3 thanks to the words such as ‘activity sheet’ and ‘well-designed’ to elaborate on the activity s/he found herself/ himself successful:

I did the 3rd part of the lesson and I delivered an activity sheet in order to have them do the task. The activity was quite well-designed and also not much challenging to do. The visuals on the activity sheet were well-qualified and therefore the questions related to those visuals were understandable.

ST 16 utilized terms like ‘praise’ and ‘turn takings’, which promoted Level 3 reflection:

We got the materials that day we did teaching but we could easily convey the lesson to the students. We used praise more in the classroom. We tried to do turn takings much more in the last part of the lesson. At the end of the lesson, we as teachers came to the stage and made up a dialogue about story and acted out with masks of the characters in the story. It was much more meaningful to the students [*sic*].

Another example for Level 3 reflection which is produced by ST 17 includes ‘positive feedback’, ‘motivate’ and ‘scaffolding’:

I was calmer when I compared this teaching to the previous ones. I gave positive feedback to the students generally. I tried to motivate the students. For example there were some students who could not answer the questions but I made them answer the questions by using scaffolding. I think I could use the wait time effectively

ST 24's reflection also can be given as an example for Level 3 since it involves 'lead-in', 'elicitation' and 'attending behaviors':

This time I was generally happy with my teaching experience...I was teaching the lead-in, elicitation and half of the explanation part. I made an energetic lead-in to the lesson, in spite of my mentor teacher. (She shouted at us at the beginning of the lesson in front of all the class.) I used attending behaviors effectively and tried to learn the names of the students and used eye contact effectively. I used eye contact sometimes for classroom management.

As for Level 4 reflection, novice teachers provided justifications by stating the reason as their personal opinions. For example, ST 21 gave the reasoning of indirect error correction as her/his own thought:

I did not correct their mistakes so often and directly. If they had any mistake, I repeated the correct form of the sentence. For example, a student said "a duck hasn't got a teeth" and I said "a duck hasn't got teeth" and I asked the student to repeat the sentence from the beginning. By not correcting the mistake so directly, I think I created a positive learning environment in terms of the student.

Only one novice teacher, ST 9, reflected at Level 5, explaining her/ his justification by a principle:

After they learnt body parts I wanted each student to show a part of his/her body; for example, show me your head. They were very eager to show the part that I wanted. Almost all of the students did well. It was very effective activity because young learners are used to learning seeing, touching and doing on their own [*sic*].

With regard to Level 6 reflection, prospective teachers considered learners' age as a contextual factor in general. For example, ST 21 reflected at level 6 by giving references to young learners as for the materials s/he prepared:

In the 2nd teaching task, I prepared a 40 minute lesson with my partner to 2nd graders in School P. In my part, I put missing body parts of 3 animals on the board and then stick the three animals; a rabbit, a duck, and a dog on the board one by one. We prepared the pictures ourselves. Thus, the colorful cardboards of these animals attracted the attention of the young learners. I really enjoyed this part.

In the similar vein, ST 23 paid attention to young learners' characteristics as a contextual factor while reflecting on the activity s/he designed:

The materials I had prepared were very nice; they were attractive for the young learners. I thought that they might not be successful at listening part; however, this wasn't the case. They paid attention to the song and they loved it. I saw that the song motivated them, even one of the students started to sing the song while they were listening for the second time.

4.2.4.2.2. Identified Levels of Reflection in Self-Evaluation Forms for Teaching Task II: Weaknesses

When student teachers were asked to reflect on their second teaching by identifying the aspects they needed to improve, they reflected at Level 2, Level 3, Level 4 and Level 6 as can be seen in Table 4.16. The data did not reveal any reflection examples for Level 5 and Level 7.

Table 4.16: Identified Levels of Reflection in Self-Evaluation Forms for Teaching Task II-Weaknesses

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	20	42,7
Level 3 – Events labeled with appropriate terms	18	38,3
Level 4 – Explanation with tradition or personal preference given as the rationale	3	6,3
Level 5 – Explanation with principle or theory given as the rationale	-	-
Level 6 – Explanation with principle/theory and consideration of context factors	6	12,7
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	47	100

Level 2 reflection is the most common one in self-evaluation forms for Teaching Task II in the weaknesses section. For example, ST 24 reflected upon the way s/he used the board with a plain language: “while giving the answers of the activities, I didn’t write the answers on the board, this was a big mistake as the students couldn’t follow the right answers, I should have written them”. While ST 4 discussed on her/ his use of voice by reflecting at Level 2: “No matter how hard I try, my voice cannot be that high for the kids... I am struggling to do my best and to increase my voice. However, it is not enough. I feel I am in need of working on it”. ST 2 used a simple language while commenting on the way he misguided learners to use the language:

I approved wrong information of the students without knowing its wrongness. The students tried to guess the cardboard on the board and they said “it is a fog fish”. This seemed to me as a correct animal name and I approved the students. I said “Okay, it seems like a fog fish, but it is actually another animal”.

In the same manner, ST 25 identified one of his weaknesses as calling students names at this level:

I need to work on the name issue. Although I tried hard to learn my students' names, I sometimes forgot their names because that was a new class for us and I we taught for the first time there. That's why I found it difficult to keep in mind the names of the students.

The second highly reflected level is Level 3. Novice teachers preferred to use appropriate terms with the purpose of describing the aspects to be improved. For instance, ST 10 stated: "I could have established more positive atmosphere in the class" while ST 13 picked up words like 'observe' and 'off-task': "I need to observe the students sitting at the back more often because I realized that some of them were off-task". On the other hand, ST 24 utilized expressions like 'lecture', 'teacher-centered' or 'student-centered' to explain to describe her/ his aspects:

I used gestures and mimes a bit more in this teaching, but I think I lectured too teacher centered. I gave all of the clothes names myself and didn't give chance to the students to speak. So, I could have given little hints and want them to come up with the right clothes names. This way, it would be more student centered [*sic*].

While ST 27 commented on how more effectively s/he would have employed questions, s/he used words like 'collaboration' and 'interact':

Another problem was about asking questions to students. I did not use the questions effectively in the classroom. I could gain students collaboration or interact with them better by asking questions. For instance, when the students gave the wrong answer, I could direct them to correct one by using questions instead of giving the correct one myself.

In general, when student teachers reflected at Level 4, they tried to justify their ideas through personal beliefs or opinions. However, in this section of the form, ST 11 gave references to the tradition, how her/his mentor teacher always did the discussed aspect:

For the first activity, I wanted the students to stick the sheet on their English notebook, but I had spent more time than I expected. Even if the teacher always warns them to prepare their materials (prit, notebook, book, iletişim dosyası etc.) in break time, they are not prepared and always ask: 'Miss/Mr. May I take my notebooks from the closet? I left my glue at home' [trans].

ST 13, on the other hand, attempted to give justifications for why he used L1 stating her/his own way of thinking:

When it comes to the teaching skills that I need to work on, my weaknesses, in other words, the very first thing is about L1 use in the classroom. Although we have read

articles and have discussions about L1 use since I started the university, still I am not sure about how much Turkish I should use and I don't know how to decide it. For example, one of the students made me repeat my addition to an answer but insistently, I said it in English three times. Then, I thought that it would be easier and better if I said it in Turkish [*sic*].

With regard to Level 6, prospective teachers dominantly focused on the age of learners –they are young learners- as a contextual factor accompanying to a theory or principle regarding those pupils. For instance, ST 2 reflected upon the way s/he spoke L2 taking into account a feature of young learners:

I had difficulty to ease my language. As the mentor teacher said that my language was a little bit difficult to be understood by the young learners. I should choose appropriate word considering their level. I used some words which were difficult for the students to understand. For example; I used “distribute” before I gave the hand-outs. I could use an easy word for the students to clearly understand. There was no need for repetition of my instructions; however, the reaction of the students could have been clearer if I had used simpler words [*sic*].

In the same fashion, ST 7 took into account characteristics of the young learners while justifying why s/he failed to use her/his voice effectively:

I need to work on the tone of my voice. The students sometimes could not hear me properly because I do not like speaking very loudly. However, they were young learners and they sometimes needed an authority who could use her voice properly.

In parallel to the forms analyzed so far, the number of the levels occurred in the strengths section is greater than the number in the weaknesses section. This is related to the discrepancy between the amount of writing they produced for strengths and weaknesses. However, the distribution of levels did not show any differences for either strengths or weaknesses sections. Pre-service EFL teachers mostly reflected at Level 2 and Level 3, nearly rarely at Level 5 and Level 6, both of which require higher reasoning to explain the aspects to be identified. Since student teachers generally preferred to describe the aspects rather than indicating their reasoning, this is predictable. Since none of the student teachers paid attention to moral, ethical, social or political considerations, there was no Level 7 reflection.

4.2.5. Results of Peer-Evaluation Forms for Teaching Task II

Based on observing their peers' second teaching task, pre-service EFL teachers filled peer-evaluation forms. The findings reveal that content of peer-evaluation forms for Teaching Task II is as various as self-evaluation forms. With regard to the depth of reflection, it is also similar to self-evaluation forms.

4.2.5.1. Peer-Evaluation Forms for Teaching Task II: Content of Reflection

The analysis of content in peer-evaluation forms for Teaching Task II suggests that student teachers identified more strengths than weaknesses in their peers' teaching performance. To be more specific, the total identified strengths (N=85) doubled the weaknesses (N=41). Regardless of this discrepancy in numbers, prospective teachers mostly reflected upon instructional processes in both sections.

4.2.5.1.1. Identified Strengths in Peer-Evaluation Forms for Teaching Task II: Content of Reflection

Instructional processes appeared as the most reflected theme in the strengths section of peer-evaluation for Teaching Task II as Figure 4.9 shows.

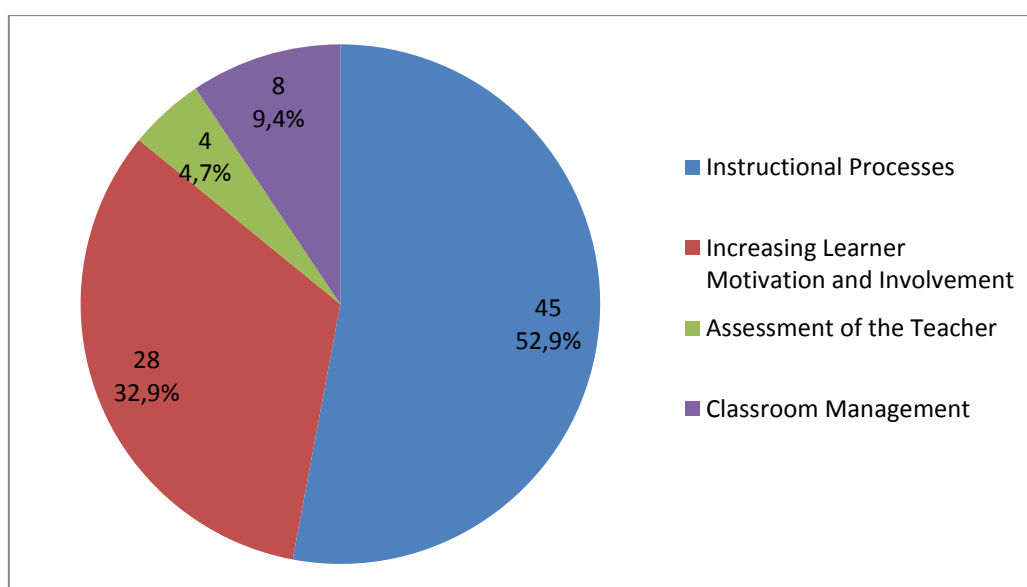


Figure 4.9: Distribution of Themes in Peer-Evaluation Forms for Teaching Task II-Strengths in Content of Reflection

Like the evaluation forms investigated so far, increasing learner motivation and involvement was the second mainly reflected theme in peer-evaluation for Teaching Task II as can be seen in Table 4.17.

Table 4.17: Strengths Identified in Peer-Evaluation Forms for Teaching Task II: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	2
	Instructional Delivery	Activating (names, eye-contact)	2
		Board Use	8
		Creating Context	1
		Giving Instructions	4
		Language Use	5
		Monitoring	2
		Questioning	4
		Responding to Student Questions	1
		Structure of a Lesson	3
		Task Management	1
		Time Management	1
		Wait time	6
	Use of Voice and Body Language	3	
Language Skills-Areas	Vocabulary Teaching	1	
	Grammar Teaching	1	
Total			45
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	1
	Use of Materials and Activities	Interest	5
		Variety	2
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	2
		Positive Environment	3
		Positive Reinforcement	4
	Teacher Smile	6	
Participation	Active/Unwilling Participation	5	
Total			28
Assessment of the Teacher	Self as a Teacher	Anxiety	3
		Confidence	-
		Happiness	-
		Professional-like	1
Total			4
Classroom Management	External Sources	Breakdowns	1
		Misbehavior	-
		Noise	2
	Internal Sources	Attending Strategies	4
		Use of Voice	1
Total			8

With regard to preparation of their peers, novice teachers simply stated they were OK. ST 27 wrote: “She was well-prepared”, and ST 6 noted: “He was well prepared”. Among the codes in instructional processes, use of board was the most frequent one. Novice teachers generally reflected on whether their peers wrote answers on the board like ST 22, who stated: “She could use the board effectively. For example, she wrote the answers to the board” or the quality of their peer’s handwriting like ST 25 who commented: “She used the board very effectively. Her handwriting was very legible and she wrote the things on the board in a very structured way” or the organization of the board. For example, ST 19 said: “She drew a map on the board and asked the students give directions for a specific place. While doing this, she used the board effectively”. The same student teacher, ST 19 also reflected on how her/his peer created the context: “At the beginning of the lesson, she created a context to be able to relate the topic with the students’ lives. She asked “have you ever lost”, which I really liked”. Like in peers’ preparedness, prospective teachers briefly commented on instructions the peers gave. For instance, ST 17 simply wrote: “She was clear while giving the instructions” while ST 20 said: “She tried to give them clear instructions”.

Commenting briefly on peers’ teaching seemed to be prevalent in this form. Pre-service EFL teachers also shortly reflected on the way their peers spoke L2. While ST 10 focused on the constant use of L2: “She used nearly all the time L2”, ST 18 showed her/his admiration: “her English was perfect”. However, an interesting new aspect of using language emerged in the form, which is the fact that student teachers encouraged learners to use L2. ST 14, who visited the private school, commented on her/his peers’ attitudes toward learners L2 use: “She did not allow the students to use Turkish”.

Another aspect student teachers reflected in a short way is questioning. ST 7 said: “Her questions helped the students” whereas ST 4 highlighted the relevancy of questions “Another point I liked in her teaching is her questioning skills. She asked relevant questions to the topic”. Prospective teachers were also quite direct in their comments on the structure of lessons. For instance, ST 9 wrote: “She did the warm up, lead in and elicitation parts. I think that she was quite successful” while ST 18 highlighted the smoothness of the transition: “She used the previous knowledge of them and made a smooth transition to the topic, which was giving directions”.

Prospective teachers mainly believed that their peers allocated enough time for learners to give answers. For example, ST 8 told: “While they were answering the questions, she waited till they can finish doing and answer one by one” and ST 25 noted: “She was also

good at wait time. She waited enough to receive answers from the students”. When it comes to the peers’ use of voice, commenting briefly did not disappear. ST 6 noted: “his voice was great. No problems at all”, as ST 18 said: “she used her voice efficiently”.

For the first time among the forms examined so far, student teachers commented on the content of their teaching more than once. ST 4 reflected on her/his peer grammar teaching: “As she did explanation part in that grammar teaching lesson, she could teach the grammar she was supposed to cover very well”. ST 21, on the other hand, concentrated on how her/his peer taught vocabulary:

He used a word that the children do not know. While he was teaching it, he was very confident and they learnt it and remembered later on in another lesson. It was great. The word was whiskers and the children did not that word. But when he showed the picture and gave the example of moustache, the children could understand and used it effectively.

Novice teachers also frequently reflected on increasing learner motivation and involvement, which emerged as the second mostly reflected theme. They talked about the issues of attention; function of the materials and activities; smiling and positive reinforcements. For example, ST 17 observed the significance of attending strategies to motivate learners: “She called the students using their names and I think this motivated the students”. ST 16 commented on the effect of being a smiling teacher via her/his peer’s teaching: “ST 11 had smiling face all the time so the students affected the way the students feel relaxed in the classroom. She also was very friendly to the students”.

As for the participation of learners, ST 8 commented on how her/his peer promoted engagement:

She wanted the students to write the answers on the board one by one. I think this made the students more enthusiastic about the activity because they were very willing to come to the board and write the right answer. They liked showing off when they knew the answers.

On the other hand, ST 15 observed learners during her/his peer teaching and said: “she had the control and attention of all the students. As far as I observed, all the students – even those not participating in other lessons- were active throughout the teaching”.

Novice teachers also recognized the effectiveness of materials or activities on learner motivation. By giving references to young learners, ST 21 commented on the peer’s use of visuals: “He grabbed the attention of the children by showing the relevant animal pictures to the topic. He put the body parts of the animals on the board and the students enjoyed it and

participated in the lesson. He used the importance of the visuals in that age of the children". In the same manner, ST 7 commented on how a song engaged learners:

For her teaching skills, I can say that she created a positive atmosphere in the class... she motivated the students. For example, in the listening part the students listened to a song. Later, they tried to sing it all together. It was really nice to see that they had fun.

As for assessment of the teacher, prospective teachers focused on their peers' calmness. What is more interesting, a pair reciprocally stated that their peers were calm. To be more specific, ST 20 wrote: "ST 17 was very calm in this teaching", while her/his peer ST 17 stated the same thing for her: "She seemed calm".

When pre-service EFL teachers reflected on classroom management as their peers' strengths, they stated their peers used their voice and word effectively to manage students. They also simply stated their peers were good at management. For instance, ST 14 believed in the effectiveness of her/his peers' classroom management since the learners were silent: "She managed the class effectively. Students were silent while she was teaching" while ST 27 briefly stated: "her management skills were perfect". ST 18 paid attention to the medium of her/his peer management, which is effective use of words: "she was good at controlling for example she can silence a student with a sentence. I do not mean she shouted but she chooses the word carefully and affect the students". However, ST 5 appreciated her/his peer use of voice: "The voice of my partner was good. She used her tone of voice effectively. When she got angry she raised her voice".

4.2.5.1.2. Weaknesses Identified in Peer-Evaluation Forms for Teaching Task II: Content of Reflection

As a theme, instructional processes dominated the other themes since 65,8 percent of the codes identified in the weaknesses section of peer-evaluation forms for Teaching Task II belong to this category (Please see Table 4.18). Although not high in number, classroom management is still the second theme student teachers commented as Figure 4.10 illustrates.

Table 4.18: Weaknesses Identified in Peer-Evaluation Forms for Teaching Task II: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	-
	Instructional Delivery	Activating (names, eye-contact)	1
		Board Use	3
		Error Correction	2
		Giving Feedback	1
		Giving Instructions	2
		Language Use	5
		Monitoring	2
		Structure of a Lesson	2
		Task Management	2
		Time Management	1
		Wait time	2
	Use of Voice and Body Language	4	
	Language Skills-Areas	Vocabulary Teaching	-
Grammar Teaching		-	
Total			27
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	2
	Use of Materials and Activities	Interest	-
		Variety	-
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	1
		Use of Voice	1
Participation	Active/Unwilling Participation	-	
Total			4
Assessment of the Teacher	Self as a Teacher	Anxiety	-
		Confidence	-
		Nervousness	3
		Professional-like	1
Total			4
Classroom Management	External Sources	Breakdowns	1
		Misbehavior	-
		Noise	3
	Internal Sources	Attending Strategies	-
		Use of Voice	2
Total			6

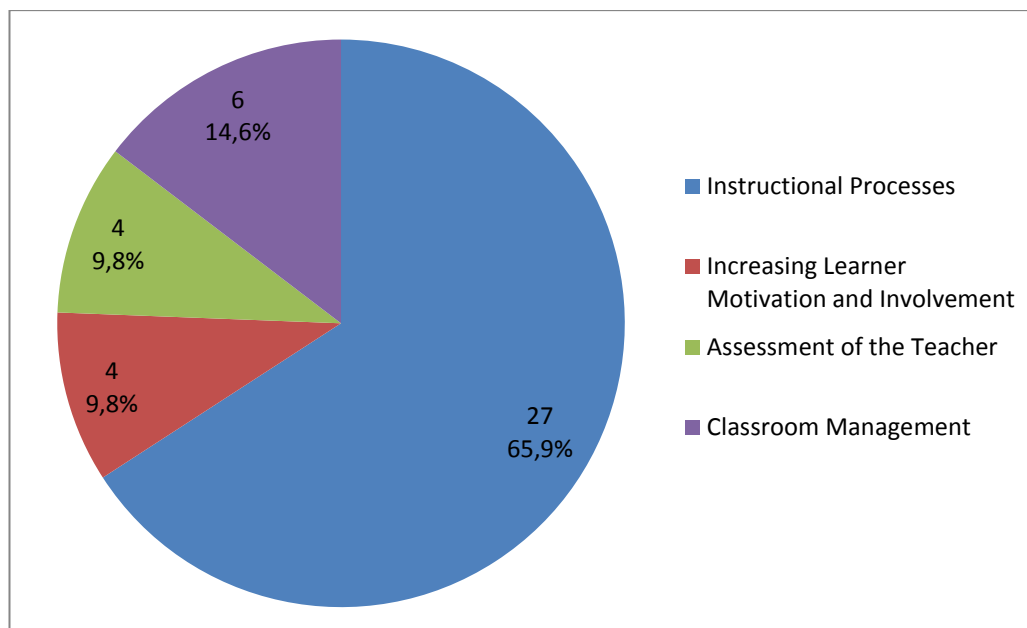


Figure 4.10: Distribution of Themes in Peer-Evaluation Forms for Teaching Task II-Weaknesses in Content of Reflection

To begin with, pre-service EFL teachers did not identify their peers' efforts to prepare lessons as a weakness. They reflected on how their peers used the board. For instance, ST 4 commented on the color of chalk her/his peer preferred to use as a weakness to be improved:

Another point is that she did not use white chalks for writing. I do not know why but she somehow picks red chalks or blue ones but it is hard to understand what is written on the board for the students sitting at the back. She used blue chalks and I think she could have used white ones [*sic*].

ST 3, on the other hand, commented on how her/his peer organized the board:

I think that she used the board a little bit randomly. The board is divided into three sections. She started to write from the middle part, which can be acceptable. When she had no space to write, she could have continued to write to the right part but she preferred to write to the left part.

With regard to error correction, novice teachers focused on lack of proper error correction rather than how their peers corrected mistakes. For example, ST 17 wrote: "one student gave a wrong answer and she only said 'no'. Then, she chose another volunteer student and passed that question without making any explanation about why the previous answer was not correct". In the same manner, ST 21 reflected on the necessity of correcting errors:

He should pay attention about the children's language mistakes. Sometimes, if you do not make correction, they will learn it in a wrong way. For example, one of the children said "fok fish" rather than "seal" and he did not make any correction. He should have done correction otherwise they learnt it wrong.

Reflecting on giving instructions, novice teachers highlighted the significance of clarity of instructions. Besides, ST 25 provided an alternative way her/ his peer could have done:

Although she was making them play a game, the students did not want to participate in the lesson. I think it was because they did not understand what they were supposed to do because the instruction was not clear. She needs to work on this instruction issue, otherwise the students do not understand what to do and they cannot be motivated to learn the topic. Or, she could have shown an example sentence at first so that the students can understand better what they would do and they can get motivated to learn.

As for language use, student teachers paid attention to mispronunciation, their peers' misspelling, necessity of adjusting the language according to the levels. For instance, ST 5 commented on spelling mistakes her/his peer did:

I think she should have watched out what she wrote to the board. Teachers must not make any written mistakes. While she was writing some sentence on the board she wrote "a trousers", and one of the students corrected her by saying "trousers plural". I think that was the worst part of the lesson.

ST 21 focused on the fact that her/his peer did not simplify her/his language. Moreover, ST 21 provided an alternative way of saying it:

He used very high level words, it was too much for that level of the learners, and he could make it simple according to the needs of the level. For example, he said "I will distribute a worksheet." Instead of using "I will give some papers and you will do this." kind of way.

Novice teachers also reflected on what their peers should have done during a task. For instance, ST 10 commented on indecisiveness of her/his peer: "she needs to say 'no' because every student wants to talk when they like the topic. However, she cannot easily decide on whom she should choose". Besides, they identified peers' use of voice and body language as an area to be improved. ST 3 commented on both: "my partner need to work on her voice. I could barely hear her when I was sitting at the back and in the beginning of the lesson, the students don't listen to her because she is like so quiet and her posture doesn't say she is there [*sic*]".

In addition, prospective teachers also reflected on how their peers dealt with structures of a lesson. For instance, ST 7 wrote: "I think she should work on giving a sense

of opening. She directly began to teach after she greets the students”. Monitoring is also another aspect student teacher set as a weakness for their peers. By underlying the importance of monitoring, ST 25 noted:

Other than these, I think she should work on the way she uses the physical environment. She was generally in front of the door and didn't move around the classroom. Yet, I believe it is very important to walk around the classroom in order to involve the students at the back in the lesson. We should keep an eye on all the students in the class and we should be aware of all the things going on in the class.

Pre-service EFL teachers rarely reflected on increasing learner motivation and involvement when it came to the weaknesses section. Therefore, there were quite few examples for this theme. When they did reflect, they highlighted lack of maintaining students' attention and effective use of attending strategies. For instance, ST 17 commented on eye-contact: “She had problems with the eye-contact issue. Like me she could not motivate all of the students”. ST 27, on the other hand, mentioned the lack of effective voice caused losing learner attention: “She could arrange her voice as the students lost their attention many times. They did not hear her so many of them started to play with their school materials”.

Just like increasing learner motivation and involvement, assessment of the teacher took little interest from student teachers in this form. Yet when they reflected on this issue, they focused on the nervousness of their peers. For instance, ST 17 wrote: “ST 20 was a bit nervous during her teaching and sometimes she did not say anything to the students after their answer”. ST 19 stated the nervousness of her/his peer was reflected in her/his voice as well:

ST 3 was a bit nervous. For a few minutes, she could not go on teaching, but then she continued without any problem. I think she should not have shown her being nervous while dealing with misbehaviour. Her voice sometimes trembled, she should be careful with those issues.

In regard to classroom management, novice teachers focused on effective use of voice might have solved the problems and learners were really talking a lot. To set an example, ST 23 believed that the effective use of voice could have helped her/his peer: “She should be able to rise up voice and she should be more authoritative, because the students didn't hear her, they came to the board she couldn't make them sit down”. However, ST 16 regarded learners as noisy:

She must warn the students who are noisy and irrelevant; she is too tolerant with them. She could make the students be quiet because sometimes the students were too

noisy and the students who are relevant to the lesson were angry and disturbed with their peers.

ST 9 focused on the fact that her/his peer's individual attention to learners brought up breakdowns: "There were just some students asking irrelevant questions and ST 25 made some explanations to them. It took time and caused breakdown. She could have handled them differently, but I don't know how she could do that".

Overall, peer evaluation forms for Teaching Task II revealed that student teachers reflected on quite a large number of aspects both in strengths and weaknesses sections. Similar codes in self-evaluation forms for Teaching Task II like wait time, questioning and using positive reinforcement appeared in this form since pre-service EFL teachers conducted observations on these topics and they were graded by their mentor teachers based on them.

When the strengths section is compared to the weaknesses part, it is seen that for both parts, novice teachers mostly reflected on instructional processes. They reflected more upon increasing learner motivation and involvement in the strengths section than in weaknesses. However, although it is very few in numbers, classroom management was reflected more in the weaknesses sections. As stated earlier, lack of experience is likely to explain this situation. Since student teachers preferred to write very briefly and mostly named the aspects in the strengths section, strengths outnumbered the weaknesses.

4.2.5.2. Peer-Evaluation forms for Teaching Task II: Quality of Reflection

This section provides the quality of reflection in pre-service EFL teachers writing about their peers' second teaching task. Firstly, the depth of reflection for their strengths, secondly the quality of reflection for their weaknesses is provided. For each section, the numbers of the reflection levels are given in tables.

4.2.5.2.1. Identified Levels of Reflection in Peer-Evaluation Forms for Teaching Task II: Strengths

The quality analysis of reflection in peer-evaluation forms for Teaching Task II suggests that the range of student teachers' reflection was quite limited. As Table 4.18 shows, novice teachers reflected at Level 2, Level 3 and level 6, while there was no example for Level 4, level 5 and Level 7.

Table 4.19: Identified Levels of Reflection in Peer-Evaluation Forms for Teaching Task II-Strengths

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	14	36,9
Level 3 – Events labeled with appropriate terms	23	60,5
Level 4 – Explanation with tradition or personal preference given as the rationale	-	-
Level 5 – Explanation with principle or theory given as the rationale	-	-
Level 6 – Explanation with principle/theory and consideration of context factors	1	2,6
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	38	100

Level 2 reflection was present in peer-evaluation for Teaching Task II. Novice teachers often tended to describe the aspect they identified as strengths with a simple language. For example, ST 16 described her/his peer’s attitudes toward students in a simple manner: “She also was very friendly to the students so that they easily kept talking to her about the story”. Likewise, ST 22 also simply described her/his peer’s manner: “She was very lovely and sweetie for the students, so she, herself, was an attraction for the students especially for the girls. She was interested in the students one by one”. ST 21 depicted how her/his peer taught a new word: “He used a word that the children do not know. While he was teaching it he was very confident and they learnt it and remembered later on in another lesson. It was great”.

In the same manner, ST 14 talked about her/his peer teaching in a plain way: “Students were silent while she was teaching. She moved around the classroom...She addressed most of the students with their names. She did not allow the students to use Turkish”. ST 7 also accounted her/his partner’s teaching in the same manner: “in the listening part the students listened to a song. Later, they tried to sing it all together. It was really nice to see that they had fun. Her questions helped the students...she wrote the names of the rooms on the board”.

In regard to Level 3, which is the most frequent reflection level in these forms, prospective teachers tried to narrate their peers' teaching with the help of appropriate terms. For instance, ST 15 made use of expressions like 'attract students' attention' and 'activate students': "She was able to attract the students' attention with the pictures. She also activated the students by asking them questions. Also, she had the control and attention of all the students". Similarly, ST 9 picked up words such as 'warm up', 'lead-in', 'elicitation' and 'positive feedback':

She did the warm up, lead in and elicitation parts.... She used nearly all the time L2. She motivated students very well by giving positive feedback when they answered correctly. In addition, she gave importance wait time, because she wasn't in hurry while waiting for students' answers.

With the expressions like, 'creating a context', 'previous knowledge' and 'a smooth transition', ST 19's reflection can be also given as Level 3 reflection:

At the beginning of the lesson, she created a context to be able to relate the topic with the students' lives. She asked "have you ever lost", which I really liked. She used the previous knowledge of them and made a smooth transition to the topic, which was giving directions.

The way ST 27 presented her/his peer's teaching by means of words, 'interactive', 'comprehend' and 'respond' also exemplified Level 3 reflection:

One of her strong aspects was that she used the questions effectively in the classroom. By that way, she could make the lesson more interactive. She could see whether students could comprehend the vocabulary items or not and also could see the parts that students had problems. For example, when she asked the students to show their body parts, she could identify where students have difficulty and respond them immediately.

Only the higher level reflection was Level 6 reflection. As expected, the novice teacher, ST 8, took into account the age of the learners while commenting on why her/his peer was successful at activating students:

She wanted the students to write the answers on the board one by one. I think this made the students more enthusiastic about the activity because they were young learners and they were very willing to come to the board and write the right answer. They liked showing off when they knew the answers.

4.2.5.2.2. Identified Levels of Reflection in Peer-Evaluation Forms for Teaching Task II: Weaknesses

A detailed look at pre-service EFL teachers' reflection upon their peers' second teaching via identifying the points that could be seen as problematic reveals that novice

teachers reflected mainly at Level 2 and Level 3, rarely at Level 4 and Level 6 (Please see Table 4.20). As in the previous forms explored so far, there was no reflection example for Level 5 and Level 7.

Table 4.20: Identified Levels of Reflection in Peer-Evaluation Forms for Teaching Task II-Weaknesses

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	14	41,2
Level 3 – Events labeled with appropriate terms	14	41,2
Level 4 – Explanation with tradition or personal preference given as the rationale	3	8,8
Level 5 – Explanation with principle or theory given as the rationale	-	-
Level 6 – Explanation with principle/theory and consideration of context factors	3	8,8
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	34	100

ST 8 reflected at Level 2 when s/he commented on her/his peer’s classroom management: “Some students were talking among themselves. She couldn’t realize them and so the students weren’t warned by her”. On the contrary, ST 24 wrote at Level 2 when s/he commented on the peer’s overall performance: “I think he didn’t do the same problems he had done before like low voice. He was good in all aspects”.

As for Level 3 reflection, ST 6 wrote at this level for her/his partner’s teaching utilizing terms like ‘opening’ and ‘greet’ “I think she should work on giving a sense of opening. She directly began to teach after she greets the students. Also, the waiting time was a little bit problematic. She sometimes did not wait enough for the questions”. ST 19 used the word ‘misbehavior’ reflecting upon the peer’s nervousness: “I think she should not have shown her being nervous while dealing with misbehavior”. Similarly, ST 9 made use of expressions like ‘smoothly’, ‘irrelevant questions’ and ‘breakdown’: “Actually, I couldn’t see many problems. Everything flew smoothly. There were just some students asking irrelevant questions and ST 25 made some explanations to them. It took time and caused breakdown”. Employment of words such as ‘disrupt’ and ‘motivation promoted ST 8’S

writing to Level 3 as well: “She didn’t want to disrupt her teaching in terms of the motivation of whole class”.

While reflecting at Level 4, novice teachers provided their own beliefs or opinions as a justification. For instance, ST 4 stated her/his own opinion as for the peer’s misspelling:

She should have watched out what she wrote to the board. I think teachers must not make any written mistakes. While she was writing some sentence on the board she wrote “a trousers “, and one of the students corrected her by saying “trousers plural”. I think that was the worst part of the lesson.

In the same vein, ST 25 presented her/his own belief as a justification for why the peer should have moved around the classroom:

Other than these, I think she should work on the way she uses the physical environment. She was generally in front of the door and didn’t move around the classroom. Yet, I believe it is very important to walk around the classroom in order to involve the students at the back in the lesson. We should keep an eye on all the students in the class and we should be aware of all the things going on in the class.

As in the previous evaluation forms examined so far, student teachers gave their students’ language level or age as the contextual factors along with a related principle or theory at Level 6 reflection. For instance, ST 21, considering their learners were beginner level, commented on how her/his peer used the language:

He used very high level words, it was too much for that level of the learners, and he could make it simple according to the needs of the level. For example, he said “I will distribute a worksheet.” Instead of using “I will give some papers and you will do this.” kind of way.

ST 27, on the other hand, emphasized their learners were young learners and her peer should have been more thoughtful so as to motivate them:

I think she needed to foster students’ motivation much more. Since they were young learners, students could not memorize all the vocabulary items. As a result of this, some students lost their interest to the lesson. I think she could find a way to increase their attention and motivation. By that way, students would attend to the lesson more willingly.

A closer scrutiny of quality analysis in peer evaluation forms for Teaching Task II illustrates while there were differences between the numbers of levels identified in the strengths sections and weaknesses sections of the previous forms, this time the difference seemed to be shrunk. The number of all levels in the strengths section was 38 and the number of weaknesses was 34. Yet, although the strengths section had more identified reflection levels than the weaknesses had, the range in the strengths was much more limited.

Only three levels were present. The fact that student teachers wrote less than the previous forms in terms of the amount may account for such a situation. Since they wrote briefly, they generally focused on descriptions and could not have a chance to provide further insights for the aspects.

4.2.6. Results of Self-Evaluation Forms for Final Teaching Task

Right after the last teaching task, Final Teaching Task, pre-service EFL teachers did, they wrote self-evaluation forms. The analysis presented that these forms are very rich both in content and depth of reflection. In other words, novice teachers reflected upon various topics on many occasions and their reflection seemed to be representative of almost all reflection levels.

4.2.6.1. Self-Evaluation Forms for Final Teaching Task: Content of Reflection

The analysis of content in self-evaluation forms for Final Teaching Task puts forward that student teachers identified the highest number of strengths and weaknesses among all evaluation forms.

4.2.6.1.1. Identified Strengths in Self-Evaluation Forms for Final Teaching Task: Content of Reflection

Although this form had the greatest number of identified strengths, the proportion of the themes did not expose any differences. Still, instructional processes was the mostly reflected theme even though the number of strengths in increasing learner motivation and involvement increased to a certain extent (Please see Table 4.21 and Figure 4. 11).

Table 4.21: Strengths Identified in Self-Evaluation Forms for Final Teaching Task: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	2
	Instructional Delivery	Activating (names, eye-contact)	4
		Board Use	7
		Creating Contexts	1
		Familiarity	4
		Giving Instructions	4
		Language Use	4
		Material or Activity Use	6
		Monitoring	8
		Reaching Objectives	2
		Responding to Student Questions	3
		Structure of a Lesson	3
		Task Management	3
		Wait time	2
		Use of Voice and Body Language	4
	Language Skills-Areas	Vocabulary Teaching	1
	Skills Teaching	1	
Total			59
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	-
	Use of Materials and Activities	Interest	12
		Variety	3
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	3
		Positive Environment	5
		Positive Reinforcement	6
		Teacher Smile	4
		Use of Voice	-
Participation	Active/Unwilling Participation	9	
Total			42
Assessment of the Teacher	Self as a Teacher	Anxiety	-
		Confidence	2
		Nervousness	2
		Professional-like	2
Total			6
Classroom Management	External Sources	Breakdowns	4
		Misbehavior	5
		Noise	3
	Internal Sources	Attending Strategies	2
		Use of Voice	1
Total			15

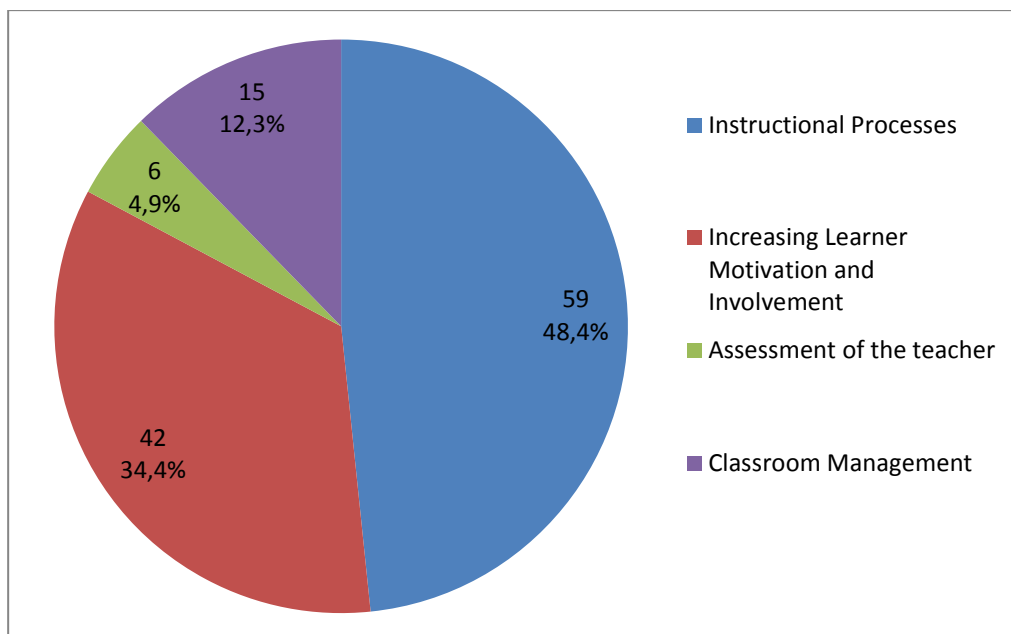


Figure 4.11: Distribution of Themes in Self-Evaluation Forms for Final Teaching Task-Strengths in Content of Reflection

To begin with, instructional processes included a variety of teaching aspects, from preparation to familiarity, board use to reaching objectives, structure of a lesson to monitoring. For the first time, a comment on teaching language skills-other than grammar and vocabulary- appeared. As for preparation, one novice teacher, ST 12 reflected on the importance of preparing a contingency plan: “We had prepared contingency plan. I thought that we would not use the last activity at all. Yet, I think fortunately we had prepared it, we used it”. So as to activate learners, prospective teachers generally focused on attending strategies and particularly calling their names. For example, ST 2 made use of post-it notes: “In my final teaching, I could manage to call the students by their names thanks to the post-its that we gave them to the students before we started doing our final teaching task”, and ST 14 wrote: “I addressed all of the students with their names”.

For board use, novice teachers focused on the organization of the board and the quality of their hand writing. ST 3 mentioned both order of the board and handwriting “the black board use was neat and clear. My handwriting was nice”, and similarly ST 4 talked about the same issues: “I think that I used the blackboard efficiently because I tried to write legibly and started to use it from the left part”. Familiarity was also highly reflected in this form as a strength. Familiarity appeared as either a quality resulting from novice teachers getting to know learners better or as a concept learners had. For example, ST 24 made use of both issues related to familiarity: “The students like the game they are accustomed to these

types of games and I know the students very well so I did not have any problem while describing the game and during it. I am satisfied with my teaching generally”. ST 16 emphasized that s/he started to know students better: “We became successful... in guessing what might happen in the teaching task. I think it is because we became familiar with the group we observed and their interests and abilities”.

While reflecting on how they gave instructions, novice teachers pointed the significance of clarity and setting an example. For instance, ST 20 talked about giving an example for instructions: “While giving instructions, I explained what they would do in the activities by showing the hand-out before. In my opinion, I gave clear instructions[sic]”. ST 14 also stated the same issues: “I gave clear and simple instructions for the activities. Moreover, in the beginning of categorization activity, I showed them how to do the task”.

With regard to language use, one student teacher, ST 14, stated that s/he encouraged learners to speak English rather than how s/he spoke English: “I did not let them using Turkish in class. For example, Efe and Eren did not have colored pencils, and I wanted them to ask their friends to borrow pencil in English. I warned them not to use Turkish [sic]”. Novice teachers also highlighted that they mainly spoke English in the classroom. For example, ST 21 said:

I insisted on speaking in English during the whole lesson except 1-2 situations such as giving instruction. Towards the end of my part in the lesson, one of the children said: ‘Finally s/he spoke Turkish!’ [trans], it made me happy because it showed me that I achieved being a good language model for the children in terms of speaking in English.

Novice teachers generally focused on visuals and their functions when they reflected on material use in their courses. For instance, ST 13 believed visuals helped learners understand the topic: “I used some colorful picture that helped students to appreciate the lesson. Otherwise, they wouldn’t understand the suggestion that I wanted to teach them”. Yet, ST 3 commented on the function of the activity: “The materials for my teaching part were successful, I think. The map activity were successful because it included a summary of the questions we went through during 80 minute of a lesson [sic]”. Among all the codes in instructional processes, monitoring took the most attention. Novice teachers clearly stated that they were good at wandering around the class and checking students’ work. ST 2 wrote: “I tried to walk around the classroom as much as possible. While I was walking around the classroom, I had chances to check the students”. Similarly, ST 7 noted: “While I was wandering around the class, I looked at the worksheets. I saw that almost all the students

answered the questions in the worksheets. They were amazing”, and ST 25 stated “While the students were reading the text, I walked around the class and attended to the learners”.

In this form, only two of the novice teachers focused on achieving the objectives as a strength. ST 19 clearly stated what her/his objectives were: “I am happy that I think I achieved the objectives of the lesson. The students learned how to ask weather conditions and types them as well as asking the temperature of course with the help of practice”, ST 24 briefly said: “I am happy that I reached my objectives and taught the things I was planning”. Pre-service EFL teachers also identified responding to learners’ questions as a strength. While ST 25 said: “I tried to answer their questions and clear their confusions”, ST 3 shortly noted: “For my teaching skills, I tried to answer all the students’ questions”.

Prospective teachers underlined the smoothness of the transitions they made while focusing on stages of the lessons. ST 4 stated: “I made a smooth transition to the post reading part after ST 25 by telling ‘now you know daily routines of Bart Simpson, but Bart has a problem and we should help him’”. ST 19 wrote: “I think that my lead-in was good and the transitions between topics were smooth enough. For example eliciting the word ‘winter’ was good to make a transfer to the topic ‘seasons and weather condition’”.

Use of voice and body language was also highly reflected by novice teachers. ST 5 wrote: “I am happy with my final teaching. I think my tone of voice and gestures were successful”, and ST 14 briefly noted: “I used my voice and body language effectively”. With regard to task management, one novice teacher, ST 15, talked about how s/he made a decision spontaneously during teaching:

Also, in our plan, there was not a speaking activity like forming a dialogue “what is the weather like in London?” It was my instant decision as there was extra time left; therefore, the students did both writing and speaking activities. I think it was beneficial for them.

As for teaching skills, one novice teacher, ST 10, stated “We tried to focus on 4 language skills during the lesson; it was like a practice for the students”. ST 3, on the other hand, commented on how s/he taught vocabulary: “I believed I could give the meaning of vocabulary items by showing seven pictures related to the parts of the head at the beginning because I got good responses from the students while I was talking about those pictures”.

As prospective teachers were reflecting on their last teaching task, they mainly talked about how the materials or activities they utilized motivated learners and enabled learners to actively participate in the lessons. ST 12 commented on how a game promoted

willingness among learners to participate: “I integrated an enjoyable game after this activity and they were really willing to play this game. I saw that they liked my part and wanted to attend the activities so much”. ST 21 underlined the importance of using songs and colorful materials to increase learner involvement:

Using a song and colorful animal pictures encouraged children to participate in the lesson and almost all of them expressed their opinions or shared their ideas about the relevant topic. It gave me a chance to see most of the student’s attendance to the lesson.

Besides, ST 5 paid attention to the success of using realia: “when eliciting the body part of the snowman I brought real materials to the class, and this grabbed students’ attention”. ST 4, on the other hand, commented on utilization of props like masks:

As we had extra time, I did the contingency plan. I asked students to become bakery, cinema, school and bank. Then one of the students that I gave Bart Simpson mask became Bart Simpson. The students were supposed to describe the way of the place that Bart was to go. Surprisingly, most of them wanted to participate in the lesson because some students were not willing to participate in the lesson in the previous weeks. Even these students wanted to do something in that game although they were tired and hungry, which made me happy.

Novice teachers’ reflection also presented that they believed if a teacher smiles, s/he can facilitate a positive atmosphere. For example, ST 17 wrote “I smiled in the lesson as far as I can and I believe that I created a positive atmosphere”, and ST 20 noted: “Generally, I am not a person who has a smiling face, and it can be seen in my teaching, too. However, I saw that I started to smile and to create a positive atmosphere in the class”.

Novice teachers also underscored the effectiveness of using positive reinforcements to motivate learners. ST 9 noted: “I gave positive feedback when students gave right answer. I tried to encourage them by doing this”. ST 2, on the other hand, elaborated on both positive reinforcements and distributing stickers: “I tried to praise some of the students. For example, I said “perfect, wonderful, well-done” to the students who did good jobs...Giving stickers at the end of the lesson also made them happy”.

It is clear in novice teachers’ reflection that they tried to increase learner participation and they believed they were mainly successful at it. To set an example, ST 15 said: “I think I was able to make almost every student participate in the lesson”. Similarly, ST 17 tried to involve all of the learners in her/his lesson: “I was careful about the students, for example there were two students who could not show their body parts and I encouraged them to do it”. ST 14 commented: “I involved all of students in the activities. For example,

after the categorization on the board, I asked all of the students to stand up and categorize the clothes. I ended the lesson in meaningful way”.

Pre-service EFL teachers commented on how they seemed or felt during the task as well. ST 13 stated at first s/he was nervous then s/he overcome it “I felt very nervous at the beginning of my teaching because for the first time I was teaching in the class where our university instructor participating. However, I felt normal after couples of minutes”. ST 14 reflected on how professional like s/he felt:

After the teaching, I realized that I was really confident and comfortable. I was feeling as if 1-D was my classroom and I was their real English teacher. After the teaching, they called me “teacher”, and it worths anything. Now I believe that I will be a good teacher.

With regard to classroom management, novice teachers reflected on this theme more than they did in the previous forms for the strength section. In general, they described how they managed the class. ST 10 talked about how s/he dealt with the problem thanks to use of voice: “As to classroom management, I warned them when there is noise and they became silent. I tried to get their attention with my intonation. I think I was successful in these aspects”. ST 26 commented that s/he did not have any problems: “I was able to control the class effectively and there were not breakdown I could not manage. They attended to me as I just behaved as a real teacher”. ST 11, on the other hand, comparing her/his teaching with the previous ones, concluded that s/he was successful:

In my other two teachings, it was too difficult for me to manage the class. They weren’t listening to me; they were playing with their stuff or friends, etc. This time, I could manage the class very well. They paid attention to what I said. When I realized that a student wasn’t listening, I warned him/her.

Some of the novice teachers, even, described who caused classroom management problems and how they dealt with it. ST 14 wrote:

Efe was sleeping while listening to the story, and I asked him to go to the toilet and wash his face. I did it twice. I gave him a flashcard and asked him to stay in front of the board in order to make him awake. This time it worked.

Similarly, ST 21 told that:

There were 2-3 students who have difficulty in following the lesson or doing the given tasks; I especially observed them and when they were about being a problem in term of lesson and the classroom environment I tried to prevent them. For example, Can was always speaking and trying to give all of the answers on his own and I saw that he was still talking when I was dealing with another student and then I

gave him a chance and say the sentence aloud, after giving the answer he did not interrupt the lesson like that.

4.2.6.1.2. Identified Weaknesses in Self-Evaluation Forms for Final Teaching Task: Content of Reflection

Upon their last teaching task, pre-service EFL teachers were asked to identify the teaching aspects which need to be improved. They reflected on various topics as in the strengths section. More than half of the identified weaknesses were about instructional processes (Please see Table 4.22). Classroom management issues appeared as the second frequently reflected theme. However, the percentage difference between instructional processes and classroom management was quite high as can be noticed in Figure 4.12. Assessment of the teacher and increasing learner motivation and involvement became relatively less reflected themes.

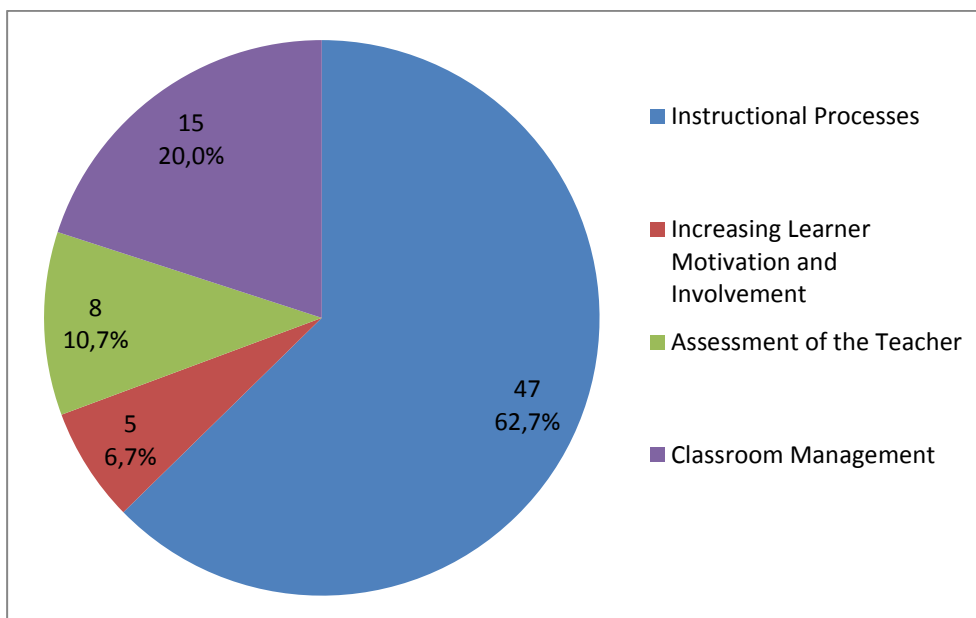


Figure 4.12: Distribution of Themes in Self-Evaluation Forms for Final Teaching Task-Weaknesses in Content of Reflection

Table 4.22: Weaknesses Identified in Self-Evaluation Forms for Final Teaching Task: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	1
	Instructional Delivery	Activating (names, eye-contact)	5
		Board Use	2
		Error Correction	1
		Giving Instructions	4
		Language Use	7
		Material or Activity Use	3
		Monitoring	1
		Questioning	1
		Reaching Objectives	1
		Structure of a Lesson	1
		Task Management	9
		Time Management	5
		Use of Voice and Body Language	2
	World Knowledge	1	
	Language Skills-Areas	Grammar Teaching	1
Vocabulary Teaching		2	
Total			47
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	-
	Use of Materials and Activities	Interest	1
		Variety	-
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	-
		Positive Environment	1
		Use of Voice	-
Participation	Active/Unwilling Participation	3	
Total			5
Assessment of the Teacher	Self as a Teacher	Anxiety	1
		Confidence	-
		Nervousness	7
		Professional-like	-
Total			8
Classroom Management	External Sources	Breakdowns	3
		Misbehavior	8
		Noise	3
	Internal Sources	Attending Strategies	-
		Use of voice	1
Total			15

Student teachers generally had difficulties in remembering learners' names. ST 19 stated that the only problem s/he had was learners' names: "There were not any major problems in my teaching. Only I wish, I learned the names of all students". In the same fashion, although trying to overcome this problem, ST 4 thoroughly reflected on it:

Another problem was related to the names of the students. We could not remember many of them. Then we preferred to write these names on post-its but we could not think that the colour of the pen we used to write the names was not a dark one and we could have difficulty in seeing the names of the students sitting at the back. That happened and I gave effort in order to see the name of the students and give them a chance to speak. Sometimes I could see the names and sometimes I could not. Then I just said: 'yes, you say' [trans]. I know that a teacher should address to the students by using their names but I could not handle this situation effectively in my teaching. I could have remembered them while doing observations in that class in previous weeks.

Novice teachers also commented on error correction, more specifically the lack of it. ST 2 said: "Another problem was about correcting the mistakes of the students. I wrote the sentences of the students on the board as they were. The sentences should have been corrected by me". Giving instructions was also reflected by novice teachers as a weakness to be improved. They mainly focus on lack of clarity. ST 9 wrote what she had been through in detailed when she could not give clear instructions:

Then I gave instructions but it was again unclear. I think I could have used Turkish there because what was important was to have the students understand the instruction in order to avoid confusion among the students. The students did not understand what to do. I gave a general instruction. I did not explain the A and B parts separately. I just said Read the text and answer the following questions. But the students did not know how to do the B part. It created a great confusion in the class. Nearly all the students asked what they were supposed to do there. I started to walk around the class and answered that question one by one. Yet, I thought that wouldn't work in that way so I explained it to the whole class but it was too late I think. The students wanted to do the exercise but they couldn't since they did not understand the instruction. Also it was a new item type for them. They did True/False questions beforehand but they did not explain why it was false. So I should have made it clear.

As for language use, novice teachers commented on the fact that they had difficulties in simplifying the language, they spoke Turkish and they made spelling and grammar mistakes. For instance, ST 25 clearly discussed s/he used advanced level words: "The first sentences were very complex... I even used 'I wonder what Bart really does'. This sentence was above the students' level. That's why they did not understand anything and I saw it in their eyes". ST 21, on the other hand, stated she misspelled the word fish:

In the lyrics of the song I made a spelling mistake, I wrote three fishes rather than three fish and during the lesson, when that part came I corrected it and told the students it should have been three fish not fishes it is wrong so the plural form of the word still remains the same as fish.

ST 2 discussed that s/he as a teacher and her/his learners spoke L1 more than required:

The classroom language was also problematic. I wanted to use the target language. In the teaching task 2, I used the target language. I don't know what happened in the final teaching, but I used the mother tongue sometimes. As I was the model for the young learners, the students affected by using Turkish in the classroom. I realized my mistake; however, it was too late. The students used Turkish by modelling me. When I realized this, I warned them not to speak Turkish. However, I know that I did not have a right to warn them as I was a wrong model in this case.

Student teachers also identified the way they used materials or activities as a weakness. ST 7 focused on the materials s/he utilized and suggested it could have been more visually appealing "The way I taught the students did not satisfy me actually. The topic was good. I could do more colourful and fruitful activities instead of only giving worksheets. Honestly, except for the material I used, I did not have chance to encounter a problem [*sic*]". ST 4 emphasized that s/he used an activity about which learners had no idea and experience:

I gave an instruction by saying "I want you to take note about what Bart is doing in the video." before playing the video. The students seemed to understand what I mean but they did not take note while watching the video. This is most probably because they have no idea about taking note about something. They have not done such an activity in the class beforehand. When I asked them to give answers, they could not give proper answers because they did not know where to start although they watched the video attentively and know what Bart did in the video. Again it is because they do not know how to answer such a question. I could have led them to give the answers that I looked for by asking them further questions about what Bart did in the video such as "Did he play football with his friends?" So the students would give negative answer to that question and correct it by uttering the answers I looked for.

Moreover, task management became the aspect novice teachers mostly reflected in instructional processes. ST 14 said she could not do what s/he aimed: "During the listening, I could not make all of the students repeat the sentences. This was the biggest problem. I could have asked each student to repeat the sentences to solve this problem, or I could have asked pairs to come to the board and repeat a little part of the dialogue". ST 5 also stated that she was not content since s/he did not take into account the characteristics of the learners:

While doing the matching activity, students had difficulties to read the word cards, as they had just learnt reading. When they come to the board if they had difficulty in reading, I whispered the word to them. Furthermore, when I asked names of the children after we listened to the story they could not remember, and I said "read it. It

is there.” I could have played that part, and then could have elicited answers from students.

ST 13, on the other hand, even skipped the activity that s/he planned since s/he could not manage to involve the late comers in the lesson:

The second issue is that the late comers who didn't know about the previous thing that I taught asked a lot of questions like “what does it means teacher?” The last thing that I encountered in my teaching is I skip some activity that I was supposed to do like pulling out the number from the box or pocket. Why I didn't do this because I want them not to do the activity as they asked a lot of questions.

Managing time was also seemed problematic for prospective teachers. While most of the student teachers reflecting on this issue had difficulties in finishing the lesson on time like ST 6: “Because of the technical problems, I couldn't manage the time. I had planned to do the last activity with two songs, but I managed to do with only one”, ST 18 finished her/his lesson earlier than planned: “The other one is related with me; timing issue. I miscalculated the time and called it a day 5 minutes before the actual time. Fortunately they did not run out and I could handle the situation”. A new code emerged in this form is world knowledge. One particular prospective teacher, ST 23, stated that she could not have the necessary world knowledge to interact with students: “When I asked the students their favourite cartoons, they said some names that I did not hear before. So I had to pass by saying 'Ok, Yes, Thank you’”. Novice teachers stated they also had problems while teaching vocabulary. ST 3 commented that she confused the words ‘slippers’ and ‘flip-flops’: “the name of ‘terlik’ was problematic because I didn't get the difference between the flip flops and slippers. I know quite well the word flip flops but I happened to teach the students wrong, unfortunately”.

Novice teachers reflected upon increasing learner motivation and involvement to a certain extent. They mainly talked about their failure in promoting active participation and establishing rapport. ST 3 commented on rapport: “I couldn't get in touch with the students. It wasn't like what I hoped and thought. There was like a disconnection between me and the students”. ST 17 talked about participation: “I could not encourage the involuntary students. I always focused on the ones who were voluntary”. In the same fashion, ST 22 stated that there was a problem in her/his attitudes toward learner participation:

I think that I couldn't make the ones who didn't participate participate in the game. I was wrong in one thing that I asked the students on the stage the ones s/he wouldn't be able to follow or see. I became aware of the one student who lost his interest to

the game after making the gentlemen group lose the point, however I just didn't care him, although he was a willingful and interested student [*sic*].

When prospective teachers reflected on how they felt during teaching, they mainly stated that they were nervous. ST 25 stated that s/he was so nervous that s/he could not even remember what s/he said: "At the beginning of my part, I got a bit nervous and I had no idea about what I said". ST 17 pointed out that although s/he tried hard to calm down, s/he could not make it:

As I was very nervous, from time to time I could not know what to say to the students, I was nervous and this also triggered this situation. I try to be cool and relax but I couldn't manage it. Because I really really give importance to being a teacher and so think of being a perfect teacher so I got nervous easily. I can't be cool, I can't be comfortable.

In addition to nervousness, one student teacher, ST 27, honestly wrote about anxiety "I should have decreased my anxiety as I did not remember how I could start to the lesson. Hence, it was really difficult to put together everything in my mind".

As stated beforehand, classroom management is the second mostly reflected theme in the weaknesses section of self-evaluation forms for Final Teaching Task. Novice teachers generally reflected upon misbehavior, breakdowns and noise in the classes. For instance, ST 4 concentrated on the noise: "The classroom were noisy in my part. I don't know why but it is very sad for me. They weren't like this in the previous teachings". ST 23, on the other hand, mentioned specific students as the reason for misbehavior: "Anil was always trying to take everybody's attention. He walked in the classroom and spoke without taking turns. I had some problems about managing him. I don't think I could handle it easily". Similarly, ST 8 and ST 2 described particular incidents to prove they were poor at managing classes:

Two students had a problem between themselves and they teased each other during the lesson. At first, I didn't care them because I hoped they would stop behaving like that in a couple of seconds. Unfortunately, I was distress when one of them shouted and stood up. I couldn't say anything because I was sure they wouldn't take my warning seriously. I thought like that because in general they didn't listen to their own teacher's warning. In addition, as I stated before, they were aware of the fact that we were student-teachers; they didn't accept our control over them in general [*sic*] (ST 8).

I think that I could not manage the classroom very effectively. For example; there were some students in the classroom who were claiming that two of the students exchanged their pictures after I distributed the pictures to the students. I warned them not to exchange the pictures. However, I could not find a solution at that time for the two students. I did not see the moment of exchange. After the students

objected to the exchange, I could not form the warning sentence in English and I ignored the problem (ST 2).

At last but not least, novice teachers also talked about how breakdowns caused serious problems in their lessons. For example, ST 13 stated late comers prevent her/him from concentrating on teaching:

The second problem that I face in my teaching is there were later comers which influence my teaching seriously. I was interrupted about 4 or 5 time. Several students comes and then I try to close the door another students come so it affects my lesson negatively. Not only there were the late comers but also there some duty students that came to take the attendance sheet. As a result, I had a lot of breakdowns which really didn't let me concentrate on my teaching [*sic*].

Self-evaluation forms for Final Teaching Task were the last self-evaluation forms prospective teachers completed based on a particular task. Therefore, the content of evaluation forms was pretty rich. It had the highest number of strengths and weaknesses among the all forms. Besides, since this final teaching was observed by the supervisor, they might have tried to list as many as strengths and weaknesses to send a message to the supervisor, which is they were aware of their strengths and weaknesses because they would have two points of bonus for good reflection. Still, although the number of strengths and weaknesses increased, the distribution of themes did not show a great difference. However, the percentage of increasing learner motivation and involvement showed a certain amount of increase in the strengths section.

4.2.6.2. Self-Evaluation Forms for Final Teaching Task: Quality of Reflection

This section indicates the quality of reflection in pre-service EFL teachers writing about their final teaching task. Firstly, the depth of reflection for their strengths, secondly the quality of reflection for their weaknesses is provided.

4.2.6.2.1. Identified Levels of Reflection in Self-Evaluation Forms for Final Teaching Task: Strengths

The quality analysis of reflection in self-evaluation forms for Final Teaching Task shows that the number of the reflection levels identified in the strengths part is higher in comparison to the previous forms. However, there were no examples for Level 5 and Level 7 reflection. As Table 4.23 illustrates, Level 3 reflection dominated the others in numbers.

Table 4.23: Identified Levels of Reflection in Self-Evaluation Forms for Final Teaching Task-Strengths

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	17	26,1
Level 3 – Events labeled with appropriate terms	43	66,1
Level 4 – Explanation with tradition or personal preference given as the rationale	2	3,1
Level 5 – Explanation with principle or theory given as the rationale	-	-
Level 6 – Explanation with principle/theory and consideration of context factors	3	4,7
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	65	100

While reflecting at Level 2, novice teachers tended to describe the aspects they found themselves successful with a simple language without using any terminology. For instance, ST 11 reflected at Level 2 when s/he was praising the learners s/he taught: “Firstly, we go accustomed to the students. We got along well with 2-G class we observed than 4-D. The students are very intelligent and they grab whatever you give. And this made our job easier”. Likewise, ST 7 described the class when she reflected on how she managed to control the class: “I could manage the class very well. They paid attention to what I said. When I realized that a student wasn’t listening, I warned him/her”. ST 14 described what s/he did to encourage learners to use L2 rather than L1:

I did not let them use Turkish in class. For example Sude and Efe did not have colored pencils, and I wanted them to ask their friends to borrow pencils in English. I warned them not to use Turkish. Efe was sleeping while listening to the story, and I asked him to go to the toilet and wash his face. I did it twice.

ST 2, on the other hand, reflected at Level 2 when s/he commented on what s/he did and how learners behaved during the teaching task:

While I was walking around the classroom, I tried to answer the questions of the students. When the students finished writing sentences, I wrote the examples of the students on the board. I used the left part of the board. I used animal pictures and the quality of the pictures was good. The students liked to have different animals with colorful pictures. After the lesson, the students asked me to keep the pictures with them. Giving stickers at the end of the lesson also made them happy.

Level 3 reflection appeared as the most common reflection level in the strengths section of student teachers' self-evaluation forms for Teaching Task III. Its percentage is more than 60. In other words, they mainly tried to state the aspects they found successful with appropriate terms. For instance, ST 4 utilized words like 'lead-in' and 'contingency plan' to tell her/his teaching: "I was the one who did the lead-in and the pre-reading parts of our lesson. I also conducted the contingency plan in our lesson plan". ST 14 picked up the expression 'elicit responses' while reflecting on participation: "I addressed all of the students with their names. I did not elicit responses from same students all the time. I called students who did not raise their hands". ST 22 defined her/his activity as 'interactive': "I feel more confident in teachings day by day. My activity for the class was funny and interactive for the students. It was a different kind of activity, so I was happy to introduce them a new game". ST 20 made use of 'monitoring', 'worksheets' and 'instructions' to specify her/his strengths:

I called the students by their names as far as I know. So, this was good aspect for monitoring the students while checking worksheets. I tried to choose different students, also. While giving instructions, I explained what they would do in the activities by showing the hand-out before. In my opinion, I gave clear instructions. I tried to give praise to the students such as 'very good, thank you.' [sic]

ST 12 also reflected at Level 3, by using expressions like 'seating arrangement' and 'off-task behaviors': "Although the classroom has traditional seating arrangement, I tried to move around the classroom to prevent students' off-task behaviours and also in order to increase my attention span". In addition, ST 9 wrote 'positive feedback' and 'smooth transition' to specify her/his strong points:

I gave positive feedback when students gave right answer. I tried to encourage them by doing this. In addition, I made a smooth transition to the post reading part after ST 25 by telling "now you know daily routines of Bart Simpson, but Bart has a problem and we should help him.

Level 4 reflection was the least common one. ST 7 gave references to what the mentor teacher always did while commenting on the materials used, while ST 25 stated her own beliefs to justify why s/he used the board:

Besides, the worksheets were a type of materials that the students were familiar with. The mentor teacher always gave this type of activity to her students. Using such kinds of a material was also a problem for my lesson, which is something I will discuss in the next questions. However, I think the idea of using materials which the students know well was nice (ST 7).

While getting the answers of the students, I wrote them on the board. I believe it was very important for the students to see the correct answers because they might not be sure of the correct answers or they could miss that part so I wrote the answers on the

board. I tried to use the board in an organized way; however, my handwriting was not very good (ST 25).

Similar to the evaluation forms analyzed so far, novice teachers paid attention to the age of the learners while giving justifications for their acts. For instance, ST 16 highlighted that teachers can manage young learners through effective use of voice: “I was successful in managing the classroom thanks to my voice tone and directly intonation while I was talking to students. I saw how important it is especially in young learners' classes”. Likewise, ST 9 underlined the importance of using body language in young learners’ classes: “I used my body language and gestures while giving instruction because they are young learners they may not have understood the instruction if I had just spoken English”.

4.2.6.2.2. Identified Levels of Reflection in Self-Evaluation Forms for Final Teaching Task: Weaknesses

When student teachers’ reflection upon their final teaching task is examined for depth, it is seen that nearly 85 percent of reflection was descriptive (Please see Table 4.24). Student teachers reflected mostly at Level 2 and Level 3, rarely at Level 4 and Level 6. Similar to the previous forms, there were no examples for Level 5 and Level 7.

Table 4.24: Identified Levels of Reflection in Self-Evaluation Forms for Final Teaching Task- Weaknesses

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	22	48,9
Level 3 – Events labeled with appropriate terms	16	35,6
Level 4 – Explanation with tradition or personal preference given as the rationale	2	4,4
Level 5 – Explanation with principle or theory given as the rationale	-	-
Level 6 – Explanation with principle/theory and consideration of context factors	5	11,1
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	45	100

Pre-service EFL teachers were inclined to describe the aspects to be improved with a simple language, without any terminology and further attempts to justify their opinions. For example, ST 2 reflected at Level 2 when he described the classroom when he failed to manage it:

Some students left their desks and walked around the classroom. One of the students was removing the small papers on the students' bookcase. Two students stood up to sharpen their pencils and went near to the rubbish bin in the classroom. One of the students stood up and came close to a friend. I tried to warn them; however, they did not take me into consideration in some cases. Especially the one removing the papers ignored me. The reason might be related to the energy in the classroom. In those times, the students could be bored of the activity that I was trying to do. My voice might not be serious enough to deter them from doing these behaviours.

In the same manner, ST 4 also described students' behavior when s/he was dealing with a breakdown:

One of the students wanted to turn off the projector and came in the middle of the class. I was trying to explain something and the other students were dealing with him, giving advices to him about how to turn the projector off. I could not draw their attention and waited till he finished and went back to his seat. I could not solve it immediately at that time.

While reflecting on failure in managing time because of learners' involvement, ST 16 used a plain language: "I asked them whether they had a pet and they began to raise their hands. I was expecting to take answers from several students but they all tried to tell something ... that part was longer than I expected". In the same way, ST 19 used simple words while reflecting on finishing earlier than expected "There were not any major problems in my teaching... I finished my part a bit earlier than we thought. My peer had some difficulty to go on the lesson because of me". When ST 23 was talking about problems related to use of voice, s/he reflected at Level 2: "I could not use my voice effectively so ST 10 tried to help me during the game but ... after a while she did not let me continue so I tried to deal with the students". ST 21, on the other hand, used simple descriptions while reflecting on breakdowns:

There were not so huge problems in my part but giving the students name tags caused a little problem. During the lesson, some students came and asked: 'Miss/Mr. It fell, what shall I do?' [trans] kind of questions. I would have asked them to put the name tags on their desks rather than stuck them on their shirts. During the lesson, I solved this problem by letting them know that they can leave the name tags on their desk and no more problems occurred on that matter.

The second highly appearing reflection level in the weaknesses section of self-evaluation forms for Final Teaching Task was Level 3. Novice teachers used appropriate

terms to describe the aspects. To set an example, ST 14 utilized words like ‘late comers’, ‘interrupt’ and ‘breakdowns’ to express s/he could not concentrate on teaching:

The second problem that I face in my teaching is there were late comers which influence my teaching seriously. I was interrupted about 4 or 5 time. Several students comes and then I try to close the door another students come so it affects my lesson negatively. Not only there were the late comers but also there some duty students that came to take the attendance sheet. As a result, I had a lot of breakdowns which really didn’t let me concentrate on my teaching [*sic*].

Since student teachers reflected on the similar issues, they mostly made use of similar terms as well. ST 25 used the expression ‘smooth transition’: “I could not make a smooth transition to the while reading part”, and ST 7 picked up words ‘instructions’ and ‘worksheet’: “I did not encounter a specific problem because I did not need to do more than giving the instructions for the worksheet activities”. ST 8, on the other hand, frequently used ‘misbehavior’: “As I said in previous reflections, I was fear of the students’ misbehaviour during my teaching. I can say I didn’t experience a serious misbehaviour during the teaching [*sic*]”. ST 12 used expressions like ‘off task behavior’ and ‘physical proximity’ to state s/he could not manage the class: “I could not control all of the students. There were some students who engaged in the off task behavior. I tried to warn by using physical proximity but I was not able to solve this problem properly”.

Although few in numbers, Level 4 was also present in student teachers’ reflection regarding the weaknesses for the final teaching. For example, ST 9 talked about how s/he failed to give instructions, and s/he stated her/his own opinion for what s/he could have done at that moment, which is L1 use:

Then I gave instructions but it was again unclear. I could have used Turkish there because I think what was important was to have the students understand the instruction in order to avoid confusion among the students. The students did not understand what to do. I gave a general instruction. I did not explain the A and B parts separately. I just said Read the text and answer the following questions. But the students did not know how to do the B part. It created a great confusion in the class.

Pre-service EFL teachers mainly focused on the age of their learners as a contextual factor while justifying their aspects with a principle or theory. As a result, the principles were about how young learners learn and feel. For example, ST 2 highlighted the fact that a teacher is a model for the language to be learnt:

The classroom language was also problematic. I wanted to use the target language. In the teaching task 2, I used the target language. I don’t know what happened in the final teaching, but I used the mother tongue sometimes. As a teacher I was the model

for the young learners, the students affected by using Turkish in the classroom. I realized my mistake; however, it was too late. The students used Turkish by modelling me. When I realized this, I warned them not to speak Turkish. However, I know that I did not have a right to warn them as I was a wrong model in this case.

Similarly, ST 24 underlined the fact that young learners like being addressed by their names “The most important problem was that I couldn’t remember the students’ names, so I had to say ‘yes, yes’ all the time. This was not suitable for a young learners’ classroom as they feel more owned when the teacher uses their names”. At last but not least, ST 20 underscored the fact that young learners learn fast while reflecting on the spelling mistakes/he did:

When I wrote the names of the illnesses to the board below the pictures, I made a spelling mistake in the vocabulary of ‘stomachache’ because of my nervousness. When we checked the answers of the activity, I also had a mistake in writing ‘backache.’ I think these were big mistakes for young learners since they learn very quickly.

Analysis of quality of reflection in self-evaluation forms for Final Teaching Task indicates that novice teachers had a tendency to describe the aspects they found successful or unsuccessful rather than providing further justifications. To a limited extent, they indicated their reasons with giving references either to their personal opinions and beliefs or to a theory/ principle regarding the contextual factors. The fact that they were mainly preoccupied with setting the scene not with the reasons underlying the aspects may explain this situation. Furthermore, since they were inexperienced and concerned about teaching for a limited period of time, they may not see the broader picture.

4.2.7. Results of Peer-Evaluation Forms for Final Teaching Task

Based on observing their peers’ final teaching, pre-service EFL teachers completed peer-evaluation forms for Final Teaching Task. The analysis of this form presented that student teachers typically recognized more strengths than weaknesses in their peers’ teaching as for thematic analysis. Regarding the depth analysis, they utilized a descriptive attitude rather than a more critical stance.

4.2.7.1. Peer-Evaluation Forms for Final Teaching Task: Content of Reflection

The analysis of content in peer-evaluation forms for Final Teaching Task suggests that student teachers identified higher numbers of strengths than weaknesses. Yet, the proportion of the themes did not show any differences. In other words, instructional processes still was the dominant theme both in strengths and weaknesses. Increasing

motivation and involvement; and classroom management are the second highly reflected theme in strengths and weaknesses, respectively.

4.2.7.1.1. Identified Strengths in Peer-Evaluation Forms for Final Teaching Task: Content of Reflection

Pre-service EFL teachers reflected mostly on instructional processes as in the previous forms. However, in peer-evaluation forms for Final Teaching Task, student teachers commented on instructional processes three times more than they did on increasing learner motivation and involvement. They identified their peers' managing skills as a strength to a limited extent as can be seen in Figure 4.13.

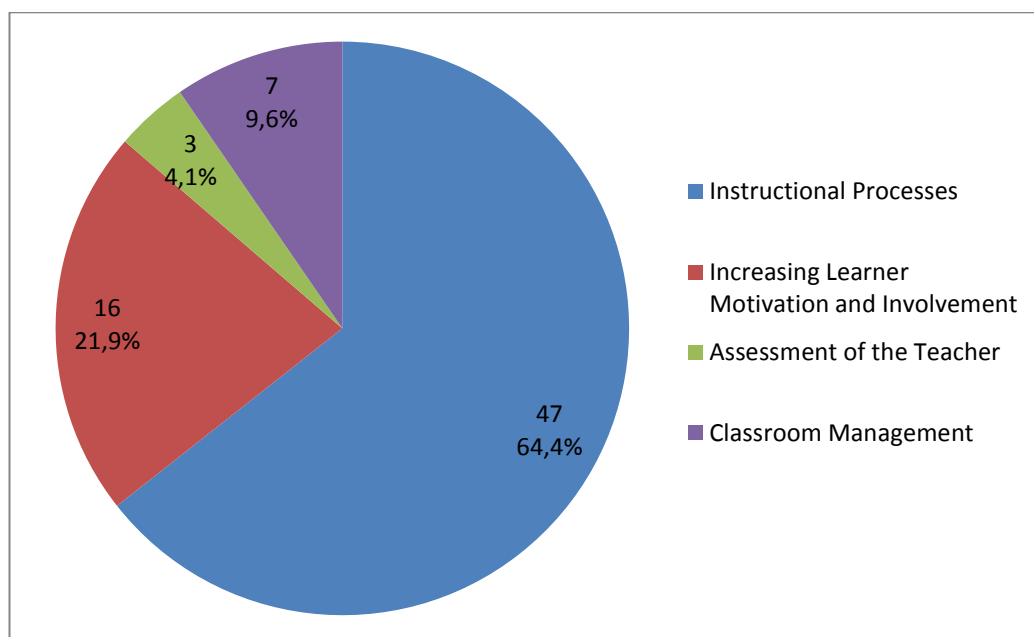


Figure 4.13: Distribution of Themes in Peer-Evaluation Forms for Final Teaching Task-Strengths in Content of Reflection

In addition to the same teaching aspects like preparation, activating learners, giving instructions so on and so forth; two new codes emerged in the data, which are teaching pronunciation and teaching reading. These two belong to the sub-category, language skills-areas of instructional processes, as can be seen in Table 4.25.

Table 4.25: Strengths Identified in Peer-Evaluation Forms for Final Teaching Task: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	1
	Instructional Delivery	Activating (names, eye-contact)	5
		Board Use	6
		Giving Instructions	7
		Language Use	6
		Material or Activity Use	1
		Monitoring	6
		Structure of a Lesson	4
		Task Management	2
		Time Management	2
		Use of Voice and Body Language	5
	Language Skills-Areas	Teaching Reading	1
Teaching Pronunciation		1	
Total			47
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	1
	Use of Materials and Activities	Interest	5
		Variety	-
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	-
		Positive Environment	3
		Teacher Smile	2
Participation	Active/Unwilling Participation	5	
Total			16
Assessment of the Teacher	Self as a Teacher	Anxiety	-
		Confidence	-
		Nervousness	2
		Professional-like	1
Total			3
Classroom Management	External Sources	Breakdowns	-
		Misbehavior	3
		Noise	1
	Internal Sources	Attending Strategies	2
		Use of Voice	1
Total			7

First of all, novice teachers stated that their peers activated learners by calling their names and calling them to the board. For instance, ST 8 wrote for her/his partner: “The other thing was that the answers were written by the students on the board. This encouraged most of the students”. ST 21 mentioned her/his peer’s calling names: “He attended to the students, he used their names”. Prospective teachers also commented on their peers’ board use. While

ST 15 focused on the organization saying: “her use of board was very clear and neat, also. Everything (pictures, topics, categories) was very clear on the board”, ST 11 highlighted the quality of the peer’s handwriting: “She read all the sentences and wrote the correct one on board. Board use was good. Her hand-writing is legible”. However, ST 20 talked about the peer’s drawing ability: “Her drawing was also nice”.

Among the codes in instructional processes, giving instructions was the most frequent one. Prospective teachers mainly stated clarity of the instructions and what their peers did to give instructions. For instance, ST 9 enjoyed what her/his peer did to give clear instructions: “while giving instructions she said ‘When I clap my hands you will stop writing and give the answers’. Young learners need clear signs about what to do and I think that she gave this clear sign to them by adding this statement to her instruction”. ST 14 highlighted that her/his peer used the language appropriately for instructions: “She was also good at giving instructions. She adapted her language according to the students and repeated the instructions when necessary”. ST 10 briefly mentioned the clarity: “Her instructions was clear, the students had no problems to understand the tasks”.

With regard to language use, pre-service EFL teachers focused on the constant use of L2, encouraging learners to speak English and necessary L1 use. ST 5 commented on how her/his peer did not allow learners to use L1: “She also encouraged students to talk in target language. For example when Can said: ‘I don’t have any blue pencils’ [trans], ST 14 made her asked her friend in English ‘may I borrow yours?’ [sic]”. Similarly, ST 10 also focused on peer’s encouragement to use L2: “One of the students was speaking in Turkish and she warned him in a kind way”. However, ST 17 emphasized her/his peer spoke English all the time: “I think she managed to use L2 effectively. She did not need to explain the words in Turkish”. ST 25, on the other hand, interestingly enjoyed her/his peer speaking L1 when needed: “When she wanted to silence the class, she used Turkish. I think it was very effective because if she used English there, it would not be that effective”.

Student teachers also frequently reflected on their peers’ monitoring learners. ST 21 wrote for her/his pair: “He walked around the classroom and monitored the students while they were writing sentences. He helped them if they have any questions or problems immediately. He went to the children and guided them when they were stuck”. However, ST 16 simply noted: “She monitored the students very well”, and ST 14 said briefly: “she monitored the class during the activities and helped the students when necessary”. As for stages of their peers’ teaching, novice teachers reflected on the smoothness of transitions and

quality of the stages. ST 18 said that “Her part was so fluent that I could not realize my turn came. She did well in lead in section and especially in transitions between the activities”. ST 20 underlined her/his peer’s ability to use visuals for the stage: “ST 17 was good in the first part of her lesson. She did a good lead-in to the lesson. She reminded the body parts to them by using visual aids”. Regarding task management, ST 19 praised her/his peer since s/he finished earlier than planned and the peer spontaneously improvised activities: “ST 15 was really good finding extra exercises without preparation because I finished earlier than expected. He had to go on the lesson with exercises over and over again”.

Student teachers reflected on how their peers used voice and gestures as well. What is common between these reflective statements is that they were brief. For example, ST 9 wrote: “She used her body language and gestures effectively”, and ST 14 noted: “I liked her tone of voice”. ST 24 said her/his peer “had an efficient tone of voice”. With regard to language skills-areas, ST 27 approvingly commented on how her/his peer dealt with the reading part: “she let the students read the texts about two monsters silently at first so that they were familiar with the text. Then she allowed one student to read aloud so that they could choose the right monster as Susan’s or Mike’s”. On the other hand, ST 17 admired the way her/his peer taught pronunciation: “I liked her teaching of pronunciation. For example, she clearly explained how to pronounce the ‘th’ sound and I think she managed to do that”.

When pre-service EFL teachers reflected upon their peers’ ability to increase learner motivation and involvement, they paid attention to employment of materials and activities, the atmosphere their peers created, whether the peer smiled or not and whether learners participated actively. For example, ST 9 believed that the peer created a positive atmosphere by smiling: “She also created positive atmosphere in the class. She was smiling...I think that this motivated students”. Likewise, ST 21 commented that the peer’s smile motivated learners: “he smiled while they were on the right track. This was encouraging for the children”. ST 19, on the other hand, highlighted that the peer aimed at whole class participation: “He wanted to appeal to all class. For example, he asked questions to some students that did not speak at all. It was a good idea to achieve objectives as a whole class, not just with a few students”.

Novice teachers also believed that use of materials and activities motivated learners, increased involvement and maintained learner attention. For instance, ST 20 underscored that the activity the peer chose promoted learner attention and participation. Besides, s/he added that the partner tried to involve involuntary students as well: “She wanted the students

to show their body parts. This part took their attention and the students had a chance to participate in the lesson actively. She tried to choose involuntary students, also”. ST 27, on the other hand, stated that the peer was able to draw learner attention to the lesson by visuals: “She introduced the topic by using the pictures. I think that part was really effective for students because she was able to grab students’ attention to the lesson”. In the same vein, visuals facilitated a positive atmosphere as noted by ST 6:

In the first activity, while picking up the words from his bag, he didn’t show the whole picture first and wanted the students to guess it. I liked it. It increased the students’ curiosity. He created a positive atmosphere for the students. The kids enjoyed the lesson. I felt that with all my heart.

Regarding how their peers seemed during the teaching task, limited number of novice teachers made comments. ST 6 put emphasis on how competent the peer seemed: “While observing him, I felt as if I attended an experienced teacher’s lesson. He was very professional”. ST 17 briefly stated that her/his partner “seemed calm while teaching”.

Prospective teachers also reflected on how their peers managed the classroom. In general, they shortly stated that their peers were successful as ST 10 did: “She was really good at managing the class”. ST 3 praised her/his peer’s managing skills since s/he kept learners silent: “The students were silent and focused on her. She managed to make the students listen to herself”. In addition, some of the student teachers specifically talked about the incidents their peers successfully dealt with. ST 5 wrote how her/his peer coped with disruptive behavior in the class: “She managed the class effectively. For example when a student put his head on his desk, she went to him and told him ‘go to the toilet and wash your face’. Then she picked same student for an activity so as to involve him in the activity”. Similarly, ST 23 described a situation the peer managed in a good manner:

She could handle with Eren. Because he always spoke in Turkish, walked in the class. However, she warned him politely and after a while he started to take care of his behaviours. In addition, she tried to take off the glue in his hair. If she had not done, he would have continued to distract his friends’ attention.

4.2.7.1.2. Weaknesses Identified in Peer-Evaluation Forms for Final Teaching Task: Content of Reflection

As the analysis clearly illustrates, more than half of the identified weaknesses for peers’ final teaching task were about instructional processes. The sub-category, instructional delivery included a new code, content knowledge as can be seen in Table 4.26. The second mostly reflected theme is classroom management as expected (Please see Figure 4.14).

Table 4.26: Weaknesses Identified in Peer-Evaluation Forms for Final Teaching Task: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	-
	Instructional Delivery	Activating (names, eye-contact)	3
		Board Use	1
		Content Knowledge	1
		Feedback	2
		Giving Instructions	1
		Language Use	3
		Responding to Questions	1
		Task Management	8
		Time Management	1
		Use of Voice and Body Language	4
	Language Skills-Areas	Grammar Teaching	-
Vocabulary Teaching		-	
Total			25
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	-
	Use of Materials and Activities	Interest	-
		Variety	-
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	-
		Positive Environment	2
		Teacher Smile	1
Participation	Active/Unwilling Participation	2	
Total			5
Assessment of the Teacher	Self as a Teacher	Anxiety	-
		Confidence	-
		Nervousness	2
		Professional-like	-
Total			2
Classroom Management	External Sources	Breakdowns	1
		Misbehavior	2
		Noise	3
	Internal Sources	Attending Strategies	1
		Use of Voice	1
Total			8

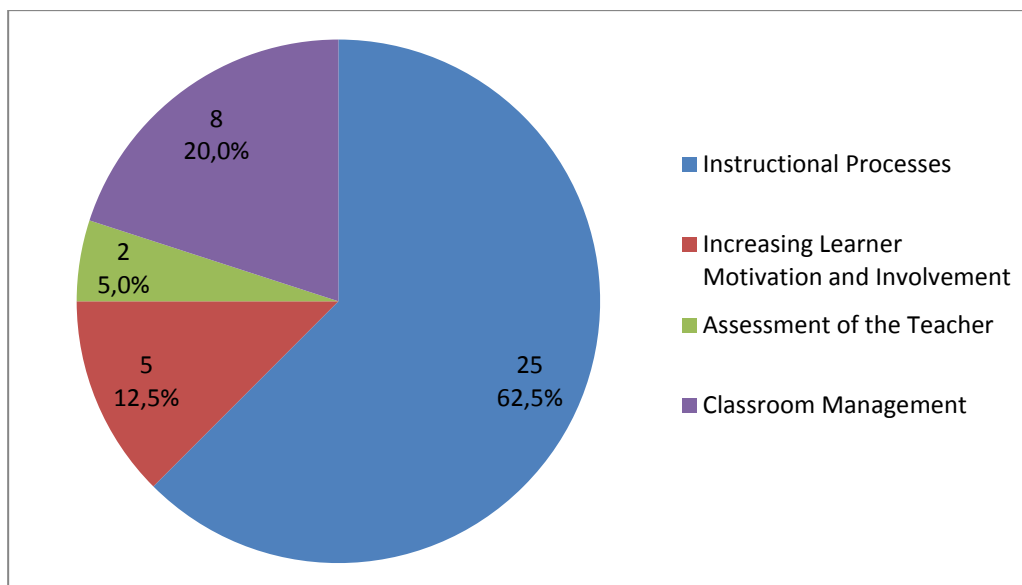


Figure 4.14: Distribution of Themes in Peer-Evaluation forms for Final Teaching Task-Weaknesses in Content of Reflection

When pre-service EFL teachers reflected on the way their peers activated learners, they focused on issues of eye-contact and calling names. For instance, ST 17 stated: “I think she could not manage the eye contact issue”, and ST 19 said: “He tried to call their names but most of the time he was not able to do that, so he could have given more importance to that issue”. For the first time in the forms examined so far, one student teacher, ST 3, commented on her/his peer’ knowledge on content, more specifically the peer’s knowledge about the language: “she said some incorrect explanations for some of the weather conditions. So, the students may understand the real meanings of them differently. It may be a false input. For example ‘chilly’, ‘freezingly cold’. But ‘chilly’ doesn’t always mean ‘freezingly cold’”. Lack of providing feedback was also brought up by student teachers. ST 21 criticized her/his peer since s/he did not give feedback:

One of the students gave a very complex and compound sentences using have got-has got structure, and my partner said “ohh, let’s skip that one.” and continued with another student. This discouraged that student and he did not give any answer for the rest of the lesson. He would have taken the sentence and made it simple and corrected on the board.

Similarly, ST 4 criticized her/his peer since the instructions the peer gave were complicated:

One of the basic problems related to her teaching was about giving instructions. As the students are not used to a lesson that the teacher speaks in English all the time, they had difficulty in understanding our instructions. It was the case in her teaching, as well. She explained all the things that the students were supposed to do at once.

When she checked whether they understood it or not, the students said “yes”. Then they started to do the task but at some point they could not understand what to do and asked her how to complete that part. She tried to explain it but the students could not understand maybe because they found the instruction so complex.

Regarding language use, prospective teachers mainly stated their peers did spelling or speaking mistakes. For example, ST 15 exemplified how her/his peer misspelled: “Besides, she wrote some items on the board incorrectly like ‘raincot’”. ST 11 commented on how the peer spoke English: “She generally spoke fast and the pronunciation of the words obscure or wrong [*sic*]”. Novice teachers identified their peers’ task management skills as the most frequent weakness. They mainly stated that their peers had difficulties in organizing the task properly. ST 20 made comments that learners could not understand what the peer aimed:

ST 17 had some problems in second part of her lesson. She wanted them to talk about bad and good things for their health. The students could not understand some items in the activity and could not explain why these were bad or good for their health. The students wanted to speak in Turkish, so. I think this part needs to develop [*sic*].

ST 25 reflected on the difficulty the peer experienced in grouping learners:

The way she grouped the students was problematic. She spent a lot of time there and the students could not understand who was A or B. Yet, in the end she said “All A’s raise your hand”, which in the end helped the students to understand who they were. She may need to work on it I think.

On the other hand, ST 16 made statements about the fact that the peer went beyond the scope of the activity:

She said the students would listen to the song and try to catch the names of the pets. Then she made them listen to the song and started to write the names but she also kept writing the names of pets not mentioned in the song because she needed a quick decision when they told her other pets' names. She tried to write them too. Maybe she can think about it again.

Regarding the use of voice, novice teachers mostly talked about the necessity of working on this issue. For instance, ST 13 said: “There were some issues or part that she should have paid attention in her teaching. The first thing that her voice were not high enough. The some students had problems hearing her”. Similarly, ST 3 said: “I think that she needs to work on her voice. Because I have difficulty in hearing her sometime”.

Although the number of the identified weaknesses for increasing learner motivation and involvement is not great, novice teachers paid attention to a few essential points like

peers' creating pressure on learners, lack of facilitating positive atmosphere and active learner participation. For instance, ST 17 stated that there were reluctant learners: "She did not focus on the involuntary". ST 5 underpinned that the peer created pressure: "Her interfering them so much by saying 'Have you finished?' or 'Be quick' may have caused them to feel under time pressure. So they may not have focused on the task attentively". In the same manner, ST 19 mentioned that her/his peer was harsh on the learners, which resulted in an unpleasant atmosphere:

He was a bit strict and there was not a much positive atmosphere in the classroom. He could have been more flexible. For example, he gave permit one student to give the answer, she was not able to give the task because she was lost in the lesson. And he insisted her to give the answer. It was not a pleasing situation both for the students and the rest.

As for the image of their peers, novice teachers rarely reflected. Yet when they did, they emphasized that their peers were nervous. To set an example, ST 15 commented: "She was looking nervous at the beginning. Her facial expression made us realize that she was a bit nervous". ST 2 also focused on the peer's nervousness. However, s/he provided different reasons for this state of mind:

My partner was a little bit nervous like me. Thus, she reflected her excitement to us. Sometimes I observed that she hesitated in her utterances. Need for using a simple target language, the age of the students, the proficiency level of the students, and the final teaching observation affected us negatively.

The second mostly reflected theme was classroom management, even though there were limited numbers of identified examples. Novice teachers mostly talked about what learners did to prove their peers were poor in managing the classes; and a different way could have been adopted to deal with those problems. For instance, ST 9 focused on chatty learners: "there were minor classroom management problems and this affected the lesson to go smoothly negatively. For instance, some students were talking with each other while she was explaining what students would do in the last part of the lesson". However, ST 24 underlined that the peer was short in addressing to all learners and s/he even suggested the peer could have punished the noisy students:

When he listens to a student or a pair he loses control of the rest of the class. So, I think he should find ways to include all of the class to the lesson while giving the answers. Also, while playing the 'Cabbage Ball', there was noise in the class, so he could have warned the groups that made noise and punish them by telling them to wait for one round. That way, the students would be more silent.

Similarly, ST 27 stated that the peer lost the control: “She needed to have more control in the class. There were some students who engaged with off-task behaviours. She should have dealt with those students during teaching. She could have responded them more effectively”. In the same vein, ST 21 focused on the fact that her/his peer lost control, and s/he provided an alternative way of dealing with such a problem:

He could not control the students when he gave the animal pictures. All of the students started to look their friends’ pictures and talked in Turkish and irrelevantly to the topic. He could have asked the students to take the picture and hide it, when everyone got the picture they could have opened them and talked about it individually by showing the pictures to their classmates. It would decrease the possibility of classroom management problem.

The overall analysis of the content in peer-evaluation forms for Final Teaching Task shows that novice teachers tended to write more on strengths than weaknesses. For both sections, they mostly reflected on how their peers delivered instruction. Since these forms were completed at the end of the term, all observation topics were present in their evaluation. Yet, although there were no observation tasks on giving instructions and task management, these two codes emerged mostly in the forms. It is likely that the limited amount of experience novice teachers gained in the semester enabled them to realize that when an activity starts poorly, it goes poorly. Besides, for the first time they reflected on the content of the teaching tasks. They made comments on how their peers taught pronunciation and reading as well as their content knowledge.

4.2.7.2. Peer-Evaluation Forms for Final Teaching Task: Quality of Reflection

This section presents the quality of reflection in pre-service EFL teachers writing about their peers’ final teaching task. Firstly, the depth of reflection for their strengths, secondly the quality of reflection for their weaknesses is provided. For each section, the numbers of the reflection levels are given in tables.

4.2.7.2.1. Identified Levels of Reflection in Peer-Evaluation Forms for Final Teaching Task- Strengths

The quality analysis of reflection in peer-evaluation forms for Final Teaching Task indicates that the number of the reflection levels identified in the strengths part is quite limited. There were no examples for Level 5 and Level 7 reflection. As Table 4.27 illustrates, Level 2 reflection and Level 3 reflection were dominant.

Table 4.27: Identified Levels of Reflection in Peer-Evaluation Forms for Final Teaching Task-Strengths

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	14	43,8
Level 3 – Events labeled with appropriate terms	15	46,9
Level 4 – Explanation with tradition or personal preference given as the rationale	1	3,1
Level 5 – Explanation with principle or theory given as the rationale	-	-
Level 6 – Explanation with principle/theory and consideration of context factors	2	6,2
Level 7 – Explanation with consideration of ethical, moral, political issues	-	
Total	32	100

When pre-service EFL teachers reflected at Level 2, they described the aspects they found successful with a simple language. For instance, ST 2 tried to describe what her/his peer did to solve a problem: “The whole class sang the song together. We had a problem to memorize the names of the students in the classroom. She stuck post-its on the cloths of the students. That was beneficial for us”. Similarly, ST 3 described her/his peer actions with a plain language: “The students were silent and focused on her. She managed to make the students listen to herself. She did some examples on the board and I think it was very effective. She drew a cloud and write cloudy, she drew a snowman and wrote snowy”. While reflecting on her/his peer’s increasing participation, ST 4 also used a simple language: “In the first activity, while picking up the words from his bag, he didn’t show the whole picture first and wanted the students to guess it”. At last but not least, ST 14 described what learners were doing in her/his peer’s teaching: “Even when all students stood up and did the task, she easily managed the class and made them sit down. In the beginning, some of the students were drawing pictures and she asked them to put them away”.

With regard to Level 3, student teachers made use of appropriate terms to describe the aspects. For example, ST 18 used words like ‘lead-in’ and ‘transitions’: “Her part was so fluent that I could not realize my turn came. She did well in lead in section and especially in transitions between the activities”. ST 22 used ‘interactivity’ and ‘worksheet’ to comment on her/his peer’s teaching: “My partner had the worksheet for the class, so there weren’t so

much interactivity in her task. The most important part of her task was to give instructions appropriately and to take the answers in an interactive way”. ST 3 utilized the expression ‘computer assisted teaching’ when explaining the use of visuals: “As we don’t have a much chance to prepare computer assisted teachings, we used pictures to attract students’ attention”. In the same manner, ST 9 picked up words such as ‘positive atmosphere’ and ‘feedback’:

She used her body language and gestures effectively. She used L2 all the time for this reason, she used body language and gestures to make her teaching more effective and understandable. She also created positive atmosphere in the class. She was smiling and giving positive feedback students when necessary. This motivated students.

Only one pre-service EFL teachers, ST 4 gave references to her own opinion while justifying why she thought her/ his peer was good at monitoring:

Another point is that she wandered around the class in order to attend to the learners. While the students were answering to the comprehension questions, she controlled them by wandering around the class and having a look at the sentences they produced. This was also good because I think it prevented students from dealing with some off-task activities and made them focus on their task instead.

What is interesting about Level 4 and Level 6 reflection is the fact that the same prospective teacher produced them. The same student teacher, ST 4 also tried to touch upon contextual factors accompanying a theory or principle to provide justifications for her/his way of thinking about the peer’s teaching. As in the previous forms, ST 4 paid attention to the age of the learners in both examples:

In this teaching task, I observed ST 25 and in general she did a good job. For example, while giving instructions she said “When I clap my hands you will stop writing and give the answers” Young learners need clear signs about what to do and I think that she gave this clear sign to them by adding this statement to her instruction.

Also it prevented students from wandering around the class in order to show what they had written to her. This is something the young learners always do in the classes. They want to get feedback on their sentences and walk around the whole class in order to show them to the teacher. So she preferred to attend to every student and help them to complete the task instead of just waiting for them to finish.

4.2.7.2.2. Identified Levels of Reflection in Peer-Evaluation Forms for Final Teaching Task: Weaknesses

Student teachers’ reflection upon their peers’ final teaching task is quite short of variety in terms of quality of reflection. The data for the weaknesses section only included

examples for Level 2, Level 3 and Level 5. For the first time, Level 6 reflection was not present in one evaluation form (Please see Table 4.28).

Table 4.28: Identified Levels of Reflection in Peer-Evaluation Forms for Final Teaching Task: Weaknesses

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	18	56,2
Level 3 – Events labeled with appropriate terms	12	37,6
Level 4 – Explanation with tradition or personal preference given as the rationale	-	-
Level 5 – Explanation with principle or theory given as the rationale	2	6,2
Level 6 – Explanation with principle/theory and consideration of context factors	-	-
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	32	100

Level 2 reflection was the level to which pre-service EFL teachers' writing mostly corresponded. More than half of the identified levels were Level 2. At this level, novice teachers described the aspects regarded as a weakness with a simple, plain language. For example, ST 10 simply stated that her/his peer somehow managed to use her/his voice: "In previous teaching, she had a problem about her voice but I think she fixed the problem more or less". ST 8 described an incident in which her/his pair had difficulty in managing:

One of the students asked whether one tooth or two teeth and she said one tooth. First, tooth was not taught them because the word "teeth" was used mostly in the class. Second, Bugs Bunny has got two teeth as seen clearly from the picture, so she should have said like that. However, she seemed unsure when the student asked the question.

In the same manner, ST 13 also reflected on the peer's use of voice and the board at Level 2:

The first thing that her voice were not high enough. The some students had problems hearing her...The second is that she didn't pay attention to the board; in other words, she wrote on the blackboard but the written thing didn't visible enough to the

students who was sitting in the behind of the class. It wasn't because she wrote very small but because the chalk that she was using was not good [*sic*].

ST 16 reflected at Level 2 as well. While commenting on what her/his peer did during an activity which ST 16 regarded as a weakness, s/he used a plain language:

She said the students would listen to the song and try to catch the names of the pets. Then she made them listen to the song and started to write the names but she also kept writing the names of pets not mentioned in the song because she needed a quick decision when they told her other pets' names. She tried to write them too.

When commenting on the peer's negative attitudes toward learners, ST 19 described the situation in a simple manner:

He could have been more flexible. For example, he gave permit one student to give the answer, she was not able to give the task because she was lost in the lesson. And he insisted her to give the answer. It was not a pleasing situation both for the students and the rest.

Prospective teachers also frequently reflected at Level 3. They made use of appropriate terms in order to state an aspect of their peers' teaching as a weak point to be improved. For instance, ST 4 picked up words like 'time management', 'interfering', 'time pressure' and 'attentively':

Another problem was related to time management. Again in the part she was having students read the text, the students needed much more time allocated for that activity. Thinking that she was out of time, she always said to students to be quick. However, the students were very slow in reading the text and answering to the questions because they are not used to such activities. Her interfering them so much by saying "Have you finished?" or "Be quick" may have caused them to feel under time pressure. So they may not have focused on the task attentively.

Similarly, ST 16 utilized the expression 'off-task behavior' and 'engaged' to reflect upon the peer's classroom management "She needed to have more control in the class. There were some students' who engaged with off-task behaviours. She should have dealt with those students during her teaching. She could have responded them more effectively". ST 22 used the word, 'interactive' to describe the way her/his peer could have followed:

She couldn't take the answers of the questions clear enough, I mean that she should have explained the answers for the first part in detail and with explanation. For the part including dialogues, it could have gone in a more interactive way, but the students just read their diaolugues[*sic*].

Two of the prospective teachers reflected at Level 5. They gave references to a principle while commenting on their peers' teaching. ST 7 underscored the fact that a language teacher is the model of a language:

She needs to work on her speaking skills. She does lots of grammar mistakes. A teacher should represent a sample of target language and should not give false input to students. Her grammar mistakes can be a serious problem. For example, in the lesson she wrote on the board “ladies and gentlemen”. The students showed it and learnt it in this way[sic].

Quite the same, ST 3 also put emphasis on the way language teachers use the language: “she said some incorrect explanations for some of the weather conditions. So, the students may understand the real meanings of them differently. It may be a false input. For example ‘chilly, freezingly cold’. But chilly doesn’t always mean ‘freezingly cold’”.

An overall examination of peer-evaluation forms for Final Teaching Task in terms of depth of reflection presents that student teachers mainly described the aspects they identified as either strengths or weaknesses rather than justifying them. They described the incidents both with a simple language and appropriate terminology. Yet, their writings represented higher orders of reflection to a limited extent. They rarely touched upon a theory or principle to provide justification for their reasoning.

4.2.8. Results of Post-Teaching Self Evaluation Forms

At the end of the semester, pre-service EFL teachers asked to evaluate their overall teaching tasks and identify the points they were happy with and the points they thought problematic. The analysis of these forms reveals that novice teachers’ reflection had a medium level richness in terms of content. However, there was a sharp increase in the higher level reflection regarding its quality.

4.2.8.1. Post-Teaching Self-Evaluation Forms: Content of Reflection

The analysis of content in Post-Teaching Self-Evaluation Forms presents that variety of codes in four themes was in line with the previous forms, which did not yield any different codes. Quite the contrary, instructional processes had witnessed more diversity in the previous evaluation forms. Yet, the distribution of the themes was quite similar to the rest of the forms apart from increasing learner motivation and involvement. While the first mostly reflected theme was instructional processes, increasing learner motivation and involvement is the second one in both strengths and weaknesses.

4.2.8.1.1. Identified Strengths in Post-Teaching Self-Evaluation Forms: Content of Reflection

The analysis gives away that instructional processes was the dominant theme in this form (see Figure 4. 15). As for its sub-categories, while preparation was commented to a

limited extent in the previous forms, generally one or two occurrences had been noticed on average, this time preparation was the code the most frequent in instructional processes as Table 4. 29 indicates.

Table 4.29: Strengths Identified in Post-Teaching Self-Evaluation Forms: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	7
	Instructional Delivery	Activating (names, eye-contact)	2
		Familiarity	2
		Giving Instructions	1
		Language Use	6
		Monitoring	3
		Responding to Questions	1
		Time Management	4
	Use of Voice and Body Language	3	
	Language Skills-Areas		-
		-	
Total			29
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	-
	Use of Materials and Activities	Interest	2
		Variety	-
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	2
		Positive Environment	6
		Positive Reinforcement	2
		Teacher Smile	2
Participation	Active/Unwilling Participation	6	
Total			20
Assessment of the Teacher	Self as a Teacher	Aggression	1
		Confidence	3
		Nervousness	2
		Professional-like	1
Total			7
Classroom Management	External Sources	Breakdowns	2
		Misbehavior	3
		Noise	2
	Internal Sources	Attending Strategies	1
		Use of Voice	1
Total			9

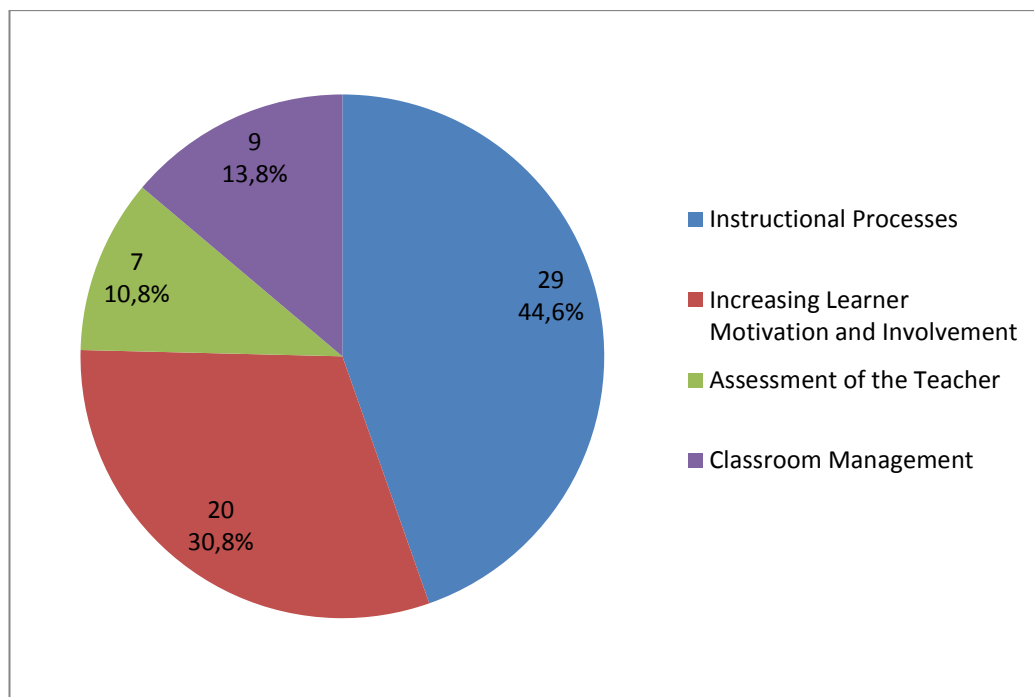


Figure 4.15: Distribution of Themes in Post-Teaching Self-Evaluation Forms-Strengths in Content of Reflection

Novice teachers mainly reflected on how successful they were in preparing activities and materials in general. For instance, ST 21 emphasized that since s/he was aware of learners' needs, she could prepare effective materials: "I realized that I can prepare effective worksheets for a real classroom. It shows that I can combine my background knowledge with my students' needs". ST 3, on the other hand, underlined importance of preparing effective lesson plans focusing on time management:

I found myself successful in terms of preparing lesson plans. As we know the real classroom context now, planning part takes more time, more attendance and more thinking on it to fit it into a 40 minutes of a lesson. In our micro teachings, we prepared a lot of lesson plans but there were some deficiencies for example timing[sic].

In the same manner, ST 11 stated that s/he could design effective materials as well as lesson plans and objectives since s/he was also cognizant of learners' needs:

I see myself good at preparing activities, lesson plan, and writing objectives with young learner level. Finding exercises for them is easier in my opinion. Unlike adult learners, they do not pay attention to authenticity of the materials. They like songs for animals, instruments etc. They like funny things. You need to give grammar or vocabulary via songs, games. Yet, the adult learners select to learn core of the topic[sic].

ST 9 also commented on the effective selection of activities and materials based on her/his observations:

I am aware of which type of material my students need. I feel like that. For example, fourth graders were not good at quick writing, so I paid attention to prepare exercise sheets that required more speaking than writing. For example, I created a bingo game that requires the students to speak [*sic*].

Regarding activating students, novice teachers made use of eye contact and calling names. ST 14 regarded herself/himself successful since s/he remembered learners' names: "I addressed all of the students with their names. This is important because it shows that I know my students". Although giving instructions was quite frequent in the previous forms, only one prospective teacher, ST 20, considered herself/himself competent at giving feedback thanks to gestures and body language "Although I have some hesitation about using L2 with young learners while giving instructions, I gave true message and clear instructions by using body language and gestures effectively". As for language use, student teachers focused on speaking L2 all the time or simplifying the language. Emphasizing that learners had never been exposed to English, ST 25 reflected on adjusting the language appropriate to their level: "I think I could use English in an effective way. Considering my context in which the teacher uses no English, I managed to teach something to the students in English and I saw that they can understand most of the things when I speak at their level". Similarly, ST 24 focused on simplifying the language appropriate to learners' age: "I taught 1st graders and 3rd graders. I think I used my language properly. My language was simple and clear for young learners. I used English all the time". However, ST 10 paid attention to the constant use of L2: "I did three teaching task and I completed all of them without using any words in L1".

Novice teachers also found themselves successful in monitoring. ST 4 said: "I try to wander around the class while explaining something to the class" and ST 10 wrote: "I think I was successful while; monitoring the students during the lesson". They considered using body language as a strength like ST 14: "I used my body language effectively". Time management was another aspect novice teachers identified as their strengths. Based on her/his experience, ST 9 believed that s/he would not have any timing problem "I could use time effectively. I didn't exceed the time limitation during my teaching. For instance, I didn't spend more time than necessary in repeating the activity. I think I won't have any problem in managing time in real teaching". ST 3, on the other hand, tried to show that s/he improved in time management:

In the process of experiencing the real classroom environment, one of the most important thing that I learned is to fit the lesson plan to the allocated time. In my first teaching, I had some problems about closure, I couldn't have the time to make a closure. I couldn't even find enough time to finish my while activity. But in the last teaching task, I managed the time and was able to make a closure. About this, I have learned a lot.

In general, pre-service EFL teachers believed that they were competent at increasing learner motivation and involvement. They talked about the usefulness of materials, positive reinforcements, importance of facilitating a positive environment and smiling. For example, ST 4 highlighted the importance of positive reinforcements to motivate learners: "I try to give positive reinforcement to the students when they give correct answers. So I aim to make them participate in the lesson much more". ST 4 also put emphasis on functions of materials to maintain attention: "In my teaching tasks, I used colorful pictures in order to grab their attention by considering their age and level". ST 24 mentioned the effect of smiling: "I realized that my communication with the students is quite efficient. I am smiling at them, and could seem to be excited upon their answers". In the same manner, ST 19 paid attention to smiling, which promoted a positive atmosphere:

I believe that I created a positive environment. I was usually smiling while communicating with the students and it helps me to maintain the lesson in a very smooth way. My students were 11-12 years old and we really enjoyed the lesson and I believe that almost nobody got bored while I was teaching.

ST 13 also liked the atmosphere s/he created in class: "they join to lessons that is they ask and answer the questions. I was able to creat more interesting atmosphere for the students. They enjoy the class. Not only they liked the class but also they learn somethings [*sic*]". Novice teachers tried to involve all learners. ST 20 stated that s/he tried to involve even reluctant learners: "Since I knew the students' names, I had a chance to choose involuntary students, also". ST 18 also attempted to increase participation: "I paid attention to involve everybody by contacting them one by one. When you see a student staying silent, you don't feel comfortable and you think you have to do something.... I tried and I managed to a certain extent".

With regard to assessment of the teacher, novice teachers reflected upon aggression, confidence, nervousness and felling professional-like. ST 2 stated that s/he became more confident: "Teaching real classroom affected me in several ways. First of all, I gained self-confidence in teaching which has quite positive effects on me". ST 14 said s/he was not aggressive to learners: "I did not behave as an aggressive teacher during my teaching as I did not want to offend any of my students". Comparing practice teaching with micro teaching,

ST 23 told that s/he was not nervous: “Actually, it was better than teaching in our department to our friends. The students especially the 2nd graders were very respectful to us ... I was better than I expected. I really enjoyed it. I was not excited or nervous”. ST 24 mentioned that she felt like a real teacher: “I am confident with the things I teach, I don’t feel like a student, but like a teacher”.

Student teachers also identified classroom management as their strengths in post-teaching self-evaluation forms. For example, ST 10 regarded herself/himself quite successful since learners were listening to her/him: “I think that I was quite successful in classroom management. In my teaching tasks I managed the class effectively, and made students listen to me carefully”. ST 17 stated the way s/he used her/his voice enabled her/him to control the classroom: “I am successful in managing the classroom thanks to my voice tone and directly intonation while I am talking to students. I saw how important it is especially in young learners' classes”. ST 21, on the other hand, stated that s/he coped with the problems occurring during teaching:

I tried my best to minimize the breakdowns in the classroom and made many of the children to participate in the lesson. I can easily see that my background knowledge on being a language teacher made my life easier while I am a student-teacher. I am satisfied with my overall improvement in this course.

4.2.8.1.2. Weaknesses Identified in Post-Teaching Self-Evaluation Forms: Content of Reflection

Similar to the strengths section of post-teaching self-evaluation forms, instructional processes in weaknesses also lack of richness in content as can be noticed in Table 4.30. However, while in the previous forms classroom management became as the second mostly reflected theme in weaknesses, this time classroom management and increasing learner motivation and involvement had equal numbers of reflection occurrences (Please see Figure 4.16).

Table 4.30: Weaknesses Identified in Post-Teaching Self-Evaluation Forms: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	-
	Instructional Delivery	Activating (names, eye-contact)	1
		Board Use	1
		Error Correction	1
		Familiarity	1
		Giving Instructions	1
		Language Use	5
		Responding to Questions	2
		Time Management	2
		Use of Voice and Body Language	7
	World Knowledge	1	
Language Skills-Areas	Teaching Reading	-	
	Teaching Pronunciation	-	
Total		22	
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	1
	Use of Materials and Activities	Interest	-
		Variety	-
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	-
		Positive Environment	-
		Teacher Smile	-
Participation	Active/Unwilling Participation	7	
Total		8	
Assessment of the Teacher	Self as a Teacher	Anger	1
		Anxiety	1
		Nervousness	1
		Professional-like	-
Total		3	
Classroom Management	External Sources	Breakdowns	2
		Misbehavior	3
	Internal Sources	Attending Strategies	1
		Lack of Experience	1
		Use of Voice	1
Total		8	

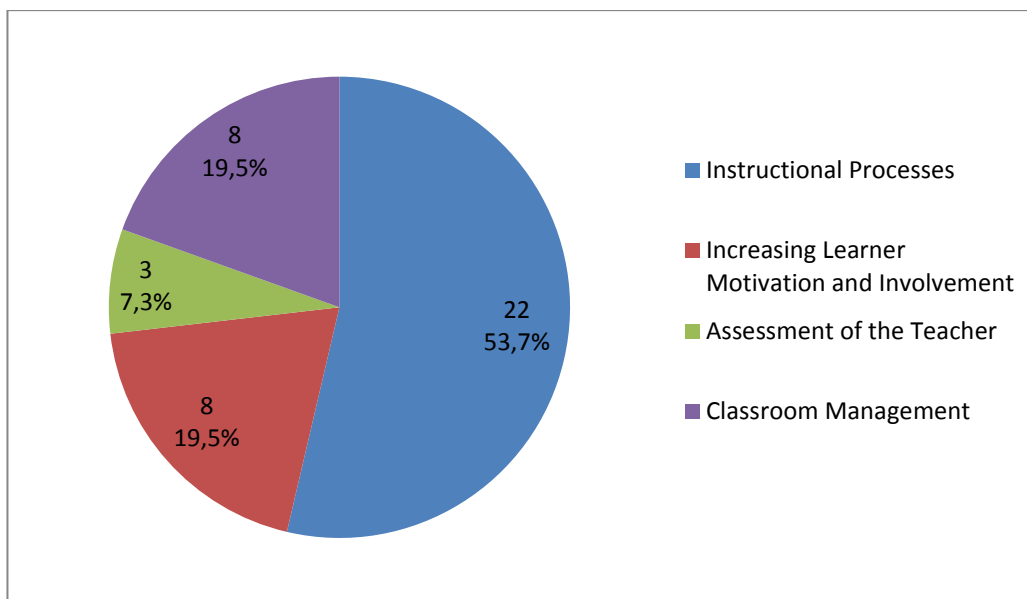


Figure 4.16: Distribution of Themes in Post-Teaching Self-Evaluation Forms- Weaknesses in Content of Reflection

Pre-service EFL teachers reflected on certain topics. In addition to activating learners and board use, novice teachers also commented on error correction. ST 27 stated that s/he mostly did not pay attention to error correction:

Most of the time, I just gave the correct answers and skipped a new activity. I did not focus on the students' mistakes. The reason of that was I thought that they were able to understand and correct their mistakes when I gave the answer first time. However, during the lesson, I realized that I needed to explain in detail the each mistake that students made because they kept making the same mistakes.

Novice teachers also reflected on the fact that they had difficulties in getting to know learners. ST 16 honestly said: "We underestimated their abilities in comprehending English and doing their tasks". They also thought over giving instructions. ST 9 stated: "I always forgot to tell the students take notes. And when the teacher does not tell them to do so, students at that age do not write anything, so it was the major problem in my teachings [*sic*]". When they reflected on language use, they made comments on simplifying the language and speaking English to a group of learners who had not been exposed to the language. For instance, ST 18 talked about the difficulties s/he had while adjusting the language:

The other problem is the language. You can simplify your language in a young learner class but still there are some who cannot understand you. As they are not on the same level, you have to make an effort for those ones in lower levels. This makes your job harder as it did mine. I had to go to the student and whisper him/her sometimes.

ST 13, on the other hand, focused on why he regarded speaking English in the class s/he observed difficult:

The first problem that I faced in a real teaching class was it is difficult to teach them in English language. As their English teacher doesn't teach the lessons in English, of course, it makes them more difficult to understand a lesson that is taught in English. Therefore, I had some issues while teaching them. Most of them didn't understand or had difficulties in following the lesson [*sic*].

Responding to learners' questions was also identified as a weak point of novice teachers. ST 3 told what she had been through in her/his final teaching task regarding giving an answer to a question:

Sometimes students asks such unrelated questions or some questions that you don't know. You have to have language competence to be able to answer those questions. For example when I was teaching clothes, one of the students asked me what is "yağmurluk". And I just stared and couldn't think of it for a moment. I said "rain... then my supervisor saved my life by saying raincoat secretly [*sic*].

Time management also appeared as a point to be improved in post-teaching self-evaluation forms. ST 25 stated: "time management was also problematic because things may run as we planned always", and ST 11 identified timing as a problem since they lacked experiences and were not familiar with the learners yet: "We had great difficulty in timing at the beginning of the teaching tasks because we did not know about the students and we did not have any experiences in young learners' classes before these tasks". Among the codes in instructional processes, use of voice and gestures became the mostly reflected. Student teachers really cared about effective use of voice and body language although they mostly failed. ST 16 commented: "My voice was problematic. Students sitting at the back of the class hardly heard me. My voice should be louder". Similarly, ST 24 also stated that her/his voice was very low: "I found out that I have to control my voice, because when I don't it is too low". ST 20, on the other hand, focused on the use of gestures acknowledging its importance in a young learner's class:

While imitating the illnesses in final teaching, I could not use my mimics and gestures in an effective way. Using mimics and gestures is so important for young learner classes in order to make the lesson permanent for them. I think I should improve my social skills in the class.

Likewise, ST 5 said that s/he had problems but then s/he overcame them: "In my first teaching task I could not use my body language properly, but I fixed it in other two teaching". One particular prospective teacher, ST 23, frankly said that s/he lacked necessary world knowledge for further interaction with young learners:

In the final teaching, I asked the students their favourite cartoon characters. I was going to talk about their favorites and then showed them my favorite cartoon characters (the pictures in the PC). However, when everybody said their favorites, I realized that I don't know anything about them so I had to pass by just saying Ok, very well and so on.

Even though few in number in general, reflections on increasing learner motivation and involvement were about obstacles in increasing participation. Only one student teacher, ST 24, elaborated on the difficulty of maintaining learner attention with a specific reference to the teaching context:

In those teaching tasks, I realized that it is very hard to take the attention of the students. If the time for lunch break is about to come and you explain something new, they do not listen to you. They just focused on what to eat and go to the cafeteria as soon as possible in order not to wait so much on the queue. At least, it was the case we observed during our visits to School S.

Regarding learner involvement, ST 10 believed that participation problems were derived from the learners' age: "I had problems while trying to make all of the students involved in the lesson because they are young and they get distracted very easily". ST 21 focused on silent learners:

On the other hand, there were some silent students who do not speak and participate in the lesson very much. There could be so many different reasons for this, but no matter what the reason is, you need to make them involve in the lesson. This requires extra effort for the teacher. I saw that I should be ready for that kind of problems in a real classroom.

Novice teachers also reflected on how they felt during these teaching tasks, and they were overwhelmed by the sense of nervousness and anxiety. For instance, ST 9 stated that s/he was angry and nervous in front of young learners:

I realized that I should definitely not be a primary school teacher because I learned I couldn't bear behaviors of those little students. I think a primary school teacher has to be very patient; contrary, I easily get angry. I had better control my nerves.

Similarly, ST 25 was anxious because of lack of control over teaching and presence of the supervisor:

Another problem was anxiety I think. Since I was in a real class and it was the first times I teach in a real class, I got a bit nervous and could not hide it. Especially, in my first teaching task, when thing did not run as I planned, I got more nervous and I reflected it to the students as well. So it was another problematic part for me. Also, in my final teaching, as my supervisor was evaluating me, I got a bit nervous as well.

Classroom management was also quite problematic for novice teachers as the analysis revealed. They generally thought the reason for such sorts of problems was the learners. For instance, ST 4 elaborated on difficulties in controlling young learners:

Another point is to manage the class during the lessons. Especially young learners are very active. They may want to wander around the class, talk to their neighbour, dealing with some off-task activities etc. The teacher has a big responsibility here to manage them, make them silent and listen to her. If the teacher fails to do this, then it becomes very hard for her/him to go on the lesson and cover the topics in her/his agenda because it takes too much time to make the students silent and go on the lesson.

Likewise, ST 24 talked about students who were misbehaving:

Some students can be very strong handicaps for the classroom and for the rest of the students. There were 2-3 students with whom are very difficult to deal. It was a problem to some extent in the real classroom. They are interrupting the lesson all the time and you need to find solutions to make them beneficial for the classroom.

ST 27, on the other hand, admitted that although s/he tried to solve managing problems, she could not:

The most problematic part is classroom management. I have some difficulties while controlling the students. I tried to use the techniques that we learned in our courses but most of the time, they did not worked. That is why; I disregarded the most of the misbehaviours of the students. I did not focus on off task behaviours because I thought I waste my time while dealing with those students[sic].

At last but not least, ST 2 stated that s/he could not use her/his voice to solve managing issues: "One of the most important problems was classroom management. ... I had difficulties to control some of the students in many cases. In those cases, I could not raise my voice high enough to warn the students".

Student teachers' overall evaluation of their all teaching tasks yielded similar reflection to the previous evaluation forms. They identified more strengths than weak points for their teaching performances. Novice teachers observed their own progress during the semester thanks to mentor teachers' feedback and supervisor's comments. This situation resulted in a sense of achievement the end of the term. Therefore, they reflected on strengths than weaknesses. Since student teacher wrote these forms at the very end of the term, they specifically recognized the importance of being prepared for successful teaching. That is why they reflected on preparation more than they did for any other evaluation. In the same manner, it is likely that they understood the importance of effective use of teacher voice, thus they highly reflected on this issue.

4.2.8.2. Post-Teaching Self-Evaluation Forms: Quality of Reflection

This section presents the quality of reflection in pre-service EFL teachers writing about their overall evaluation of all teaching tasks. Firstly, the depth of reflection for their strengths, secondly the quality of reflection for their weaknesses is provided. For each section, the numbers of the reflection levels are given in tables.

While the content analysis did not witness any sort of differences from previous evaluation forms, analysis of quality in this form illustrated that novice teachers' reflection at higher levels increased both in strengths and weaknesses.

4.2.8.2.1. Identified Levels of Reflection in Post-Teaching Self-Evaluation Forms: Strengths

There were no examples for Level 5 and Level 7 reflection in this form. Although descriptive reflection, Level 2 and Level 3 reflection, was quite prevailing in the strengths section of post-teaching self-evaluation forms, the number of Level 6 reflection was relatively high (Please see Table 4. 31).

Table 4.31: Identified Levels of Reflection in Post-Teaching Self-Evaluation Forms: Strengths

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	15	27,7
Level 3 – Events labeled with appropriate terms	27	50
Level 4 – Explanation with tradition or personal preference given as the rationale	2	3,7
Level 5 – Explanation with principle or theory given as the rationale	-	-
Level 6 – Explanation with principle/theory and consideration of context factors	10	18,6
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	54	100

More than the quarter of the reflection produced for overall evaluation was at Level 2. Student teachers generally described their strong points with a simple language. For instance, ST 4 reflected on being a teacher who smiled at Level 2: “I try to be a smiling and

friendly teacher. Students want a teacher that deals with their problems during the lesson, smiles at them. I try to be that kind of a teacher and I believe that I achieved it". ST 13 used a simple language while commenting on how successful s/he was in managing learners "I was able to manage the classroom. In other words, the students listen to me when I was teaching them. Moreover, they join to lessons that is they ask and answer the questions [sic]". ST 23 also reflected at Level 2 while focusing on self as a teacher:

Actually, it was better than teaching in our department to our friends. The students especially the 2nd graders were very respectful to us during teaching and in other things. I was better than I expected. I really enjoyed it. I was not excited or nervous; we started the lessons like we were in a conversation.

In the same manner, ST 24 reflected at Level 2 talking about the rapport between herself/himself and learners, and how s/he felt: "my communication with the students is quite efficient. I am smiling at them, and could seem to be excited upon their answers... I am confident with the things I teach, I don't feel like a student, but like a teacher". ST 14 also used a simple language: "I addressed all of the students with their names. This is important because it shows that I know my students".

Exactly half of the identified levels in the strengths section were Level 3, which means student teachers mainly described the strong points of their teaching with appropriate terms. For instance, ST 5 used words like 'target language' while stating her/his strong points "I think that I was quite successful in classroom management and using the target language. In my teaching tasks I managed the class effectively, and made students listen to me carefully". Similarly, ST 10 used expressions such as 'monitoring' and 'scaffolding': "I think I was successful while monitoring the students during the lesson ...scaffolding them while they were doing the activities, preparing the materials that are interesting for them and getting their attention during the class". ST 18 utilized the word 'interactive' to state that s/he tried to involve all students: "I am not just a controller of the class so I tried to be more interactive and speak more with the students. When you do this, whatever you do in class becomes more meaningful". Also ST 21 reflected at Level 3, by making use of the expressions 'breakdowns' and 'background knowledge':

I tried my best to minimize the breakdowns in the classroom and made many of the children to participate in the lesson. I can easily see that my background knowledge on being a language teacher made my life easier while I am a student-teacher. I am satisfied with my overall improvement in this course.

In the same manner, ST 27 used the word ‘cooperation’ to describe the atmosphere in the classroom: “I can gain students cooperation during the activities. I gave responsibilities to each student in order to increase their cooperation. They felt relaxed to attend the lesson actively because they knew that I help whenever they need”.

Two of the novice teachers tried to provide justifications for the aspects they thought they were successful by stating their own opinions. ST 16 expressed her/his idea to explain why they were good at timing and expectations regarding students:

We became successful in timing and guessing what might happen in the last teaching experiences. I think it is because we became familiar with the group we observed and their interests and abilities. We know them better now and this definitely affects the process of teaching and the performance of the teacher.

In the same vein, ST 19 elaborated on her/his own beliefs to justify why s/he made use of questions:

I also tried to involve other students into the lesson. I tried to ask questions as I thought that I can increase participation and involve them into the lesson more. I believe that I communicated with everyone in the class. For example when I asked a question, I did not only let the volunteers to answer but also I included the rest of the class.

With regard to Level 6, novice teachers usually identified the language level and age of learners as the contextual factor leading a principle or theory. For instance, ST 9 considered the language level of learners when s/he designed a material or activity:

Firstly, I can reach the language level of the students with the help of the material that I prepared. I am aware of which type of material my students need. I feel like that. For example, fourth graders were not good at quick writing, so I paid attention to prepare exercise sheets that required more speaking than writing. For example, I created a bingo game that requires the students to speaking [*sic*].

ST 14, on the other hand, put emphasis on how to use language considering the age of the learners: “I taught 1st graders and 3rd graders. I think I used my language properly. My language was simple and clear for young learners. There should be a difference between the language used in an adult class and language used in a young learner”. Similarly, ST 11 highlighted the characteristics of young learners to state that s/he was good at preparing materials:

I see myself good at preparing activities, lesson plan, and writing objectives with young learner level. Finding exercises for them is easier in my opinion. Unlike adult learners, they do not pay attention to authenticity of the materials. They like songs for animals, instruments etc. They like funny things. You need to give grammar or

vocabulary via songs, games. Yet, the adult learners select to learn the core of the topic.

Finally, ST 20 underlined the importance of using gestures in a young learner class: “Although I have some hesitation about using L2 with young learners while giving instructions, I gave true messages and clear instructions by using body language and gestures effectively”.

4.2.8.2.2. Identified Levels of Reflection in Post-Teaching Self-Evaluation Forms: Weaknesses

Similar to the strengths section, novice teachers mostly tried to describe the aspect they thought problematic with a descriptive language, either at Level 2 or Level 3. There were no examples for Level 5 and Level 7 reflection (Please see Table 4.32). The number of examples for Level 6 is identical for Level 3, which can be interpreted as a growth in higher level reflection.

Table 4.32: Identified Levels of Reflection in Post-Teaching Self-Evaluation Forms: Weaknesses

Levels of Reflection	Frequency	Percentage
Level 1 - No descriptive language	-	-
Level 2 - Simple, layperson description	16	48,5
Level 3 – Events labeled with appropriate terms	7	21,2
Level 4 – Explanation with tradition or personal preference given as the rationale	3	9.1
Level 5 – Explanation with principle or theory given as the rationale	-	-
Level 6 – Explanation with principle/theory and consideration of context factors	7	21,2
Level 7 – Explanation with consideration of ethical, moral, political issues	-	-
Total	33	100

Nearly half of the identified levels were Level 2, which means pre-service EFL teachers mainly described their aspects to be improved with a simple language. For instance, ST 5 used a descriptive language to underline how hard to give answers to learners and deal with them:

In my first teaching task I could not use my body language properly, as I was nervous, but I fixed it in other two teaching. Students can ask you irrelevant questions. For example in one of my teaching a student asked me: 'Miss/Mr. I have a running nose, what shall I do?' [trans] and I gave him a handkerchief and said him "use this one" but it is difficult to fix some problem sometimes. In one of my teaching a 1st grader started to cry when I was teaching and come near me and said: 'I fell' [trans]. I really could not do anything and my mentor teacher fixed the situation by sending him to the nurse. I really did not understand how he fell while he was sitting on his chairs[sic].

ST 6 also reflected at Level 2 when s/he commented on the fact that s/he was not able to raise her/his voice: "I do not know what I can do with my low voice. I did my best to make myself heard in the class but I think it was not enough. The kids could not hear me from time to time". In the same manner, ST 14 reflected on her use of voice at Level 2: "My voice was problematic. Students sitting at the back of the class hardly heard me. My voice should be louder".

Student teachers reflected at Level 3 as well by using proper terminology to describe the points to be improved. ST 2 utilized words like 'attending strategies' and 'off-task behavior' to comment on the difficulty of controlling learners: "I had difficulties to control some students in many cases. I could not raise my voice high enough to warn the students. I couldn't use some of the attending strategies to attract the attention of students who performed off-task and unwanted behaviors". ST 24 picked up the expressions such as 'teacher-centered' and 'accomplishing objectives' to reflect on the interaction between herself/himself and learners "Also, without awareness I do the lessons too much teacher centered and I think this is because I am too obsessed with accomplishing my objectives".

Prospective teachers also preferred to justify the way of their reasoning by stating their opinions or beliefs. For instance, ST 27 explained why s/he did not pay attention to off-task behavior by stating her/his own opinion:

The most problematic part is classroom management. I have some difficulties while controlling the students. I tried to use the techniques that we learned in our courses, but most of the time, they did not work. That is why; I disregarded the most of the misbehaviors of the students. I did not focus on off task behaviors because I thought I waste my time while dealing with those students.

The same pre-service teacher, ST 27, also gave references to her/his thought to explain why s/he ignored error correction:

Another problem was about the giving feedback to students. Most of the time, I just gave the correct answers and skipped a new activity. I did not focus on the students' mistakes. I thought that they were able to understand and correct their mistakes

when I gave the answer first time. However, during the lesson, I realized that I needed to explain in detail the each mistake that students made because they kept making the same mistakes.

Pre-service EFL teachers provided a justification for their aspects by considering the age of learners as the contextual factor. ST 4 underscored that young learners were physically active while commenting on classroom management:

Another point is to manage the class during the lessons. Especially young learners are very active. They may want to wander around the class, talk to their neighbors, dealing with some off-task activities, etc. The teacher has a big responsibility here to manage them, make them silent and listen to her. If the teacher fails to do this, then it becomes very hard for her/him to go on the lesson and cover the topics in her/his agenda because it takes too much time to make the students silent and go on the lesson.

Similarly ST 4 also put emphasis on the fact that young learners can easily get distracted to identify increasing involvement as a weakness: “I had problems while ...trying to make all of the students involved in the lesson because they are young and they get distracted very easily”. ST 20 also highlighted the significance of using gestures in a young learner’s class:

Moreover, I am a little bit shy person not an energetic person in real life. So, while imitating the illnesses in final teaching, I could not use my mimics and gestures in an effective way. Using mimics and gestures is so important for young learner classes in order to make the lesson permanent for them. I think I should improve my social skills in the class.

Although pre-service EFL teachers’ reflection was mostly descriptive in both strengths and weaknesses of post-teaching self-evaluation forms, the amount of higher level reflection increased. Pre-service EFL teachers considered their teaching context as an integral part of reflection to provide further justifications for their statements. Since novice teachers reflected on overall teaching tasks they completed in post-teaching self-evaluation forms, they necessarily took into account the context they taught.

4.3. Results of Post-Teaching Conferences

The analysis of post-teaching conferences aims at acquiring further visions regarding pre-service EFL teachers’ reflection upon their final teaching tasks. At first, the thematic analysis of the conferences is provided, and then the quality analysis of reflection is given. As in the evaluation forms, strengths novice teachers identified precede the weak points to be improved.

4.3.1. Post-Teaching Conferences: Content of Reflection

The analysis of post-teaching conferences reveals that pre-service EFL teachers identified more strengths than weaknesses as in evaluation forms. However, while there was relatively a huge gap between the numbers of identified strengths and weaknesses in evaluation forms, novice teachers' reflection at these conferences yielded a quite limited number of differences.

4.3.1.1. Identified Strengths in Post-Teaching Conferences: Content of Reflection

Pre-service EFL teachers reflected on instructional processes at most in post-teaching conferences. More than half of the identified strengths belonged to this theme. It is followed by the theme increasing learner motivation and involvement as Figure 4.17 and Table 4.33 present.

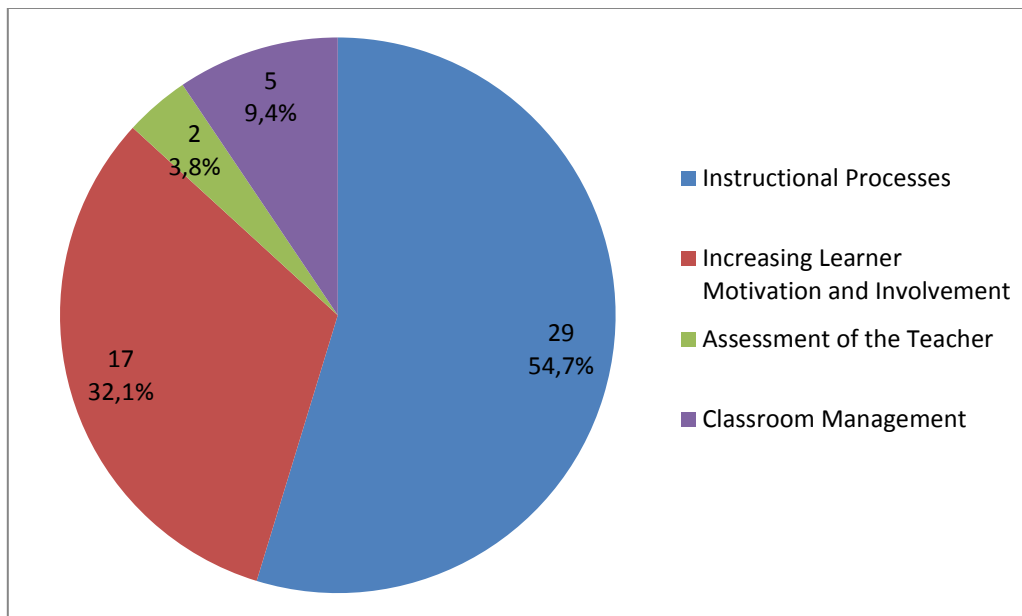


Figure 4.17: Distribution of Themes in Post-Teaching Conferences-Strengths in Content of Reflection

Table 4.33: Strengths Identified in Post-Teaching Conferences: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	1
		Instructional Delivery	Activating (names, eye-contact)
	Board Use		3
	Familiarity		1
	Giving Instructions		2
	Language Use		6
	Material or Activity Use		2
	Monitoring		3
	Reaching Objectives		1
	Structure of a Lesson		3
	Task Management		1
	Use of Voice and Body Language	4	
Language Skills-Areas	Teaching Pronunciation	1	
Total			29
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	-
	Use of Materials and Activities	Interest	5
		Variety	-
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	-
		Positive Environment	2
	Teacher Smile	2	
Participation	Active/Unwilling Participation	8	
Total			17
Assessment of the Teacher	Self as a Teacher	Nervousness	1
		Relaxed	1
Total			2
Classroom Management	External Sources	Breakdowns	-
		Misbehavior	2
		Noise	2
	Internal Sources	Attending Strategies	-
		Use of Voice	1
Total			5

As for instructional processes, various codes emerged in these conferences. ST 16 mentioned they were lucky since they prepared a contingency plan, which was used in the lesson. Student teachers also talked about they used the board effectively. For instance, ST 3 stated she devoted a part of the board for the newly-learned vocabulary. One novice teacher, ST 16, made comments on how they got used to know learners, their needs and how to encourage them. Pre-service EFL teachers also elaborated on how clear their instructions

were and how effective their materials were for their purposes. Most of the novice teachers said they were fluent while speaking English, they generally spoke in L2. Prospective teachers also identified monitoring as a strength; they wandered around the class and helped learners when needed. One novice teacher, ST 19, stated that s/he achieved the objectives. She told that the aim of her/his part was to teach asking ‘what is the weather like today?’ and students successfully asked it in the end. They also commented on the stages of the lessons, highlighting the smoothness of the transitions. One novice teacher, ST 11, talked about how s/he managed a listening task which was a little above learners’ level. Student teachers also reflected on how effectively they used their voices and body language. One novice teacher, ST 20 commented on how she taught pronunciation, the “th” sound, through illnesses.

Regarding increasing learner motivation and involvement, novice teachers frequently highlighted how interesting and motivating their materials were. For instance, ST 19, ST 3 and ST 17 particularly emphasized that the use of visuals drew learners’ attention. They also stated that since they smiled students were more motivated. They strongly focused on how willing learners were to participate. ST 23, ST 16 and ST 24 put a special emphasis on the fact that all of the learners raised their hands up to participate in the lesson.

With regard to commenting on how they felt, student teachers clearly underlined that they were not excited, they were calm. Novice teachers also reflected upon classroom management. ST 15 and ST 23 highlighted that learners were listening to them, they were quiet. On the other hand, ST 10 stated that s/he was able to use her/his voice effectively and s/he dealt with a particular learner who tried to draw other learners’ attention.

4.3.1.2. Identified Weaknesses in Post-Teaching Conferences: Content of Reflection

When student teachers reflected on the points they were unhappy with the final teaching task, they identified various aspects as a weakness. They mostly commented on instructional processes and secondly classroom management issues (Please see Table 4.34 and Figure 4.18).

Table 4.34: Weaknesses Identified in Post-Teaching Conferences: Content of Reflection

Theme	Sub-categories	Codes	F
Instructional Processes	Planning Instruction	Preparation	1
	Instructional Delivery	Activating (names, eye-contact)	7
		Board Use	3
		Giving Feedback	1
		Giving Instructions	3
		Language Use	6
		Material or Activity Use	2
		Structure of a Lesson	2
		Task Management	3
		Time Management	5
	World Knowledge	1	
Language Skills-Areas	Teaching Grammar	1	
Total			35
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention	-
	Use of Materials and Activities	Interest	1
		Variety	-
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)	-
		Positive Environment	-
		Teacher Smile	-
Participation	Active/Unwilling Participation	3	
Total			4
Assessment of the Teacher	Self as a Teacher	Nervousness	-
		Excitement	3
Total			3
Classroom Management	External Sources	Breakdowns	3
		Misbehavior	2
		Noise	3
	Internal Sources	Lack of Experience	1
		Use of Voice	-
Total			9

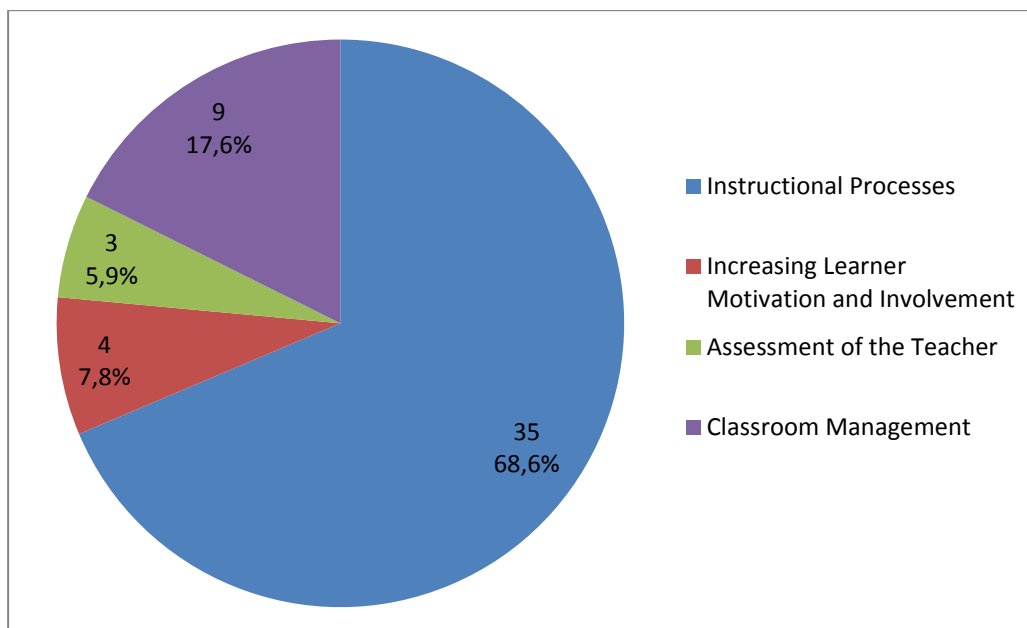


Figure 4.18: Distribution of Themes in Post-Teaching Conferences- Weaknesses in Content of Reflection

To begin with, they honestly admitted that they prepared faulty materials. ST 16 stated that they made a puzzle; and they defined horses as an animal with two legs in this puzzle. Prospective teachers stated they could not remember learners' names and could not address them with names. They also said that they could not use the board effectively in an organized way. Novice teachers admitted that they could not give clear examples, ST 11 even stated s/he should have provided learners with an example for the listening activity.

In regard to language use, they focused on spelling and speaking mistakes. For example, ST 3 misspelled words like 'boots' and 'raincoat'. ST 16 formulated a grammatically wrong question 'Does everybody has got pets?'. Besides, ST 25 could not adjust the language according to language level. S/he claimed s/he uttered a sentence beginning with "I wonder if you...". Prospective teachers talked about the difficulty of managing a task as well. For instance, ST 13 told that s/he was going to do a speaking activity by pulling a number out of a hat. Yet s/he could not distribute the numbered papers appropriately, that is why s/he skipped the activity. Regarding time management, student teacher had different experiences. While ST 10 and ST 23 could not finish their parts on time, ST 19 and ST 18 finished their activities earlier than planned. One prospective teacher, ST 23 stated s/he could not have the necessary world knowledge to maintain interaction with young learners. S/he said s/he had no idea about the names of the cartoon characters learners

uttered. One particular student teacher, ST 1, commented on how poorly s/he taught grammar. S/he forgot to teach negative and question forms of the present-perfect tense.

While reflecting on increasing learner motivation and involvement, novice teachers stated the learners were unwilling, they did not actively participate in the lesson. ST 9 stated learners had low motivation since the course she taught was the 5th hour and learners were hungry. As for how they felt in the lesson, pre-service EFL teachers said they were excited. For example, ST 3 was so excited that her/his voice trembled.

When it comes to classroom management, prospective teachers reflected on how noisy learners were. For example, ST 9, ST 18 and ST 23 strongly claimed learners were always talking. On the other hand, ST 13 focused on breakdowns s/he had. S/he said that there were many latecomers who constantly asked questions about the previous topics. ST 4 told about a learner who came to the board without permission and the rest of the class followed this learner.

The analysis of post-teaching conferences suggests that student teachers reflected on the similar issues in both weaknesses and strengths. The data also exposed similar numbers of strengths and weaknesses student teachers identified. The presence of the supervisor in the teaching context must have urged them to state each and every weakness they noticed. Besides, they spoke in Turkish at these conferences, which also yielded similar numbers of strengths and weaknesses. What is more, since these conferences were interactive, they might have been inspired by the strengths or weaknesses their peers had stated before.

4.3.2. Post-Teaching Conferences: Quality of Reflection

Since the video recordings of post-teaching conferences were not transcribed; quantitative analysis of reflection is not presented in tables as in the evaluation forms. Rather, notes on reflection are given. Therefore, rather than presenting the data according to seven levels of reflection by Sparks-Langer et al. (1990), it is given as either descriptive or critical reflection. Descriptive reflection corresponds to Level 2 and Level 3 reflection in the framework of Sparks-Langer et al. (1990) since reflection at these levels requires practitioners to describe events with either a simple language or appropriate terms. Reflection examples above Level 4 are seen as higher level reflection since particularly Level 5 and Level 6 urge novice teachers to regard issues to be reflected from a wider perspective, to take contextual factors into consideration. The notes are accompanied by specific quotations by the participants.

4.3.2.1. Identified Strengths in Post-Teaching Conferences: Quality of Reflection

When pre-service EFL teachers were asked to identify the points they were happy with their final teaching in post-teaching conferences, they mainly tried to state these points with a descriptive language. Rather than providing further justifications, they tended to describe them. For instance, while commenting on the learning environment, ST 15 said:

Daha önceki teachinglere göre daha iyiydi bence. Çünkü daha öncekilerde 20 dakika sınıfı susturmakla geçiyordu. Dün sınıf sessizdi. Katılmaya çalışıyorlardı. Etkileşimimiz iyiydi. I think it was much better than the previous teaching tasks since in those tasks I spent 20 minutes to silence the students. They were quiet yesterday. They tried to participate. The interaction was OK.

ST 20 also reflected with a descriptive manner when s/he commented on giving instructions:

Çocuklara instruction verdiğimde takip edebildiler. Pronunciation da kolay oldu. Söylediğimi tekrar ettiler. Flow'u iyi oldu. Children were able to follow my instructions. Pronunciation part was also easy. They repeated what I said. The flow of the lesson was good.

ST 16, on the other hand, commented on the issue of familiarity with learners through their reactions to the activity:

3 cümle verdik her hayvanla ilgili, petle ilgili. Hangi hayvan olduğuna karar vermelerini istedik. Biz daha uzun sürer zannediyorduk. Artık gerçekten ezberlemişlerdi. Tekrar tekrar. Hepsi çok istekliydi. Neredeyse kalkmayan parmak yoktu. Biz artık öğrencileri daha iyi tanıyoruz, kimin neye ihtiyacı var biliyoruz. We provided learners with three sentences about animals, about pets. We asked them to decide on which animal is described. We thought it would take longer. They really learnt them by heart. Again and again. They were all willing. They all raised their hands. We know learners better, we know who needs what.

As in the evaluation forms, pre-service EFL teachers considered the age of learners as the contextual factors while providing justifications for their opinions. Three prospective teachers stated a feature of young learners while reflecting. For example, ST 10 underlined the fact that young learners are physically active and they had difficulty in managing them at the beginning of the lesson, then they managed it:

Öğrenciler 2. sınıf ve çok zekiler. Çok eğlendiler, young learners ya fiziksel olarak aktifler ya sınıfı kontrol edemedik, sesimizi young learners and young learners are

effective kullanamadık başta.

physically active, we could not manage the class, we could not use our voice effectively in the beginning.

Similarly, ST 4 commented on why the activity grabbed learners' attention, s/he gave references to games. She taught the 4th graders:

Oyun oynarken çok ilgililerdi tabii ki bu oyunlar bu yaştaki çocukların ilgisini çok çeken şeyler.

Learners were really interested. Sure, games are attractive for the learners at that age.

ST 9 talked about the significance of exemplifying and using body language in a young learner class:

Instruction verirken "draw" kelimesini anlamayacaklarını düşündüm. Young learners oldukları için örneklerle somut bir şekilde gösterdim, body language-gesture kullandım.

While giving instructions I thought they would not understand the meaning of the draw. Since they were young learners, I demonstrated it, I used body language and gestures.

4.3.2.2. Identified Weaknesses in Post-Teaching Conferences: Quality of Reflection

Similar to the strengths section, student teachers' reflection was mainly descriptive. They tried to state the points they were unhappy in a descriptive manner. For example, ST 17 commented on the activity s/he designed:

2. ve 3. aktiviteyi değiştirdim. Çok amaca ulaşmadılar. Sordum niye sağlıklı niye sağlıksız diye. Cevapladılar ama emin olamadım ben, gerçekten bildikleri için mi yaptılar. Belki aktiviteler iyiydi ama benim üzerine gitmem gerekiyordu.

I would have changed the 2nd and 3rd activities. They didn't serve for the purpose. I asked them why they were healthy or why not. They gave answers but I just couldn't be sure whether they did it because they knew it or not. Perhaps the activities were OK but still I should have focused on them.

ST 18 also described the atmosphere of the class when learners were playing a game to comment on classroom management:

Oyunun ilk kısmı sorunluydu, birbirlerini dinlemediler, yani sorun aşırı eğlenmeleriydi, oyunu yarıştırmaya dönüştürebilseydim belki daha sessiz olurlardı.

The first part of the game was problematic; students did not listen to each other. I mean the problem was that they over enjoyed it. If I had turned the game into a sort of competition, they would have calmed down.

In the same vein, ST 9 also described the reactions of the learners while commenting that she failed to motivate them:

Ben instruction verirken öğrenciler bana bakmıyor, havaya bakıyorlardı, pair work yapmamışlar hayatları boyunca, ilk kez yaptılar, bir de çocuklar dalgaya aldı. Örnek olsun diye birisiyle yapayım dedim. Çocuğa 5 kez sordum what is your name diye. Öğrencilerin motivasyonu çok düşüktü, dersin sonuna doğru acıktılar, benim de motivasyonum düştü.

While I was giving instructions, they were not looking at me, they were looking at the ceiling. They had not done any pair work activity; they did it for the first time. Moreover, they made fun of it. I tried to demonstrate the activity with a learner. I asked him “what is your name?” for five times. Their motivation was not great; they got hungry towards the end of the lesson. I got demotivated as well.

As for higher level reflection, one pre-service EFL teacher, ST 19, tried to justify why s/he called learners to the board while writing answers on it by giving references to the mentor teacher, as the tradition of the class:

Cevap verirken çocuklar ayağa kalkıyor gibi oluyor. Sonra yok yok yazmana gerek yok deyince kısıtlıyormuşuz gibi oluyor. Mentor hocamız böyle alıştırmış. Biz de bu yüzden onları tahtaya kaldırıyoruz.

While giving answers to the questions, they attempted to rise up. Then when we said “there is no need to write on the board”, they felt restricted. This is how our mentor teacher taught. That’s why we called them to the board.

They also focused on the age of the learners while providing justifications for the way they acted. ST 23 commented on her/his classroom management skills:

2. sınıf öğrenciler devamlı ayağa kalkmak, söz almak istiyorlar.Devamlı hareketliler. Bazı bazı manage etmek de zorluk yaşadım.

The 2nd graders want to stand up and talk; they are always active. That’s why I sometimes had difficulty in managing them.

ST 16 gave references to young learners while reflecting on a problem they encountered in the contingency activity:

Contingency de şey oldu. Kimisi işte ben çizemiyorum, çizmeyi sevmiyorum dedi. Orada da hani biz young learners drawing sever, coloring sever diye düşündük. Öyle bir problem oldu.

There was such a problem in the contingency; some of the learners said they couldn’t do drawing, they didn’t like drawing. We thought young learners like drawing, they like coloring. We had such a problem.

As can be seen in the examples of quality of reflection in post-teaching conferences, novice teachers generally described the aspects they reflected. Yet, there was higher level reflection which includes references to both contextual factors and a related principle as well. Novice teachers' reflection was quite identical to the reflections in the evaluation forms since they were dominantly engaged with descriptive reflection and higher level reflection to a limited extent.

4.4. Results of Semi-Structured Interviews

Semi-structured interviews were conducted with 10 pre-service EFL teachers with the purpose of answering RQ 3.b and RQ 4 which seeks for what these student teachers think about self-evaluation and peer-evaluation processes overall. They were asked to state their opinions on contributions of pre-teaching self-evaluation forms and post-teaching self-evaluation forms, what they learnt from these self-evaluation and peer-evaluation processes in practicum. The findings were presented in the order of interview questions. The interviews were done in Turkish, the mother tongues of the participants in order to have further insights into their attitudes. Since Turkish transcriptions were not edited or grammatically corrected to represent interviews as faithfully as possible, excerpts were provided both in Turkish and English.

4.4.1. Pre-Service EFL Teachers' Attitudes toward Pre-Teaching Self-Evaluation Forms as Anticipatory Reflection

The first interview question was addressed to explore what pre-service EFL teachers think about the contributions of pre-teaching self-evaluation forms to their teaching in practicum as anticipatory reflection. Student teachers' responses yield similar results. They mainly focused on the fact that this particular form helped them get prepared for teaching, go planned into the courses, gain self-awareness on what they could achieve and what not and decrease anxiety. Only one participant stated s/he wrote it just for the sake of writing.

As the quotes below illustrate, student teachers became more prepared, gained foresight, coped with problems in a calm manner thanks to anticipatory reflection. Besides, they stated that writing makes their thoughts tangible and reduces anxiety:

Orada kendimin korktuğum ve zayıf yönlerimden bahsetmiştim, bazıları başıma geldi mesala. Herşey daha planlı oluyor işe yaradı, daha planlı programlı başladım, daha öngörü sahibi oluyor insan. Orada yazmıştım

I wrote about my fears and weak points. Some of them actually happened. Everything became more planned. It worked. I started to be more prepared and planned. People gain foresight. I wrote that I might get excited or

ki orada heyecanlanabilirim veya çocuklar işte anlamayabilir. Bunlar sonuçta oldu. Durumu daha sakin bir şekilde durumu handle etmeye çalıştım...sonuçta önünde duruyor düşünürken bir plan, faydası olmuyor ama yazdığın zaman elinde oluyor, önünde oluyor bir lesson plan hazırlamak gibi. Nelerim güçlü nelerim zayıf bir öngörü sahibi oluyorsun...işin kolaylaşıyor gibi işte (ST 3).

learners wouldn't understand. It happened. I tried to deal with the situation in a calmer way. ...in the end, it stands right before you, while thinking it isn't helpful but when you write, it becomes tangible. It is like preparing a lesson plan. You can see what your weakness is and what your strength is ... it makes your job easier.

First taskla kafamda neyi nasıl yapacağımı planladım. Planlama aşamasında iyi oldu. Düşünmemiz kaygıyı azaltması bakımından iyi bir adım oldu. Planlama yönünden çok güzeldi, ama beni heyecanlandırdı 'bir şeyler yazacaksın, yapacaksın ST 12. Ayağını denk al bunun ilk formu yolladın' gibisinden. Hem prepare ediyor, hem de sizi destekleyen bir heyecan tabii. Hadi kalk bişeyler yapmanın ders planı yazmanın zamanı geldi gibisinden (ST 12).

With the first task [pre-teaching self-evaluation form] I planned what to do and how to do it. It was good in the preparation stage. Thinking about it was a good step for reducing anxiety. It was good for planning, yet it made me excited, it made me think 'ST 12, you are going to write and do something, watch your step, you sent the first form kind of'. It both prepares you and excites you in a supporting way. It is like it is high time to do something, to prepare lesson plans.

Novice teachers particularly regarded anticipatory reflection as a way for self-awareness. They stated they became more cognizant of their strengths.

Benim zaten yüksek bir ses tonum var dinlemeyen insanlara bile dinlettiriyor onun bile etkili olabileceğini düşünmüştüm. Hani onu yazmıştım. Gerçekten bunun üzerine insit'im bunun etkisini gördüm yani öğrenciyle muhattap olurken bile etkili olabileceğini dersteyken bile düşündüğüm zaman farkına varmamı sağladı. Onu teachinglerde uygulamaya koydum, olumlu yönlerimi görmemi sağladı (ST 16).

I already have a loud voice; I can make people listen to me. I thought this might be effective. I wrote this. I really insist on it, I have noticed its effect, noticed that it could be effective while talking to learners during the lesson. This form made me think and realize it. I used my voice effectively in lessons. It made me realize my strengths.

Açıkçası hocam neleri yapabileceğimi ya da neleri yapamayacağımı, en azından gözlemediğim sınıftan belli şeylerin farkına varmış oldum... belli şeylerin farkında oldum başlamadan önce. Neleri yapabileceğimi gördüm (ST 4).

Honestly, it made me realize what I can do and what I can't. At least I realized certain things in the class I observed. I realized certain things before teaching. I saw what I could do.

They also suggested that anticipatory reflection enabled them to set standards for their teachings, it created a self-determined aim, and it activated hard working:

Kendimize bir standart belirledik ya orda onlara ulaşma bakımından amaçladım. Kişisel olarak zaten kendiniz istiyorsunuz. Yazdım bunları yapacağım diye, hocanız da okuyor, dıştan bir baskı da geliyor: sen bunları yapacaksın diye. Bunları yapmak zorundasın tarzında birşey de oldu. Yazdığınız şeyleri gerçekleştirmek istiyorsunuz, en azından bir seviyedeki üstü olursa daha iyi tabii ki beklentilerimi gerçekleştirmek zorunda hissettim. Kendimden bir zorunluluk hissettim... olumlu iyi bişey tabiki. Biraz daha çalıştım (ST 18).

We set a goal in the form, I tried to reach it. You personally desire to achieve it. I wrote I would do this and that, your instructor read it as well. This created an external pressure, which suggested you were going to do this. I felt I had to do them. You really want to achieve what you wrote. Of course, it is better if you achieve higher. Sure, I felt that I had to reach my expectations. I felt an internal obligation... It is a positive thing. I studied harder.

Only one student teacher stated s/he did not get benefit from anticipatory reflection since s/he did not have any experience to guide her/him to write. On the contrary, another novice teacher regarded anticipatory reflection as a medium of overcoming lack of experience.

Ben öylesine doldurmuşum gibi hissettim... Prede pek birşey olmadı. Daha olayı görmediğim için neyi geliştireceğim oraya yazıyorsun ama neyle karşılaşacağını bilmiyorsun. Hani diğerleri iyiydi de somut birşeyler geçiyor eline. Yapayım tamam diyorsun ama en başta birşey yokken çok böyle gerçekçi gelmedi (ST 24).

I felt I wrote it just for the sake of writing it. The pre-form didn't contribute to me. Since I hadn't experienced anything, I wrote what I would improve but I didn't know what to expect. The others were OK, you had something tangible. You said OK, let's do it; however, it wasn't realistic to do it in the beginning without any experience

Daha önce hiçbir tecrübemiz yok. Düşünüyorsun nasıl bir ortam olabilir, Ne olur neyle karşılaşabilirim ben. Classroom management çok problem olacak diye düşünmüştüm. Bunun problem olacağını önceden düşünüyorsun zaten, burada neler yaparım diye düşünüyorsun, nasıl önleyebilirim. Zaten önceden benim hiç bir deneyimim olmadı. Bütün olasılıkları düşünüyorsun yazarken, kafanda nasıl iyi olur, nerde problem yaşarım diye. Sanki bir nebze daha hazırlıklı oluyorsun karşılaştığın şeylere (ST 27).

We don't have any experiences. You think about what kind of an environment it could be, what would happen, what I would encounter. I thought classroom management would be quite problematic. You already think this would be a problem beforehand, you start thinking what I can do, how I prevent it. I didn't have any experience. You think about every possibility while writing, how to improve it and in which points I would have problems. It feels as if you get a little bit more prepared for what you live through.

4.4.2. Pre-Service EFL Teachers' Attitudes toward Post-Teaching Self-Evaluation Forms as Summative Evaluation

When novice teachers were asked to what they think about the contributions of the post-teaching self-evaluation form they wrote at the end of the semester, they commented that it enabled them to evaluate the whole semester and to notice their progress. However, two novice teachers believed it was unnecessary.

ST 12 stated that the post-teaching self-evaluation form helped her/him to reexamine the whole semester, be aware of the development s/he achieved and come to a conclusion as for what is good teaching and what is not. ST 13, on the other hand, believed in the benefits of the post-teaching self-evaluation form since it urged student teachers to reflect upon their mentor teacher's feedback and visualize all the teaching tasks they did.

Final evaluation'da ben neydim ne olduğumu görüyorsunuz... Kendinizi bütün yönleriyle değerlendirmeniz isteniyor. Ben o formu yazarken bir gecede falan değil 3 günde yazdım. Hep düşünün düşünün yazdım, şunu şöyle yaptım şu teachingde şöyle oldu falan. Bütün süreç o formla 3 aylık süreci 3 günde yaşamış oluyorsun. İlk teachingde bunları yapmışım bunlar kötü teachingin özellikleri ben bunları yapmamam lazım bunlar iyi bunları yapmam lazım gibi şeyler kuruyordunuz (ST 12).

You see what you were and what you are in the final evaluation. You are asked to evaluate yourself thoroughly. I wrote this form not over a night but over three days. I always thought I did this, that happened kind of while writing. With this form, you live again all the process, three months over three days. You say I did these in the first teaching and these things are characteristics of bad teaching, I shouldn't do them again. Or you say these are good, I need to do them.

O bence çok yararlıydı. Hoca şöyle böyle yapın diye feedback veriyor ama biz o dersi tekrar yapmadığımız için lafta kalıyor biraz. Post yazdığımız şey onun yerine geçiyor aslında tekrar düşünüp şöyle olmadı böyle olmadı diye resmen dersleri gözümüzün önünden geçiriyoruz.... Öyle olunca yerleşiyor artık o açıdan iyi oldu (ST 24).

I think that was very helpful. Our mentor teacher gave us feedback like do this, do that; yet since we didn't teach the same lesson again, it remains unfulfilled. What we write as the post-evaluation fulfills its functions, actually we think over the process as what happened, what didn't happen, and we visualize the courses... therefore, it becomes permanent.

ST 8 highlighted that despite the abundance of the forms, this form made her/him become aware of the aim of the practicum as well as go over what s/he did throughout the semester. Similarly, ST 27 also reflected that s/he became cognizant of what works and what does not.

Bütün stajımızı böyle bir gözden geçirme gibi oldu, nerede ne yapmışız şöyle yapsaymışık diye...böyle bir form olmasaydı biz stajı yaptık bitti olurdu. Ben başka okullardan duyuyorum staja gidip geliyoruz o kadar stajın mantığını çok şey yapmıyorlar hani. Birazcık formlar çok ama hocam baştaki ve sondaki en azından neden staj yaptık bizdeki neyi ifade etti, ne işimize yaradı görebildik (ST 8).

It is like reexamining all of the practicum process like what we did, how we did, what we should have done...without such a form, it would have been like we did the internship, that's all. I heard from other schools (what she meant is friends), they went to practice teaching, they didn't understand the rationale of practicum. The forms were too many but the first and last ones enabled us to see why we did practice teaching, what it meant to us, how it worked.

Bütün dönemi değerlendirme imkanım oluyor, ben ne yaptım ne yapamadım. Forma dedik şunları yaparım şunları yapamam... En başta öğrencilerle ilişkim iyi olabilir mi yazmıştım gerçekten yapabiliyor muyuz sınıf ortamında iyi ilişkiler kurabiliyor muyuz görüyoruz bütün bir dönem boyunca neler yaptığının değerlendirmesi oluyor. Oturup bir düşünüyorsun, daha sonra baktığında böyle yapmıştım işe yaramamış bunu değiştirebilirim gibi. Bunu yapmışım, iyi yapmışım tekrar kullanabilirim gibi. O yönden faydası oluyor (ST 27).

I have a chance to evaluate the whole semester like what I did, what I did not. In the first one we wrote I would do this, I wouldn't do that. In the beginning, I wrote whether I would establish rapport with learners. We could see whether we did it actually in the classroom. It is the evaluation of what you did throughout the semester. You sit and think that I did this but this didn't work, I can change it; I did that and it worked, I can use it again. In this way, it is helpful.

On the other hand, ST 3 and ST 6 did not agree with the idea that the post-teaching self-evaluation form was useful. They clearly underlined that the last form was redundant; they had already completed identical forms throughout the semester.

Biz zaten her teachingden sonra post evaluation self yaptık hani onda artı olarak ne yazacağımızı bilmiyorum gereksiz gibi duruyor şu anda zaten her dersten sonra yazdık (ST 3).

After every teaching task, we already did self-evaluation; I didn't know what to write as an extra. Right now it seems redundant. We already wrote reflection after each task.

Hocaya yüklemiştik ya sorular çok aynı gibi geldi aynı şeyleri yazmışız gibi geldi iki kere yazmak biraz tuhaf oldu... Direkt hocanın taskıyla birleştirilebilir. İki kere aynı şeyleri yazmışım gibi hissettim. (ST 6)

We uploaded a form for our instructor, the questions seemed to me quite identical, I felt I wrote the same things. Writing twice was odd. It could be merged into our instructor's task. I felt I had written the same thing twice.

4.4.3. Pre-Service EFL Teachers' Attitudes toward the Self-Evaluation Process

Upon being asked what they learnt from self-evaluation processes and whether they would be satisfied if they had not written these self-evaluation forms, novice teachers stated this systematic process encouraged them to revise what they had done, visualize the teaching tasks and think about alternative ways for what could have been done. They also placed emphasis on the fact that written self-evaluation processes made their thoughts on teaching permanent. What is more, one student teacher who visited the state school further commented that their mentor teacher did not provide them necessary feedback; therefore, the self-evaluation process compensated for it as well. On the other hand, one prospective teacher frankly pointed out that s/he did not like writing, so she did not experience any benefits of written self-evaluation.

After ST 3 identified the benefits of writing self-evaluation like learning became permanent, s/he tried to improve the weak points of teaching; she talked about her/his mentor teacher. She told that the mentor teacher was not competent enough at giving feedback, thus self-evaluation became more valuable for her/him.

Kesinlikle olmalı, olmasaydı unuttur giderdim. Kesinlikle öğrenmemiz açısından gerekli ve bunlar kalıcı bir belge iki yıl sonra ben ne yazmışım diye de bakabilirim. Yazmasak unutturdum kendi öğretmenliğimizden bir şey öğrenmezdik olumlu olumsuz yönlerimiz bir öncekinden yazdıklarımızı düzeltmeye çalıştık... Unutmamamızı, bir tekrar üretiyoruz yazıyoruz kalıcı bir experience oluyor... Hem mentor hocamız güzel olan tarafları kesinlikle belirtemiyor. Hangi noktaları geliştirmem gerektiğini hiç söylemiyor. İkinci teaching'den sonra zarfları baktık olumlu hiç bir şey yok. Olumsuzda yazıyor. Ben. Madem bana 29 verdi bir puan kırdı, benim iyi şeylerim olmalı...Dersten sonra hocaya gittim, 'hocam feedback alabilir miyim?' diye sordum. 'Efendim, feedback ne?' dedi. 'Hocam nasıldı? Yorum yapabilir misiniz?' falan işte hayal kırıklığı. Feedback ne demek bilmiyor, bunu nasıl vermesini bildiğini beklemiyorum artık. Ben artık 2. teaching de ağlıyordum, çıkışta sinirimden ağlıyordum... mentor hocalar bilmiyor en azından bizim ki bilmiyordu. Çok üzümüştü beni (ST 3).

Definitely there should be self-evaluation forms, otherwise I could have forgotten. They are definitely necessary for our learning and these are permanent documents, I may check those two years later. If we hadn't written, we would have forgotten; we wouldn't have learnt anything from teaching. We tried to improve our weaknesses, we tried to fix them. We reproduce, we write, it becomes an experience which has long-lasting effects ... Besides, our mentor teacher does not specify our strengths. S/he doesn't say which points need to be improved. After the second teaching, we opened the envelopes, there was nothing positive but negative. Given that s/he gave 29/30 to my teaching, only took one point off, I must have had strengths. After the course, I went to her/him and asked whether s/he could give me some feedback. S/he asked what feedback was. I asked how my teaching was, whether s/he could comment on it or not, etc. It is a disappointment. Let alone knowing how to give feedback, s/he doesn't know what feedback is. After the second teaching, I was crying. Mentor teachers don't know, at least ours didn't. S/he upset me.

ST 4 and ST 6 reported that the self-evaluation process enabled them to focus on their weak points more than strong ones. Their concern is identical, they both tried to improve their weaknesses. However, ST 6 became more specific, identified her/his weak points and stated that through writing her/his thoughts become tangible:

Pozitif pointden ziyade geliştirilmesi gereken noktalar üzerinde faydası oldu ...öğrenci mantığıyla mı düşünüyorum bilmiyorum ama onlarda zaten bir noktaya gelmişim diğer zayıf yönlerimi de geliştirip standart yakalayım-ortalamayı yakalayayım diye düşündüm daha verimli bi ders anlatımı olur diye (ST 4).

It was helpful for the points to be improved rather than positive aspects...I don't know whether I think like a student or not but I am already good for something, I need to improve weaknesses and reach a certain point-I need to reach the average for a more productive instruction delivery.

Kendine reflection yazarken insan daha çok hatalarına yöneliyor insan daha iyi nasıl yapabilirim sonrakini diye. Ben ilkinde classroom management hiç yoktu anlamıştım çocuklar şımarıyor falan. Ben onu sesim de kötüydü onu da anlamıştım. Reflection yazarken hatalarını değerlendiriyormuş insan...Bilgisayarın karşısında yazarken somutlaştırıyorsunuz düşüncelerinizi. O yüzden iyi oldu. Yani ilkinden çıktıktan sonra İngilizce öğretmeni olamayacağım diye düşündüm. O kadar moralim bozuldu ki çocuklara hiç bir şey öğretememiş gibi hissettim... insan bir dahakine daha iyi olacak diye düşünüyor insan çok şey öğreniyor (ST 6).

While reflecting on their action, people concentrate on their weak points in order to make them better for the second one. I realized that I was bad at classroom management and learners were getting spoilt etc. My use of voice was bad, too. I noticed it as well. While writing reflection, people evaluate their mistakes... While sitting and writing across the computer, your thoughts become tangible. That's why it was good. After the first teaching, I thought I wouldn't be an English teacher. I was so depressed that I felt I didn't teach anything to learners. ... One thinks it will be better next time, one learns a lot.

ST 12, on the other hand, used a metaphor; drew a resemblance between himself/herself and a child thrown into the pool by his/her parents with the purpose of teaching her/him how to swim. ST 12 believed self-evaluation eventually leads to self-improvement:

Self-improvement için ben 4. sınıf öğrencisinin kendini geliştirebileceğine inanıyorum. 10'u aşkın macro teaching yapıyoruz yaptığımız derslerle micro teachinglerle lesson planlarla ben inanıyorum kendi kendime self improvement yapabileceğime...İlk okul deneyimiz buna benziyordu: anneniz babanız sizi denize, havuza atar çırpınıp yüzmeyi öğrenirsin ya

I believe that 4th year students can achieve self-improvement. We have done more than 10 microteaching tasks. Thanks to the lessons we did, the microteaching tasks, lesson plans, I believe I can self-improve... Our school experience is like this: your parents throw you into the sea or pool, you splash and learn how to swim or they save you. Having feedback from the mentor

da annen baban gelir seni kurtarır. Mentorden, supervisordan, peerimden feedback almak buna benziyordu ben ikinci teachingden sonra feedback almadan evaluationıma devam edebilirdim. Final dersim kötü geçseydi tarafsız yorum için bir evaluation'a ihtiyaç duyardım. İyi bir şey yaptıysam bunu hissediyorum. Kötü yaptıysam buna nesnel yaklaşmadığımı fark ettim (ST 12).

teacher, instructor and peer is alike. After the second teaching task, I could have kept on my evaluation. If the final teaching had gone bad, I would have needed an objective comment. If I do something good, I can feel it. If I do something wrong, I have realized I can't be objective.

The pair, ST 16 and ST 11 approached the self-evaluation process from different perspectives. ST 16 stated s/he has a strong visual memory, thus writing made her/his learning permanent. On the contrary, ST 11 stated s/he was bad at writing, s/he preferred to be video-recorded rather than to write. S/he suggested these evaluation forms may function as a reminder at least.

Ben görsel zekası olan birisiyim o kağıda ne yazdıysam cümlesi cümlesine hatırlıyorum daha kalıcı olur ... Görsel açıdan önemli, hatırlatıcı...ben yazarken fotosunu çekerim hafızamda saklarım bu açıdan faydalı, daha net akılda kalıyor (ST 16).

I am a visual learner. I remember what I wrote in this form word by word. It becomes more permanent...It is visually important, reminding. While writing, I kind of take a photo of it, keep it in my memory. That's why it is catchy.

Ben yazmayı sevmiyorum ... bunları da video çeksek faydalı olur sanki hocam micro teachingde çekiyorduk. Ben writing de çok iyi değilim. Anlatmak istediklerimi anlatamıyorum. Belki Türkçe olsa daha iyi olur... belki hatıra. 10 sene sonrasını düşünün yazdıklarınızı okuyorsunuz, 'ne toymuşum ama' diyebilirsiniz (ST 11).

I don't like writing. It would be better if we video-recorded it as we did in micro teachings. I am not good at writing. I can't express what I intend to do. It would be better if it were in Turkish... perhaps it could be a memory. Think about 10 years from now on, you are reading what you wrote; you can say 'how naïve I was'.

In the same fashion, ST 27 also laid emphasis on the fact that self-evaluation processes encouraged her/him to go over what s/he did during the semester, focus on the weak aspects of the teaching so that s/he had an opportunity to make them improve:

Ne yaptığını düşünme fırsatın oluyor. Diğer türlü yaptın kaldı yazmadığın zaman sınıfta yapıyorsun oluyor bitiyor sonrasını göremiyorsun. Böyle olunca onun başına geldiğin zaman sınıfta neler yaşanmıştı onu düşünüyorsun... Problemler varsa onları düşünüyorsun... nasıl düzeltebilirim

You have a chance to think over what you did. Otherwise, you did, it's gone. If you don't write, you do it in class and it ends there, you can't see what is coming afterwards. In this way, when you start writing, you think about what happened in class. If there is anything problematic, you

diye. Bu seni ikinci için de hazırlıyor aslında hazırlıklı gitmeni sağlıyor. Kendin bir çözüm bulduğun zaman biraz daha etkili oluyor hani. Kendi eksiklerini hatalarını görüyorsun nasıl düzeltebilirim görüyorsun (ST 27).

think about it... how I can fix it. It prepares you for the second one, you can go prepared. If you find a solution on your own, it becomes more effective. You can see your lacks, mistakes and how to improve them.

With an emphasis on the difficulty of writing, ST 18 believed in the efficiency of self-evaluation. Besides, s/he assigned a large amount of credit to the process itself:

Şimdi şöyle evaluation source u düşündüğümüzde, mentor hocayı, supervisor'ımızı ve ST 23'ü düşündüğümüzde, bunlar yüzde 65, 70 olur. Geriye kalanı yüzde 30 35 lik kısım self evaluation olur. Yazarken gerçekten zor geliyor. Şimdi bittiği için böyle kolay konuşuyorum ama insan öğreniyor yazınca farkediyor bir kaç kez üstünden gidince yerleşiyor, daha sonradan bişi yapınca aklınıza geliyor (ST 18).

When we think about the sources for evaluation, the mentor teacher, the supervisor and my peer; they are equivalent to 65 or 70 percent. The rest, 30 or 35 percent was self-evaluation. While writing, it is really hard. Since it was over, I am talking comfortably. However, one learns, when s/he writes, s/he becomes aware. When you go over several times, it becomes permanent. When you do something later on, you remember.

Regarding the question which seeks for student teachers' justification for their high or low opinions for self-evaluation forms; they generally gave examples for how they considered what they wrote in the previous forms. They mainly referred to a point they identified as a weakness and later they stated they tried to figure it out in the next teaching task. For instance, ST 27 discussed how s/he decided to adjust the number of the activities in the second teaching based on what s/he noted in the first teaching evaluation form. Furthermore, she also talked about a strength, writing answers on the board, and how she reused it in the next teaching:

İlk teachingde zaman açısından problem olmuştu. Çocuklar öğle arasına çıkacaklardı diye yapmam gereken aktiviteler var çocuklar durmuyorlar gideceğiz diyorlar. İkinci derse hazırlanırken buna dikkat ettim. Çocuklar belli bir yerden sonra dinlemiyorlar. Dersi ona göre aktivite hazırlıyordum. İlkinde hadi yapmayalım deyip bırakmak zorunda kaldım. İkinciye hazırlarken demek ki aktivitenin sayısını düşürelim, zamanlamalarını tekrar ayarlıyalım diye düşündük...Tahtaya yazdırıyoduk, liste yapıyorduk cevapları falan herkes oradan görsün diye. O biraz iş

In the first teaching, timing was problematic. Learners were going to have a break. They were saying they would go out. However, I had activities to do. For the second teaching, I paid attention to this. After some points students don't listen. I prepared activities accordingly. I had to say 'OK, let's not do this'. While preparing for the second teaching, we said, let's decrease the number of the activities, reschedule them.... We wrote the answers, listed them on the board so that everybody can see them. It works, you don't check each and every student as for whether they did right or wrong, when

yarıyor hani tek tek kontrol edemiyorsun neyi doğru yaptı neyi yanlış yaptı. Bütün hepsini tahtada görünce bütün hatalarını bulup oradan düzeltebiliyorlar (ST 27).

they see all the answers on the board, they can notice their mistakes and fix them.

ST 16 commented on the difficulty of timing, what s/he had been through in the first teaching task, and then what they, with the partner, did.

İlk teachingde timingi çok aşmıştık 20 dakika iken 27 dakika olmuştu ... Ona çok dikkat etmişdik diğerlerinde. Onun dışında aktivitelere çocuklar şarkı istiyor türkü istiyor. Milyonlarca kez dinleyebilirler o silly şarkıları. Çocukların background knowledgelerine göre hem de interestlerine baktık bir sonraki teachinglerde (ST 16).

In the first teaching task, we went beyond 20 minutes, ended up with 27 minutes. We paid attention to it in others. In addition, for designing activities, children want to listen to songs, they can listen to those silly songs millions times. We considered children's background knowledge and interests in the following teachings.

ST 12, on the other hand, focused on the use of the language and classroom management. S/he even strengthened her/his improvement by giving references to the mentor teacher who noticed that the student teacher fixed her/his problem. As for the classroom management, he came to a huge realization that learners' silent situation does not ensure effective classroom management:

Pronounce-pronunciation mistake yazdım formda, düzelttim bunu mentor hocam da söyledi ST 12 böyle böyle hatası varmış düzeltmiş...Postta görüp sonradan halletmeye çalıştığım bir mevzu sınıfın sessiz durması classroom management açısından bir önem taşımadığını post evaluationlarda yazdım onlarda. Sessiz durmaları yetmiyor derse katılmaları, yansıma da outcome da görmem gerektiğini fark ettim (ST 12).

I wrote pronunciation mistakes that I made in the form and I fixed it. Even the mentor teacher said 'ST 12 had such a mistake and s/he fixed it'. ... Another issue that I saw in the forms and try to solve out is the fact that just because the class is silent doesn't mean anything for classroom management. I wrote it on the post-teaching forms. The silence is not enough, they need to be involved in the class. I come to realize that I need to see it in the outcome.

Both ST 6 and ST 4 elaborated on the aspects that they realized on the spot during the teaching, yet they were unable to make a move. While ST 6 improved the part s/he greeted students thanks to self-evaluation, ST 4 started to monitor students in the following tasks:

Birde greetingi yapamamıştım onu o an farkettim. Çocuklara sürekli feedback vermek yapmak gerekiyor. Hani gülen surat

I didn't greet the learners in the first task; I realized it at that moment. Students need to be given feedback all the time. Our mentor

ağlayan surat yapıyor mentor hocamız. Pre teachingi yazarken de lesson plan yazarken de ben kafamda demiştim ben böyle böyle yapacağım diye. O an kafadan kayboldu, final teachinde yaptık onu. Onları yapamadığımı farkettim ama sesimin farkındaydım ama elimden gelmiyor (ST 6).

teacher always draws a smiley face and crying face. I wrote in the pre-teaching form and lesson plan that I would do that. While teaching, it's just gone. But we did it in the final teaching. I realized I couldn't do those things, yet I realized the problems about my voice; I can't do anything.

Mesela çocuklara attending to the learner kısmı. İlk teachingimde while teaching kısmını tahtada yapıyordum...sınıfta sıralar arasında dolanmadığımı farkındayım ama ben ders anlatıyorum tahtadayım nasıl dolaşabilirim ki diye düşünüyordum.Ama belli basic şeyleri açıklarken dolaşabilirdim, küçük classroom management problemlerinin üstesinden gelmeme yardımcı olurdu mesela. Ama yapmadım çünkü orada onu düşünemiyordum ne söyleyeceğime odaklandım ama sonra bunları geliştirdim (ST 4).

For example, attending to the learners part. In my first teaching I was standing before the board...I realized I didn't wander around the rows but I was teaching in front of the board. I was thinking how I could possibly walk around. It would have helped me overcome minor classroom management problems but at that moment I couldn't think about it. I focused on what to say but later I got over these.

4.4.4. Pre-Service EFL Teachers' Attitudes toward the Peer-Evaluation Process

Pre-service EFL teachers commented on peer-evaluation more than they did for the self-evaluation process since peer-evaluation affected novice teachers in more than one way. First of all, they stated their opinions regarding the peer-evaluation process. They mostly made comments on the multiple perspectives they gained during peer-evaluation. They also stated that the peer-evaluation process improved their observation skills; it enabled them to be more objective and empathize with the peer. Besides, it is told that peer-evaluation increased their confidence and awareness on teaching. In addition, they talked about how they noticed the contribution of the peer-evaluation process. They gave examples for how they noticed a good teaching aspect in their peer's teaching and tried to integrate this aspect into their teaching, or they realized a weak point in peer's teaching and avoided it. Furthermore, they provided examples for how they took into account their peer's feedback on their teaching. At last but not least, they talked about how their peers improved teaching based on their own feedback. On the other hand, some student teachers commented on the drawbacks of the peer-evaluation procedure. They stated that it increased their workload. They provided alternative ways for peer-evaluation as well.

While reflecting on peer-evaluation, ST 3 commented that receiving positive feedback from her/his peer increased her/his confidence and s/he gained multiple perspectives. S/he also highlighted that sincerity is important in peer-evaluation:

ST 19 bana yazmış peer evaluation da çok içten konuşmuştu. Çok hoşuma gitmişti. ...bu benim güvenimi arttırdı. Çok iyiydi öğretmen taraflı bakabilir de arkadaşın sana taraflı bakmaz. ST 19 benim iyi yönlerimi de kötü yönlerimi de gayet açık gayet tarafsız bir gözle yazmış. Kırılır mı eder mi bakmadan söyledi. Ben de ST 15 için aynı şekilde olumsuz şeyleri hep söyledim... Samimi şekilde söylüyor...Kesinlikle farklı görüşler sunuyor. Bana ST 19'un söylediklerini hoca söylemedi ki. Hoca farklı şeyler katıyor arkadaş farklı (ST 3).

ST 19 wrote for my teaching, she was so sincere. I liked it...this increased my confidence. It was good, a mentor teacher might be biased but your peer is not. ST 19 identified my good and bad points quite clearly and objectively without considering whether those would hurt me or not. I did the same thing, identified ST 15's weaknesses...They state it frankly...It definitely provides more than one opinion. Our mentor teacher didn't tell me what ST 19 told me. The mentor teacher contributes a thing, a peer contributes another.

On the other hand, ST 4 started to comment on her/his opinion about peer-evaluation by talking about her/his mentor teacher. After stating the mentor teacher did not give feedback to them, s/he elaborated on the fact that peer-evaluation compensated the insufficiency of mentor-feedback. S/he further commented that peer-evaluation enabled them to develop their observation skills and they adopted a critical eye. What is more, she made statements on the fact that writing these forms improved their writing skills:

Mentor hocaya yüklenmek gibi olmasın ama biz gerçekten feedback almıyorduk teachingler üzerine. Ders bitiyordu 'senin sınıfta çocuklara bu şekilde yapman güzeldi'...şeklinde tek cümlelik feedbacklerdi...O yüzden birbirimizi gözlemlememiz çok daha fazla şey kattı...Mentor hoca bana bir şey katmadığı sürece ben kendimi nasıl geliştirebilirim... Hoca bizi çok geliştirmedığı yönler olduğu için biz kendimizi ancak bu şekilde geliştirebildik en azından belli bir noktaya geldik... gözlem gücümüz gelişti kendimizi de eleştirel gözle ...Yazmamız gerekli hem yazma da biz çok şey kattı bize yazarken grammere olsun dilimize dikkat etmeye çalıştık. Son sınıf öğrencisiyiz...Hala çok basit hatalar yapabiliyoruz. Bu writing skilli kesinlikle geliştirdi. Eleştirel düşünmeyi de geliştirdi (ST4).

It isn't like blaming the teacher but, we really didn't receive any feedback upon teaching tasks. The lesson ended, she gave feedback in sentence-short like 'it is good of you to treat children like this' ...Therefore, observing each other contributed more. How could I possible improve myself if the mentor teacher didn't contribute to me? ... Since the mentor teacher wasn't that helpful, we improved ourselves in this way. At least, we reached a certain point... our observation skills developed. We could also evaluate ourselves from a critical stance...We need to write. Writing contributes to our improvements. We paid attention to grammar, the language use. We tried to write with special care. We are senior students... We still make simple mistakes. This improved writing skills as well. It promoted critical thinking, too.

ST 12 focused on the fact that peer-evaluation increased her/his confidence and enabled her/him to be more objective.

ST 6'dan olumlu feedback almak güvenimi arttırdı. Bu süreç daha objective olmamı sağladı diyebilirim... bana kötü yazmış ben de ona kötü yazıcam fikri çok yanlış. Güzel bir değerlendirme için objective olmam gerekiyor (ST 12).

Receiving positive feedback from ST 6 increased my confidence. I can say I became more objective through this process... The idea of 's/he wrote me in a bad way, I will write in this way back' is wrong. I need to be more objective to evaluate well.

ST 18 briefly talked that peer-evaluation promoted awareness and developed their observation skills:

Küçük şeyler bile olsa katkısı oluyor. Görüyorsunuz ben böyle yaptım o öyle yaptı... İnsan biraz farkına varıyor. Küçük şeyler bile olsa yararlı oluyor... Değerlendirirken bile öğreniyosunuz. Başkasını muhakeme –gözlemleme gücünü görüyorsunuz. Böyle farkında olunca daha iyi oluyor (ST 18).

It has effects even if they are insignificant. You see (compare) I did this and s/he did that... One becomes aware. It is useful even if it isn't important... You learn while evaluating. You realized your observation skills. When you are aware, it is better.

ST 27 considered the peer-evaluation process as a way for reaching multiple-perspectives. S/he also believed through this process, they were able to empathize with the partner.

Peer-evaluation iyiydi hani kendini değerlendiriyosun ama bize hoca bir yönden bakıyor hem de hani ama partner düşün senin görmediğin noktaları görüyor olabilir. ... Kendin için onun teachingine katkı sağlamış oluyorsun. Ben onun yerinde olsaydım ne yapardım hem o ne yapardı ikimizi de aynı konuma koyunca hem empati kuruyoruz ... İkimize de yararı olur...çünkü insan tek bir bakışı var, tek yönden bakıyor (ST27).

Peer-evaluation was pretty good. You evaluate yourself, it's OK and it's also OK that our mentor teacher evaluated us. Think that your partner may notice the points you can't. ... For the one who observes, s/he contributed to the peer's teaching. You think what I would do if I were her/him or what s/he would do if s/he were me. When we put ourselves into the same position, we empathize... It is helpful for both of us... because one has only one view, s/he sees it from one perspective.

As a contribution of peer-evaluation, student teachers tried to give examples for how they noticed a strong or weak point in their peers' teaching and attempted to utilize these notifications in their teachings. ST 23 clearly stated s/he realized a weak point of the peer's teaching and took a lesson out of it. On the other hand, ST 12 said s/he went beyond taking a

lesson, s/he integrated the good aspect. S/he even gave references to the mentor teacher as for this improvement:

Bir öğrenci bir şey sorduğunda onun yanına gidiyor onun yanında baya duruyor. Bütün sınıf farklı şeyler yapıyor o sırada fark etmiyor onu ben de yapıyorum ben de fark etmiyorum çünkü öğrenciye odaklanıyorsun o öğrencinin hatasını düzelteceksin.Çok fazla böyle durumlarda olmadığı için ‘aman gitsin bir şey olmaz’ diyorsun. Sınıfın arkasından izlediğinde o tabloyu görüyorsun 20 kişi de olsa bir an gidiyor. ... Ben de demek ki ne yapacağım birisi bir şey sorduğunda evet diyip bütün sınıfa açıklayacağım. O açıdan öyle oldu (ST 24).

When a student asked a question, s/he went near the student, stood there for a while. Yet the whole class was doing something different, s/he didn't realize it, I didn't, either because you focused on the student, fixing the student's mistake. Since such cases don't happen frequently, you say 'so be it, nothing will happen'. When you watch it at the back, you see the whole picture. Even if there are 20 students, it's gone for a minute. ...what I learnt is this: when a student asks a question, I will say yes and explain it to the whole class.

Böyle ST 6'in feedbackleri çok güzel oluyordu. Ben de böyle feedback vereyim oldu. Sınıf içinde kullandığı dil çok güzeldi çok yalındı hatta mentor hocam 3. ders için 'sen de yalınlaştırmışsın ST 6 gibi' dedi 'cümle yapılarını simpleleştirmişsin ve clearedı dedi' -'collocations in the classroom language- ilkinde yoktu' dedi. Böyle dilini örnek aldım ST 6 diyor ki "let's look at this" ben diyorum ki "I want you to show this" falan uzatıyorum (ST 12).

ST 6 gave nice feedback. I wanted to give feedback like her/him. The language s/he used in the class was very effective, very simple. Even the mentor teacher said to me in the 3rd teaching: 'you also simplified your language like ST 6, you simplified the structure and it was clear, there were no collocations in the classroom language in the first one". I took the way s/he used language as an example. She was saying "let's look at this" while I said something like "I want you to show this", I used to elaborate.

To further prove the effectiveness of peer-evaluation in practicum, pre-service EFL teachers exemplified what their peers gave them as feedback and how they integrated it into their teaching tasks or agreed with the peer. For instance, ST 4 talked about her/his peers' feedback on classroom management with emphasis on lack of the mentor-feedback.

Yine attending to the learner ile ilgili bir şey olabilir...classroom managementta bana gelip çocuklarla bire bir konuşma diye ya da mesafeyi koruma proximity sağla gibisinden arkadaşlarımdan feedback aldım hocadan pek almadım (ST 4).

It could be about attending to the learners...as for classroom management, my peers provided feedback like "do not talk to the students one-to-one or keep the distance, provide proximity" but I didn't receive such feedback from the mentor teacher.

ST 12 reflected on the peer feedback regarding pronunciation as a weak aspect which s/he tried to improve and about her/his use of voice as a strength. Likewise, ST 16 also commented on the peer feedback about task management and simplifying the language:

Onların hepsini (peer'in commentlerini) hesaba katıyordum ... ST 6 dedi 'şu şu kelimelerin telaffuzuna dikkat et' diyordu ben de bilerek bakıyordum. ST 12 sen sesini çok iyi kullanıyorsun şurada şunu böyle yapmayı unutma diyordu (ST 6).

I took into consideration all of the peer comments... ST 6 told me to pay attention to the pronunciation of those words, and I purposefully checked them. S/he said I was good at using my voice, so on and so forth.

Kesinlikle ilk teachingimde 27 dk aşmıştım süreyi... Derken lesson planda bayağı sarkmaya neden oldu, ben de farkındaydım. ST 11 bunun üzerine eğildi en spesifik buydu. Mesela instructionlarım aynı şekilde "look at their appearances" falan demiştim orada, çocuk apperance'i biliyor mu? Orada konumuz şeydi have got has got tı. ST 11 dedi ki 'orada let's look at what they have got or she has got deseydin onlar için daha iyi olurdu daha basic-clear olurdu' dedi. Ben de düşündüm valla doğru diyor onlara dikkat etmem gerekiyor diye düşündüm (ST 16)

Definitely, in my first teaching I went beyond 27 minutes... Consequently, it caused delays in the lesson plan. I was aware of it. ST 11 focused on it. This is the most specific one. For example, she also commented on my instructions. I said "look at their appearances" etc., did the learners know what it means? The topic was have got/has got. ST 11 said 'you could have said "let's look at what they have got or she has got". If you had said, it would have been better, clearer for them'. I thought over it. I agree with her. I thought I should have paid attention.

In addition, student teachers stated their satisfaction when their peers took into consideration their own comments and tried to improve the way they taught. ST 3 critically criticized her/his peer because of the way s/he spoke in Turkish; and when ST 3 realized the peer improved, s/he was happy. Similarly, ST 4 commented on the peer's board use and s/he also noticed the peer integrated the feedback into the instructional delivery process again with stress on mentor's lack of feedback:

ST 15'de çok büyük gelişme gördüm büyük ihtimalle söylediklerimi dikkate almış olmalı... Mesela şimdi demiyor da şimdi diyordu. Bunu da yazmış olabilirim. Çok dikkatimi çekti, batmıştı bana bir öğretmen düzgün Türkçe konuşması gerekir... ST 15 çok düzelmişti (ST 3)

I realized ST 15 improved himself/herself. Most probably s/he took into consideration what I said... S/he used to speak with a mediocre language; s/he said "şimdi" instead of "şimdi". I must have written it. It drew my attention, it bothered me. A teacher should speak Turkish properly... ST 15 improved herself/himself.

Mesela diye örneğin tahta kullanımı-mentor görmedi- ben söyledim- arkadaş sürekli kırmızı tebeşir kullandı en arkadaki çocuk görmüyor kırmızı tebeşiri beyazla yazsa daha okunaklı daha güzel olacaktı. Mentor bunun üzerine bir şey demedi mesela ben tebeşir konusunda takıntılı olduğum için mi oldu bilmiyorum. Çocuklar görmeyince tahta önüne kadar gelip ‘öğretmenim burada ne yazıyor?’ diyebiliyor... Mavi tebeşir kullanmaya başladı sonra (ST 4).

For example, the use of board. The mentor teacher didn't notice it but I did. My peer always used red chalk, students at the back couldn't see the red chalk, it would have been more legible, better if s/he had used the white one. Our mentor didn't say anything about on this, I don't know whether I am obsessed with the chalk or not. When they didn't see, students came to the board and asked what was written on the board... S/he started to use blue chalk.

Although all of the student teachers believed in the effectiveness of peer-evaluation processes, this belief did not make them refrain from specifying the drawbacks. Two of the student teachers clearly stated that they were senior students, they were studying harder for graduation and exams, school experience was already loaded, writing peer-evaluation forms took a certain amount of time and it was an extra work to do since they already realized the points they wrote. Both student teachers proposed alternative ways for peer-evaluation rather than writing a full-fledged form. ST 2 proposed writing in items while ST 8 offered writing it once in a two-week period:

Yazana biraz ek iş gibi sanki ama yazılan kişiye yararlı oluyor. O sonuca zaten varıyorum yazmam gerekmiyor... Yazarken zaten ek iş gibi... yazdığımız için daha zor unuturuz... Son sınıf öğrencisi olduğumuz için vakit alıyor. Ben sadece bir ödev yapabiliyordum, KPSS'ye hazırlanıyordum, çalışmıyordum özellikle stajdan...Her akşam ya bir observation bir research artı evaluationlar her akşam bir task yapıyorduk artık...Vakit alıyor dedim ...Peer için belki arkadaşımızın göreceği beş dakika yazdığımız not -bildirim yeterli ... Aynı yorumları dersini yaptıktan sonraki teneffüste yapabilirsin. ...Rapor gibi olmasa da bir kaç madde iyi yönleri yazsan-iyi kötü dersin fena olmaz (ST 3).

It is kind of an extra work for the peer who is writing but it is helpful for the one who receives the feedback... I already reach that conclusion, I don't need to write... Writing is kind of a burden... since we write, we hardly forget...Since we are fourth year students, it takes time. I was able to do only one assignment. I am studying for KPSS, I couldn't study for it for a while because of school experience...We did either an observation task, or a research task as well as evaluation tasks every evening. We did a task every night...I said it takes time...it might have been enough to jot down a brief note within 5 minutes for our peers' teaching... You can make the same comments right after the course in the break. ...Rather than a report, it could be in items-you write strong points, weak points. It would be better.

Son sınıfız falan yoğunuz özellikle o yüzden bize work load olarak geliyor olabilir haftada iki evaluation geliyordu ya hocam o çok zor

Since we are senior students, we are busy, especially it may seem as work load to us. There were two evaluation forms in a week.

oluyordu belki 2 hafta da bir olursa öğrenci
milletine yaranılmaz da (ST 8).

It was difficult. It would have been better if
we had had one in two weeks but you can't
please students.

Overall, the analysis of the interviews conducted with 10 pre-service EFL teachers about their opinions for self-evaluation and peer-evaluation processes revealed that they learnt a lot from these processes. In general, novice teachers benefitted from pre-teaching self-evaluation forms. This form enabled them to be prepared for teaching, acquire vision, increase awareness on the teaching context and teaching itself, which means the form achieved its purpose. Preparing student teachers for their tasks is in the form's nature since it promoted anticipatory reflection, urging them to think over the future acts with the purpose of further development. One novice teacher's statement about writing it for the sake of writing also puts emphasis on the fact that lack of experience may prevent novice teachers from further thinking. As for the post-teaching self-evaluation form, prospective teachers highlighted that it facilitated permanent learning, revision of the semester and enabled them to realize their progress. These comments also illustrated that this form also served for its purposes since it aims at encouraging prospective teachers to go over the whole semester and notice how they had been in the beginning and how they were then.

With regard to self-evaluation, pre-service EFL teachers regarded the process very helpful since it enabled them to revise their teaching tasks and increase self-awareness. What is more, they were able to see their progress thanks to the self-evaluation procedure. At last but not least, they laid great emphasis on the permanency of learning. Since they performed reflection in the form of writing rather than speaking, writing was more likely to conduce to the concept of long lasting learning. As for peer-evaluation, student teachers underscored the fact that it developed the observation skills, they gain multiple perspectives, their confidence increased and they became more objective. They tried to provide multiple examples for its benefits both in their teaching and their peers' teaching. In the review of the peer-evaluation process, the perceived incompetency of mentor teachers was particularly expressed since peer-evaluation was said to function as mentor –feedback in its absence. However, writing evaluation forms was perceived as a burden by two student teachers who claimed they were too busy with other assignments.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Presentation

This chapter of the study presents discussion of the findings in the direction of research questions with references to the related literature. Besides, implications of the study are provided to further improve the reflective practices in teacher education. Recommendations for further studies are suggested as well.

5.2. Discussion

This study intended to engage pre-service EFL teachers in the evaluation process of practice teaching through self-evaluation and peer-evaluation as a reflective practice. Throughout their first practicum course, pre-service teachers completed self-evaluation and peer-evaluation forms based on their teaching tasks. At the beginning of the semester, they also reflected on their future teaching tasks by stating the aspects they expected to be successful and possibly fail as anticipatory reflection and completed a post-teaching self-evaluation form in the end thinking over all teaching tasks. Besides, their post-teaching conferences in which they orally stated their weaknesses and strengths were video-recorded to triangulate the data. Firstly, based on these reflective practices, the content of these evaluation forms was analyzed with the purpose of exploring what really matters for pre-service EFL teachers while evaluating themselves and their peers. Secondly, the levels of reflection they produced during this evaluation process were identified based on the reflective thinking framework provided by Sparks-Langer et al. (1990). Thirdly, through semi-structured interviews, what kinds of benefits anticipatory reflection in the form of pre-teaching self-evaluation forms offered to the prospective teachers, and what they think about overall self-evaluation and peer-evaluation processes were investigated.

The results illustrated that pre-service EFL teachers reflected on various teaching aspects under four major themes: (1) instructional processes, (2) increasing learner motivation and involvement, (3) assessment of the teacher, and (4) classroom management both in self-evaluation and peer-evaluation forms. While the content of the forms yielded

variety, the analysis for the depth of reflection did not. Pre-service EFL teachers mainly reflected at descriptive levels, which can be regarded as the first basic requirement for higher level reflections (Van Manen, 1977; Hatton & Smith, 1995). They produced higher level reflection to a limited extent, generally focusing on the contexts they taught in order to justify their way of thinking. Regarding student teachers' attitudes toward systematic self-evaluation and peer-evaluation processes, the results suggested that they believed in the efficiency of these processes, claiming they gained self-awareness, multiple perspectives, and a critical perspective; they were able to recognize their progress; their self-confidence increased; and they developed their observation skills.

5.2.1. Discussion of Findings for Research Question 1: What aspects of teaching do pre-service EFL teachers reflect upon during self-evaluation processes?

During the FLE 425 School Experience course, student teachers completed five self-evaluation forms, one before teaching tasks as anticipatory reflection, three for each teaching task, and one as summative evaluation in the end. In these forms, they were asked to identify the teaching aspects they felt happy and unhappy. Besides, they attended post-teaching conferences their supervisor held after their final teaching, which enabled them to state their weaknesses and strengths one more time. As Figure 5.1 and 5.2 illustrate prospective teachers identified more strengths than weaknesses irrespective of the forms they filled. In other words, there is a substantial difference between the numbers of strengths and weaknesses in favor of the previous one. This finding implies that pre-service EFL teachers had positive efficacy beliefs based on their first professional experiences. As Knoublauch and Hoy (2008) suggest pre-service teachers' teaching experience enhances teachers' efficacy beliefs. Given that "teacher efficacy is particularized to teaching specific content, to particular students, in specific instructional contexts" (Ross & Bruce, 2007, p. 147), this group of prospective teachers had very high self-efficacy beliefs before, during and after their first practice teaching.

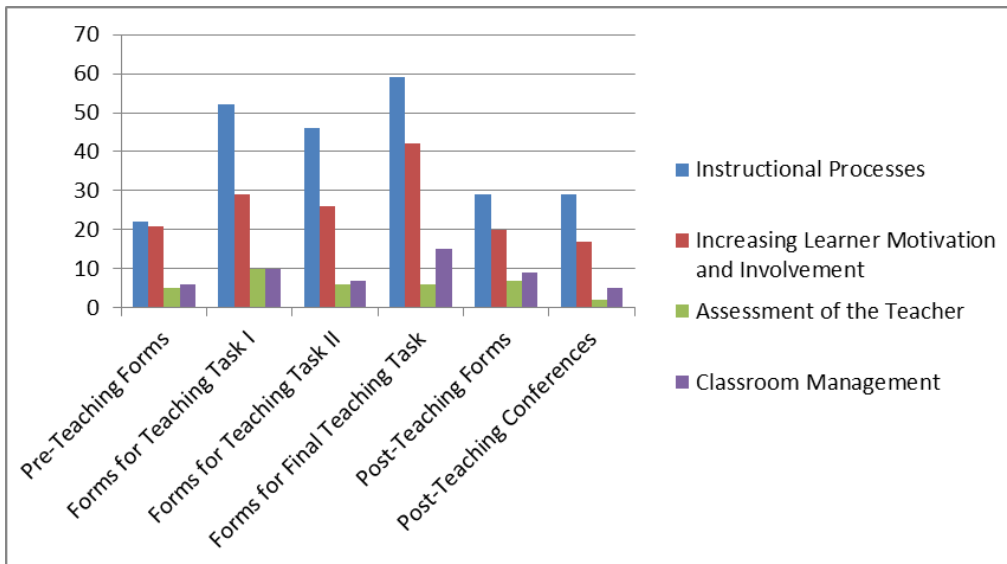


Figure 5.1: Overall Strengths in Self-Evaluation: Content of Reflection

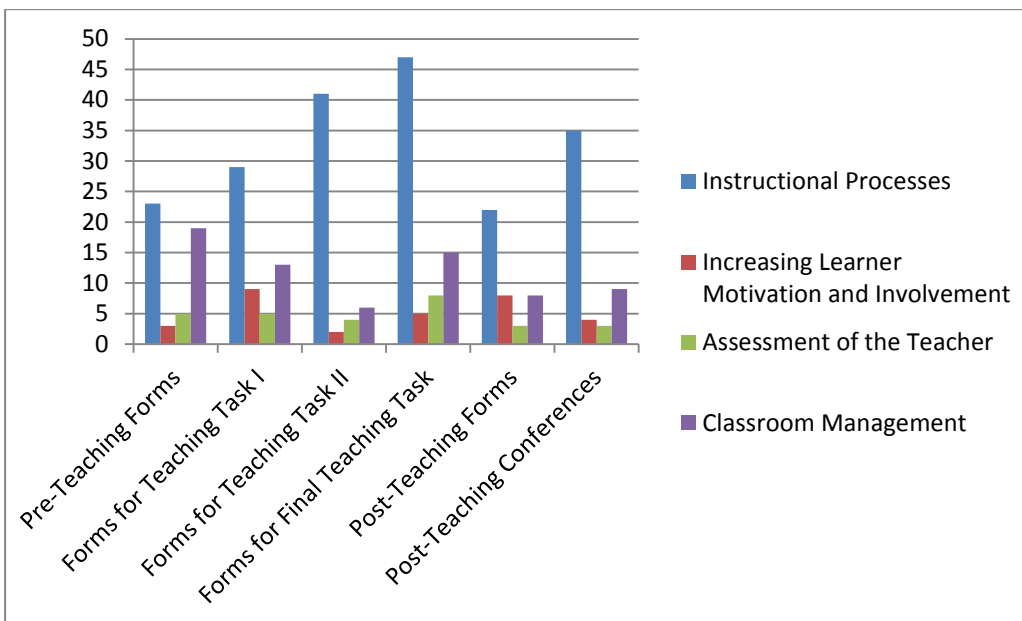


Figure 5.2: Overall Weaknesses in Self-Evaluation: Content of Reflection

Analysis of content in these forms lent itself to four main themes: (1) instructional processes, (2) increasing learner motivation and involvement, (3) assessment of the teacher, and (4) classroom management.

5.2.1.1. Instructional Processes

In all these five self-evaluation forms, student teachers reflected upon instructional processes at most regardless of whether they stated weaknesses or strengths. Besides, apart from the first evaluation forms, there was a considerable difference between the numbers of the occurrences for instructional processes and the ones for the following second theme. In the first self-evaluation form, the number of occurrences of reflection for instructional processes was 23 while the number for increasing learner motivation and involvement was 22 in the strengths section; yet the number of instructional processes was 23 and the number of classroom management was 19. This suggests that student teachers believed they would be successful in both instructional processes and increasing learner motivation and involvement to the similar extent. Such a result might have occurred because by the time they wrote this form, they had not experienced professional teaching yet; and they mainly evaluated themselves based on the microteaching tasks they did in the previous years' methodology courses. In those courses, they taught four language skills, grammar and vocabulary to their peers as if the peers were actual pupils. Since student teachers did not need to spend effort to motivate and involve their peers in the lesson they taught, they believed they could also easily encourage learners to participate in the lesson. When they wrote evaluation forms for the first teaching task, although the same theme was still the second mostly reflected one, there was a substantial difference between them (52/29). Similarly, in the weaknesses section, there were 23 occurrences for instructional processes and 19 for classroom management. However, in the upcoming forms, the number of occurrences for instructional processes doubled that of classroom management (as in the 1st form, 29 vs. 13), even triples (as in the 3rd form 47 vs. 15). In the other forms, these differences remained still. Actually, the fact that student teachers paid highest amount of attention to the instructional processes may not be surprising since as Leijen et al. (2012) suggest that teachers who are new to the profession focus on concrete technical aspects of teaching, which are in teachers' control.

Instructional processes as a theme is composed of three sub-sections: (1) planning instructions, (2) instructional delivery and (3) language-skills areas. In the planning instruction part, student teachers generally reflected on their preparation process of lesson plans, materials or activities. Though few in number, the code, preparation, was present in the strengths part in general and prospective teachers reflected on it at most in the post-teaching self-evaluation form since when they were asked to evaluate teaching tasks in the

whole semester; they most probably saw the success of their teaching in preparation of the materials and activities.

Instructional delivery was the mostly reflected sub-category not only in the theme, instructional processes, but also in all themes. This sub-category included codes such as activating learners (names, eye-contact), assessment of students, board use, content knowledge, creating contexts, error correction, feedback, familiarity with learners, following the lesson plan, giving examples, giving instructions, language use, material or activity use, monitoring, pace of the lesson, questioning, reaching objectives, responding to student questions, structure of a lesson, task management, time management, use of voice and body language, wait time and world knowledge. To begin with, some of them like, assessment of students, following the lesson plan, pace of the lesson and world knowledge were reflected only once by one student teacher. Those codes which appeared in the weaknesses sections did not draw student teachers' attention during the evaluation process. However, two of them, assessment of student and following the lesson plan are worth to emphasize since they only appeared in the pre-teaching self-evaluation forms. Student teachers believed that they might have problems on these issues during the term. However, apparently they did not. One of the reasons for this result may be the lack of any observation task or assignment on assessing the learner. If there had been such a task or they had examined learners, student teachers may have focused on this issue more.

No matter which self-evaluation form it is, language use was always one of those highly appeared codes both in strengths and weaknesses sections. Since these student teachers are prospective EFL teachers, they naturally reflected on how they used both L2 and L1. What is more, in the early weeks of practicum, student teachers did an observation task on their mentor teachers' L1 and L2 use, and they were graded by their mentor teachers on that aspect. However, when the content of language use was reexamined, it was seen that prospective teachers did not only talk about the amount of speech on either L1 or L2 but also about whether they adjusted their language appropriate to the learner's level or not and whether they even encouraged their learners to speak L2. As for the amount of L1 and L2 use, the analysis of the data revealed that student teachers who visited the state school mostly reflected on it as a weakness, assigning the reason for this problem to either learners or their mentor teachers since the mentor teachers in this school teach English through the Grammar-Translation Method, learners were not used to learning L2 in English, and these prospective teachers were supposed to teach it in English in the communicative way. It seems that this

situation drove learners to some sort of crisis, (Brown, 2001 in Maldarez, 2009) which resulted in identifying language use a weakness. Yet, when they identified it as a strength, they felt happy since they used L2 all the time and students were able to understand them. In the similar vein, in self-evaluation forms for Final Teaching Task, most of the student teachers attending the state school wrote that the learners understood them and they always spoke L2. On the other hand, student teachers visiting the private school generally identified it as a strength since they could easily speak L2 at this school. Moreover, they even reflected on their learners' use of English, how they enabled or warned them to speak L2. This particular situation also implies that reflection is definitely context-specific since each teaching context is unique and has its own issues to deal with (Schon, 1983).

Most of the codes in the instructional delivery like monitoring, activating learners which involves calling learner names and making eye-contact, board use, wait time, questioning skills and structure of a lesson are the topics of the observation tasks these student teachers did, and they were graded by their mentor teachers to the extent the quality they achieved in these aspects. This may be the reason why they emerged in certain forms as the mostly reflected codes. For instance, activating students was the first observation task; therefore, it was always present in the forms. However, as to whether it was identified as a weakness or a strength showed differences. It was present both in the strengths and weaknesses sections. While in the first forms, activating as a strength was greater than activating as a weakness in number, the number of occurrences for a weak point increased in the third form and post-teaching conferences. This could be related to the presence of the supervisor who had also a criterion whether prospective teachers called learners' names or not. Board use is also worth to note. In pre-teaching self-evaluation forms, it was never mentioned, in self-evaluation forms for Teaching Task 1, it was identified as both a strength and a weakness in limited numbers (N= 3). On the other hand, in self-evaluation forms for Teaching Task II, it was recognized as the strength with the highest number (N= 12) and the second highly reflected aspect (N= 5) in the weaknesses section. It continued to appear in the other self-evaluation forms as a strength. However, while the topic of the observation task was to seek for how mentor teachers organized the board, student teachers reflected on the quality of their handwriting and even the color of chalks they used. It may imply that although observation tasks drive student teachers to reflect on those particular issues, they were able to add their own interpretations or what matters for them as well.

One of the aspects student teachers also frequently reflected on is time management. Time management appeared in every weaknesses section. What is more, in the pre-teaching form and self-evaluation forms for Teaching Task 1 it was the weakness with the highest number of occurrences. However, in the post-teaching forms, student teachers identified it as a strength, which can be interpreted as prospective teachers learnt how to manage time in their lessons. As in the studies of Hascher et al. (2004) and Parsons and Stephon (2005), pre-service teachers also had difficulty in adjusting their plans and teaching into the allocated time for them. They had extended the time in general or in very few cases, they finished the course earlier than required. Since time management is acquired along with experience and mainly turns into a problem when external factors are involved, such a finding is not surprising. These prospective teachers were exposed to substantial amount of classroom experience for the first time; they had problems to “accommodate outside influences” (Wunder, 2003, p.202). Managing in general seems hard for inexperienced student teachers. They frequently stated that they had difficulty in organizing the tasks. Task management even became the mostly reflected aspect in the weaknesses section of self-evaluation forms for Final Teaching Task. The student teachers’ management problem in general might be derived from “the gap between the teacher’s vision and the reality” of classroom experience (Borg, 2006, p. 56). Yet, prospective teachers were mostly unable to grasp this reality of classroom experience during teaching since they stated in the forms that they could have or should have done the tasks in a different manner. Consequently, one can conclude that the more experienced student teachers become, the less task management issues appear.

In the forms, there emerged some very important codes like reaching objectives, responding to learner questions, creating contexts, material-activity use and familiarity with learners to a limited extent. However, these aspects were reflected by prospective teachers without the guidance of observation tasks. Reaching objectives was very rare in the forms, student teachers reflected on this issue as a strength third times and as a weakness once. Although every student teacher wrote instructional objectives for their lessons, very few of them evaluated themselves as for to reach those objectives. In fact, student teachers’ awareness on the importance of instructional objectives is limited not only in the evaluation process but also in preparing lesson plans. As Baker, Almerico and Thornton (2007) suggest, prospective teachers rarely pay attention to the objectives during lesson planning. Therefore, restricted number of reflection on objectives can be explained by lack of awareness on the significance of instructional objectives. If there had been a task on it, the results might have been different. In the same vein, getting familiar with learners was also reflected by limited

numbers of student teachers. Given that knowing the needs and characteristics of the target group is the key to successful teaching (Richard & Lockhart, 1996), it was expected that student teachers would have been more concerned about familiarity with learners. What is interesting is that student teachers considered themselves successful in familiarity. This result is not in line with Numrich (1996), who stated that practicum students in his study felt dissatisfied as for getting to know and responding to learners various needs. Yet, it must be noted again, getting familiar with learners is an aspect that student teachers decided its worthiness to express without the influence of observation tasks.

Giving feedback and error-correction were the other aspects student teachers did not reflect as frequently as others. Error correction occurred six times in total, five times as a weakness and only once a strength. Similarly, feedback appeared three times, once as a strength and twice as a weakness. This illustrated that prospective teachers more pre-occupied with the lack of error correction and feedback. They generally commented that they realized learners' errors, they could not correct them; but they should have since learners could not have learnt them accurately. This is also incongruent with Numrich (1996). In this study, pre-service EFL teachers were satisfied with the lack of error correction believing that error correction discouraged learners to speak and participate in class more.

With regard to giving instructions, this group of student teachers identified it both as a weakness and strength in almost all forms. What is interesting, there was either no difference between the numbers in strengths and weaknesses for giving instructions (as in 3rd forms and post-teaching forms) or a very little numerical difference (as in 1st forms or post-teaching conferences). This may be also because of the contexts student teachers taught. In general, student teachers visiting the private school found themselves competent at giving clear instructions whereas prospective teachers attending the state school stated that they had problems in giving instructions in English, and they had to speak in Turkish.

On the other hand, use of voice and body language is the teaching aspect prospective teachers always reflected in every form and post-teaching conferences. Furthermore, it was present both in every strengths and weaknesses section, and generally higher in weaknesses. In other words, although student teachers found themselves successful in effective use of voice and body language to some extent, they generally identified it as a weakness to be dealt with. Actually, use of voice and body language also emerged as an aspect for classroom management and increasing learner motivation and involvement. Yet in the instructional

processes, student teachers commented that their voice was not loud enough to be heard by every student in the class, which automatically affected the learning process.

In comparison to instructional delivery, as a sub-category, language skills and areas were rarely taken into account while prospective teachers were evaluating themselves. They barely commented on the content of their lessons. When they did, they focused on vocabulary teaching at most, it was mentioned seven times overall. Grammar teaching was brought up only twice and teaching reading once. The reason why vocabulary became prominent among these areas and skills may be related to the fact that student teacher could always teach vocabulary regardless of the course focus; on the other hand, they must have reflected on the others only when they taught them. Still, the fact that there were no observation tasks leading pre-service teachers to reflect on skill teaching also may be the reason for rare reflection on language skills and areas teaching.

5.2.1.2. Increasing Learner Motivation and Involvement

Student teachers generally regarded themselves competent at motivating and involving learners since it was always the second highly reflected theme in the strengths section, and prospective teachers identified this as a weakness to a very limited extent. The percentage of this theme in weaknesses sections was under 10 only except for the post-teaching evaluation form. In this form, classroom management equals to the 19,5 percentage. The reason may be the fact that they believed that they were not able to involve all of the learners in the classes. The overall higher number of occurrences for this theme could be also the result of the observation task about motivating learners. In the middle of the practicum, they were engaged with an activity for which they observed how the mentor teachers motivated learners. However, considering the time of the task, one can still say that these student teachers believed they were able to motivate students from the very beginning of the semester.

This theme is composed of four main sub-categories: (1) attention, (2) material-activity use, (3) creating atmosphere for learning and (4) participation. Student teachers did reflect on maintaining learner attention to a very limited extent, three times in total, both as a weakness and strength. They mainly reflected on how the materials or activities they utilized motivated learners, engaged them, how interesting or varied these were and the extent learners liked these materials. In the evaluation forms for Teaching Task II (10 times) and for Final Teaching Task (15 times), they gave a huge amount of credit to the materials as for

involving and encouraging learners. They particularly highlighted the effectiveness of visuals to engage learners. Pre-service EFL teachers also mainly underscored the significance of promoting suitable atmosphere for learning. Regarding this subcategory, student teachers paid attention to smiling to learners. They believed that smiling was a crucial factor for the atmosphere. While in the pre-teaching self-evaluation form, smiling was the aspect with the highest number of frequencies, it was referred to less and less in each form. On the contrary, emphasis on positive environment and attending strategies for creating an optimum learning environment increased. What is more, student teachers started to make use of positive reinforcements to promote the positive atmosphere as well. The variety in this subcategory could be related to the observation task. Numrich (1996)'s findings also support such a tendency to create a positive learning atmosphere by establishing rapport with learners. Pre-service teachers considering their previous learning experiences generally made remarks on how valuable to create a positive atmosphere in the class for high quality learning (Numrich, 1996).

In this theme, participation is another aspect that student teachers frequently reflected. Although mostly it was recognized as a strength, participation was also depicted as a source of failure in a classroom. When they assigned it as a strength, they underlined how actively learners attended the class or how they achieved to involve all of the class. On the other hand, when they reflected on this issue in the weaknesses section, they defined learners as unwilling and they commented on the failure to engage whole class in the lesson.

5.2.1.3. Assessment of the Teacher

Prospective teachers reflected upon how they seemed or felt to a very limited extent in all forms in both strengths and weaknesses sections. When a closer look was directed to the percentage of this theme in the forms, it was seen that prospective teachers commented on it to the similar ratio both as a strong point and weak point, which was around ten percent. It has only one sub-category, which is self as a teacher. When they identified their self as a successful teacher, they focused on how calm, confident and professional-like they felt. On the other hand, when they recognized it as a weakness, they commented on how nervous, anxious, excited they felt during teaching. Student teachers focused on their emotions as the reason for why their voice trembled, why they made mistakes in speaking, and why they could not control the class. In other words, they expressed how those feelings affected their teaching behavior and classroom management. On the other hand, they regarded the presence of other teachers (mentors, peers and the supervisor) as the reason for their anxiety,

nervousness and excitement. As Çelik (2008) pinpoints, student teachers go through such a phase in which they attribute the reason for their negative feelings to the external sources. On the contrary, the positive emotions they felt were presented as internally oriented. To put it another way, they felt calm and professional like when they were able to motivate learners and manage the class.

5.2.1.4. Classroom Management

Classroom management was always the second mostly reflected theme in the weaknesses section of the forms while it was relatively less reflected in strengths sections. However, the number of its occurrences was limited in general. Since instructional processes is such a larger area of teaching, it may have overlapping teaching aspects like use of voice and body language, and even language use with classroom management. This may result in quite a less number of identified reflection on this theme. Classroom management included two sub-categories: (1) external sources and (2) internal sources. The first sub-category included codes like breakdowns, misbehavior, naughtiness, noise and unexpected problems. Internal sources, on the other hand, involve aspects such as attending strategies, familiarity with students, lack of experience, personal characteristics and use of voice. These aspects highlighted that the success or failure was because of student teachers themselves.

Prospective teachers always put emphasis on external sources while identifying classroom management as a weakness; they mainly stated they could not deal with misbehavior, breakdowns and noise learners caused. To a limited extent, they considered poor management deriving from lack of using their voice effectively or attending strategies. What is more, they made use of learners' name to highlight how misbehaved those learners were so as to present their desperateness for management. First of all, associating classroom management as a weakness is an expected behavior from student teachers since the practicum can be considered as a part of 'survival stage' in which prospective teachers are concerned about making learners quiet and keeping the class under control (Fuller 1970, 1974 in Hascher et al. 2004; McLaughlin & Hanifin, 1994). To put it another way, student teachers most probably believed that they delivered successful instruction as long as learners were silent. Secondly, as in Poom-Valickis and Mathews (2013), when it comes to classroom management, student teachers generally attributed the reason for their weaknesses to external factors such as learners who talked all the time, learners who were noisy, learners who were engaged with disruptive behaviors. All in all, student teachers' lack of experience and the nature of practicum courses, both of which overwhelmed student teachers with the

responsibility of teaching actual learners (Hascher et al., 2004), may have contributed to perceiving classroom management as an area to be improved. After all, classroom management is “a topic about which student teachers often know little and have a great deal of anxiety” (Day, 1990, p. 53).

5.2.2. Discussion of Findings for Research Question 2: What aspects of teaching do pre-service EFL teachers reflect upon during peer-evaluation processes?

In the practicum course, student teachers wrote three peer-evaluation forms based on their pairs’ each teaching task, they identified the points their peers were successful and the point they needed to improve. Similar to the self-evaluation process, the number of strengths prospective teachers identified for their peers’ teaching nearly doubles the number of identified weaknesses (81 vs. 44 in the 1st form, 85 vs. 41 in the 2nd form). As for the content analysis, their reflection also yielded the same four major themes: instructional processes, increasing learner motivation and involvement, assessment of the teacher and classroom management both in strengths and weaknesses sections. Overall results in peer-evaluation forms are quite similar to self-evaluation forms, instructional processes dominated in both the strengths and weaknesses while increasing learner motivation and involvement was the second in the strengths and classroom management in the weaknesses as can be seen in Figure 5.3 and 5.4.

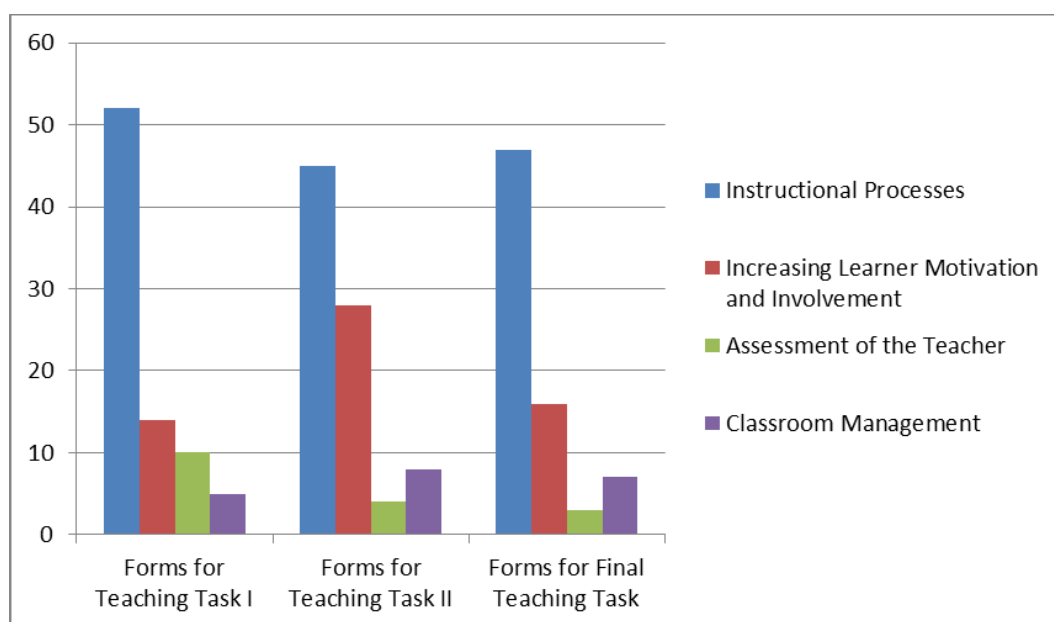


Figure 5.3: Overall Strengths in Peer-Evaluation: Content of Reflection

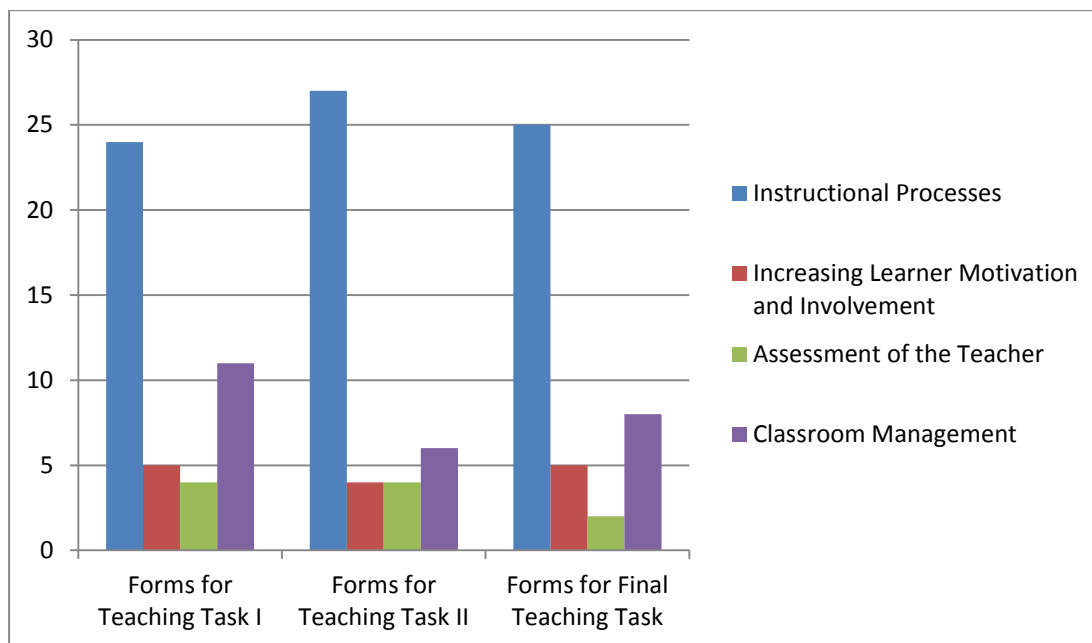


Figure 5.4: Overall Weaknesses in Peer-Evaluation: Content of Reflection

5.2.2.1. Instructional Processes

As in self-evaluation forms, instructional processes was the mostly reflected theme both in strengths and weaknesses sections. What is more, there existed a huge difference between the number of occurrences for instructional processes and the one for the second following theme, increasing learner motivation and involvement in strengths and classroom management in weaknesses. The topics of observation tasks completed during the semester and overemphasis on the aspects in the methodology courses these student teachers took most probably gave way to such a focus on instructional processes.

Just like self-evaluation forms, instructional design as a sub-category drew the least attention of student teachers in instructional processes during peer-evaluation. Instructional delivery was the sub-category with the highest number of occurrences in all the themes and all forms. There were not any different codes from self-evaluation. Besides, the codes like reaching objectives, pace of a lesson and familiarity with learners did not exist at all. Student teachers' reflection on structure of a lesson, activating learners by attending strategies, monitoring, board use, wait time, questioning was affected by the observation tasks they did; therefore, it bears resemblance to the patterns in self-evaluation forms. For example, board use appeared as the aspect prospective teachers commented most for their peers' teaching; and it had similar focal points like the organization of the board and the quality of the peers'

handwriting. Likewise, monitoring was always one of those aspects for which student teachers found their peers effective in general.

In the same manner, aspects like giving examples, creating contexts, responding to questions, use of materials-activities, feedback, error correction were very few in numbers as in self-evaluation forms. In addition, they were also similarly identified as either a weakness or strength. Error-correction was recognized as a weakness because of its lack in the course whereas responding to student questions was a strong point.

As for the other teaching aspects like language use, use of voice, task management, peer-evaluation forms revealed quite similar findings with self-evaluation forms both in number and assigning them as either weaknesses or strengths. For example, language use was always present in every form and both sections; and student teachers both focused on the amount of spoken L1 and L2, and whether their peers were able to simplify the language. Use of voice and body language was also alike; student teachers thought their friends needed to work on their voice to be heard enough in general. Task management turned out to be the aspect prospective teachers identified the most problematic one for their peers' final teaching just as they did for their own evaluation.

Pre-service EFL teachers demonstrated a slight difference in peer-evaluation forms for giving instructions and time management. Although giving instructions was also identified as both weaknesses and strengths as in self-evaluation, the occurrences of giving instructions in peer-evaluation outnumbered those of self-evaluation. In other words, student teachers commented on their peers' instructions more than they did for their own instructions. The effect of unclear instructions can be better noticed by an observer than a teacher who gives the instructions. Therefore, the data may reveal such a difference between self-evaluation forms and peer-evaluation forms. In the same vein, time management had its own peculiarities. While self-evaluation forms on specific teaching tasks had rarely time management as a strength, only once; student teachers found their peers effective in using time wisely.

As for the sub-category, language skills-areas, peer evaluation forms showed variety. It included reflection not only on vocabulary and grammar, as in self-evaluation forms, but also on pronunciation and reading, only once though. Prospective teachers may not have focused on the content of their teaching since other technical issues were more salient for reflection. However, the content of the observed lesson can be easily noticed as well since

observers perceive the lesson as a whole rather than bits and pieces to be reflected on (O'Leary, 2006). On the other hand, it must be noted that the numbers of reflection upon language skills were pretty limited, which may be the result of having no observation task to drive student teachers to give a particular thought to those issues.

All in all, although aspects like familiarity with learners, reaching objectives which required a critical evaluation to comment on were very few in number, at least they were present in self-evaluation forms. Unfortunately, these codes were absent in peer-evaluation. Student teachers mostly may have commented on discrete points which are very easy to observe in peer-evaluation regarding instructional processes.

5.2.2.2. Increasing Learner Motivation and Involvement

This theme in peer-evaluation forms was rarely identified as a weakness; student teachers mostly saw their peers competent at motivating learners. The same sub-categories and codes of self-evaluation were existent in these forms. They reflected on their peers' abilities of maintaining learner attention; promoting a positive environment; using attending strategies carefully, particularly calling student names to motivate them; and smiling to learners. They also commented on how willingly and actively learners participated in their peers' lessons or how their peers failed to involve all learners in the class to the limited extent. Moreover, student teachers always spoke of highly about their peers' use of positive reinforcements and interesting and engaging material-activity use. They always identified these two aspects as a strength. Similar to the self-evaluation forms, commenting on the use of positive feedback to further encourage learners appeared in the evaluation form for Teaching Task II. The influence of observation tasks can be noticed one more time in the forms.

5.2.2.3. Assessment of the Teacher

Reflection upon self as a teacher was also quite similar to self-evaluation forms. They generally focused on how confident, calm and professional like their peers seemed during teaching when they identified it as a strength. They perceived their peers as angry, anxious and nervous mainly while regarding this aspect as a weak point. However, there appeared new codes like humor when a peer particularly emphasized how humorous the student teacher was.

5.2.2.4. Classroom Management

Classroom management also emerged as the second mostly reflected theme in the weaknesses sections of the forms. They also made similar comments on their peers' managing skills. When they found their peers effective in managing class, they stated the peers generally made use of attending strategies cleverly. While in self-evaluation, nearly all of the reasons for failing in classroom management were external sources like chatty or misbehaving learners, this time student teachers attributed the reasons to their peers themselves as well. Particularly in the first form, they either reported that their peers failed because of lack of experience or they could not use their voice effectively to control the class. As Fanselow (1990) suggests, student teachers must have become more aware of some practices when they observe different teachers; otherwise, they could not for their own teaching.

All in all, student teachers reflected on nearly identical teaching aspects for both their own teaching and their peers' teaching (Please see Table 5.1 and Table 5.2). Self-evaluation has a limited number of dissimilar aspects like familiarity with learners and reaching the objectives. Apart from these very few but very significant teaching aspects, they revealed similar patterns for the number of occurrences of the themes in the strengths and weaknesses sections as well. Student teachers always identified a greater number of strengths than weaknesses. Instructional processes was always the mostly reflected theme, which was followed by increasing learner motivation and involvement in the strengths section and classroom management in weaknesses sections. The content of their reflection was mostly driven by the observation tasks they did such as L1&L2 use, board use, attending strategies, wait time, motivating learners; and by mentor teachers and the supervisor's evaluation criteria like giving instructions. Yet, they also came up with teaching aspects that really mattered for them like use of voice and body language, task management, time management, smiling to the learners, focusing on learner participation or use of engaging and interesting materials. Besides, student teachers thought their self, the way they felt or seemed was also a part of teaching and identified sense of nervousness, anxiety, calmness and feeling like a professional as a teaching aspect.

To ease presentation, the following acronyms are used in Tables 5.1 and 5.2: IP for Instructional Processes, LM for Increasing Learner Motivation and Involvement, AT for Assessment of the Teacher, and CM for Classroom Management.

Table 5.1: Overall Results of Each Pre-service EFL Teacher's Self-Evaluation: Content of Reflection

Student Numbers	Pre-TF				TT1				TT2				FTT				Post-TF				PTC			
	IP	LM	AT	CM	IP	LM	AT	CM	IP	LM	AT	CM	IP	LM	AT	CM	IP	LM	AT	CM	IP	LM	AT	CM
ST1	x	x	x	x	√	x	x	√	√	√	x	x	√	√	√	x	x	x	x	x	√	√	√	x
ST2	√	√	x	√	√	x	x	x	√	√	x	√	√	√	x	√	√	√	√	√	x	x	x	x
ST3	√	x	√	√	√	√	√	x	√	√	√	x	√	√	√	√	√	x	x	√	√	x	√	√
ST4	√	√	x	√	√	√	√	√	√	√	x	x	√	√	√	√	√	√	x	√	√	√	√	√
ST5	√	√	x	√	√	√	x	√	√	√	x	√	√	√	x	√	√	x	x	√	x	x	x	x
ST6	√	√	x	√	√	√	x	√	√	x	x	√	√	x	x	√	√	√	x	√	x	x	x	x
ST7	x	x	x	x	√	√	x	√	√	√	√	√	√	√	x	√	x	x	x	x	x	x	x	x
ST8	√	x	√	√	√	x	x	√	√	√	x	√	√	√	x	√	√	x	√	x	√	x	√	√
ST9	√	x	x	√	√	x	√	√	√	√	√	√	√	√	x	√	x	x	x	x	√	√	x	√
ST10	√	√	x	√	√	√	x	√	x	x	x	x	√	x	x	√	√	√	x	√	√	x	x	√
ST11	√	√	x	x	√	√	x	√	√	√	x	x	√	√	√	√	√	√	√	√	√	√	x	x
ST12	√	√	√	x	√	√	x	√	√	x	√	x	√	√	√	x	x	√	x	√	x	x	x	x
ST13	√	√	x	√	√	√	√	x	√	√	x	x	√	x	√	√	√	√	√	√	√	x	√	√
ST14	√	√	x	√	√	√	x	√	√	√	x	√	√	√	√	√	√	x	x	√	x	x	x	x
ST15	x	x	x	x	√	x	√	x	√	√	√	√	√	√	x	√	x	x	x	x	√	√	x	x
ST16	√	√	x	x	√	x	x	√	√	√	√	x	√	√	x	√	√	√	x	√	√	√	x	√
ST17	x	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	x	√	√	x	x
ST18	√	√	x	√	√	√	√	√	√	√	x	√	√	√	x	√	√	√	x	√	√	√	x	√
ST19	√	√	√	√	√	√	x	x	√	√	x	√	√	√	x	x	√	√	√	x	√	√	x	x
ST20	√	√	√	x	√	√	√	x	√	√	√	x	√	√	√	x	√	√	√	x	√	√	x	x
ST21	√	√	x	√	√	√	x	x	√	x	x	√	√	√	x	√	√	√	x	√	x	x	x	x
ST22	x	x	x	x	√	x	√	x	x	x	x	x	√	√	√	x	x	x	x	x	x	x	x	x
ST23	√	√	√	√	√	√	√	√	√	√	x	x	√	x	x	√	√	√	√	√	√	√	x	√
ST24	√	√	√	x	√	√	x	√	√	√	x	x	√	√	√	x	√	√	√	x	√	√	x	x
ST25	√	√	x	√	√	√	√	x	√	x	√	√	√	√	√	√	√	√	√	√	√	√	√	√
ST26	x	x	x	x	√	√	√	√	√	√	x	x	x	x	x	√	x	x	x	x	x	x	x	x
ST27	√	√	x	√	√	√	x	√	√	√	x	x	√	√	x	√	√	√	x	√	√	√	x	√

Table 5.2: Overall Findings of Each Pre-Service EFL Teacher's Peer-Evaluation: Content of Reflection

Student Numbers	TT1				TT2				FTT			
	IP	LM	AT	CM	IP	LM	AT	CM	IP	LM	AT	CM
ST1	x	x	√	√	x	x	x	x	x	x	x	x
ST2	√	√	x	x	√	x	x	√	√	√	√	√
ST3	√	x	√	√	√	x	x	√	√	√	x	√
ST4	√	√	√	√	√	√	x	x	√	√	x	x
ST5	√	x	√	√	√	√	x	x	√	√	x	√
ST6	√	√	x	√	√	√	x	√	x	√	√	√
ST7	√	x	√	x	√	√	√	x	√	√	x	x
ST8	√	x	x	√	√	√	√	√	√	x	x	√
ST9	√	x	√	x	√	√	√	√	√	√	x	√
ST10	√	x	x	x	x	x	x	x	√	x	x	√
ST11	√	√	x	√	√	√	x	√	√	√	x	x
ST12	√	√	√	x	√	√	x	√	√	√	x	x
ST13	√	x	x	x	√	x	√	√	√	√	x	x
ST14	√	x	x	√	√	x	x	√	√	√	x	√
ST15	√	√	√	√	√	√	√	x	√	√	√	x
ST16	√	√	x	√	√	√	x	x	√	x	√	x
ST17	√	√	√	x	√	√	√	x	√	√	√	x
ST18	√	√	√	√	√	√	x	√	√	√	x	x
ST19	√	x	√	√	√	√	√	√	√	√	x	x
ST20	√	√	√	√	√	√	√	√	√	√	x	x
ST21	√	√	x	x	√	√	x	x	√	√	x	√
ST22	√	√	x	√	√	√	x	√	√	√	x	√
ST23	√	x	√	√	x	x	x	x	√	x	x	√
ST24	√	√	x	√	√	√	x	x	√	√	x	√
ST25	√	√	√	x	√	√	x	x	√	x	x	√
ST26	√	√	x	√	√	√	x	x	√	√	x	√
ST27	x	x	x	x	x	x	x	x	x	x	x	x

5.2.3. Discussion of Findings for Research Question 3: To what extent do self-evaluation and peer evaluation in the practicum promote reflection?

It is strongly acknowledged that pre-service EFL teachers' self-evaluation and peer evaluation is a reflective practice (McLaughlin, 1991, Buchanan & Jackson, 1998). Therefore, seeking for how they reflected during these evaluation processes is inevitable to learn about their professional development. This study tried to present the levels of reflection pre-service EFL teachers produced based on the reflective thinking framework by Sparks-Langer et al. (1990). Since these prospective teachers also were engaged with anticipatory reflection through pre-teaching self-evaluation forms, the contribution of this special reflection was also explored through interviews.

5.2.3.1. What is the level of reflection displayed in self and peer evaluation processes? Is the reflection in evaluation forms and post-teaching conferences descriptive or critical?

Results of self-evaluation and peer-evaluation analysis yielded similar results; therefore, the discussions of both processes were presented in the same section.

In both evaluation processes, the number of identified levels of reflection in strengths part was higher than the numbers in the weaknesses sections as in the analysis of content. This obvious discrepancy can be explained by the amount of writing student teachers produced. They wrote more strengths than weaknesses. In the same manner, the identified levels of reflection in self-evaluation forms outnumbered the ones in peer-evaluation forms due to the same reason. Prospective teachers tended to focus on their teaching more than their peers' teaching tasks, which can be regarded as the only difference between self-evaluation forms and peer evaluation forms. Figure 5.5 and Figure 5.6 illustrate the overall results of strengths and weaknesses in self-evaluation regarding quality of reflection, respectively.

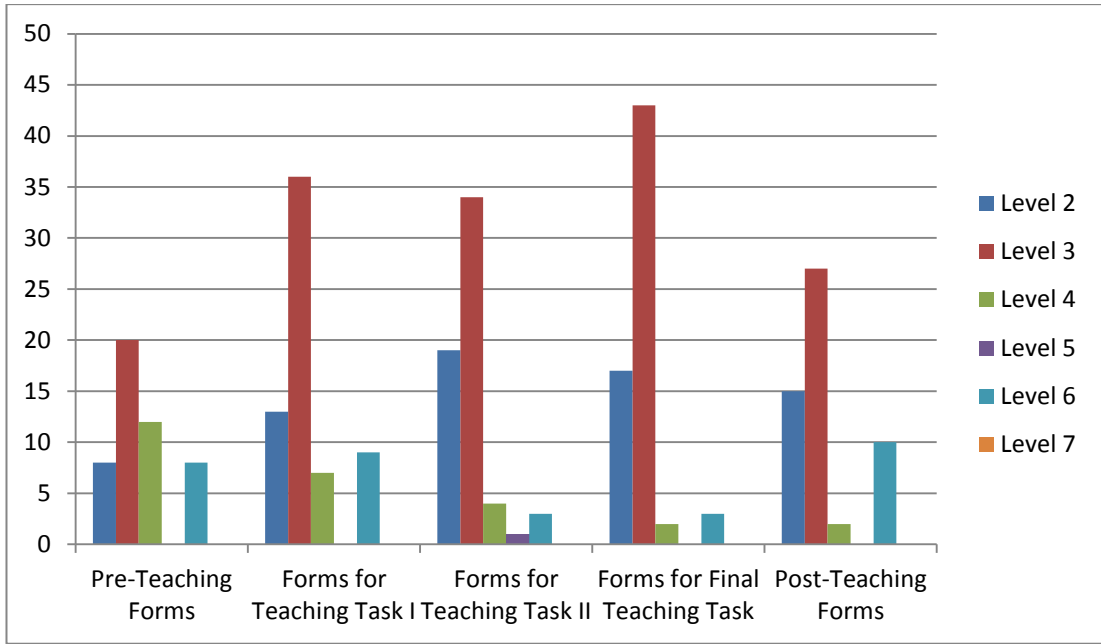


Figure 5.5: Overall Results of Strengths in Self-Evaluation: Quality of Reflection

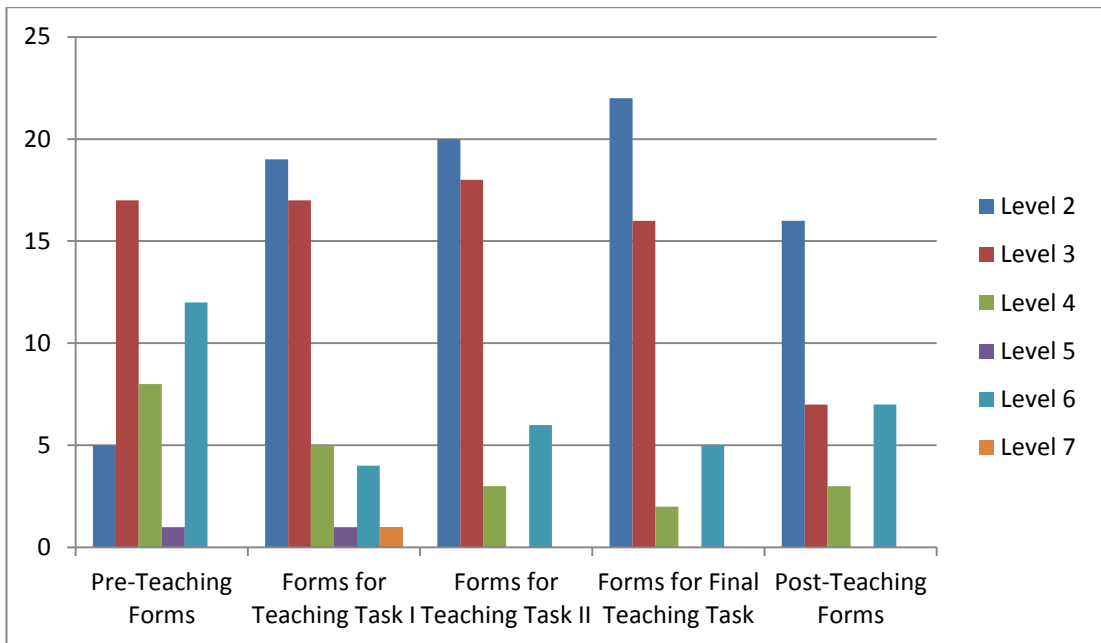


Figure 5.6: Overall Results of Weaknesses in Self-Evaluation: Quality of Reflection

On the other hand, Figure 5.7 and Figure 5.8 below demonstrate the overall findings as for the depth of reflection in peer evaluation forms, which have relatively lesser numbers of examples for the reflection levels.

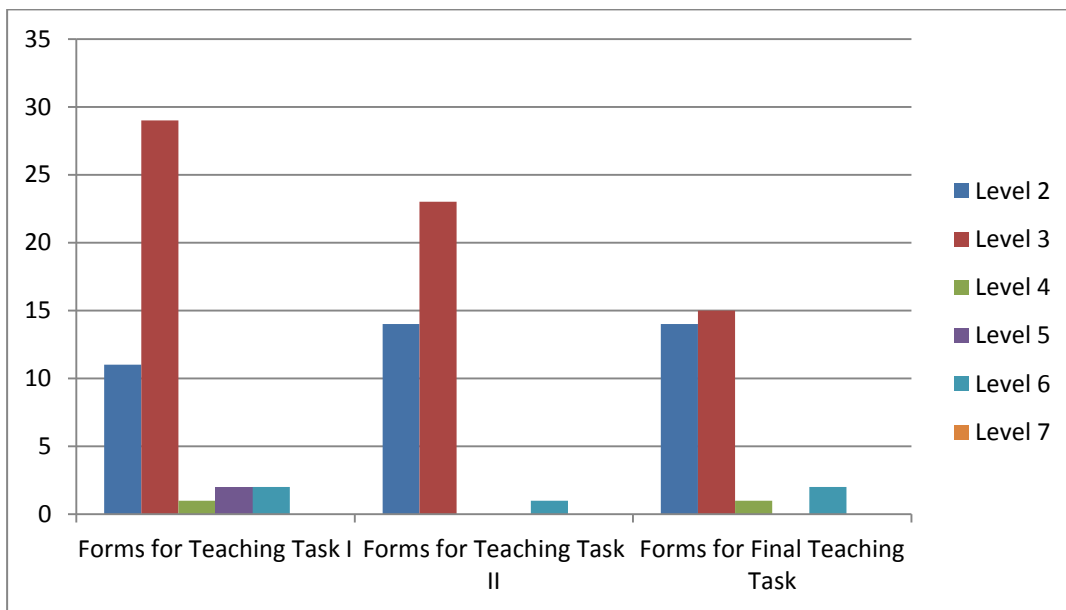


Figure 5.7: Overall Results of Strengths in Peer-Evaluation: Quality of Reflection

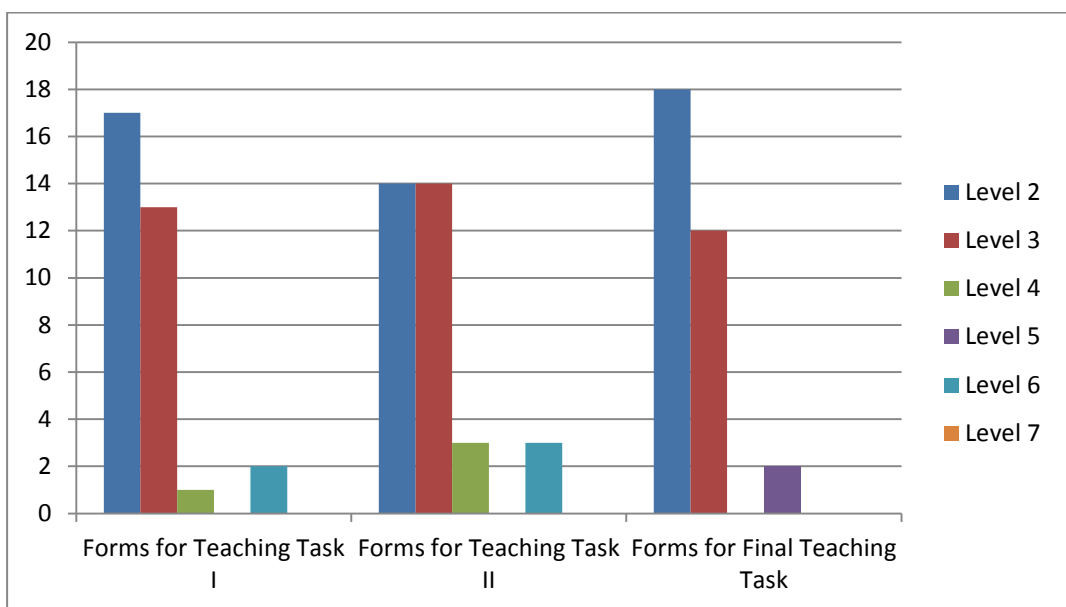


Figure 5.8: Overall Results of Weaknesses in Peer-Evaluation: Quality of Reflection

Based on the framework by Sparks-Langer et al. (1990), Level 2 and Level 3 were considered as descriptive reflection although there existed a difference between them. While Level 2 required simple, layperson descriptions, at Level 3 student teachers accounted teaching aspects with appropriate terminology. These two levels were the dominant

reflection levels in evaluation processes during the semester. Level 4 is the stage from descriptive to higher level of reflection. It required student teachers to explain their ideas with tradition or personal opinions/belief as the rationale. Level 5 and Level 6 are the higher level reflections. At Level 5, student teachers gave references to a principle or theory to provide justifications; Level 6 was a step further, which necessitated stating a contextual factor along with a theoretical principle. Level 6 promotes such a reflection that “it already presupposes professional knowledge to interpret and make practice experience meaningful” (Mena-Marcos, García-Rodríguez & Tillema, 2013, p. 147). These two levels were existent to a limited extent. Level 7 is the critical reflection for which student teachers were expected to give space for ethical, moral, political and social economic issues related to teaching contexts. Among all the identified levels of reflection, there was only one example for critical reflection.

This group of student teachers mostly reflected at Level 2 and Level 3 throughout the semester. The amount of percentage for these descriptive levels corresponded to around 80. However, pre-teaching self-evaluation forms illustrated a different tendency. In their first reflection, this amount was around 55. Still, more than half of the identified reflection was descriptive; yet the amount of Level 4 and Level 6 was higher than the upcoming forms. The fact that student teachers did not reflect on a specific teaching task promoted them to justify their choice of aspects with personal opinions and beliefs. That is why, Level 4 reflection was around 20 percent. Besides, the nature of this form, anticipatory reflection, encouraged them to take into consideration the contextual factors more than the other forms did. Student teachers put strong emphasis on the age and language level of their students as the indicator of their possible strengths and weaknesses. This similar trend can also be observed in post-teaching self-evaluation forms. Although still more than half of the identified levels were descriptive, the amount (around 20%) in higher reflection relatively increased. Since prospective teachers reflected on all the teaching tasks, they spared more space for contextual factors accompanying a teaching principle.

The reflection on teaching tasks included a little amount of higher level reflection regardless of whether it was self-evaluation or peer-evaluation. The percentage was around 10. When they performed higher level reflection, they were mostly engaged with the contextual factors. They underscored that their learners were young learners and their language level was low. Among all the identified levels, only one pre-service EFL teachers was involved with critical reflection in which the student teacher expressed the inequality

between genders as for participation in the class. These results are in line with the findings of Sparks-Langer et al. (1990). In their study conducted with 24 student teachers, they found out that only one student teacher thought about the ethical issues which exemplified Level 7 reflection. The rest generally performed the lower level reflection, emphasizing Level 5 reflection was just about to emerge through the end of the semester. Table 5.3 and Table 5.4 illustrate the quality of reflection each participant produced in self-evaluation and peer-evaluation in this study, respectively.

Table 5.3: Overall Results of Each Pre-service EFL Teacher’s Self-Evaluation: Quality of Reflection

Student Number	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
ST1	√	√	×	×	×	×
ST2	√	√	×	×	√	×
ST3	√	√	√	×	×	×
ST4	√	√	√	×	√	×
ST5	√	√	√	×	√	×
ST6	√	√	×	×	√	×
ST7	√	√	√	×	√	×
ST8	√	√	√	√	√	×
ST9	√	√	×	×	√	×
ST10	√	√	×	×	√	×
ST11	√	√	√	×	√	×
ST12	√	√	√	√	√	×
ST13	√	√	√	×	√	×
ST14	√	√	×	×	√	×
ST15	√	√	×	×	×	×
ST16	√	√	√	×	√	×
ST17	√	√	√	×	√	×
ST18	√	√	√	√	√	×
ST19	√	√	√	×	√	×
ST20	√	√	√	×	√	×
ST21	√	√	√	×	√	×
ST22	√	√	√	×	√	×
ST23	√	√	√	×	×	×
ST24	√	√	√	×	√	×
ST25	√	√	√	√	√	√
ST26	√	√	×	×	√	×
ST27	√	√	√	×	√	×

Table 5.4: Overall Results of Each Pre-service EFL Teacher’s Peer-Evaluation: Quality of Reflection

Student Number	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
ST1	×	√	×	×	×	×
ST2	√	√	×	×	×	×
ST3	√	√	×	√	×	×
ST4	√	√	√	√	√	×
ST5	√	√	√	×	×	×
ST6	√	√	×	×	√	×
ST7	√	√	×	√	×	×
ST8	√	√	×	×	√	×
ST9	√	√	√	×	×	×
ST10	√	√	×	×	×	×
ST11	√	√	×	×	×	×
ST12	√	√	√	×	×	×
ST13	√	√	×	×	×	×
ST14	√	√	×	×	×	×
ST15	√	√	×	×	×	×
ST16	√	√	×	×	√	×
ST17	√	√	×	×	×	×
ST18	√	√	×	×	√	×
ST19	√	√	×	×	√	×
ST20	√	√	×	×	×	×
ST21	√	√	×	×	√	×
ST22	√	√	×	×	×	×
ST23	√	√	×	×	×	×
ST24	√	√	×	×	×	×
ST25	√	√	√	×	×	×
ST26	×	×	×	×	×	×
ST27	√	√	×	×	√	×

The most obvious and highly mentioned reason for prospective teachers’ engaging with descriptive reflection could be their lack of experience in teaching. As frequently reported in literature (Parsons & Stephenson, 2004; Zhu, 2011; Poom-Valickis & Mathews, 2013), student teachers who have either no experience or quite limited amount of experience rarely go beyond describing the event they have lived since descriptive reflection can easily be mastered (Hatton & Smith, 1995). What is more, prospective teachers might have chosen to remain particularly at descriptive level as Richert (1992, as cited in Parsons & Stephenson, 2005) stated “overwhelmed with ...fearful of failure and vulnerability, beginning teachers seem reluctant to look back on their work with a critical eye” (p. 100). In

other words, students might have preferred reporting their experiences rather than analyzing them with the light of theories or contextual factors because the more critical perspectives they adopt, the more disappointed they feel since they are more likely to notice their weak points in this way.

Another reason for the domination of descriptive reflection among this group of student teachers was the nature of teaching they did. They reflected on only 20 or 30 minutes teaching tasks, and they mainly focused on “technical aspects of teaching” (Sparks-Langer et al., 1990, p. 29). They were so pre-occupied with how they delivered the instructions, whether they motivated and controlled the learners overall that they inevitably did not think about political, moral or ethical issues. If they had taught English more frequently for a longer period of time, they might have considered the socioeconomic background of learners and the schools they attended.

However, it must be noted that there is no such difference between a good reflection and a bad one. As Zeichner (1994) highlights all kinds and levels of reflection is crucial and necessary for the development of student teachers. Besides, descriptive reflection is a step for further level reflections. In other words, student teachers should be able to describe their experiences to reach higher level reflection. In the same vein, Zeichner kindly urges us to think there should be no implication:

Technical reflection at the level of action must somehow be transcended so that teachers can enter the nirvana of critical reflection. This position devalues technical skill and the everyday world of teachers which is of necessity dominated by reflection at the level of action (pp. 13-14).

All in all, student teachers were mostly engaged in descriptive level reflection both in self-evaluation and peer evaluation irrespective of whether it was a strength or a weakness. When they reflected at higher levels, they generally focused on the contextual factors of their teaching context. They mainly put emphasis on the age and level of their learners. Out of all data, only one student teacher reached the critical level reflection.

5.2.3.2. In which ways does engaging in anticipatory reflection contribute to pre-service EFL teachers' teaching?

In order to learn more about what pre-service EFL teachers think about self and peer evaluation processes in the practicum, ten student teachers were interviewed. During the interviews, one particular question was spared for exploring how pre-teaching self-evaluation forms as anticipatory reflection contributed to the prospective teachers' teaching.

Pre-service EFL teachers focused on the fact that this form enabled them to be more prepared for the teaching tasks, gain foresight about what will possibly happen in a classroom and what not, and consequently cope with the problems in a much calmer manner. They also stated that it reduced their anxiety but increased self-awareness on their teaching. Besides, they expressed that it helped them realize their strengths. All these results indicated that pre-teaching self-evaluation form reached its aim. As Van Manen (1991) put it into words, anticipatory reflection enables practitioners to get prepared and planned:

Looking ahead to plan lessons or decide how to act in pedagogical situations is a sine qua non for good teaching. Teachers who do not plan ahead will not be ready for teaching. Through planning and thinking things out beforehand we make ourselves pedagogically available to children in a meaningful way” (p. 103).

5.2.4. Discussion of Findings for Research Question 4: What are the attitudes of pre-service EFL teachers toward engaging in a systematic self and peer evaluation process as a reflective practice?

After being engaged with self-evaluation and peer-evaluation processes for a semester in the practicum course, student teachers were interviewed to obtain further insight about what they think about these processes. They were asked what they think about self-evaluation process and the peer-evaluation process separately. Besides, when they agreed that these processes were helpful for their growth in practice teaching, they were kindly asked to exemplify the contribution of these processes.

5.2.4.1. Attitudes toward the Self-Evaluation Process

Most of the student teachers interviewed had positive attitudes toward the written self-evaluation process. Regarding its benefits, they said that their learning became more permanent and much deeper since they wrote. As Burton (2005) argues, writing is the part of teacher learning, which suggests the more a teacher writes the more s/he gains. These prospective teachers’ emphasis on memorability of teaching tasks through writing evaluation forms further supports this argument.

Student teachers also reported that through the systematic written self-evaluation process, they were able to realize their progress. They also provided a concrete example for how they tried to improve a weakness they noticed in their teaching. This result is quite in alignment with Cheung (2009). His study seeking for the opinions of teachers who were enrolled to an-in-service teacher training regarding self-evaluation revealed that their

teaching skills were improved through self-evaluation, and consequently they could recognize their progress.

The contribution of self-evaluation as encouraging learners to think about alternative ways of delivering instruction is also significant. Coming up with alternatives or open-mindedness is one of the characteristics a reflective practitioner should have as Dewey (1933) asserts. Therefore, student teachers' remarks on engaging with questions of what could have been done reinforces the close relationship between self-evaluation and reflection one more time.

5.2.4.2. Attitudes toward the Peer-Evaluation Process

In comparison to the self-evaluation process, student teachers commented on peer-evaluation more. Although all of the prospective teachers interviewed highlighted the benefits of this process, two of them also discussed its drawbacks.

To begin with, pre-service EFL teachers expressed that through peer-evaluation they gained multiple perspectives and they learnt how to empathize with a colleague. These comments demonstrate what Fanselow (1990) suggests about peer-evaluation: we can complete self-evaluation by "seeing our teaching through others" (p. 1990).

Student teachers' remarks on peer-evaluation as promoting self-confidence and self-awareness were also highly acknowledged in literature. Vickerman (2009) also found similar results when he asked for undergraduate sports students' opinions on peer-evaluation. More than half of the participants stated that their self-confidence increased, and they became more aware of their teaching. In this study, student teachers' receiving positive feedback from their peers on their teaching experiences enhanced their self-confidence. Considering confidence as a teacher was one of the points that really matter for student teachers, there seems to be a strong bond between peer-evaluation and confidence. Besides, the fact that number of strengths identified for the peer was always much higher than weaknesses necessarily might have contributed to the increase in self-confidence.

Student teachers' providing examples for contribution of peer-evaluation to both their and their peers' teaching is what Nicol et al. (2013) calls, *learning transfer*. Student teachers learnt from their peers' activities through observations. Such knowledge occurred from social learning. The interaction between peers facilitated improvements in student teachers' teaching skills. This kind of social learning is a result of collaboration between peers; and in a way supports Johnston's (2009) understanding of collaborative teacher

education “a teacher can *only* learn professionally in sustained and meaningful ways when they are able to do so together” (p. 241).

While interviews with prospective teachers foster a positive understanding of peer-evaluation, still there are certain concerns that should be taken into consideration. Despite the acknowledgement of its benefits, student teachers regarded this writing process as a burden which made their work load much heavier. Such bitter criticism was also raised by Cheung (2009) and Chien (2013). The participants in both studies also complained about how hard it is to keep on writing reflections since they were overloaded. However, what is more interesting is student teachers’ alternatives for writing regular peer-evaluation forms. They offered ways to decrease the amount of writing for reflection. As Burton (2005) suggests, the majority of the teachers find following certain procedures to write reflection complex and time consuming, and a huge amount of “source of professional learning is lost to the broader teaching community” (p. 3). Perhaps, a special care should be given to tell student teachers that writing is a reflective act on its own (Burton, 2005) since the comments illustrated that student teachers were not aware of this fact yet. Besides, regarding writing as a burden might demotivate them for writing forms and have an impact on their level of reflective writing as well as the content of the forms. When Langer (2002) sought for undergraduate students’ opinions on using learning journals as a reflective practice, he found similar results, too. Participants who did not enjoy journals felt anxious and stated that they did not want to get involved in this process anymore.

Another comment student teachers made both on peer evaluation and self-evaluation is that these processes stepped into mentor teachers’ shoes. They highlighted that although they needed feedback from their mentor teachers, they did not provide necessary feedback and these evaluation processes became more valuable. These statements corroborate the fact that to assure higher level of student teacher learning, Vygostkian *a more knowledgeable other* should be involved in the process and provide guidance.

5.3. Implications for Practice

The integration of the findings of the present study into the related literature on reflective practices and teacher education can be utilized for the betterment of reflective pre-service teacher education. To this end, the following implications have been drawn:

1. Pre-service EFL teachers’ reflection remains at the very basic descriptive level, yet this is a natural outcome considering their position in the very early steps of professional development. However, as Gelter (2003) argues, reflection is a learned

process. Thus, in order to increase their awareness on the content of higher level reflection, a direct and deliberate guidance and support should be offered. A model which includes every level of reflection can be provided to student teachers, and their functions and significance can be discussed before novice teachers start to write reflection.

2. Instead of being provided with overall guidance for further reflection, student teachers should receive individual, one-to-one comments from the more knowledgeable others. Besides, this assistance should be regular and progressive to increase the effectiveness of reflection to benefit from it at the maximum level.
3. In order to increase student teachers' self-awareness on teaching tasks and teaching contexts, they should be engaged with anticipatory reflection more frequently. In this way, they will be able to get more prepared and become more responsible, more open-minded and whole-hearted (Dewey, 1933).
4. The present study reveals that student teachers are satisfied with the feedback they received from their peers. This finding can be utilized to promote dialogic reflection (Hatton & Smith, 1995). At the level of this study, pre-service EFL teachers reflect on their peers' teaching and share it with the peer. Yet, their processing of the peer-reflection is not known. They could also be asked to reflect on peer's reflection. In this way, multiple perspectives are not only presented but also questioned, which can yield much higher level reflection and awareness.
5. Within the scope of this study, self-evaluation and peer-evaluation forms are utilized to promote reflection. However, various reflective practices like journal writing (Richards & Lockhart, 1996; Gebhard, 2009) and blogging (Korkmazgil, 2009) may be used as well so that student teachers can easily adopt these reflective practices. Besides, they should be encouraged to keep on engaging in reflective practices after graduation.
6. As the study presents, student teachers are inclined to emphasize their strengths more than weaknesses. Action research (Richards & Lockhart, 1996; Burns, 2009) should be introduced to student teachers before the practicum courses so they could more easily identify the problematic aspects of their teaching and try to solve it out. In the 311 FLE Research Skills course student teachers take at the undergraduate level, they can be taught the rationale of action research. They can be involved with action research in their private tutoring or in the third year FLE 352 Community Service course. In this particular course, some of the student teachers are required to

teach regularly a specific group of learners who are in need of special care. For such cases, prospective teachers can conduct action research.

7. As the research suggests, there are individual differences in attitudes toward producing written reflection; some student teachers may not like writing itself, some may find writing time-consuming. Therefore, firstly, contribution of writing should be conveyed to prospective teachers. They should be aware that writing itself is a reflective practice (Burton, 2005). To achieve this, student teachers' written reflection should not be graded. They should not be limited to any sort of format to produce written reflection.
8. In the same manner, for pre-service teachers who do not enjoy writing or do not have time to write, oral reflection can be integrated into the programs. They may record their voices, and be asked to analyze it on their own. In this way, reflection may not be perceived as burden any more. They may be more motivated to get engaged in reflective practices.
9. Reflection or reflective practices may be introduced to student teachers earlier in the programs. Besides, they may get involved with reflective practices more than they normally do. Regardless of the content of the courses, they can be practicing reflection through diaries, discussions and video recordings to increase awareness on their teaching so that they could easily perform reflection during their first professional teaching. Yet, it must be noted again all reflective production should not be graded; there should not be any incidents that discourage student teachers to reflect further.
10. At last but not least, guidance to student teachers for higher levels of reflection should not be only offered by supervisors, mentor teachers should also be involved in this process. Mentor teachers can provide models for student teachers by discussing their own practices through theories; social, moral, ethical and economic considerations. Therefore, mentor teachers should be competent at providing feedback and promoting reflection. Or they should be trained in these issues at first place.

5.4. Implications for Further Research

This qualitative case study was carried out over a three-month period. Although it has rich data, in order to see developmental reflective progress of student teachers, a

longitudinal case study could be conducted. In this way, further insights can be gained into the prospective teachers' reflective journey.

The nature of teaching tasks in the first practicum course could have an impact on the results of the study. The teaching tasks were pretty short in duration and only three times in total. Therefore, a study which can be based on the accounts of much longer and more frequent teaching tasks might yield different findings as for both content and depth of reflection.

The present study kept its data sources limited to evaluation forms and post-teaching conferences for the thematic and quality analysis of reflection. However, another study can be carried out including pre-service teachers' classroom discussions and written assignments like observation and research tasks.

The research study adopted a holistic stance and analyzed all the data without considering individual differences or improvement. The only different point emphasized during the results and discussion sections was whether student teachers attended the state school or the private school. An alternative study can be done to seek for the individual progress of each and every student teacher.

What is more, this study only focused on the student teachers' reflective process during self and peer evaluation. Pre-service teachers' reflection on mentor teachers' teaching in the cooperating schools could be the topic of further studies. And the levels and content of reflection based on mentor teacher' performance may be compared to the reflection on their own teaching.

At last but not least, a study participants of which are mentor teachers can be conducted. Mentor teachers' reflective practices or their evaluation on student teachers' teaching tasks can be analyzed for both content and quality aspects.

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APPENDICES

APPENDIX A: FLE 425 COURSE POLICY SHEET

METU FACULTY OF EDUCATION DEPARTMENT OF FOREIGN LANGUAGE EDUCATION COURSE POLICY SHEET	
Academic Year	2013 – 2014, FALL
Course Code	FLE 425 SCHOOL EXPERIENCE
Instructor	
E-mail	
Course Website	https://online.metu.edu.tr/ and http://turnitin.com
Course Day/Hours	
Course Assistant	

AIM

To give the students an opportunity to observe authentic teaching and to provide them with the chance to gain school experience at primary/secondary schools under staff supervision.

REQUIREMENTS

1. OBSERVATION PHASE

The students are required to spend 4 hours per week to perform their duties in the school they are assigned to. This phase starts in the beginning of October and continues till the end of December, depending on each student's assigned schedule.

2. ASSESSED TEACHING

- a. Each student will prepare a lesson plan for 15-20 minutes on an assignment to be designated by the school teacher one or two weeks in advance to execute later in class. This class will be observed and assessed by both the course instructor and the school teacher.
- b. Apart from the assessed teaching, each student will also do two 15-20 minute mini lessons in the presence of the classroom teacher, and design/develop and mark a worksheet. These activities will be scheduled and evaluated by the mentor teacher.

3. Students are required to keep upload their assignments to Turn-It-In two weeks after the task announcement.

4. The course instructor will be available for individual consultation on tasks throughout the course.

5. EVALUATION

- | | | | |
|----|----------------------------------|-----------------|------|
| a. | Observation Tasks (x6) | (4 points each) | 24 % |
| b. | Research + Reflection Tasks (x4) | (4 points each) | 16 % |

- c. Mentor Teacher's Grading Report (x3) (10 points each) 30 %
 d. Assessed Teaching (Final Teaching Task) 30 %

* If the student-teacher does not complete 10-week of observations, s/he fails the course.

**If the student loses, his/her file, s/he gets no points for the observation and research tasks.

SCHOOL EXPERIENCE ACTIVITY SCHEDULE				
Date	Week at school	Course Content		
September 23- October 4	Introduction to the Course What and What not to do during your visit Expectations from/of student-teachers Reflections from the previous years			
October 7 -11	Week 1	Research Task I Learn about your mentor teacher and the school		Reflection Task I First day impressions and experiences
October 21-25	Week 2		Observation Task I Attending to the learner	
**October 30- November 1	Week 3		Observation Task II Classroom Language Transitions: Opening - Closure & Breakdowns	
November 4-8	Week 4	Research Task II Evaluate the coursebook: Student perspective	Observation Task III Classroom Language: L1 & L2 Use	
November 11-15	Week 5			Teaching Task I
November 18-22	Week 6		Observation Task IV Student Motivation	
November 25-29	Week 7		Observation Task V Teacher's Questioning Skills or Wait Time	Teaching Task 2 Preparing a Worksheet
December 2-6	Week 8		Observation Task VI Teacher's Use of Black/White/Smart Board	
December 9-13	Week 9			Teaching Task 3
December 16-27	Week 10	Final Teaching Task Assessed teaching & Feedback Sessions after Final Teaching Task		
January 7-11	Reflection Task II <i>Last day, last Words (to be submitted after the final teaching post-conference)</i> <i>No Final Exam: Do not forget to Evaluate 425 School Experience</i>			

APPENDIX B: MENTOR EVALUATION FORMS FOR TEACHING TASKS

Mentor Evaluation Form for Teaching Task I

Student Teacher's Name:

Date:

Class:

Please evaluate the teaching task of the student-teacher using the criteria below

	Very successful	Successful but has minor problems	Successful but has major problems	Unsuccessful
The student-teacher is well-prepared for the teaching task with his/her lesson plan and materials.	4	3	2	1
The student-teacher has established a positive atmosphere in class.	2	1,5	1	0,5
The student-teacher has used attending strategies (such as establishing eye contact, using students' names, making use of gestures)	4	3	2	1
The student-teacher has moved around the classroom to attend to all learners and to control learner activity in harmony with the aim of the lesson.	4	3	2	1
The student-teacher has used the opening techniques (greeting, linking the lesson to the previous one or informing the students of the lesson content etc.) and/or the closing techniques (summarizing the key concepts, making reminders or assigning homework etc.) relevant for the lesson.	4	3	2	1
The student-teacher has tried to minimize the interrupting effect of the breakdowns on the lesson through his/her language and actions, and used relevant strategies to repair the breakdown according to its level of seriousness.	4	3	2	1
The student-teacher has used <i>L2</i> most of the time and referred to <i>L1</i> when it is absolutely necessary.	4	3	2	1
Her/his language provides an adequate model for the pupils.	4	3	2	1
Total score:				/30

What were the strengths of the student-teacher? (Please indicate 1-2)

What were the points s/he needs to improve? (Please indicate 1-2 points)

Mentor Teacher's Name & Signature:

Mentor Evaluation Form for Teaching Task II

Student Teacher's Name:

Date:

Class:

Please evaluate the teaching task of the student-teacher using the criteria below

	Very successful	Successful but has minor problems	Successful but has major problems	Unsuccessful
The student-teacher is well-prepared for the teaching task with his/her lesson plan and materials.	4	3	2	1
The student-teacher has established a positive atmosphere in class.	4	3	2	1
The student-teacher has used relevant questions (or question types) in order to elicit learner responses in harmony with the aim of the lesson.	4	3	2	1
The student-teacher has used adequate wait-time after his/her prompts (such as questions, comments, instructions etc.) to encourage learner response.	4	3	2	1
The student-teacher has used the black/white/smart board effectively.	5	4	3	2-1
The student-teacher has put enough effort to respond to the students who are involved with off-task activities.	5	4	3	2-1
Her/his language provides an adequate model for the pupils.	4	3	2	1

Total score: /30

What were the strengths of the student-teacher? (Please indicate 1-2)

What were the points s/he needs to improve? (Please indicate 1-2 points)

Mentor Teacher's Name & Signature:

APPENDIX C: FLE 425 FINAL TEACHING TASK EVALUATION FORM

Student-Teacher:

Class:

School:

Date:

		Rating
Teaching Process	Planning <ul style="list-style-type: none"> • Being aware of students' level & needs (cover page) • Writing relevant anticipated problems and suggesting possible solutions (cover page) • Writing focused lessons with clear aims and objectives (cover page) • Selecting relevant methods and techniques (age, level, culture etc.) • Selecting and designing appropriate and challenging materials • Clearly presenting the stages of the lesson and teacher- student activity in each stage • Planning a follow-up and a contingency 	.../ 10
	Execution <ul style="list-style-type: none"> • Gaining attention with an appropriate introduction/ warm-up and maintaining interest • Relating the topic to real life and students' prior knowledge • Setting up meaningful and focused tasks and activities with effective transitions • Using materials, board, technology and audio-visual aids appropriately and effectively • Giving clear and staged instructions • Presenting concepts/ content clearly • Integrating and/or presenting cultural concepts accurately and effectively. • Creating opportunities for practice and production • Asking questions effectively • Using time effectively • Flexible enough to make necessary changes in the LP while teaching • Giving a sense of closure • Meeting the objectives of the lesson 	.../ 10
	Interaction & In-class Assessment <ul style="list-style-type: none"> • Attending to almost all of the students in class during the activities and using their names • Incorporating relevant interaction patterns • Monitoring student work • Giving praise and encouragement as necessary • Checking/ correcting student learning and giving appropriate feedback 	.../ 5
	Communication <ul style="list-style-type: none"> • Using clear classroom language and being a language model for the students • Using his/her voice and body language effectively • Dealing with breakdowns, disruptive students and discipline problems • Creating a positive and motivating learning atmosphere 	.../ 5
TOTAL		.../ 30

* In the following post-evaluation, if the student displays that s/he is aware of his/her major strengths and weaknesses, and suggests solutions for the problems, s/he will be given 2 points of extra credit.

* If the student has language mistakes in the materials s/he used, up to 5 points will be deducted from the total score.

APPENDIX D: POST-TEACHING SELF EVALUATION FORMS FOR TEACHING TASKS

Post-Teaching SELF Evaluation Form for Teaching Task 1

Please answer the following questions after you complete Teaching Task 1.

What were the <u>strong aspects</u> of your 20 minute teaching? What are the points that you are <u>happy</u> with in your teaching experience? Choose 3-4 of them. Explain why you think these are your strengths and give explicit examples from your lesson.
What are the teaching skills you feel you <u>need to work on</u> ? What were the <i>specific</i> problems you encountered (if any) during your teaching? Choose 3-4 of them. Explain why you think these are your weaknesses and give explicit examples from your lesson.
What were the aspects your mentor teacher mentioned while giving you feedback on your Teaching Task 1? Did you find them useful and/or relevant?
If you had a chance to re-do Teaching Task 1, what are the things you would change? What were the aspects of the activity or your teaching that could be re-designed if you had a second chance?

Post-Teaching SELF Evaluation Form for Teaching Task II

Please answer the following questions after you complete Teaching Task II.

What were the strong aspects of your 20 minute teaching? What are the points that you are happy with in your teaching experience? Choose 3-4 of them. Explain why you think these are your strengths and give explicit examples from your lesson.

What are the teaching skills you feel you need to work on? What were the *specific* problems you encountered (if any) during your teaching? Choose 3-4 of them. Explain why you think these are your weaknesses and give explicit examples from your lesson.

What were the aspects your mentor teacher mentioned while giving you feedback on your Teaching Task II? Did you find them useful and/or relevant?

If you had a chance to re-do Teaching Task II, what are the things you would change? What were the aspects of the activity or your teaching that could be re-designed if you had a second chance?

Post-Teaching SELF Evaluation Form for Final Teaching Task

Please answer the following questions after you complete Final Teaching Task.

What were the strong aspects of your 20 minute teaching? What are the points that you are happy with in your teaching experience? Choose 3-4 of them. Explain why you think these are your strengths and give explicit examples from your lesson.

--

What are the teaching skills you feel you need to work on? What were the *specific* problems you encountered (if any) during your teaching? Choose 3-4 of them. Explain why you think these are your weaknesses and give explicit examples from your lesson.

--

What were the aspects your mentor teacher mentioned while giving you feedback on your Final Teaching Task? Did you find them useful and/or relevant?

--

If you had a chance to re-do Final Teaching Task, what are the things you would change? What were the aspects of the activity or your teaching that could be re-designed if you had a second chance?

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APPENDIX E: POST-TEACHING PEER EVALUATION FORM

Post-Teaching PEER Evaluation Form for Teaching Task I/II/III

What were the strong aspects of your partner's 20 minute teaching? Choose 1-2 of them. Explain why you think these are his/her strengths and give explicit examples from his/her lesson.

What are the teaching skills you feel your partner needs to work on? What were the *specific* problems s/he encountered (if any) during his/her teaching? Choose 1-2 of them. Explain why you think these are his/her strengths and give explicit examples from his/her lesson.

If you had a chance to do his/her part, what would be the things (if any) you would adapt differently? What were the aspects of the activity or your teaching that could be re-designed if you had a second chance?

APPENDIX F: PRE-TEACHING SELF-EVALUATION FORM

Pre-Teaching Self-Evaluation Form

Dear student-Teachers,

Before you start executing your teaching tasks, please answer the following questions.

1. What are the aspects that you expect to be successful in teaching a real classroom? (Please specify at least two at most three indicating your reasons)
2. What are the aspects that you expect to have problems in teaching a real classroom? (Please specify at least two at most three indicating your reasons)
3. How do you think the teaching tasks will contribute to your teaching skills?

APPENDIX G: POST-TEACHING SELF-EVALUATION FORM

Post-Teaching Self-Evaluation Form

Dear student-teachers,

Congratulations! You have completed executing your teaching tasks. Please answer the following questions.

1. What are the aspects that you found yourself successful in teaching a real classroom? (Please specify at least two at most three indicating your reasons)

--

2. What are the aspects that you found problematic in teaching a real classroom? (Please specify at least two at most three indicating your reasons)

--

3. How do you think the teaching tasks have contributed to your teaching skills?

--

Thank you for your participation. Have a successful and fruitful spring semester 😊

APPENDIX H: SEMI-STRUCTURED INTERVIEW QUESTIONS

Semi-Structured Interview Questions

- 1) What do you think about the contributions of pre-teaching evaluation forms to you, your teaching?
- 2) What do you think about the contributions of post-teaching evaluation forms to you, your teaching?
- 3) What did you learn from self-evaluation in practice teaching?
- 4) What do you think about the self-evaluation process in practice teaching?
 - 4.a) Can you please give examples to justify your thoughts?
- 5) What did you learn from peer-evaluation?
- 6) What do you think about the peer-evaluation process in practice teaching?
 - 6.a) Can you please give examples for the improvements you have based on your peer's comments?
 - 6.b) Can you please give examples for the improvements your peer has based on comments?
 - 6.c) Can you please give examples for the improvements you have based on observing your peer?

Mulakat Soruları

- 1) Öğretim öncesi değerlendirme formlarının size ve sizin öğretiminize katkıları hakkında ne düşünüyorsunuz?
- 2) Öğretim sonrası değerlendirme formlarının size ve sizin öğretiminize katkıları hakkında ne düşünüyorsunuz?
- 3) Okul deneyimi öz-değerlendirme sürecinden neler edindiniz?
- 4) Okul deneyimi öz-değerlendirme süreciyle ilgili ne düşünüyorsunuz?
 - 4.a) Görüşlerinizi destekleyen örnekler verebilir misiniz?
- 5) Okul deneyimi akran-değerlendirmeden sürecinden neler edindiniz?
- 6) Okul deneyimi akran-değerlendirme süreciyle ilgili ne düşünüyorsunuz?
 - 6.a) Akranınızın yorumu üzerine gelişme gösterdiğinizize dair bir örnek verebilir misiniz?
 - 6.b) Sizin yorumlarınız üzerine akranınızın gösterdiği bir gelişmeye örnek verebilir misiniz?
 - 6.c) Akranınızı gözleyerek gösterdiğiniz bir gelişmeye örnek verebilir misiniz?

APPENDIX I: INDEX OF CODING SYSTEMS FOR CONTENT OF REFLECTION by
ŞANAL-ERGİNEL (2006)

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

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

APPENDIX J: CODING SCHEME FOR CONTENT OF REFLECTION

Theme	Sub-categories	Codes
Instructional Processes	Planning Instruction	Preparation
	Instructional Delivery	Activating (names, eye-contact)
		Activity Selection-organization
		Assessment of Students
		Board Use
		Content Knowledge
		Creating Contexts
		Error Correction
		Feedback
		Familiarity
		Following the Lesson Plan
		Giving Examples
		Giving Instructions
		Language Use
		Material or Activity Use
		Monitoring
		Pace of the Lesson
		Questioning
		Reaching Objectives
		Responding to Student Questions
		Structure of a Lesson
		Task Management
	Time Management	
	Use of voice and body language	
	Wait time	
	World Knowledge	
	Language Skills-Areas	Grammar Teaching
		Teaching Reading
Vocabulary Teaching		
Teaching Pronunciation		
Skills Teaching		

Theme	Sub-categories	Codes
Increasing Learner Motivation and Involvement	Attention	Maintaining Learner Attention
	Use of Materials and Activities	Interest
		Variety
	Creating Atmosphere for Learning	Attending Strategies (name, eye-contact)
		Positive Environment
		Positive Reinforcement
		Teacher Smile
	Participation	Use of Voice
Active/Unwilling Participation		

Theme	Sub-categories	Codes
Assessment of the Teacher	Self as a Teacher	Aggression
		Anger
		Anxiety
		Appearance
		Comfortable
		Confidence
		Fear of Rejection
		Happiness
		Humor
		Nervousness
		Pride
		Professional-like
		Relaxed

Theme	Sub-categories	Codes
Classroom Management	External Sources	Breakdowns
		Misbehavior
		Naughtiness
		Noise
		Unexpected Problems
	Internal Sources	Attending Strategies
		Familiarity with Students
		Lack of Experience
		Personal Characteristics
		Use of Voice

APPENDIX K: FRAMEWORK for REFLECTIVE THINKING by SPARKS-LANGER et al. (1990)

Levels of Reflection	Examples
1 - No descriptive language	-
2 - Simple, layperson description	“She used group works.”
3 – Events labeled with appropriate terms	“She used cooperative groups.”
4 – Explanation with tradition or personal preference given as the rationale	“We always use reading groups.”
5 – Explanation with principle or theory given as the rationale	“Interdependence in group work helps build a desire to help others learn; this sink-or-swing feeling keeps students committed to their own learning and that of their peers.” “[It is important to] provide variety in my presentations. On the first day, I used a lecture with a few questions. Students were tuned out. As I thought about it, I decided that perhaps I wasn’t appealing to their various learning styles. So, the next day, I had more visual aids and active involvement. They were much more attentive and learned more from it.”
6 – Explanation with principle/ theory and consideration of context factors	“In this class, students’ social groups are generally formed along economic lines. Cooperative learning is especially useful in such situations because it provides repeated positive experiences with children from different backgrounds.” “[In Spanish class I had] participation between three students at a time so the other two could hear and get some learning from the listening process. But I overestimated their ability to listen, and I didn’t realize that some students were so timid about speaking about something we were just recently learning. I think these timid students will need more choral practice in the large group before I put them in small groups.”
7 – Explanation with consideration of ethical, moral, political issues	“Cooperative learning is being used here because there is a split along economic lines in this community and we want students to accept and value each other in spite of these differences. Such values may contribute, in the long run, to saving this planet.”

(This taxonomy is created from the examples provided for the levels in Sparks-Langer et al. (1990))

APPENDIX L: TURKISH SUMMARY

1. GİRİŞ

Geleneksel öğretimden yapısalcı öğretime (constructivism) geçiş başladığında öğretmenlerin ya da öğretmen adaylarının nasıl öğrendiği araştırmacıların daha fazla dikkatini çekmiştir (Crandall, 2000). Yapısalcı öğretim kapsamında “yansıtıcı düşünme” ve “yansıtıcı öğretim” (reflection- reflective thinking and reflective practices) kavramları, öğretmen adaylarının nasıl eğitilmesi gerektiği konusunda 1990lardan beri yaygın bir şekilde kullanılmaktadır (Zeichner&Liston, 1996). Bununla beraber, yansıtıcı düşünmenin ne olduğuna yönelik kesin açık bir tanımlama maalesef mevcut değildir (Jay& Johnston, 2002; Parsons& Stephenson, 2005; Collin, Karsenti& Komis, 2013). Çok çeşitli tanımları olan yansıtıcı düşünme Dewey’e (1933) göre bir durumu daha iyi bir sonuca ulaştırmak için aktif, devamlı ve dikkatli bir düşünme biçimidir. Birisinin yansıtıcı düşünmeyi gerçekleştirebilmesi için açık fikirli, sorumluluk sahibi ve samimi olması gerekmektedir. Dewey (1933) bilimsel ve mantıklı düşünmenin, insanın taşıdığı içgüdüsel fikirleri kontrol edebileceğine ve böylelikle daha iyi sonuçlara ulaşılacağına inanır. Diğer bir taraftan Schon (1983) ise yansıtıcı düşünmeyi zamanlarına göre ayırır ve bir insanın olay anında gerçekleştirdiği ve olay sonrasında gerçekleştirdiği yansıtıcı düşüncenin farklı olduğunu savunur. Schon (1983) ayrıca yansıtıcı düşüncenin içgüdüsel olduğunu, ve araştırma ve bilimden ziyade tecrübeyle elde edinilen bilgilerin yansıtıcı düşünmeyi ortaya çıkardığını belirtir. .

Dewey ve Schon’un dışında diğer araştırmacılar da yansıtıcı düşünmeyi açıklamaya çalışmışlar ve genellikle aşamalı bir düzenle açıklamaya gayret etmişlerdir (Van Manen, 1977; Sparks-Langer et al. 1990; Hatton& Smith, 1995;Valli, 1997; Jay& Jonhsnton, 2002). Bu sıralı düzenlerin ortak özellikleri, en alt seviyedeki yansıtıcı düşünmenin betimleyici olması ve genellikle teknik özellikleri konu almasıdır. Diğer bir deyişle, betimleyici yansıtıcı düşünmeyle meşgul olan bir öğretmen genellikle öğretim deneyimini tanımlama eğilimindedir ve teknik konuları gündemine taşır. Yansıtıcı düşünme ilerledikçe, seviye yükseldikçe, bir öğretmen deneyiminin topluma etkileri ya da toplumun ekonomik, kültürel ve sosyal boyutlarının öğretimini nasıl etkilediğini dikkatli bir şekilde düşünür ve tartışır.

Bütün bu çok sesliliğe rağmen yansıtıcı düşünmenin temelinde bir deneyim üzerine dikkatli düşünme, eğer varsa bir sorun bulma ve bu sorunu ortadan kaldırıp o deneyimin geliştirilmesi yatmaktadır. Dahası, öğretmenlerden ve öğretmen adaylarından genellikle

beklenen deneyimlerini sadece betimlemeleri değil bu deneyimlerinin altında yatan sebepleri teorilerle, öğretmenlik yaptıkları çevrelerin kültürel, ekonomik, etik ve sosyal yönlerini dikkate alarak tartışmalarıdır.

Öğretmen yetiştirme programlarının uygulamalı staj derslerinde yansıtıcı düşünme daha da önemli olmaktadır. Bu staj dersleri öğretmen adaylarının ilk kez öğretmenliğe adım attıkları, profesyonel bir deneyim edindikleri, lisans programı boyunca öğrendikleri teorileri hayata, pratiğe döktükleri aşamadır (Gebhard, 2009). Bu hayati önem taşıyan süreçte öğretmen adaylarının teoriyle pratik arasındaki yakın bağı görmeleri beklenmektedir. Aksi takdirde öğretmen adayları alan yazınında da sıklıkla ifade edilen *teoriyle uygulama arasındaki fark*'ı hissedip lisans öğretimi boyunca edindikleri teorik bilgileri bir kenara koyabilmektedir (Wallace, 1991; Harford& MacRuairc, 2008; Burton, 2009). Bu durumu engellemek ve staj derslerindeki öğrenimi en üst seviyeye çıkarmak için öğretmen adaylarının yansıtıcı düşünmeyle uğraşmaları istenmektedir ve bunun için de öğretmen adayları öz-gözlem, diğer öğretmenleri gözlem, öğretme günlükleri tutma gibi yansıtıcı düşünmeyi teşvik eden uygulamaları gerçekleştirir. Bu kapsamda öz değerlendirme (self-evaluation) ve akran değerlendirme (peer-evaluation) de bir çeşit yansıtıcı düşünmeyi arttırıcı uygulamadır ve uygulamalı staj derslerinde sıklıkla kullanılmaktadır.

Uygulama dersi kapsamında öğretmen adayları aktif öğrenim veren bir okula giderler, öğretmenleri ve öğrencileri gözlerler. Genelde bu gözlemlere üniversiteden akran öğretmen adaylarıyla beraber giderler. Üniversitedeki öğretmenlerinin verdiği gözlem ödevlerini yaparlar ve belirli aralıklarla gerçek öğrencilere ders anlatırlar. Her ders anlatımı sonunda öz değerlendirme formunu doldururlar. Bu okullara akranlarıyla beraber gittikleri için akranlarının öğretmenlik deneyimini de gözlemlerler ve akran değerlendirme formu doldururlar. Öz değerlendirmenin bir öğretmenin çalışmasını analiz etmesini ve planlamasını sağladığı; ve öğretmenlik üzerine farkındalıklarını arttırdığı düşünüldüğünde (Curtis& Szestay, 2005; Poom-Valickis& Mathews, 2013), öz değerlendirmenin bir nevi yansıtıcı düşünme olduğu bir kez daha ortaya çıkar (McLaughlin, 1991; Buchanan & Jackson, 1998; Rickards et al., 2008). Akran değerlendirmenin de öğretmenlerin kendi uygulamaları üzerine düşüncelerini ve gerektiğinde değişiklik yapmasını sağlaması (Lomas& Nicholls, 2005); çeşitli bakış açısını ve farklı görüşleri teşvik etmesi (Fanselow, 1990) yansıtıcı düşünmeyi destekler.

Hayat boyu sürecek mesleki gelişimlerinin ilk basamağı olan uygulamalı staj derslerinde öğretmen adaylarını güçlendirmek, onları işbirlikçi bir ortamda kendi

deneyimleri üzerine yansıtıcı düşünmeye teşvik etmek büyük bir önem taşımaktadır. Dahası mesleğe ilk adım olan bu aşamada yansıtıcı düşüncülerinin içeriğini incelemek, hangi öğretim konularına önem verdiklerini araştırmak ve yansıtıcı düşüncülerinin niteliğini ortaya çıkarmak öğretmen adaylarının uygulamalı staj dersindeki gelişimini görebilmek açısından oldukça değerlidir.

Bu çerçevede, bu çalışma aşağıdaki araştırma sorularına cevap bulmaya çalışmıştır:

- 1) Öz değerlendirme sürecinde İngiliz Dili öğretmen adayları hangi öğretim konularında yansıtıcı düşünme gerçekleştirmiştir?
- 2) Akran değerlendirme sürecinde İngiliz Dili öğretmen adayları hangi öğretim konularında yansıtıcı düşünme gerçekleştirmiştir?
- 3) Uygulamalı staj kapsamında öz değerlendirme ve akran değerlendirme ne ölçüde yansıtıcı düşünmeyi ortaya çıkarmıştır?
- 3.a) Öz değerlendirme ve akran değerlendirme süreçlerinde gösterilen yansıtıcı düşünmenin seviyesi nedir? Değerlendirme formumdaki ve öğretim sonrası görüşmelerdeki yansıtıcı düşünme betimleyici mi eleştirel mi?
- 3.b) İleriye yönelik yansıtıcı düşünme İngiliz Dili öğretmen adaylarına nasıl katkı sağlamıştır?
- 4) İngiliz Dili öğretmen adaylarının sistematik öz ve akran değerlendirme sürecine karşı tutumları nelerdir?

2. YÖNTEM

Bu araştırma nitel bir çalışmadır. Nitel araştırma yaklaşımlarından durum çalışması kullanılmıştır. Çalışmaya Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi Bölümü FLE 425 Okul Deneyimi dersini alan 27 son sınıf öğrencisi katılmıştır. FLE 425 dersi dördüncü sınıf ilk dönem dersidir ve bu dersi almadan evvel öğretmen adayları yöntembilim, dilbilim derslerinin çoğunu almışlardır. Bu ders kapsamında öğrenciler okul çevresindeki iki farklı okula gitmişlerdir. Bu okullardan ilki devlet orta okuludur ve öğretmen adayları 4., 5., 6. ve 7. sınıfları gözlemlemiştir. Diğeri ise vakıf okulu olup öğrenciler anasınıflı, 1., 2. ve 3. sınıfları gözlemlemiştir. Öğrenciler bu okullara kendi seçtikleri ya da üniversitedeki danışmanları tarafından belirlenen akranlarıyla beraber gitmişlerdir. Ders gözlemi sırasında danışmanlarının verdiği gözlem formlarını doldurmaya çalışmışlar ve bir dönem içerisinde 20 ve 30 dakika kadar süren üç ders anlatmışlardır. İlk iki ders anlatımı okullardaki mentor

öğretmenlerince değerlendirilir. Son ders anlatımı üniversitedeki danışmanlarının gözleminde gerçekleşir. Her ders anlatımı sonunda öz değerlendirme formu doldurmuşlardır. Bu formlarda öğretmen adayları kendilerini başarılı buldukları noktaları ve geliştirmeleri gerektiği yönlerini yazmışlardır. Benzer bir şekilde, akranlarının her ders anlatımı sonunda da akran değerlendirme formu doldurmuşlardır. Bunlara ek olarak, dönem başında daha ders anlatımına başlamadan evvel ders-anlatım öncesi öz değerlendirme formunu doldurmuşlardır. Bu form ileriye yönelik yansıtıcı düşünmeyi teşvik etmek amacıyla dağıtılmıştır. Dönem sonunda da tüm ders anlatım görevlerini kapsayan bir öz değerlendirme formu yazmışlardır. Bunların yanı sıra, en son ders anlatımı sonrasında üniversitedeki danışmanları öğretim sonrası konferansları düzenlemiştir. Bu konferanslarda öğretmen adayları en son ders anlatımı üzerine yansıtıcı düşünmede bulunmuşlardır. Öğretmenlikleriyle ilgili mutlu ve mutsuz oldukları noktaları söylemişler ve danışmanlarından geribildirim almışlardır.

Bu çalışma için veri toplamda sekiz öz değerlendirme formu, üç akran değerlendirme formu, 18 öğretmen adayının öğretim sonrası görüşme video kayıtları ve 10 öğretmen adayıyla yapılan birebir mülakattan toplanmıştır.

Verilerin analizi iki farklı şekilde yapılmıştır. Birincisi için, öğretmen adaylarının öz değerlendirme ve akran değerlendirme süreçlerinde hangi öğretim konularına önem verdiklerini bulmak için Şanal-Erginel (2006) tarafından oluşturulan kodlama sistemi kullanılmıştır. Bu sistemde dört ana başlık vardır: (1) eğitim süreçleri, (2) öğrenci motivasyonu artırma, (3) öğretmen değerlendirme ve (4) sınıf yönetimi. Bu çalışmada bu dört ana başlık küçük bir değişime uğramıştır ve üçüncü ana başlık (3) öğrenci motivasyonu ve öğrenci katılımını artırma olarak belirlenmiştir. Böyle bir değişikliğe gidilmesinin sebebi öğretmen adaylarının öğrencilerin derse katılımına ayrı bir vurgu yapmalarıdır. Dahası orijinal kodlama sisteminde olamayan öğrencileri yakından tanıma, sesi ve vücut dilini kullanma, öğrencilerin sorularına cevap verme, amaçlara ulaşabilme gibi kodlar da bu verilerde belirmiştir.

İkinci olarak da öğretmen adaylarının bu süreç içerisinde ürettikleri yansıtıcı düşünmenin niteliğini incelemek amacıyla Sparks-Langer et al. (1990) tarafından oluşturulan Yansıtıcı Düşünme Sistemi kullanılmıştır. Bu sistem yedi farklı seviyeden oluşmaktadır. İlk seviyede herhangi bir örnek bulunmamaktadır. İkinci ve üçüncü seviye betimleyici yansıtıcı düşünmeyi gerektirmektedir. Dördüncü seviyede öğretmen adayları öğretim konularını haklı çıkarmak için kendi görüşlerine ya da bir geleneğe referans verirler. Beşinci seviyede

öğretmen adayları bir teoriye ya da konuyla ilgili bir prensibi tartışırken altıncı seviyede öğretmenlik yaptıkları çevreyi de dikkate alarak bu teorileri ya da prensipleri ele alırlar. Dördüncü, beşinci ve altıncı seviye üst düzey yansıtıcı düşünme biçimidir. Yedinci seviyede öğretmen adaylarının öğretim biçimlerinin toplumun ekonomik, kültürel, sosyal-politik etkisine bakmaları istenmektedir.

Bu amaçlarla her form iki kez okunmuştur ve içerik analizinde çıkan kodlar sayılmıştır, benzer bir şekilde öğretmen adaylarının yansıtıcı düşüncelerinin niteliği için de her seviyedeki örnekler sayılmıştır. Benzer bir şekilde öğretim sonrası konferanslar da iki kez izlenmiştir. İçerik analizi için de kodlamalar sayılmıştır ama nitelik analizi bakımından sadece betimleyici ya da üst düzey olduğu yazılmıştır.

İleriye yönelik yansıtıcı düşünmenin öğretmen adaylarının öğretimine katkılarını, öz değerlendirme ve akran değerlendirme süreçlerine ilişkin tutumları için mülakat yapılmıştır. Mülakatlar öğretmen adaylarının anadilinde Türkçe yapılmıştır. Mülakatlar anlam bakımından bire bir yazılmış ve İngilizceye çevrilmiştir.

Bu araştırma nitel bir çalışma olduğu için araştırmacı analiz kısmının geçerliliğini ve güvenilirliğini arttırmak için bazı önlemler almıştır. Geçerlilik için uzun süreli ders takibi, birden fazla yöntemle veri toplama, araştırmacının pozisyonunun belirtme, verilerin analizinin kontrolünü katılımcılara sorma, zengin ve detaylı tanımlamalar gibi metotlar kullanılmıştır. Güvenirlik için ise ikinci bir araştırmacı daha veri kodlaması yapmıştır ve bu kodlamalar birbirleriyle kıyaslanmıştır.

3.BULGULAR

İlk araştırma sorusu öz-değerlendirme sürecinde İngiliz Dili öğretmen adaylarının hangi öğretim konularında yansıtıcı düşünme gerçekleştirdiğini incelemeye yöneliktir. Bu soru kapsamında öğretmen adayları dört ana konuda yansıtıcı düşünme sunmuşlardır: (1) eğitim süreçleri, (2) öğrenci motivasyonu ve öğrenci katılımını artırma, (3) öğretmen değerlendirme ve (4) sınıf yönetimi. Bu ana başlık arasında en fazla eğitim süreçleri konusunda yorum yapmışlardır.

Eğitim süreçleri, öğretimi planlama, öğretimi sunma ve dil becerileri-alanlarından oluşmaktadır. Öğretmen adayları öğretimi planlama ve dil becerileri-alanları konusunda sınırlı sayıda yorum yapmışlardır. İlk formlarda bu iki alanda birkaç yorum gözlenirken sonlara doğru alanlardaki yorumlar artmıştır. Özellikle dönem sonu öz değerlendirme

formunda öğrenciler öğretimi planlamada oldukça fazla yansıtıcı düşünme sağlamışlardır. Bunun sebebi öğretmen adaylarının bütün bir dönemi değerlendirmeleri ve dönem boyunca tüm ders anlatma görevlerindeki başarılarını ya da başarısızlıklarını hazırlıklı olmaya bağlamalarıdır. Dil-becerileri ve alanları konusunda ise kelime öğretimi diğer becerilere göre daha fazla bahsedilmiştir. Bunun sebebi ise öğretmen adaylarının ders içeriği ne olursa olsun kelime öğretmelerinin mümkün olmasıdır.

Öğretimi sunma konusunda öğretmen adayları çok çeşitli alanlarda yorumlar yapmışlardır. Bazı alanlar sınırlı sayıda bahsedilirken bazı alanlar sıklıkla ve çok sayıda dile getirilmiştir. Dahası, öğrencileri değerlendirme, ders planını takip etme gibi kavramlar sadece öğretim öncesi öz değerlendirme formunda saptanmıştır. Yanlış düzeltme, öğrencilere geri bildirim verme, örnekler sunma, hedeflere ulaşma, öğrencileri yakından tanıma gibi öğretim konuları çok az sayıda değerlendirme formunda bulunmuştur.

Bütün formlarda dili kullanma ön plana çıkmıştır. Katılımcıların yabancı dil öğretmen adayları olduğu düşünüldüğünde bu sonuç beklenmektedir. Dahası dönem içerisinde öğrenciler mentor öğretmenlerinin ne kadar anadil ne kadar yabancı dil kullandıkları üzerine bir gözlem ödevi yapmışlardır. Bu durum sonuçları etkilemiştir. Bununla birlikte dil kullanımının içeriği oldukça zengindir. Öğretmen adayları ana dil-yabancı dil kullanım oranlarının yanı sıra, kullandıkları yabancı dili basitleştirme, öğrencileri yabancı dil konuşma konusunda teşvik etme konusunda da yorumda bulunmuşlardır. Bu konuda öğretmen adaylarının gözleme gittikleri okullar çeşitliliğe sebep olmuştur. Devlet okuluna gidenler ana dili daha fazla konuştuklarını, yabancı dil konuşmada zorlandıklarını belirtirken, vakıf okuluna gidenler dillerini basitleştirme ve öğrencileri yabancı dili konuşma konusunda teşvik ettiklerini yazmışlardır.

Öğrencilerle ilgilenme stratejileri, tahta kullanımı, öğrenci gözleme, soru sorma, dersin aşamaları, bekleme süresi gibi kavramlar öğretmen adaylarının dönem içerisinde yapmış oldukları gözlem ödevlerinin konularındandır ve gözlem zamanına göre daha sık bahsedilmiştir. Mesela tahta kullanımı ikinci ders anlatma üzerine yazılan formlarda en fazla bahsedilen konu olmuştur. Bunların dışında öğretmen adayları tüm formlarda vücut dili ve ses kullanımından bahsetmişlerdir. Dahası bu vücut dili ve ses kullanımı en fazla başarısız olduklarını düşündükleri kısımda belirlemiştir. Benzer bir şekilde, aktivite yönetimi ve zaman yönetimi de her formda çokça yer alan diğer konulardır. Öğretmen adayları aktiviteleri sınıfta nasıl yönlendirdikleri ya da yönlendiremedikleri üzerine yansıtıcı düşünme sunmuşlardır. Zaman yönetimi konusunda sadece ders planlarını kendilerine ayrılan

zamanda bitiremediklerini değil aynı zamanda bitirmesi gereken vakitten evvel tamamladıklarını da yazmışlardır.

Öğretim süreçleri bütün formlarda en fazla yorum yapılan alan olmuştur. Öğretmen adaylarının hem güçlü yönlerinde hem de güçsüz yönlerinde en fazla sayıda yansıtıcı düşünme bu alanda sunulmuştur. Bu alanla ikinci alan arasında oldukça fazla sayısal fark bulunmaktadır.

Öğrenci motivasyonu ve öğrenci katılımı konusunda öğretmen adayları öğrenci dikkatini sağlama, ilginç ve çeşitli materyal ve aktivite bulma, öğrenme için uygun ortam sağlama ve öğrenci katılımını sağlama konusunda yorumlar yapmışlardır. Uygun ortamı sağlama konusunda ise öğrencilerle ilgilenme stratejilerini sıklıkla kullandıklarını, öğrencilerin kendilerini rahat hissettiği ortamı sağladıklarını, olumlu pekiştiriciler kullandıklarını seslerini etkili kullandıklarını ve devamlı öğrencilere gülümsediklerini belirtmişlerdir. Derse katılım konusunda ise öğrencilerin ya çok aktif bir şekilde derse katıldıklarını ya da öğrencilerin derse katılım konusunda isteksiz olduklarını belirtmişlerdir. Öğrenci motivasyonu ve katılımını artırma tüm formlarda öğretmen adaylarının kendilerini başarılı buldukları ikinci alandır.

Öğretmen adayları aynı zamanda ders anlatımı sırasında kendilerinin nasıl hissettikleri, nasıl göründükleri konusunda da yorum yapmışlardır. Genellikle eğer kendilerini başarılı bulmuşlarsa, sakin ve rahat olduklarını, kendilerine güvendiklerini ya da gerçek bir öğretmen gibi hissettiklerini yazmışlardır. Diğer taraftan, eğer bu alanda kendilerini yetersiz hissetmişlerse, endişeli, kaygılı, gergin ve sinirli olduklarını ifade etmişlerdir. Bu alan genellikle diğer alanlara oranla az sayıda yoruma sahiptir.

Sınıf yönetimi alanındaki yorumlar iki başlık altında incelenmiştir: öğretmen adayından kaynaklanan sebepler ve öğretmen adaylarının kontrolü dışındaki sebepler. İlk alt başlıkta öğretmen adayları ilgilenme stratejilerini ve seslerini etkili kullanıp kullanmadıkları, öğrencileri tanıyıp tanımadıkları, tecrübesiz olmaları ve kişisel sebepleri üzerine yoğunlaşmışlardır. Öğretmen adaylarının kontrolü dışındaki sebeplerde ise öğrencilerden kaynaklanan gürültü, şımarıklık, beklenmeyen sorunlar üzerine yansıtıcı düşünme sunmuşlardır. Sınıf yönetimi bütün formlarda öğrencilerin kendilerini yetersiz hissettikleri ikinci alandır.

Birinci araştırma sorusu kapsamında bahsedilmesi gereken diğer bir konu da öğretmen adaylarının bütün formlarda geliştirilmesi gereken yönlerinden ziyade daha fazla

güçlü yönlerini belirttikleridir. Bu durum uygulamalı staj kapsamında öğretmen adaylarının öz-yeterliliklerinin yüksek olduğunu gösterebilir.

İkinci araştırma sorusu ise akran-değerlendirme sürecinde İngiliz Dili öğretmen adaylarının hangi öğretim konularında yansıtıcı düşünme gerçekleştirdiğine yöneliktir. İçerik analizi öğretmen adaylarının öz değerlendirme sürecine çok benzer konularda yansıtıcı düşünme gerçekleştirdiğini göstermiştir. Öğretmen adayları öğrenci değerlendirmesi, ders planı takibi, dersin hızı, hedeflere ulaşma, genel kültür ve öğrencileri tanıma konusu dışındaki bütün alanlarda yorum yapmışlardır. Öğrencilerle ilgilenme stratejilerini kullanma, tahta kullanımı, dil kullanımı, soru sorma, bekleme zamanı gibi konular benzer şekilde gözlem ödevi zamanına göre oldukça fazla belirtilmiştir. Öğretim planlama ve dil becerileri kısıtlı sayıda öğretmen adayının ilgisini çekmiştir. Zaman yönetimi genellikle akranlarını başarılı buldukları bir konu olmuştur. Öğretmen adayları talimat verme konusunda da akran değerlendirmede öz değerlendirmeye göre daha fazla yer vermiştir. Yine öz değerlendirmeye benzer bir şekilde öğretme süreçleri üç akran değerlendirme formunda da en fazla sayıda yorumu içeren alan olmuştur.

Öğrenci motivasyonu ve öğrenci katılımını artırma konusu da öz değerlendirmeye oldukça benzemektedir. Öğretmen adayları akranlarının öğrencilerin dikkatini sağlama becerileri, aktivite ve materyal kullanmaları, öğrenci katılımını sağlama ve uygun ortam oluşturma şekilleri üzerine yorum yapmışlardır. Bu alan her zaman öğretmen adaylarının akranlarını başarılı buldukları ikinci alan olmuştur.

Öğretmen adayları ders anlatımı sırasında akranlarının nasıl gözüktükleri konusunda da farklı olmayan yorumlar yapmışlardır. Eğer akranlarını başarılı bulmuşlarsa onlar için, kendine güvenen, rahat, tecrübeli gibi olumlu ifadeler kullanmışlardır. Diğer taraftan eğer bu alanda akranlarının kendilerini geliştirmeleri gerektiğini düşünmüşlerse akranlarının kaygılı, sinirli, endişeli görüldüğünü belirtmişlerdir.

Sınıf yönetimi konusunda da akranlarının ders anlatımı üzerine aynı konularda yorum yapmışlardır. Yalnız kendileri için öğretmen adayı kaynaklı sorunları daha az belirtirken, akranları için bu sorunları nispeten biraz daha fazla dile getirmişlerdir. Sınıf yönetimi öğretmen adaylarının akranlarının geliştirmesi gerektiğini düşündükleri ikinci alandır.

Üçüncü araştırma sorusu öğretmen adaylarının yansıtıcı düşüncelerinin niteliğini araştırmaktadır. Akran değerlendirme ve öz değerlendirme birebir aynı sonuçları verdiği için

tek bir kapsamda ele alınacaktır. Öğretmen adayları Sparks-Langer et al. (1990) çerçevesine göre en fazla ikinci ve üçüncü seviyede yansıtıcı düşünme sunmaktadır. Diğer bir ifadeyle öğretmen adayları yansıtıcı düşünmelerinin dörtte üçünü betimleyerek sunmuşlardır. İkinci seviyede basit bir dil kullanmışlardır ve üçüncü seviye de ise uygun terminolojik ifadelere yer vermişlerdir. Başarılı yönlerinden bahsederken daha fazla üçüncü seviyede yazarken, yetersiz buldukları kısımlar için ikinci seviyede yansıtıcı düşünme gerçekleştirmişlerdir.

Dördüncü seviye kısıtlı sayıda tespit edilmiştir. Öğretmen adayları genellikle kendi görüşlerini gerekçe olarak sunmuşlardır ve çok az sayıda mentor öğretmenlerinin yapmış olduğu uygulamalara gelenek olarak referans vermişlerdir. Benzer bir şekilde beşinci seviye de kısıtlı sayıda belirmiştir. Çok az sayıda öğrenci açıklamasında bir teoriye ya da ilgili eğitim prensibine yer vermiştir. Buna rağmen, altıncı seviye dördüncü ve besinci seviyeye oranla daha fazla, ikinci ve üçüncü seviyeye göre de daha az ortaya çıkmıştır. Öğretmen adayları genelde öğretim alanı faktörü olarak öğrencilerin yaşına ve yabancı dil seviyelerine yer vermiştir. Bu faktörler ilgili bir teori ya da prensiple tartışılmıştır. Eleştirel yansıtıcı düşünme içinse tüm verilerde sadece bir örneğe rastlanmıştır. Bir öğretmen adayı öğrencilerin katılımıyla ilgili cinsiyet farkı üzerine yorum yapmıştır. Kısacası, öğretmen adayları betimleyici yansıtıcı düşünmeyle daha fazla meşgul olmuş, sınırlı miktarda olsa da üst seviyede yansıtıcı düşünme gerçekleştirmiştir. Eleştirel seviyeye ise sadece bir öğrencinin ulaştığı gözlenmiştir.

Yansıtıcı düşünmenin niteliğiyle ilgili olarak belirtilmesi gereken bir diğer nokta da belirlenen yansıtıcı düşünme seviyelerinin öğretmen adaylarının başarılı buldukları yönlerinde geliştirilmesi gereken yönlerine kıyasla hep daha fazla olmasıdır. Bu durum öğretmen adaylarının yazı miktarlarıyla ilgilidir. Öğretmen adayları hep daha fazla olumlu yönlerini yazmışlardır, geliştirilmesi gereken noktalar sayıca daha azdır.

Üçüncü araştırma sorusu aynı zamanda ileriye yönelik yansıtıcı düşünmenin öğretmen adaylarına hangi yönlerden katkı sağladığını araştırmaya yöneliktir. On öğrenciyle yapılan mülakat sonuçları göstermiştir ki öğretim öncesi öz değerlendirme formu amacına ulaşmıştır. Öğretmen adayları derslere daha hazırlıklı ve planlı gitmiştir. Ayrıca öngörü kazanmışlar ve sınıfta olması muhtemel olayları daha sakin bir şekilde karşılamışlardır. Dahası bu tarz yansıtıcı düşünme endişelerini azaltmış ve özgüvenlerini arttırmıştır.

Dördüncü araştırma sorusu öğretmen adaylarının sistematik yazılı öz değerlendirme ve akran değerlendirme sürecine ilişkin görüşlerini öğrenmek amacıyla oluşturulmuştur.

Yapılan mülakatlar göstermiştir ki öğretmen adayları öz-değerlendirme sürecini faydalı bulmuşlar, yazmanın öğrenimlerini kalıcı kıldığını ifade etmişlerdir. Dahası bu süreçle gelişmelerini gözlemleyebildiklerini, zayıf yönlerini ayırt edebildiklerini ve bu noktaları geliştirmeye çalıştıklarını söylemişlerdir. Dahası öz değerlendirme süreciyle alternatif düşüncelere ulaştıklarını da belirtmişlerdir.

Akran değerlendirme süreciyle de ilgili olarak, öğretmen adayları çeşitli görüşler kazandıklarını, arkadaşlarıyla empati kurabildiklerini, özgüvenlerinin arttığını ve öğretmenlik üzerine daha bilinçli bir hale geldiklerini anlatmışlardır. Dahası öğretmen adayları bu süreç sayesinde hem kendi öğretmenliklerinin hem de akranlarının öğretmenliğinin geliştiğini örneklerle sunmuşlardır. Yalnız iki öğrenci bu süreci çok yorucu bulmuş, ve fazlaca vakitlerini aldığını dile getirmişlerdir. Buna bağlı olarak da uzun makale tarzı değil de kısa notlar şeklinde akran-değerlendirme formunu doldurmayı ya da daha az sıklıkla bu formları yazmak istediklerini söylemişlerdir.

Bu iki süreçle ilgili de gündeme getirilen diğer bir önemli nokta da mentor öğretmenlerin öğretmen adaylarına yeterince geribildirim vermediği ve bu süreçlerin bu geribildirim yerine geçtiğidir.

4. UYGULAMAYA YÖNELİK SONUÇLAR

Bu bulgular temel alınarak öğretmen adaylarının yansıtıcı düşüncelerini içerik ve nitelik açısından geliştirebilmek için öğretmen adaylarına birebir, bireysel ve sürekli destek ve rehberlik sağlanmalıdır. Öğretmen adayları daha sık ileriye yönelik yansıtıcı düşünme uygulamalarıyla meşgul olmalıdır. Öğretmen adayları günlük yazma gibi diğer yansıtıcı düşünme aktiviteleriyle daha sık uğraşmalıdır. Öğretmen adayları öz değerlendirme ya da akran değerlendirmeyi sadece yazılı değil sözlü olarak da uygulamalıdır. Öğretmen adaylarına bu seçenek sunulmalı, tercihleri doğrultusunda bu süreçleri gerçekleştirmelidirler. Ancak Burton'ın (2005) da ifade ettiği gibi yazmanın kendisi bir yansıtıcı düşünme olduğu için öğretmen adayları yazmaya teşvik edilmelidir. Dahası, yansıtıcı düşünmeye karşı olumsuz duygular geliştirmemeleri için bu yansıtıcı düşünme yazılarına not verilmemelidir. Son olarak da okullardaki mentor öğretmenler de bu yansıtıcı düşünme sürecine dahil olmalı, öğretmen adaylarını eleştirel yansıtıcı düşünmeye ulaşmaları için teşvik etmelidirler.

APPENDIX M

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : Gümüřok
Adı : Fatma
Bölümü : İngiliz Dili Öğretimi

TEZİN ADI (İngilizce) : ENGAGING PRE-SERVICE EFL TEACHERS IN THE
EVALUATION PROCESS: SELF-EVALUATION AND PEER EVALUATION AS
A REFLECTIVE PRACTICE IN THE PRACTICUM

<u>TEZİN TÜRÜ</u> : Yüksek Lisans	<input checked="" type="checkbox"/>	Doktora	<input type="checkbox"/>
1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.			<input type="checkbox"/>
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.			<input type="checkbox"/>
3. Tezimden bir bir (1) yıl süreyle fotokopi alınmaz.			<input checked="" type="checkbox"/>

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: