



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education
Program of English Language and Teaching

THE REFLEXIVE PRACTICE TRIPLICATION MODEL FOR ENGLISH
LANGUAGE TEACHERS VIA VIDEO ENHANCED OBSERVATION

Ayça ASLAN

Ph.D. Dissertation

Ankara, (2020)

With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...



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İNGİLİZ DİLİ ÖĞRETMENLERİ İÇİN VİDEO TEMELLİ GÖZLEM ARACILIĞIYLA
REFLEKSİF UYGULAMA ÜÇLEMESİ MODELİ

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Abstract

This study represents an exploratory research in which the teacher/researcher aims to suggest a Reflexive Practice Triplication Model. This exploratory practice investigates the needs, strengths and weaknesses of EFL teachers, the puzzles teachers have in a language classroom, what to reflect upon in teaching, and how reflexive practice triplication affects teachers' professional development. The study also reveals the value of collaboration with colleagues through evaluation of their peers' teaching practices using critical peer-review checklist and providing feedback to others in focus group discussions for their practices. The study was conducted in 2018-2019 academic year at a private K-12 institution in Ankara. Participants were 8 secondary school teachers of English who were chosen on a voluntary basis. Triangulation technique was used to find out the effectiveness of the model. In this respect, critical reflective and reflexive report, critical peer-review and the researcher's observation diary were analysed with constant comparative method. Besides, the teacher/researcher studied how the participant teachers were engaged in the process and both qualitative and quantitative influence of the reflexive practice on the participant teachers were studied. The findings of the study suggested that the reflexive practice triplication model enabled teachers to identify their needs, strengths and weakness in teaching, to collaborate with their colleagues and to develop professionally. This study may be conducive to EFL teachers' professional development through the implications it offers.

Keywords: exploratory research, critical peer-review, focus group discussion, professional development, critical reflective and reflexive report, Reflexive Practice Triplication Model

Öz

Bu çalışma, öğretmen/araştırmacının bir Refleksif Uygulama Üçlemesi Modeli önermeyi amaçladığı bir keşif araştırmasıdır. Bu keşif uygulaması, yabancı dil olarak İngilizce öğretmenlerinin ihtiyaçlarını, güçlü ve zayıf yönlerini, öğretmenlerin bir dil sınıfında sahip oldukları sorunları, ne üzerine yansıtıcı düşüneceklerini ve refleksif uygulama üçlemesinin öğretmenlerin mesleki gelişimini nasıl etkilediğini araştırıyor. Çalışma aynı zamanda, öğretim uygulamalarının eleştirel meslektaş incelemesi kontrol listesi kullanarak değerlendirilmesi ve odak grup tartışmalarında geri bildirimde bulunulması yoluyla meslektaşlarla işbirliğinin değerini ortaya çıkarmaya çalışmaktadır. Çalışma 2018-2019 eğitim-öğretim yılında Ankara'daki özel bir K-12 kurumunda gerçekleştirilmiştir. Katılımcılar gönüllü olarak seçilen 8 ortaokul öğretmenidir. Modelin etkinliğini anlamak için üçgenleme kullanılmıştır. Bu bağlamda, eleştirel yansıtıcı ve refleksif rapor, eleştirel meslektaş incelemesi ve araştırmacının gözlem günlüğü sürekli karşılaştırma yöntemiyle analiz edilmiştir. Ayrıca, öğretmen/araştırmacı, katılımcı öğretmenlerin sürece nasıl dahil olduklarını ve refleksif uygulamanın katılımcı öğretmenler üzerindeki hem nitel hem de nicel etkisini incelemiştir. Çalışmanın bulguları, refleksif uygulama üçlemesi modelinin, öğretmenlerin öğretimdeki ihtiyaçlarını, güçlü ve zayıf yönlerini belirlemelerini, meslektaşlarıyla işbirliği yapmalarını ve mesleki açıdan gelişmelerini sağladığını göstermiştir. Bu çalışma, önerdiği uygulamalarla yabancı dil olarak İngilizce öğretmenlerinin mesleki gelişimine fayda sağlayabilir.

Anahtar sözcükler: keşif araştırması, eleştirel meslektaş değerlendirmesi, odak grup tartışması, mesleki gelişim, eleştirel yansıtıcı ve refleksif rapor, Refleksif Uygulama Üçlemesi Modeli

To my precious daughter, Kumsal

and to my beloved and respected teacher Prof. Dr. İsmail Hakkı Erten.

It was a great honor for me to be one of your students. You made me believe in myself with your confidence in me. You enlightened me with your wisdom. Some souls leave behind a trail of light that is never forgotten. You will always be in my heart. Rest in peace.

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Symbols and Abbreviations

CCM: Constant comparative method

EFL: English as a foreign language

EP: Exploratory practice

EPM: Exploratory practice mentor

GT: Grounded theory

ICR: Inter-coder reliability

L2: Second/Foreign language

PD: Professional development

SLA: Second language acquisition

ToE: Teachers of English

T/R: Teacher/researcher

VSR: Video stimulated recall

Chapter 1

Introduction

Second language (L2) teaching is a complex process although it seems simple. Being a part of this complex process, a professional and well-qualified EFL teacher needs to have a great deal of knowledge and expertise, which is possible only if the teacher is willing to comply with the changes and innovations in the field. According to Celce-Murcia (2001), “the field of second language teaching has undergone through many fluctuations and shifts over the years” (p. 3). Similarly, Richards and Farrell (2005) state that “the field of language teaching is subject to rapid changes....as a result, teachers need regular opportunities to update their professional knowledge and skills, that is, their opportunities for professional development” (p. vii).

In the context of significant shifts in second language teaching and teacher education, this study mainly aims to raise language teachers' awareness of their needs, strengths and weaknesses in their own teaching and the significance of personal and professional development. In addition, in this exploratory practice the T/R investigates the effectiveness of video enhanced observation and video stimulated recall on teachers' reflection to their own teaching and how critical peer-review affects continuing professional development. Further, the value of collaboration with colleagues through peer review and focus group discussion was surveyed during the research process.

The study suggests Reflexive Practice Triplication Model in which ToE reflect upon their teaching practices within three cycles. The core intention of the T/R was to contribute to professional development of ToE. In this respect, the study was aimed to provide an insight for ToE to improve themselves professionally.

Background to the Study

Studies on teacher research and professional development. Although there are various studies on pre-service teachers' professional development, studies on in-service teacher research are quite limited. Some of the studies conducted on teachers as researchers (Karakaya, 2015) are presented in Table 1.

Table 1

Some Studies on Teacher Research

Author(s)	Research Question	Research Design	Participants	Main Findings
Kyle & Hovda (1987)	How the collaborative effort in action research helped teachers to be researchers.	Observation Reflection	13 teachers	Teacher research is constructive if teachers are willing and should be supported by the institutions.
Peters (2004)	The experiences of ten teachers in the action research based on professional development.	Observation Semi-structured interview Researcher's reflective journal	10 teachers	Teachers gain a better understanding of their students with reflection on their practices.
Adams (2009)	What it means to do research for professional development.	Focus group interviews Individual interviews	8 middle school teachers and a university facilitator	Teacher research is a reflection tool for teachers and it helps them to bridge the gaps between their beliefs and practices
Borg (2009)	What research is for teachers and how often they do it.	Initial and follow up questionnaires Interviews	505 English teachers from 13 different countries	Teachers are not into doing research because of the barriers such as lack of time, knowledge, and access to material.
Banegas, Pavese, Velázquez, & Vélez (2013)	The ways teachers benefit from involvement in action research for CLIL and its impact on student motivation to learn English.	Implications	90 students and their teachers	CLIL helps teachers to be autonomous and more capable professionals. It also enables democratic participation of students.

In addition, Zeichner (2003) examined some systematic studies of school-based teacher research programs in the USA. The aim of these studies was to assess the impact of the programs on teachers, students and schools with the help of the data collected from teachers over a period. These longitudinal studies on professional development focus on several approaches to conceptualizing, organizing and supporting teacher research. Table 2 demonstrates the summary of these studies on professional development.

Table 2

Summary of Some Longitudinal Studies on Professional Development

Program	Duration	Participants	Major Findings
The Madison, Wisconsin Classroom Action Research Program	2 years	74 teachers 10 facilitators	Doing research helped teachers develop more confidence in their ability as teachers. They started to look at their teaching in a more analytic, focused and in-depth way.
Teacher Research in Inquiry Groups in the Learning/Teaching Collaborative	3 years	College faculty and classroom teachers	The participants indicated that they learned important things not only from their own research but also from all of the research done in their group. They have developed new skills to collaborate with their colleagues as a result of the presentations and discussions in the groups.
The Lawrence School Teacher Study Groups	3 years	15 teachers with more than 20 years of experience	The outcomes of participation in this study are teachers' developing understanding of children and the process of teaching and learning, a broadening of perspective and enhancing student learning through deep and critical reflection.
School-wide Action Research in Georgia and Iowa	6 years	A sample of teachers and school-based facilitators	Teachers mentioned better learning opportunities for students, closer collegiality with other teachers and increase in student achievement.

In addition the studies mentioned above, some recent studies on English language teachers' professional development in Turkey context are demonstrated in Table 3.

Table 3

Some Studies on Professional Development for ToE (Turkey Context)

Author(s)	Research Question(s)	Research Design	Participants	Main Findings
Savaş (2009)	Whether ELT teachers teach ESP without getting a special training.	Quantitative Questionnaire	60 4 th grade students and 40 ELT teachers	Both ELT and content teachers cannot teach ESP due to the differences in the knowledge and the language studied in their undergraduate education.
Yurtsever (2013)	English instructors' beliefs on their professional development in Turkey.	Quantitative Questionnaire	91 English language instructors	The participants are interested in their professional development individually because they are aware of their needs and how to follow a program they create.

Uysal (2012)	The teachers' opinions about the effectiveness of the INSETs, what changes they see after participating in them, what challenges they face and their needs and expectations for future INSETs.	Semi-structured interview Questionnaire	3 teacher trainers, 6 teachers with 7-15 years of experience, and 72 teachers for questionnaire	Although the teachers' attitudes are positive towards the INSETs, they have limitations in their planning and evaluation phases, and the impact on teachers' practices.
Ekşi & Aydın (2013)	Instructors' perceptions of professional development programs and in what areas they need them.	Quantitative Multiple regression	92 English language instructors	Instructors' perceptions were generally positive, "New theories and practices in ELT" was the area with the highest degree of need.
Mahmoudi & Özkan (2015)	Which professional development activities would be more useful for teachers and if there are differences in the perception of teacher development activities between novice and experienced teachers.	Questionnaire Focus group interview T-test and content analysis	60 English teachers	Professional development activities were beneficial for both novice and experienced teachers, with a significant difference between two groups of teachers.
Emre (2019)	The perceptions of EFL teachers on the use of webinars in their teaching and for professional development purposes, and whether there are differences between different groups of participants.	Quantitative Online questionnaire Inferential and descriptive statistics	78 EFL teachers	Prior webinar experiences, teaching experiences, age, and being a native or not significantly affect teachers' perceptions on the use of webinars in professional development.
Songül (2019)	What changes are observed in Turkish EFL teachers participating in the OPD program and what features of it were effective for teachers' professional growth.	Qualitative Multiple case study	10 female Turkish EFL teachers	All teachers changed in their cognition and behaviour caused by the webinars, the lesson study discussions, the lesson planning and teaching practices as a result of their participation in online professional development program.
Dinç-Ayaz (2019)	To what extent instructors give feedback on different aspects of teaching and how they evaluate this process in terms of its contribution to their teaching practices.	Qualitative Content analysis (peer & post observation, reflective journals, and interviews)	4 English language instructors	Instructors mainly focused on teaching techniques, lesson structure, and engaging learners, rather than learning. The triangulated data displayed that reciprocal peer observation was useful for professional development.

The preliminary study. The T/R conducted a preliminary study to understand the effectiveness of reflexive practice triplication model. The study was conducted with secondary school English teachers in a private school in Ankara. The participants for this study were 13 teachers of English ($n = 13$) involved in two-hour group discussion and open-ended questionnaire, and 2 of them were volunteers ($n = 2$) to be involved in the forenamed reflexive practice triplication with the teacher/researcher. Table 4 shows the flow of the preliminary study.

Table 4

The Flow of the Preliminary Study

Procedure	Method	Date
Open-ended questionnaire with 13 English language teachers who are teaching secondary school students.	Responding 12 questions	1 - 15 October 2017
Defining common language classroom problems	Two-hour group discussion Content analysis of open-ended questionnaire	15 - 31 October 2017
Formation and adaptation of instruments (critical peer-review checklist & critical reflective and reflexive report)	Theoretical background, questionnaire results and discussion	1 - 15 November 2017
1 st reflective practice application with two volunteers & critical reflective and reflexive reports	Reflexive Practice Triplication Model	November 20 th , 2017 Monday
Analysis of critical reflective and reflexive reports, peer-review checklist & collaboration with volunteer teachers	Exploratory practice	December 2017
2 nd reflective practice application with two volunteers & critical reflective and reflexive reports	Reflexive Practice Triplication Model	January 8 th , 2018 Monday
Analysis of critical reflective and reflexive reports, peer-review checklist & collaboration with volunteer teachers	Exploratory practice	January 2018

The first research question was asked to find out whether language teachers were aware of their needs, strengths and weaknesses in teaching and if they were conscious about reflexive practice and critical peer-review. Content analysis of the open-ended questionnaire showed that the teachers gave mostly similar answers to the questions. When they wrote about their strong sides in their teaching, they used the terms “energetic, motivated, good observer, authoritarian, hardworking, analysing body language, open-minded, curious, improving myself”, whereas about their weak sides they used the terms “yelling out, problems in classroom

management, impatient, difficulty in motivating students". Moreover, to make the learning environment efficient, they used similar terms such as "*humour, use of technology, whole brain teaching, immediate feedback, positive atmosphere, encouraging, eye contact*".

However, 10 teachers have never guided a colleague, which shows the lack of collaboration between language teachers. Similarly, 8 teachers have not been criticised positively or negatively by their colleagues. However, all the teachers stated that they would like to monitor themselves while teaching and feel more motivated if they were included in a teacher-training programme. Considering these, it is understood that language teachers are eager to improve themselves and need in-service training.

Considering their consciousness about reflective practice and critical peer-review, 8 teachers tried to guess what reflective practice means; however, 5 teachers did not answer the question asking about reflective practice. After having the questionnaire, they wanted to learn about reflective practice. On the other hand, all the teachers participated in this action research answered the question related to critical peer-review using the terms "*colleagues, feedback, sharing ideas, observation*" which means they are aware of what peer-observation is.

The second research question was posed to investigate if there is any discrepancy between what participant teachers intended to do and their actual classroom practices in terms of "classroom management and instructional strategies", and "guiding and motivation", considering their critical reflectivity and reflexivity on their own teaching. The teachers wrote their critical reflective and reflexive reports touching upon some issues; such as how close their plans were to their actual performances, if they achieved their lesson plan goals or noticed any learning difficulties during their practices, how they evaluate their teaching practice in terms of learning outcomes, classroom management, instructional strategies, guiding and motivation. The teacher/researcher focused mostly on the participant teachers' reflection on their "classroom management and instructional strategies" and "guiding and motivation".

For their first teaching practices, both teachers wrote that they mostly achieved to do what they intended; however, because of some classroom

management and motivation problems, they added that they could not do exactly what they intended. As for “classroom management and using instructional strategies”, Teacher A stated, “Actually, I try to use whole brain teaching strategies to manage the classroom or to overcome disruptive behaviour. However, I found myself warning some students in an angry manner.” Similarly, Teacher B indicated, “When the students spoke Turkish or talked out of turn, instead of reminding them classroom rules, I just gave negative points using the online platform”. On the other hand, both teachers believed they used clear and understandable instructions and guided their dependent students during their practices.

As another aspect of this reflection, the participant teachers reflected on their “guiding and motivation” during their practices. Teacher A stated: “I realized something while watching my recording that I did not realize during the lesson. One of the students in the back row was playing with his scissors instead of being on task. I understood that I should pay close attention to that student.” Likewise, Teacher B wrote, “Two students were chatting and when I asked the reason, they told me they were bored, which made me feel that I could not motivate them. Also, I saw in the video that a student nearby the window was watching the garden while I was giving the instructions.”

In the second teaching practice, both teachers stated that they had a better performance considering their first teaching practices especially in terms of classroom management and instructional strategies. Teacher A wrote: “On the contrary to my previous performance, I used whole brain teaching strategies such as 5 classroom rules and teach-ok, which helped me to manage the class better. Besides, at the beginning of the lesson, I stated the objectives clearly and I used brainstorming to activate what students know.” Similarly, Teacher B indicated: “I paid more attention to whole brain teaching and stating clear objectives, which helped the students be more concentrated on the lesson.”

Considering “guiding and motivation”, both teachers thought that they made progress. Teacher A specified: “In my second teaching practice, I paid more attention to the students inclined to be off task arousing their interests, and while watching my practice I noticed that everyone was engaged into the tasks during the lessons.” Teacher B, too, stated, “My class was more concentrated than the first time because I tried to have fun and encourage participation during the lesson.”

In the third research question, the T/R questioned in what way language teachers collaborate with their colleagues and how they evaluate their colleagues' teaching practices. They were involved in a participatory action research in which they shared their ideas and experiences in focus group discussions and contributed to the study. The two volunteer participant teachers evaluated their colleagues' teaching practices by using a critical peer-review checklist in which there are 10 items in two domains which are "classroom management and using instructional strategies" and "guiding and motivation". During their practices, their peers observed them focusing on these two features.

After the teaching practices, the T/R analysed critical reflective and reflexive reports, peer-review checklists and videos. As a part of this exploratory practice, the teacher/researcher and the two participant teachers decided to come together to share their ideas and experiences. The main aim was to collaborate with their colleagues and to reflect upon their teaching practices. It took an hour to discuss their strong and weak sides and how to improve themselves. When the teacher/researcher asked them how they felt during this period, they told that they felt uncomfortable and excited in the first teaching practice; however, they felt more comfortable and became more open-minded in the second practice, which was the most important outcome of this process. They indicated that being involved in this study was a great opportunity for them.

Finally, the last research question was asked to examine whether the participant teachers make any progress between their first and second teaching practices under favour of the reflective practice triplication model according to critical reflective and reflexive reports and critical peer-review. The results showed that according to content analysis, participant teachers used mostly negative statements in the 1st teaching practices whereas they used more positive statements in their 2nd teaching practices regarding their performances. Similarly, critical peer-review checklist analysis showed that the participant teachers got lower points in their 1st practices from their peers with regard to "classroom management and instructional strategies" and "guiding and motivation" comparing to their 2nd practices. Both teachers improved themselves positively between the two teaching practices.

As a result, the preliminary study clarified that reflective practice triplication model enabled teachers to realize strong and weak sides of their teaching and

encouraged them to develop themselves personally and professionally. In addition, teachers understood the importance of collaboration with their colleagues and being involved in an exploratory practice. They gave positive feedback after the study and expressed that they would be very glad to be involved in such studies.

Statement of the Problem

Over the last few years, there has been a shift in second language acquisition (SLA), teacher education and the roles of teachers in a language classroom, which is the focus of many recent studies (Johnson, 2006; Kumaravadivelu, 2003). Teachers are no longer only lecturers; instead, they are facilitators, critical thinkers and researchers. Therefore, the primary concern should be to put the emphasis on teachers' needs. Some of the issues which have great impact on teachers' engagement in the process are organizational and institutional factors (Borg, 2009; Hahs-Vaughn & Yalowitz, 2009), teachers' personality and beliefs (Akbari, 2007), and teachers' background or experiences (Hahs-Vaughn & Yalowitz, 2009).

In this respect, the central problem of this study is language teachers' lack of self-awareness, the need for reflection to their own teaching and collaboration with colleagues. Therefore, the teacher/researcher aims to monitor teachers to become aware of their needs, strengths and weaknesses through reflexive practice and to improve themselves by the help of critical reflective and reflexive reports and critical peer-review.

Aim and Significance of the Study

This study proposes a framework for conceptualizing a model to become a critical reflexive practitioner as an English language teacher. The problem was investigated in order to understand the efficiency of reflexive practice through video enhanced observation. The main purpose of this study is, first, to ground teachers' practices in theory. Second, the T/R investigates whether teachers are aware of their own strengths and weaknesses in their teaching and what they need to become better teachers of English. Moreover, the present study sets out to investigate the value of professional development. Finally, this exploratory practice may shed light on the usefulness of working collaboratively with colleagues over the course of critical peer-review and focus group discussions.

This research is significant because, first, the findings of the topic being of special interest will provide vital information for teacher training programs. Secondly, the study will endeavour to bridge the gaps in teacher education field and will enlighten English language teachers about reflexive practice through video enhanced observation. What is more, the intention of this study is to involve in-service language teachers in an exploratory practice in Turkey context. As Karakaya (2015) states, investigating the needs of EFL teachers in order to implement teacher research for professional development can bridge the gap in ELT field.

Research Questions

The main aim of this research is to shed light on the language teacher education by means of the following questions. As for the purpose of this study, the following research questions were formulated:

1. What are language teachers' self-identified needs for teaching?
2. What are the issues that teachers reflected upon?
3. In what ways have the reflexive cycles influenced the participant teachers?

Assumptions and Limitations

The entire participants were thought to have desire to improve themselves since they were aware of their weaknesses as far as the teacher/researcher observed during sharing sessions which had been held once a week throughout the previous years. When the teacher/researcher asked her colleagues what they thought about teacher education, most of them stated they needed some guidance to feel motivated and inspired to be able to improve themselves. Therefore, it is assumed that this study is a need in the field for teachers' professional development.

The major limitation of the present study lies, first of all, in the size of the study group. The sample of this study cannot be considered totally representative of the original population of interest, but generalizability is not a primary goal since this is a piece of exploratory practice. Second, the setting's being a private school does not represent all types of language teaching environment and it cannot be generalized for all language teachers. In other settings, teachers' awareness, needs and beliefs towards reflective and reflexive practice can vary. Another limitation

could be the inherent potential for bias regarding “rate of response, limited sample size and with the inclusion of open-ended responses subjectivity in data analysis” (Collet-Klingenberg & Kolb, 2011, p. 25) since this is a mostly-qualitative study. Finally, being an insider researcher is another limitation of the study due to the power relationship and the bias. As the T/R of this study, it is inevitably essential to be aware of these possible limitations of the study, honestly share them with the readers, and take necessary precautions against interposing bias within the study.

Definitions of Terms

Professional development:

“Any activity that is intended partly or primarily to prepare paid staff members for improved performance in present or future roles in the school districts” (Little, 1987, p. 491).

“The sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change” (Fullan, 1995, p. 265).

Action research:

“Action research is an orientation to knowledge creation that arises in a context of practice and requires researchers to work with practitioners” (Bradbury-Huang, 2010, p. 93).

Reflexive practice:

“A means by which practitioners can develop a greater level of self-awareness about the nature and impact of their performance, an awareness that creates opportunities for professional growth and development” (Osterman & Kottkamp, 1993, p. 2).

Peer-review:

“An essential process for reviewing ideas and ‘catching mistakes’ and so improve the quality of a product” (Cole, 2003; cited in Blackmore, 2005, p. 221).

“Peer review is a tool for change” (Pagani, 2002; cited in Blackmore, 2005, p. 221).

“Evaluation of teaching performance by peer observation” (Blackmore, 2005, p. 222).

Critical reflection:

“Critical reflection refers to becoming aware of our presuppositions and challenging our established patterns of thinking” (Jarvis, Holford, & Griffin, 2003; Mezirow, 1990; cited in Cheng, Barnes, & Edwards, 2015, p. 1).

Exploratory practice:

“It is the name given to sustainable way of carrying out classroom investigations which provides language teachers with a systematic framework within which to define the areas of language teaching and learning that they wish to explore rather than academic research techniques as investigative tools” (Allwright & Lenzuen, 1997, p. 73).

Grounded theory:

“Grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analysed” (Strauss & Corbin, 1994, p. 273).

Chapter 2

Literature Review

21st Century English Language Teacher

As is known to all, there have been rapid and fundamental changes in foreign language teaching over the last decades. Crandall (2000) believes that language teacher education programs are not sufficient to prepare teachers for the facts of their classroom practices. Therefore, there is a huge gap between theory and practice with regard to teacher education. The new trends in language teaching and the shifts in educational standards have altered the understanding of teaching (Celce-Murcia, 2001; Richards & Farrell, 2005). These changes in the field have accompanied some institutional and implementational challenges for 21st century teachers of English.

Challenges for being a 21st century teacher of English. As is stated before, it is widely known that there have been severe and rapid improvements in ELT field in recent years. These improvements have brought along serious challenges for ToE. Dealing with technological, motivational and collaborative challenges is of great significance to pinpoint professional development needs of teachers; however, one of the primary purposes should be to investigate what teachers do to improve themselves professionally.

As Kırkgöz (2009) indicates “teachers are policy makers in practice hold great responsibility at the implementation level of the policy issues” (p. 679). However, considering the number of the studies conducted on professional development practices of EFL teachers in Turkey, it can be seen obviously that the research is quite limited. According to Hoş and Topal (2013), the studies conducted between 2000 and 2012 mostly explore professional development practices of university instructors. Therefore, there is a huge need for research on professional development of EFL teachers at K12 schools in Turkey.

Some recent research studies point out that there are still many EFL teachers following traditional approaches instead of communicative tasks and activities even when teaching young learners (Gürsoy & Akin, 2013; Kırkgöz, 2007, 2009; Özşevik, 2010). As Özşevik (2010) states, ToE face several difficulties and challenges in

implementing CLT practices. Therefore, in-service trainings should be provided for ToE with practical ideas and suggestions in teaching (Gürsoy & Akin, 2013).

Institutional challenges. The recent research has suggested that the involvement of administration team members in the process enables strategic decisions concerning resources to support the teacher education or professional development process (Andrews & Lewis, 2002). Within this process, teachers begin to take up new leadership roles in the organization. However, as long as organizations or institutions neglect supporting teacher education, it is hard for teachers to overcome the challenges. What is more, Avalos (2011) points out that mediations facilitate learning and stimulate teachers to change or reinforce their educational practices.

In-service teacher training programs (INSET) can provide practical experiences that encourage teachers to improve themselves both personally and professionally. These experiences help teachers to arrange themselves for various professional activities (Crandall, 2000), and to address their actual needs. For this reason, more research should be conducted to pinpoint EFL teachers' needs for professional development.

Some research studies in the literature have discussed *the efficacy of INSETs* offered by the Ministry of National Education (MoNE) on teacher education in Turkey (Bayrakçı, 2010; Çimer, Çakır, & Çimer, 2010; Kırkgöz, 2007, 2008; Küçüksüleymanoğlu, 2006; Özer, 2004; Özşevik, 2010; Uysal, 2012). Due to the fact that it is not that easy to implement recent changes in educational policies, INSETs have a great significance for EFL teachers. However, INSETs remain incapable to bridge the gap between expectations and actual practices of teachers. According to the studies in the literature, most of the problems arise from planning and implementations of INSETs. Some prominent issues responsible for the insufficiency of INSETs are mentioned as the lecture-type presentation, lack of space for teacher involvement; lack of expertise; and lack of guidance and support (Bayrakçı, 2010; Çimer, Çakır, & Çimer, 2010; Kırkgöz, 2007, 2008; Küçüksüleymanoğlu, 2006; Özer, 2004; Uysal, 2012).

Apart from lifting the effectiveness of INSETs, institutions can create opportunities for teachers to help raise their competences through collaboration.

Engvik (2014) conducted a study on the importance of networks for the professional development of newly qualified teachers and found out that being acknowledged by colleagues is decisive for professional development. In this respect, it can be claimed that working with colleagues cooperatively and systematic guidance by the institutions have a great role in professional development.

It is surely beyond doubt that teachers are *in need of time* to improve themselves professionally since their workload does not give them chance to do it. In 2018, according to secondary school principals across OECD countries, it was asserted that one of the top three factors which hinder the capacity of schools to provide qualified education is the inadequacy of the time required for instructional leadership with 31,9% (TEDMEM, 2019, p.31). In addition, it was stated that according to OECD average, professional development activities with the highest participation rate of teachers coincide with working hours (TEDMEM, 2019, p.56). Although teachers cannot spare enough time for their professional development due to heavy workload and increasing working hours, Oliver, Wehby and Nelson (2015) indicate that it is the responsibility of institutions to create opportunities for teacher education programs in order to engage teachers in reflecting regularly on their own practices. Teachers' professional development must be at the core of the necessities for the institution. In this respect, the administration should create sufficient time and opportunities for teachers to conduct studies in real teaching and learning contexts directing them to become researchers or reflective practitioners. According to Bubb and Earley (2013), "finding time for training and development is frequently noted by school staff as a barrier preventing them from taking up developmental opportunities" (p. 236). They conducted a study on a specific time allocation for teachers' professional development at over 600 schools in England. They figured out that time can be used productively for professional development activities which meet both teachers' individual needs and school-based needs with allocated training days.

It is not ignorable that one of the most considerable needs of teaching and learning context for professional development is *financial support* as well as sufficient time allocation. It is a common assumption that lack of financial support has a great impact on school-based professional development (Livingston, 2012). Teachers seek opportunities to find out ways to improve their classroom practices

through sharing expertise and ideas with their colleagues within this challenging financial setting. According to the HMIE Report (2009) on professional development, lack of financial support decreases the number of professional development events and courses. However, many schools claim that instead of school-based professional development, self-directed professional development “is not only better tailored to the learning needs of individual teachers and support staff but can also be more cost-efficient and effective” (HMIE, 2009, p. 18; cited in Livingston, 2012, p. 168).

Self-directed continuing professional development can be a great opportunity for teachers to improve their classroom practices. However, according to the findings of The University of Glasgow (2009), every teacher does not feel ready to take decisions about teaching and learning on their own. They need support to identify their professional learning needs because according to Bransford, Brown, and Cocking (2000), their background experiences and beliefs about learning and teaching differ from each other. In this respect, school-based professional development has a great role in defining teachers’ individual learning needs and supporting them to be more active, reflective and in control of constructing their own professional development activities with colleagues (Livingston, 2012). For this reason, lack of financial support by institutions can be a huge obstacle.

Implementational challenges. Although institutional challenges have a significant role in supporting teacher growth, some implementational challenges have responsibility as well. Guskey (1999) defines some key elements to contribute professional development and states that “Differences in communities of school administrators, teachers, and students uniquely affect professional development processes and can strongly influence the characteristics that contribute to professional development’s effectiveness” (Guskey, 2003, p. 47). For this reason, teachers’ needs should be taken into consideration in the implementation of professional development practices (Guskey, 2002).

Lack of encouragement, energy and time to learn new trends in ELT, to conduct some research in cooperation with colleagues and to motivate themselves are the biggest implementational challenges of doing teacher research and professional development (Allison & Carey, 2007). Many teachers do not even have enough information related to teacher research and professional development

(Watkins, 2006) or have “false assumptions about the process or because they are unaware of the many benefits of action research” (Byrnes, 2009, p. 116). According to Yaylı (2012), teachers cannot formulate research questions and find supervisors to facilitate their research process.

Technological challenges. Language teachers of 21st century are expected to be familiar with technological devices used in education such as computers and smart boards as a part of their experiences. Language teachers are likely to be exposed to computer-assisted language learning (CALL) and to be able to evaluate CALL programs effectively, their pedagogical knowledge needs to have an acquaintance with a fundamental understanding of how computers and networks work (Godwin-Jones, 2002).

Technology is primary not only as a tool in the classroom, but also as a component of teacher education programs. However, most teachers complain about bringing technology to the classroom because it can make them feel incapable. One of the challenges teachers face is that how to deal with the new technology takes time to learn and requires training. Lack of knowledge does not let teachers use technological tools successfully. They need to have a deep understanding of content knowledge as well. Secondly, teachers may not think it’s worth the effort since sometimes they cannot overcome the challenges without help and collaboration, hence they can resist the change. Another challenge is the failure of personalized learning. It is difficult for teachers to use the right tools for each student to accomplish the tasks effectively. Lastly, failing to provide internet security is a challenge many schools encounter. Therefore, they might hesitate about using technology in the classrooms.

Motivational challenges. In order to overcome the challenges confronted during the whole professional development process, the key element is the “desire for alteration”. Avalos (2011) highlights the significance of professional learning and claims that teachers are required to be involved in this cognitive and emotional process both individually and collectively. However, this is not as easy as expected due to motivational challenges teachers encounter.

Within the scope of TALIS (Teaching and Learning International Survey) 2018, teachers and school principals were asked to identify the factors that prevent

their participation in continuous professional development activities. Teachers and school principals expressed how much they participated in the items where seven different barriers were identified. Accordingly, motivation is the most important obstacle to both school principals' (61,6%) and teachers' (68,7%) continuous professional development and their participation in professional development activities (TEDMEM, 2019, p. 55).

In this vein, some studies attach importance to EFL teachers' lack of knowledge as one of the reasons why they are not motivated enough for their professional development. Büyükyavuz (2013), for instance, conducted a case study on EFL teachers' attitudes towards professional development in ELT. The results of the study show that the teachers do not have an insight about what professional development is and how to acquire the necessary knowledge and skills. Likewise, Gay and Kirkland (2003) claim that "many prospective teachers do not clearly understand what constitutes self-reflection, or how to do it" (p. 182).

In addition, teachers' prior learning experiences play a crucial role in shaping their perceptions of effective teaching and learning and their classroom practices (Crandall, 2000). Therefore, they can be resistive to alteration unless they do not become aware of professional development through conscious reflection. Crandall (2000) also points out that "self-observation and reflection on practice can help teachers move from a philosophy of teaching and learning developed as a learner to a philosophy of teaching consistent with their emerging understandings of the language learning and teaching processes" (p. 35). On the other hand, according to Gay and Kirkland (2003), teachers only propose descriptions, evaluations, or justifications for taken or predicted actions instead of reflecting critically on their actual practices. However, self-reflection provides opportunities for teachers to evaluate their practices and to improve them.

The next motivational difficulty comes from teachers' traditional beliefs (Gay & Kirkland, 2003). Regardless of their different learning styles treating all students the same, using the same methods and techniques instead of improving their practices is one of the biggest handicaps for teachers. It is troublesome for these teachers to go beyond these beliefs. Actually, teaching is a personal performance (Cochran-Smith & Lytle, 1993; Danielewicz, 2001; Palmer, 1998) and in addition to teachers' traditional beliefs, their self-efficacy beliefs is in charge as well. While

some researchers claim that negative self-efficacy belief hinders professional development (Guskey, 1988; Kubanyiova, 2006; Van Eekelen, Vermunt, & Boshuizen, 2006), other studies suggest that this lack of self-confidence might motivate teachers to improve themselves professionally (Hiver, 2013; Moé, Pazzaglia, & Ronconi, 2010; Wheatley, 2005).

Collaborative challenges. Cooperation in teaching and learning context is considered as one the most successful methods of instruction (Cohen, Kulik, & Kulik, 1982; Hedrick, McGee, & Mittag, 2000; Juel, 1996; McArthur, Stasz, & Zmuidzinas, 1990; Pinnell, Lyons, Deford, Bryk, & Seltzer, 1994; Wasak & Slavin, 1993). In their research involving college students, public school students, and college instructors, Hedrick, McGee and Mittag (2000) figured out that collaboration brings along instructional growth, emotional attachment, comprehension of failure reasons, promoting continuous practice of pedagogical skills, planning and understanding of methodology, and reflective thinking skills.

Despite all these benefits, some researchers claim that collaboration can seem threatening. For example, Merchant (2011), who is a researcher and an author in Harvard Business Review, claims that collaboration is challenging because you may need it to solve the problems beyond your expertise. Moreover, your roles and responsibilities can be unclear or uncomfortable. In addition, instead of thinking in detail yourself, you are into the mess of problem solving with others, which can cause acting without checking back in. Lastly, it may bring on fear of fighting. Similarly, Hansen (2009) believes that misinterpretation or miscommunication are always possible while collaborating with others. Further, pessimistic attitude hinders the chance of agreement or coming up with a solution to the problem.

According to TALIS 2018, across the OECD, while the proportion of teachers who can trust each other is 87,4%, this rate is below the OECD average with 82,5% in Turkey (TEDMEM, 2019, p. 30). It is not contestable that teachers should trust each other and need to be open-minded while collaborating with their colleagues. Teachers can collaborate in different ways such as mentoring, coaching, co-teaching or peer observation. The significant point is the language they use while passing their opinion on their colleagues during or after their observation. Collaboration can be challenging and hinders teachers' desire to collaborate if the

mentors or peers use judgemental language instead of observatory language or constructive attitude while criticising their colleagues.

All in all, considering all these challenges, it can be claimed that noteworthy implications should be considered with regard to professional development. It is necessary for teachers to engage in professional development activities to enhance their knowledge and skills. In this vein, some researchers recommend principles and guidelines for teacher development (Corcoran, 1995; Fullan, 2005; Hawley & Valli, 1999; Little, 1982). From Fullan (2005)'s point of view, designing professional development practices is an important process and institutions have great importance in this process. Likewise, Richards and Farrell (2005) define teacher development as "activities and practices with long-term goal and growth of teachers' understanding of teaching and of themselves as teachers" (p. 4).

The shift in teachers' role in ELT. Kavak and Baskan (2009) highlight the significance of teachers' role in the success of educational reforms and indicate that the emphasis is on teacher in educational reform. In addition, according to the 2005 OECD report, teachers are the most essential resource in schools. Yoon et al. (2007) also agree that teachers have a great role in school and on student achievement.

The expectations attached to teachers' roles can be demanding and overwhelming to teachers. They should have a deep understanding of how learning happens and what students feel about this learning process, which is an essential fragment of teacher quality. Moreover, they need to reflect on their teaching practices to learn from their experiences. When these qualities come together, it can be called as "the best fit". Figure 1 shows the elements that be met for the best fit, such as professional needs, students' needs and school's needs.



Figure 1. The elements of the best teacher quality

A 21st century ToE should meet professional needs, students' needs and school's needs. As a part of *professional needs*, expertise and experience are of a great significance for a teacher. A ToE should have content knowledge, pedagogical knowledge and technological knowledge. Competencies like critical thinking skill, self-awareness and self-regulation, social awareness, teamwork, collaboration are irreplaceable features of 21st century. In addition, a ToE needs to have the abilities such as to recognize, to understand and to analyse the learning environment.

In order to meet *students' needs*, a ToE should be able to facilitate, guide and motivate students to enhance learning since "students' lack of motivation, and often disengagement, reflects the inability of education systems to connect the content to real-world relevance" (Schleicher, 2012, p. 35). Therefore, the teacher should establish the balance between the concept and the practice. Besides, students are expected to have higher-order skills, alias 21st century skills, which are critical thinking, creativity, communication and collaboration. Changes in the demand for these skills require teachers "who constantly advance their own professional knowledge" (Schleicher, 2012, p. 36) to acquire 21st century skills themselves to teach them to their students effectively. Therefore, it is in teachers' power to ensure that students have 21st century skills.

As for *school's needs*, a ToE should meet what the job demands, which is "responsibilities and tasks needed to be performed" (Boyatzis, 2008, p. 6). A ToE is supposed to work in tandem with culture and climate in the school, which creates a great opportunity to overcome most of the institutional and contextual challenges mentioned before. Furthermore, ToE are expected to attach importance to professional development which many institutions put an emphasis on. In a recent study, the positive outcomes of creating professional development opportunities are highlighted. In the study, most of the instructors underlined the benefits of their changing roles after being involved in the professional development. It is stated in the study, "Eight (42%) saw themselves more in a facilitator role after they experienced the professional development, which was the largest response. Two other participants (11%) felt that their role involved becoming a learner themselves." (Archambault, Wetzel, Foulger, & Kim Williams, 2010, p.9).

Considering all the responsibilities and roles that ToE should take, the main characteristics of 21st century language teacher can be summarized as in Figure 2.

According to Figure 2, a 21st century ToE is required to be a learner, a collaborator, a researcher and a reflective and reflexive practitioner.

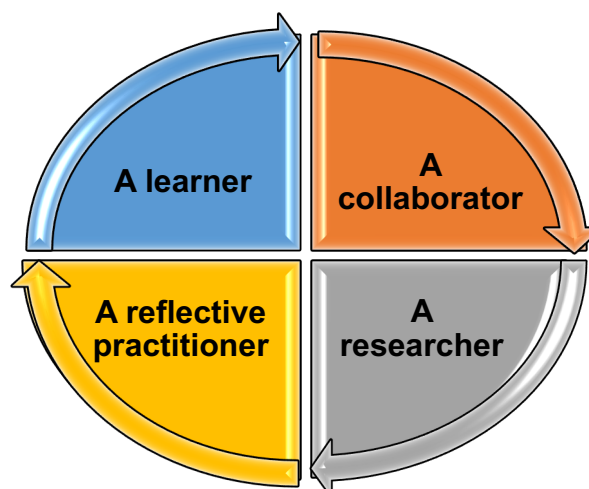


Figure 2. Main characteristics of a 21st century ToE

Language teacher as a learner. In the past, the teachers were believed to obtain the knowledge from others with the help of workshops or theoretical readings and easily transfer that knowledge to their teaching practices (Richards, 2008). In more recent times, however, it has been strongly argued that learning effectively from one's own experience is fundamental in developing and maintaining competence (Mann, Gordon & MacLeod, 2009).

In order to be an effective teacher and to concentrate on what improves student learning, ToE should be open to learn from their colleagues. Being open-minded to learn from each other also helps teachers raise their language awareness, which brings about professional development.

Language teacher as a collaborator. ToE collaborate with their colleagues by working together, sharing tasks and responsibilities and giving constructive feedback in order to learn from each other, increase student achievement and contribute to school improvement. "In addition to developing individual skills, teachers also need to be able and have opportunities to work collaboratively with others in designing learning environments, addressing the learning needs of students and developing themselves professionally" (Schleicher, 2012, p. 38). In this vein, it can be clearly indicated that a 21st century ToE is expected to be a

significant part of a team, and as a team member to have the responsibility to share the tasks given.

Language teacher as a researcher. It is not always easy to address the issue at the heart of educational problems, how to identify them and to offer solutions (Laurillard, 2009). In this respect, being a researcher makes a remarkable contribution to designate the problems for effective learning. It also allows the teacher to express the ideas and concepts, to overcome challenges in the classroom and to guide the colleagues to have the opportunity to improve themselves professionally.

Teachers as researchers, also ideal reflective practitioners, “are able to respond to and contribute to rapid advances in their field, building on others’ work, sharing ideas and results, moving forward collective knowledge and understanding” (Laurillard, 2009, p. 6). What is more, to become a researcher provides teachers for designing and managing learning activities with a better understanding for individual tasks and group collaboration (Laurillard, 2009; Masterman & Lee, 2005).

Language teacher as a reflective practitioner. Loughran (2002) states that only experience is not enough for professional development; instead, reflection on experience is crucial. Likewise, Crandall (2000) suggests that teaching is considered as a profession and the role of teachers is to “develop theories and direct their own professional development through collaborative observation, teacher research, and in-service training programs, rather than the typical short-term workshop or training program” (p. 36).

According to Schön (1987), the reflective practitioner is the person who can act and think at the same time, thus can generate solutions to the problems faced during teaching practice (cited in Adler, 1993). As a reflective practitioner, a teacher’s most essential role in the classroom is to be both an insider and an outsider during the teaching practice. Adler (1993) argues that the emphasis should be on learning by doing and coaching to be able to educate the reflective practitioner and adds that “the preservice teacher is no longer the merely passive recipient of the knowledge developed by research; rather, the teacher is expected to assess his or her strategies in light of their effectiveness in classroom situations” (Adler, 1993, p. 14). Similarly, Galea (2012) asserts that the reflective thinking works “if teachers

can develop their own thinking about their own practice with the aim of changing it according to students' needs" (p. 245). Further, according to Shulman and Colbert (1989), "reflection requires that a teacher be able to look back on his or her own teaching and its consequences" (p. 44), which leads to professional development.

As for the requirements of the 21st century, ToE are supposed to head from being a reflective teacher to being a reflexive practitioner which requires them to be more transformational rather than a passive reflector. In order to be a decent reflexive practitioner, ToE need adjust their attitudes, behaviours and thoughts to improve their teaching skills. Briefly stated, the focal point of a 21st century ToE should be holistic reflexivity instead of reflective practice.

Promoting 21st century skills. To promote 21st century skills, first, 21st century learners should be known well. 21st century learners are disengaged, which means that they do not like school and are not motivated enough. Teachers are to know what they prepare their learners for and how to engage them. In addition, they should give them opportunities to develop both their knowledge and skills simultaneously. To do this, ToE need to have 21st century skills.

Before promoting 21st century skills, the focal point is to identify the common characteristics of a 21st century English language teacher. Being open-minded, leader, understanding, supportive, creative, communicative, collaborative and critical thinker are the most essential features of a 21st century teacher. According to British Council CPD Framework, developing an awareness of and proficiency in 4Cs, which are critical thinking, collaboration, communication and creativity, has a great role in promoting 21st century skills. A 21st century teacher of English can select appropriate methodologies and resources, and reflect on her strengths and weaknesses in their teaching to enhance learners' proficiency.

21st century skills of an English language teacher were synthesized with mediational tools to address those skills and the implications to get ToE to use these skills in this study. Table 5 shows these skills, tools and implications in relation to each other.

Table 5

21st Century Skills and Their Implications in the Study

21 st century skills	Mediational tools to address these skills	Implications in the study
Critical thinking and interpretation	Critical peer-review / Critical reflectivity and reflexivity	While observing both their peers and themselves via VSR, the participant teachers thought critically and interpreted on their colleagues' and their own practices.
Problem solving	Critical reflective and reflexive report	The participant teachers reflected on classroom management, instructional strategies, guiding and motivation.
Reasoning and analysis	Video stimulated recall (VSR)	By the help of video enhanced observation, the participant teachers tried to understand the reasons why they behaved in that way and analysed their behaviour during their practices.
Self-regulation and self-discipline	Critical reflective and reflexive report	The participant teachers wrote critical reflective & reflexive reports for their teaching practices and regulated their upcoming teachings accordingly.
Creativity and innovation	Reflexive cycle	After each reflexive cycle, the participant teachers tried new strategies, either created by themselves or learnt from their colleagues during their teaching practices.
Collaboration and cooperation	Critical peer-review / Focus group discussion	The participant teachers evaluated each other, gave constructive feedback to their peers and shared their ideas about their own teaching experiences.

English Language Teachers' Professional Development

Although it has been an increasing field of research over the recent years, professional and personal development of EFL teachers still needs further research, especially in Turkey. The necessity of competent and qualified EFL teachers should always remain at the forefront of ELT research. In order to understand the significance of this, internalizing the term “professional development” should be of primary concern.

There are numerous definitions of professional development in the literature. For example, Little (1987) stated that professional development is “any activity that is intended partly or primarily to prepare paid staff members for improved performance in present or future roles in the school districts” (p. 491). According to Fullan (1995), professional development is “the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change” (p. 265). Similarly, Glatthorn (1995) mentioned professional growth “as a result of gaining increased experience and examining his or her teaching systematically” (p. 41).

Some researchers conducted studies on EFL teachers' self-efficacy beliefs and their professional development needs in different contexts. The common finding of these studies is that EFL teachers believe they need to develop themselves professionally (Butler et al., 2004; Eslami & Fatahi, 2008; Karakaya, 2015; Korkmazgil, 2015; Wall, 2008; Yan & He, 2015). For example, in the study of Butler (2004), teachers reported significant gaps between their actual English proficiency level and the necessary level for effective teaching. In addition, in the study of Wall (2008), a group of high-school EFL teachers in Thailand reported they need more in-service training related to language proficiency and teaching methodology. Similarly, Eslami and Fatahi (2008) found out that there was a positive correlation between Iranian EFL teachers' perceived efficacy and their self-reported English proficiency. Furthermore, the research of Yan and He (2015) conducted with 120 Chinese EFL teachers showed that they need to develop themselves in ELT methodology and spoken English competence.

In addition to these studies, Karakaya (2015) investigated in-service EFL teachers' perceptions on teacher research as a professional development tool and

found out that it is beneficial for teachers in solving classroom problems, raising their awareness, promoting teacher autonomy and collaborating with colleagues. Korkmazgil (2015) also conducted a study on professional development needs of EFL teachers and the difficulties they face in their professional growth. The results showed that teachers need to develop their language proficiency and speaking skills, improve themselves in teaching methodology and integrating technology into language teaching and material development.

Ball and Cohen (1999) defined professional development as the key to improve the education. In this sense, it is a necessity for both organizations (Borko, Elliott, & Uchiyama, 2002) and teachers to stay in touch with new trends in language (Turhan & Arikan, 2009). Moreover, according to Guskey (2002), professional development practices are supposed to alter teachers' beliefs and performances. Professional development practices such as "action research, mentoring, collaborative work, peer coaching, critical development teams and professional development through writing offer extended learning opportunities for teachers" (Byrnes, 2009, p. 26).

To sum up, teachers of English (ToE) are required to take responsibility for their own professional development. To do this, they should first understand their professional needs, interests and learning preferences. Secondly, ToE need to define their short-term and long-term career goals and seek the ways to reach those specified goals. Then, ToE should always stay up-to-date with educational trends in ELT. In addition to these, they are expected to be aware of and engaged in professional development opportunities. Finally, they should be researchers and practitioners collaborating with their colleagues, observing and reflecting on their teaching practices.

Practitioner research. Practitioner research enables teachers of English develop a deeper understanding towards their teaching and the quality of life in their classrooms. The purpose of practitioner research is to make a "direct connection between research and practice by encouraging teachers to submit their own practices to critical inspection and in so doing establish technical knowledge of their own" (Ellis, 2012, p. 348). Teachers can act independently or collaborate with their colleagues or supervisors in practitioner research. According to Ellis (2012), it is a

way of teacher research conducted in classrooms based on the principles of action research focusing on improving the practice (Burns, 2009) and exploratory practice focusing on the life in the classroom (Allwright, 2003).

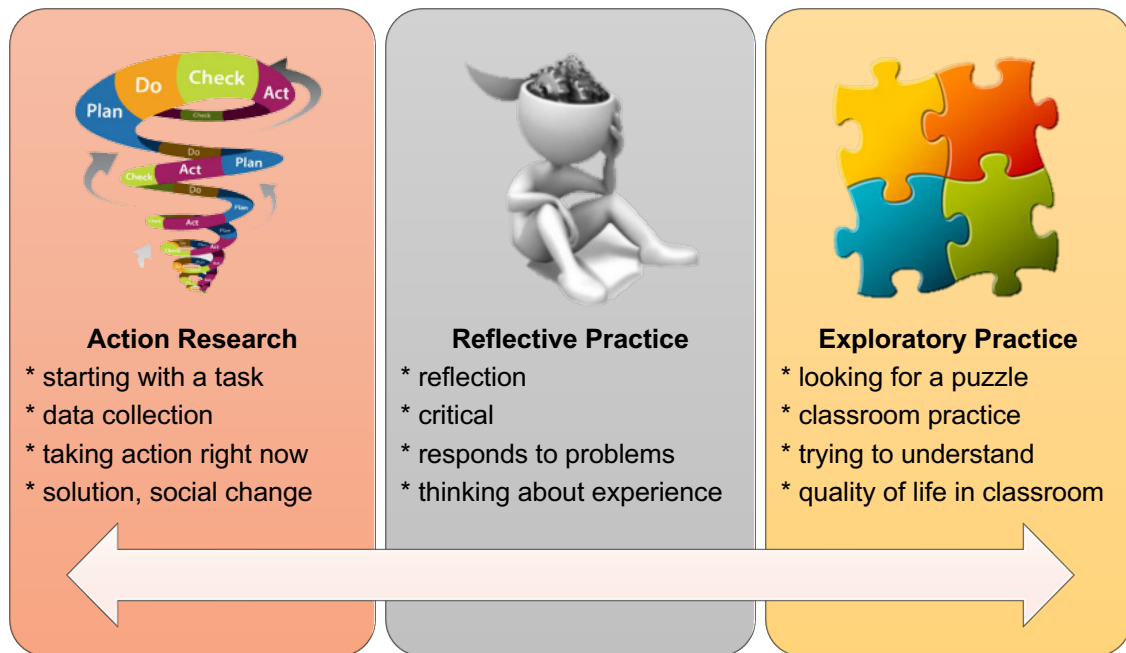


Figure 3. The relationship between AR, RP and EP

As shown in Figure 3, as the building blocks of practitioner research, action research, reflective practice and exploratory practice differ in some ways while at the same time they share similarities. For instance, AR starts with a task, collects data and finds a solution taking immediate action since it assumes “change is needed” (Nakamura, 2014, p. 110) whereas EP looks for a puzzle and tries to understand what happens in the classroom before deciding whether change is needed or not. In this vein, RP is quite similar to AR, which gives priority to the actions taken for a better learning environment. In other words, EP and AR differ in the way and the time of taking an action and considering the need for change.

As for the relationship between EP and RP, the most significant similarity between these two is the “priority given to work for understanding” (Nakamura, 2014, p. 112). However, RP can be implied in many disciplines while EP is based in ELT. They both study on practice and understanding of the practice “concerning with teachers empowering learners through improved knowledge and skills” (Nakamura, 2014, p. 112).

Action research. Professional development crowns with success through investigating, exchanging and formulating new ideas. During the process of professional growth, interaction and collaboration are indispensable. Teachers should be encouraged to share common classroom problems and to work collaboratively on them as a research community (Burns, 1999). Likewise, Walsh (2013) claims “teacher professional development can be more effective using interaction with colleagues or expert knowers” (p. 135). Therefore, it should be aimed to increase teachers’ participation in action research in interaction with their colleagues and to provide realistic accounts about what it is like to conduct action research.

From Burns’ (1999) point of view, “the increase in individual and collective knowledge about teaching, as it occurs through teachers’ own experiences, has the potential to bring research and practice closer together in productive ways” (Burns, 1999, p. 14). Similarly, Fraenkel and Wallen (2006) indicate that researchers’ experiences have a great role in action research. Those who participate in this process produce knowledge and make critical interpretations based upon their experiences (Chatterton, Fuller, & Routledge, 2007).

The term “action research” which is acknowledged as the ancestor of teacher research (Borg, 2013) was coined by Kurt Lewin around 1940s. Although there are numerous understandings and definitions, it generally refers to a research activity in which teachers are involved. According to Cohen and Manion (1985), action research is a “small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention” (p. 174). Similarly, Nunan (1990) defines action research as “trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching and learning” (p. 63). Moreover, it is highlighted that action research;

...provides a means by which distorted self-understandings may be overcome by teachers analysing the way their own practices and understandings are shaped by broader ideological conditions [and] ... by linking reflection to action, offers teachers and others a way of becoming aware of how those aspects of the social order which frustrate rational change may be overcome (Carr & Kemmis, 1986, pp. 179-180; cited in Crookes, 1991).

Nelson (2014) stressed four key components of action research cycle as follows:

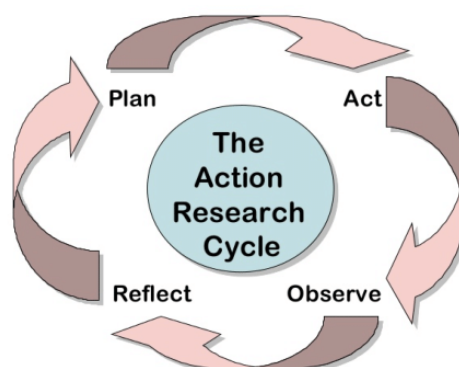


Figure 4. The key components of action research cycle (Nelson, 2014, cited in Kaye & Harris, 2017).

Teachers' perceptions of action research. Academic research and classroom practice have often been separated in language teaching (Burns, 2009). According to Hopkins (1993), academic research conventions have distinguished theory, research and practice from each other. Therefore, many teachers regard research as the field of academic researchers who do not understand what is really happening in the language classroom (McDonough, 1990; McDonough & McDonough, 2014). Burns (1999) states that “even when teachers are interested in research and research findings, they may believe that they do not have the skills, training or knowledge to carry out research according to empirical requirements” (Burns, 1999, p. 14).

Burns (1999) highlights that the teachers she worked with pointed to the benefits of involvement in action research. First of all, they emphasized that action research helped them engage more in their classroom performances. Secondly, the teachers saw significant benefits of collaboration with other teachers to generate solutions to changing institutional demands. Thirdly, they claimed that they experienced personal and professional growth. Moreover, the teachers valued increased self-awareness and personal insight. Finally, some teachers suggested they started to comprehend why institutional curriculum changes.

Considering these comments, Burns (1999) claims “collaborative action research has the capacity to initiate and enhance teachers' research skills as a natural extension of teaching practice” (p. 15). According to the teachers involved in the study, classroom investigation and self-reflection are two essential components

of professional development and collaboration is a significant source of teacher empowerment (Burns, 1999).

The merits of action research. In order to motivate ELT professionals to develop their pedagogical and practical skills, new avenues need to be explored (Çelik & Dikilitaş, 2015). Personal development is assumed to be beneficial on an international level; however, is not given enough importance in Turkey with regard to language teachers' engagement in action research. Therefore, Çelik and Dikilitaş (2015) try to attract attention to the advantages of action research which is an "autonomous professional development activity" (Dikilitaş & Yaylı, 2018). They highlight that "it is essential to ensure the teachers' awareness of action research and its potential role in their professional development, as well as to encourage them to think about the learning theory and logic behind the approaches they took in their practice" (Çelik & Dikilitaş, 2015, p. 126).

As one of the most important questions to understand the benefits of action research, why teachers should do it needs to be clarified. First of all, action research enables teachers to consider practical strategies or actions to address the problematic factors in the classroom. Secondly, according to Kincheloe (2003), the benefits of action research can be listed as:

- ✓ appreciate the benefits of research;
- ✓ begin to understand in deeper and richer ways what they know from experience;
- ✓ be seen as learners rather than functionaries who follow top down orders without question;
- ✓ be seen as knowledge workers who reflect on their professional needs and current understandings;
- ✓ explore the learning processes occurring in their classrooms and attempt to interpret them.

(Kincheloe, 2003, pp. 18-19; cited in Borg, 2006, p. 22).

Moreover, Hammersley (2004) states that action research is a way of solving classroom problems, a tool of professional development and a movement of social

reconstruction. In addition to these, teachers can develop critical reflection skills via action research.

Reflective practice. Ineffective teaching practices have a crucial role in poor learning outcomes (Besimoğlu, Serdar, & Yavuz, 2010). From Lieberman (1995)'s point of view, reflection is an effective tool for professional development and it can be achieved through teacher research. However, only reflection is not enough for teacher research if it is not systematic or intentional. (Cochran-Smith & Lyte, 1999; cited in Borg, 2013). It is essential for language teachers to understand what reflective practice provides to improve themselves personally and professionally.

Being an effective teacher requires some fundamentals with regard to professional development. According to Stronge et al. (2007), "the effective teacher cares deeply; recognizes complexity; communicates clearly; and serves conscientiously" (p. 172). Similar to Hoyle & John (1995) who defines professionalism as the quality of one's practice, Kramer (2003) highlights attitude, behaviour and communication as the basic qualities of professionalism. Additionally, Hurst and Reding (2009) stress that reflection on practice, effective communication and collaboration with learners, parents, colleagues and administrators are some indicators of professionalism. Considering these fundamentals, it can be claimed that language teachers should be bound to reflective thinking, which requires them to combine theory and practice and to make decisions about their teaching. According to Taggart and Wilson (2005), reflective thinking enables teachers to consider both reasons and consequences of their decisions and to take actions accordingly.

Reflective practice is a term that conveys various meanings (Grimmett & Erickson, 1988; Richardson, 1992). According to Adler (1993), in order to understand the meaning of "reflective practice", it is indispensable to go beyond the phrase. First of all, reflective teaching can be defined as the ability to study one's own teaching practice (Cruikshank, 1987). Through this experience, teachers assess their learning and discuss the effectiveness of their teaching. Correspondingly, Schön (1987) tries to break down the belief that researchers' principles are passed on to practitioners. Instead, according to Schön (1987), competency should be inserted into skilful practice. From Schön's (1987) point of view, reflective practice means "reflection-in-action" which enables the professional

to respond to the variables and to identify the problematic situations in the context. Furthermore, Higgins (2011) states that “the term reflective practice conveys meanings that range from the questioning of presuppositions and assumptions, through to more explicit engagement in the process of critical and creative thinking in order to make connections between experience and learning in practice and practical action” (p. 583).

Reflective practice remains a fundamental feature of education (Hargreaves, 2004) and the development of professional identity. According to Fines (2014), reflection can serve as a tool for learning from observation. Moreover, it encompasses the reconstruction of experience (Grimmett, 1988). It is a widely held view that it is not easy for teachers to become aware of their assumptions because they are using their own interpretive filters. Brookfield (1998) denotes that trying to view our experiences is like trying to see the back of our head while looking in the mirror. As stated by Adler (1993), the focus should be on learning by doing and coaching while educating teachers as reflective practitioners. Similarly, Korthagen (1985) depicts various activities designed to promote reflection among teachers. The main purpose to reflect can be stated as helping teachers problematize their own teaching and finding solutions to the problems they face during their teaching practices.

Critical reflection on experience and practice would enable identification of learning needs (Boud, Keogh, & Walker, 1985; Schön 1983) and raise competence of teachers, that is, would make them experts. Effective reflective practice comprises not only “seeing” but also “action” to enhance the opportunities for learning through experience (Loughran, 2002). According to Brookfield (1995), there are five reasons why critical reflection is crucial: It helps us take informed actions, develop a rationale for practice, avoid self-laceration, grounds us emotionally and increases democratic trust.

As it is mentioned earlier, reflective practice is a significant part of professional development and teacher education. In order to make reflective practice systematic and intentional, the significance of some methods such as mentor or peer observation and self-observation through video recordings is undeniable. Crandal (2000) also states that these methods have a significant role in language teacher training and continuing professional development.

Exploratory practice: Working for understanding. Teacher professional development requires teachers to have a deeper “understanding of their teaching and themselves as teachers” (Richards & Farrell, 2005, p. 4) and includes “improved practice” (Benson et. al, 2018, p. 4). As a form of practitioner research, exploratory practice remains as an essential part of professional development. Hanks (2017) claims that exploratory practice becomes a growing field taking teacher research, action research and reflective practice a step further. It has recently taken place in discussions with teachers from all over the world (Allwright, 2003, 2005; Allwright & Hanks, 2009; Slimani-Rolls, 2018; Wu, 2004; Zhang, 2004). It began in Rio de Janeiro, Brazil with the investigation of puzzles in teaching which focuses mainly on classroom management, motivation and anxiety. In EP studies conducted on teachers in China (Wu, 2006; Zhang, 2004) and in Japan (Hiratsuka, 2016), the focus was on teachers and team-teaching.

Allwright (2003) highlights the importance of the link between “our global thinking and our local practice” (p. 115). He also asserts that global principles are needed for general guidance, but these principles must be implied in an appropriate way to everyday practice, which is sloganized as to “think globally, act locally” (Allwright, 2003, p. 115). Exploratory practice concentrates on local issues, in other words ‘puzzles’, rather than global problems. In this respect, practitioners work to understand what puzzles them in their teaching “before attempting to problem-solving” (Hanks, 2017, p. 38).

As mentioned, it is highly important for practitioners to work for understanding what is going on in a language classroom. Allwright (2003) indicates, “By reflecting on our practices we have been able to better understand and find words for the ideas behind our actions” (p. 123). Their actual aim is not necessarily to bring about change since they see exploratory practice as a part of teaching and learning. Instead, the focal point is to know how some ideas might work out in practice. For this reason, teachers need to take action for understanding (Allwright, 2003) by becoming aware of puzzling issues in classroom, collaborating with their colleagues to think harder and being included in challenging situations.

Allwright (2003) derived some principles “grounded in extensive local practice and thought” (p. 128) as follows:

Table 6

Principles for Exploratory Practice

	Principles
Principle 1	Put 'quality of life' first.
Principle 2	Work primarily to understand language classroom life.
Principle 3	Involve everybody.
Principle 4	Work to bring people together.
Principle 5	Work for mutual development.
Principle 6	Integrate the work for understanding into classroom practice.
Principle 7	Make the work a continuous enterprise.

The concept of reflection: Reflectivity and reflexivity. Reform efforts in education over the recent years has been the focal point for both pre-service and in-service teacher education regarding teachers' reflections on their practices (Calderhead & Gates, 1993; Hatton & Smith, 1995; LaBoskey, 1994; Schön, 1983, 1987; Van Manen, 1995). The fact remains that merely the knowledge of theories is not enough for professional development unless it is not put into practice. Gardner and Williamson (2007) assert "an approach to combining theory and practice is more important than debating whether theory or practice should come first or last" (p. 694).

Reflection for professional development dates back to 1933 when Dewey described that reflective thinking is "active, persistent, and careful consideration of any belief or supposed form of knowledge" (Dewey, 1933, p. 9; cited in Nelson, Miller, & Yun, 2016). Even though the attention to teacher reflection goes a long way back, it is not until the recent years that reflection has taken the lead for professional development and teacher education (Conway, 2001).

The studies in recent years concentrate primarily on reflection as an essential instrument for change and how to develop through reflection (Avalos, 2011). In order to understand reflection, Nelson, Miller and Yun (2016) present the components of reflection in teacher education developed by Nelson and Sadler (2013), which are the stimuli, the content, the outcome and the process as is seen in Figure 5.

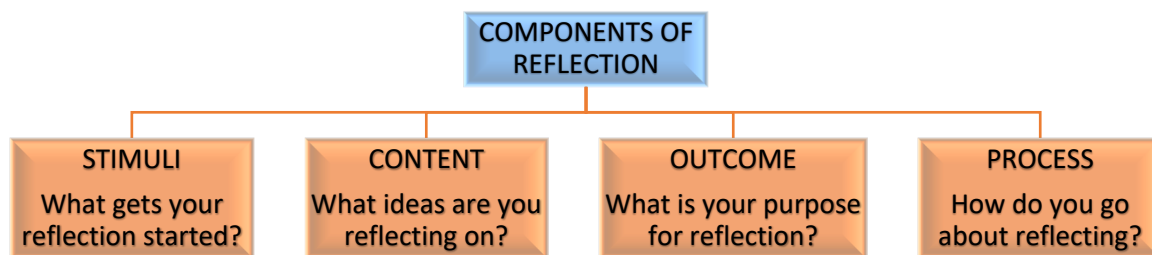


Figure 5. Components of reflection (Nelson & Sadler, 2013; cited in Nelson, Miller & Yun, 2016)

Reasons for reflection. One of the major benefits of reflection for teachers is to provide a deeper understanding of their own teaching style (Ferraro, 2000). From Fines (2014)'s point of view, the teachers who do not criticize and evaluate their own teaching regularly, will never be aware of their own strengths, weaknesses or passions. As a consequence of that, it will be difficult to identify the problems in language classrooms.

Understanding language classroom problems is one of the most important reasons why EFL teachers should reflect upon their teaching practices. Brookfield (1998) developed a Critical Incident Questionnaire to identify both effective and problematic sides of a lesson. According to Brookfield (1998), there are various advantages of this questionnaire such as alerting teachers to problems, grounding their actions in accurate information, developing learners' reflectivity, building trust, demonstrating responsiveness, understanding their teaching methods. Nevertheless, this kind of questionnaires are not always enough to identify the language classroom problems and bring solutions to them. When the teacher becomes aware of what has just happened in the classroom, it will be easier to develop solutions to the problems faced during the lesson. As teachers, we often fail to notice distracting behaviours, bored, inattentive or unmotivated students, the students dominating the lesson and the students who do not pay enough attention, all of which reflection enables us to recognize.

TALIS 2018 seeks an answer to how often effective teaching elements such as classroom management, clarity of instruction, cognitive activation and enhanced activities are used by teachers. More than 60% of the teachers involved in TALIS stated that they often warn students about being silent, listening to the teacher and obeying the classroom rules. The OECD average shows that 70,7% of teachers

frequently or always warn students to comply with class rules and 70,2% to listen to the lesson. In Turkey, 81,4% of teachers frequently or always warn students to comply with class rules and 84,5% to listen to the lesson (TEDMEM, 2019). For this reason, in this study, the T/R focused on classroom management, instructional strategies, and guidance and motivation as common language classroom problems. In this respect, the participant teachers were aimed to reflect on their teaching to recognize and find solutions to these problems.

Reflectivity vs. reflexivity. In order to comprehend the slight difference between reflectivity and reflexivity, their definitions should be understood first. Reflection means “serious thought or consideration”. When you reflect on something, you express or write down your idea about it. Reflection is like looking at something through a mirror.

Reflective means “thoughtful” (Crozier, Gilmour, & Summers, 2005, p. 585), relating to or characterized by deep thought as a reflective brain is a thinking brain. When you are reflective, you teach a lesson, then reflect on the issues you notice and analyse situations. It is the reflection following the action.

On the other hand, “a reflexive reaction or movement occurs immediately in response to something that happens” (Collins, 2004, p. 1206). Reflexive means “taking account of itself or of the effect of the personality or presence of the researcher on what is being investigated” (Hobson, 2004, p. 364). It is to act without thinking, basically to react emotionally. Reflexivity is a process that reveals who we are, what we do and how we do. When you are reflexive, you are able to change the lesson while teaching, that is, you act on your reflections on the spot.

Being a reflective teacher needs analysing your attitude toward your own way of teaching. “Reflective practice can enable practitioners to learn from experience about themselves, their work, and the way they relate to home and work and significant others” (Bolton, 2010, p. 3). However, 'reflexive practice' is more than that. It is examining the situation "through the eyes of others", which is related to what others take from your reflections, from the perspective of the wider community. “Reflexivity is finding strategies to question our own attitudes, thought processes, values, assumptions, prejudices and habitual actions, to strive to understand our complex roles in relation to others” (Bolton, 2010, p. 13).

Beyond expertise: The reflexive practitioner. Self-reflection is a process in which we turn ourselves into objects of study “by identifying and comparing our traits and actions with generalized psychological and personality characteristics” (Cunliffe, 2009, p. 412). Reflexive practice is the way to enhance this reflection process requiring space for your own emotional experiences. It can be formulated as a combination of being critical and self-reflexive as follows:

Reflexive practice = being critical + self-reflection

As mentioned before, there is a slight difference between being a reflective practitioner and a reflexive practitioner. If we describe a reflective practitioner as an expert, the reflexive practitioner should be named beyond expertise. The aim of a reflective practitioner is “to act intuitively and without conscious thought” whereas the reflexive practitioner “requires a particular sort of mindfulness which involves an intense concentration on the task” (Rolfe, 1997, p. 96).

Being self-reflexive in teaching is a kind of self-regulated learning which needs questioning our own ways of being a teacher, regarding students and the way of teaching. Similarly, Bolton (2010) highlighted that reflexive practice involves coming to an awareness of experiences and others’ perceptions. That is why being a reflexive practitioner requires becoming aware of our limits, strengths and weaknesses (Cunliffe, 2009).

“It is being able to stay with personal uncertainty, critically informed curiosity as to how others perceive things as well as how I do, and flexibility to consider changing deeply held ways of being. The role of a trusted other, such as a supervisor or peer-reader of an account, is vital” (Bolton, 2010, p. 14).

For this reason, in this study, the participant teachers worked collaboratively with their peers and the mentor in the role of trusted others. They are aimed to be self-reflexive which means “being active in shaping their surroundings and taking circumstances and relationships into consideration rather than merely reacting to them” (Cunliffe, 2009, p. 414). Therefore, they became more than experts as reflexive practitioners.

Chapter 3

Methodology

Research Design

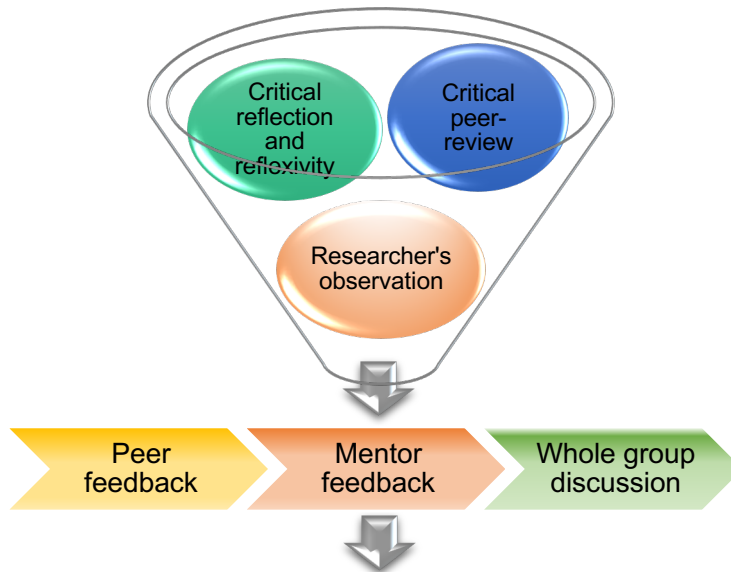
In the study, the core intention was engaging teachers of English (ToE) in professional development and raising their awareness through reflexive practice. Supported by empirical data on teacher learning and research, this study reconciles teachers to act as both individuals and partners in the process, with all of the participants sharing their views and contributing to the process through their knowledge and expertise. Therefore, the T/R aims to raise teachers' competence through collaboration.

A mostly qualitative data-driven methodology was predominantly used since the number of participants was not enough; however, the findings were supported by quantitative data analysis as well. For the analysis of the items in the critical peer-review checklist and the researcher's observation diary, quantitative analysis was used. In this respect, triangulation technique which includes inductive content analysis, peer review and quantitative analysis, which means a mixed method, was used to interpret the data obtained through the interview, critical reflective and reflexive reports, critical peer-review checklists, researcher's observation diary, focus group discussions and open-ended questionnaire.

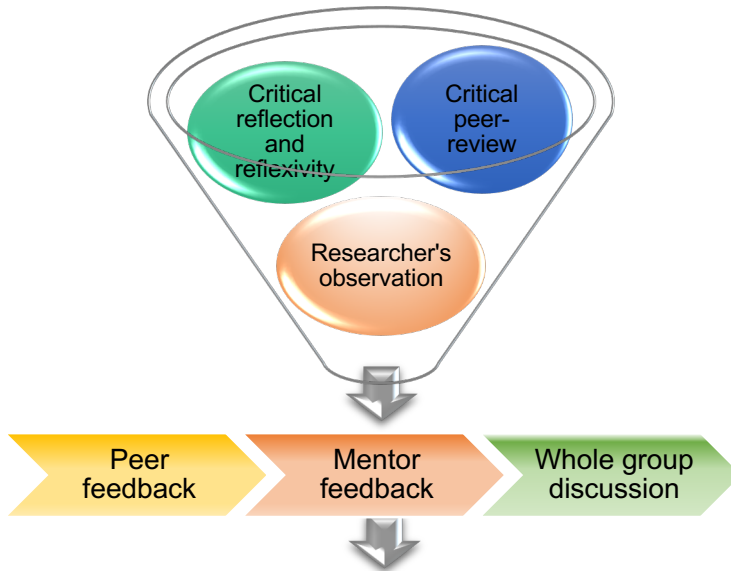
Exploratory practice. This study represents a piece of exploratory practice (Hanks, 2015, 2017, 2019) which is an alternative form of practitioner research. In exploratory practice, "learners as well as teachers are encouraged to investigate their own learning/teaching practices while concurrently practising the target language" (Hanks, 2017, p.2). It is an integration of research and pedagogy or "integration of research into our everyday practices" (Rowland, 2009) which helps teachers identify what puzzles them about their teaching enhancing the worth of language education within the classrooms.

In this study, exploratory practice was used as a method in the context of which the T/R developed the reflexive practice triplication model including three cycles which are exploratory cycle, awareness cycle and understanding cycle. Figure 6 shows the model which was implied in the study.

Reflexive Practice 1: Exploratory Cycle



Reflexive Practice 2: Awareness Cycle



Reflexive Practice 3: Understanding Cycle

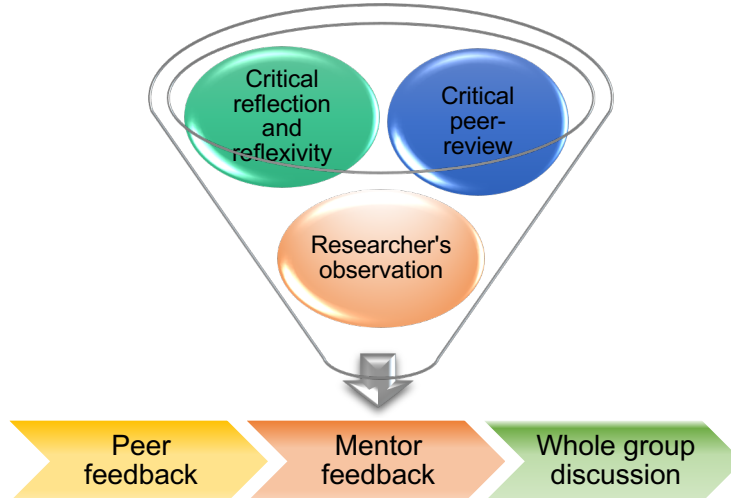


Figure 6. The reflexive practice triplication model

As two essential domains, “working for understanding into classroom practice” (Allwright, 2003, p.130) and “using pedagogic practices as investigative tools” (Allwright, 2003, p. 127) were the focal points of this study. The participants were aimed to develop their understandings of their English language classroom practices and the things that puzzle them during their teaching by the help of collaboration with their colleagues through the use of critical reflective and reflexive reports, peer-reviews, and focus group discussions as investigative tools.

Video-stimulated recall (VSR). Video-stimulated recall, which is also a cognitive activity, is a research method, in which researchers use video to stimulate participants’ memory of the previous practice. The foremost aim of VSR is to bring back the original situation using the video as stimulus and the main resource. It can be defined as an introspective method since it generally focuses on the reasons why the teachers act in certain ways.

Powell (2005) uncovered that video stimulated reflection enables teachers to express their thoughts and feelings with a context of inquiry into their professional practice. While some researchers such as Hennessy and Deaney (2009) and Muir (2010) used video-stimulated recall to encourage in-service teachers to represent their pedagogical knowledge and to emphasize teaching for understanding, others such as Rosaen, et al. (2008) used this method with pre-service teachers.

In VSR, video becomes part of the interaction, a response as well as a trigger used to understand teaching, learning, decision making and the interactions. Together with all the advantages, it has also some challenges and ethical issues. To start with the challenges, there can be some unobtrusive moments while capturing the video. What is more, gaining data of sufficient quality may not always be possible. As for ethical issues, it is not easy to avoid evaluative judgement while reflecting together. Positioning people as the subjects of the study, the feelings of ownership and vulnerability are some other issues that be handled. Lastly, the researcher should be careful as the controller of the process while deciding what should be recorded and the parts to focus on.

In this study, VSR was used to make visible what is hard to see and hard to know to ToE. According to Lyle (2003), the aim of VSR is to combine data about participants’ actual behaviour and the thinking that comes with that behaviour. VSR

helps researchers make some of the implicit things in teaching and learning just a bit more explicit. Therefore, this method was used to probe what happened in the classroom and to understand the reason why the participant teachers made those decisions. Not only using VSR, but also supporting it with focus group which facilitates discussions about the process and creates a community in which the participants work collaboratively was of high significance in this research.

Setting and Participants

The research setting of the current study is a private K-12 institution in Ankara where all teachers of English have to speak English with the students inside and outside the classroom all the time. The current study was conducted with secondary school English teachers including the T/R who has been working there for six years as the head of the English department.

The participants for this exploratory practice were 8 ToE ($n = 8$) involved in the reflexive practice triplication process with the T/R. In this vein, the participants who were chosen on a voluntary basis (consent form given in Appendix-E) were representatives of different cases working in the same context. During the research, they were divided into four groups and the groups worked together as well as working individually. The details of the participants were given in Table 7.

Table 7

Participants of the Study

	Gender	Age range	Teaching grade	Years of exp.	Edu.	Previous obs. exp.	Previous video-recording exp.	Knowledge about reflection
P1	M	20-25	5th grade	1-3 years	MA	Yes	Yes	No
P2	F	25-30	7th grade	5-10 years	BA	Yes	No	No
P3	F	30-35	5th grade	10+ years	BA	No	No	No
P4	F	30-35	5th grade	10+ years	PhD	No	No	No
P5	M	20-25	6th grade	1-3 years	MA	Yes	No	No
P6	F	25-30	5th grade	3-5 years	BA	Yes	No	No
P7	F	20-25	5th grade	1-3 years	BA	Yes	No	No
P8	F	20-25	5th grade	1-3 years	BA	Yes	No	No

The roles of the participants. As the participants of this exploratory practice, the teachers and the T/R had certain collaborative roles during the study. As Burns (1999) argues, there are various forms of collaboration between practicing teachers, between researchers and teachers or between researchers and a critical friend. In this study, all participant teachers had their peers to work collaboratively and the T/R was also a collaborator of the participants by mentoring them. In this respect, both collaborative mentoring and cooperative peer work were included in this study.

Role of the peers as collaborators. Throughout the study, the participants worked with both their peers by means of peer-review and the other participants during focus group discussions. Each participant played a crucial part by working collaboratively with their peers, sharing their opinions, giving constructive feedback and motivating each other. This study encouraged mutual support between peers and among all the participants.

As in this research, Dikilitaş and Mumford (2016) suggest mentor-inspired peer collaboration which has the potential to create a truly social constructivist learning environment. Such a constructivist learning environment enables the participants to negotiate and construct meaning leading to their professional development.

Role of the researcher: Exploratory Practice Mentor (EPM). As an insider researcher, the mentor took an essential part in this research. Being the T/R at the same time, the mentor was the facilitator of collaboration. Throughout the study, the mentor encouraged constructive interaction and peer collaboration, in addition to promoting motivational support and practical guidance. The T/R in this study strongly believes that mentor support is highly noteworthy since the motivation of the teachers for their professional development is the key element of this research.

Mentor support is also important to develop autonomy in teacher researchers (Dikilitaş & Mumford, 2016). In the current study, the need for teacher autonomy is addressed through reflection and reflexivity. The mentor in this study has two main roles: moral and pedagogical support. The mentor's collaborative and facilitative involvement in the process leads to long term teacher autonomy (Smith and Lewis, 2015). "Mentors have a crucial role not only in creating supportive mentoring through

socio constructive interaction, but also in providing a variety of support as facilitators of the collaborative learning process” (Dikilitaş & Mumford, 2016, p. 380).

In the current study, the T/R had a role of exploratory practice mentor (EPM). Since mentoring is one the principles for enacting exploratory practice (Trotman, 2018), it was essential for the T/R to take an active mentoring role in this exploratory practice. The T/R called herself EPM which means mentoring the participant teachers to develop a deeper understanding for their teaching practices.

Data Collection Procedure

The procedure of data collection was planned by the T/R regarding the workload of teachers, time and learning effect between the practices and the period of study. The T/R collected the data during 2018 - 2019 academic year, fall semester as shown in Table 8.

Table 8

The Flow of the Study

Procedure	Week
Two-hour discussion	1st October
Pre-interview	8-12 October
Exploration Cycle	
	<u>1st Teaching Practice</u>
STEP 1	Video recording & Observation diary Critical reflective and reflexive report Critical peer-review checklist 15-19 October
	<u>Focus Group Discussions</u>
STEP 2	1st step = peer feedback 2nd step = mentor feedback 22-26 October
STEP 3	3rd step = whole group discussion <u>Data Entry & Basic Analysis</u> 01-09 November
Awareness Cycle	
	<u>2nd Teaching Practice</u>
STEP 1	Video recording & Observation diary Critical reflective and reflexive report Critical peer-review checklist 12-16 November
	<u>Focus Group Discussions</u>
STEP 2	1st step = peer feedback 2nd step = mentor feedback 19-23 November
STEP 3	3rd step = whole group discussion <u>Data Entry & Basic Analysis</u> 26-30 November

Understanding Cycle

	<u>3rd Teaching Practice</u>	
STEP 1	Video recording & Observation diary Critical reflective and reflexive report Critical peer-review checklist	10-14 December
	<u>Focus Group Discussions</u>	
STEP 2	1st step = peer feedback 2nd step = mentor feedback 3rd step = whole group discussion	17-21 December
STEP 3	<u>Data Entry & Basic Analysis</u>	24-28 December
	Post open-ended questionnaire	07-11 January
	Overall Discussion	14-18 January
	Analysis of Findings	February-May
	Discussion and Conclusion	June-August

Instruments

The research instruments used to collect data includes, first, pre-interview questions to survey language teachers' self-awareness of their own teaching and self-identified needs for effective language teaching. Secondly, critical reflective and reflexive reports were written by the participant teachers considering the guiding questions based on their videoed practices. Then, a checklist was used for critical peer-review, which is a crucial part of this collaborative exploratory practice. Another research instrument is the researcher's observation diary in which the T/R took notes about her observations during the participant teachers' practices and the whole process. Further, focus group discussion notes taken by the T/R during the whole group discussion after each training cycle were used. The last research instrument is the post open-ended questionnaire to understand the participant teachers' beliefs, knowledge and attitudes towards the study and efficiency of the model proposed by the T/R.

Pre-interview. An interview was made with the participant teachers in order to comprehend teachers' awareness of their own experiences and beliefs before the training and their self-identified needs for effective language teaching. The main purpose of the interview was to talk about teachers' experiences and perceptions of teaching. The interview questions (Appendix-F) were written by the T/R after a two-hour discussion with colleagues about what puzzles them in their teaching. After that, the questions were regulated with the help of expert opinion and it was decided to make the interview in the participant teachers' mother tongue in order to enable them to share their emotions and ideas more comfortable.

Video. The video technology provides an essential media through which teachers become better prepared for creating a professional discourse about teaching and learning (Darling-Hammond & Bransford, 2007). The greatest advantage of video enhanced observation is to provide for teachers an opportunity to see their teaching performance again.

During the participant teachers' practices, the T/R recorded their videos to carry out video enhanced observation. Video stimulated recall method in which the participant teachers watched their teaching practices and wrote their critical reflective and reflexive reports accordingly was used.

Critical reflective and reflexive report. Critical reflection is the distinguishing attribute of reflective practitioners (Larrivee, 2000). A critically reflective teacher can be defined as an outsider looking in her practice. Brookfield (1995) indicates that a critically reflective teacher realizes what she does from a wider perspective. In order to make the best of self-reflection, it is fundamental for teachers to be open-minded while observing themselves, thinking both critically and reflectively. Thinking reflectively and critically enables teachers to learn more about themselves and their teaching considering their beliefs and experiences comparing with others' ideas, concepts, and theories. Further, it is crucial for teachers to become self-motivated during the process.

In the study, critical reflective and reflexive reports were written by the participant teachers to reflect on their own teaching and to monitor and evaluate their own progress while watching their videos. The participant teachers were given a semi-structured template with some guiding questions (Appendix-G) and they were expected to write their reflexive reports answering those questions.

Critical peer-review checklist. Avalos (2011) discusses nine articles published in the last ten years and concludes that teacher co-learning is a powerful source of professional development. Likewise, Bolton (2010) claims that reflective practice is for you, primarily, for your colleagues, for tutors or supervisors. According to Bolton (2010), co-mentoring and paired support with a colleague can be extremely useful during the process. In addition, Johnson (2006) highlights the significance of assistance of others which helps develop higher functions and reach self-regulation. Burns (2009) also emphasizes the strength of contribution of

colleagues in teacher research. Wride (2017) adds peer learning promotes gaining some skills such as collaboration, critical reflection, communication and 'exploration and the sense of discover' (Boud, 2001; p 12), which are all 21st century skills for teachers.

In line with these arguments, it can obviously be understood that coaching and peer involvement are two fundamental aspects of reflective practice (Ferraro, 2000). Coaching comprises the observation of the performance by an experienced practitioner who provides feedback to improve that practice (Stahl, Sharplin & Kehrward, 2016). Coaching facilitates reflection upon practice rather than demonstrating explicitly (Whitmore, 1995). Therefore, it leads to higher levels of performance (Clutterbuck, 2014) through consistent support and feedback (Downey & Frase, 2001; Parsloe & Wray, 2000).

As a way of peer evaluation, critical peer-review also contributes to the reflective practice process through analysing strengths and weaknesses of teaching practices. Focus group discussions and exchanging ideas help to see what challenges wait for the teachers during their practices and to exchange ideas about how to handle these challenges. In order to overcome the challenges confronted during the whole critical reflection process, the key element is the "desire for alteration". As long as teachers are open-minded and have a desire for change, they can handle the difficulties.

In this exploratory practice, the participant teachers evaluated each other collaboratively using a structured checklist. (Appendix-H). The checklist includes 10 items in two domains which are "classroom management and using instructional strategies" and "guiding and motivation". The items in the checklist were formed with the help of the two-hour group discussion that assisted the T/R define common English language classroom problems or what puzzles teachers during an English language lesson. Throughout all the process, the participant teachers shared their ideas and experiences which the T/R combined with some theoretical background information related to 21st century challenges, skills and roles of ToE.

This instrument had a very significant role in the current study since it enabled the participant teachers to gain new skills through collaboration such as peer learning, providing constructive feedback and evaluating each other's teaching

practices without having power over each other. When peer-review is purposeful and the process is monitored wisely, it enhances deep learning through feedback and leads to personal and professional development.

Researcher's observation diary. The T/R acted as a mentor and tried to evaluate teachers' performances by using an observation diary template (Appendix-I) which emerged as a method of keeping personal notes in the sixteenth century in Europe (Alaszewski, 2006). Alaszewski (2006) highlights that using a diary for social research is a good way of recalling of events and dealing with sensitive data.

In this study, monitoring and observing with a diary gave the T/R the opportunity to recall and give clear and adequate feedback to the participant teachers. The researcher's diary involves some items to be used as a checklist which mostly focuses on teachers' classroom management, instructional strategies and guidance and motivation skills during their practices. Apart from the checklist items, the researcher's diary includes researcher's observation recordings and personal commentaries reflecting on teachers' activities, roles and interactions. That is, it was used not only as a record of facts, but also as a reflection tool.

Researcher's focus group discussion notes. Focus group discussion is an organized discussion with a specific group giving them chance to share their opinions, views and experiences about a topic. In the current study, focus group discussions were led by the mentor whose role was to moderate the discussions in a loosely structured way creating a non-intimidating environment after each cycle. The mentor should have good interpersonal and leadership skills in order to moderate these discussions successfully.

The discussions were held in three steps: peer-feedback, mentor-feedback and whole group discussions. Researcher's focus group discussion notes were taken during the third step which is the whole group (n=8) discussion. These notes helped the T/R understand the participant teachers' perceptions of both their own and colleagues' teaching practices. These notes were analysed together with the researcher's observation diary notes, the participants' reflective and reflexive reports and peer comments.

Post open-ended questionnaire. Post open-ended questionnaire was used in a form of written interview (Appendix-J) to find out in what ways this exploratory

practice influenced the participant teachers. It was made after the understanding cycle which is the third and the last cycle of the reflexive practice triplication model and the answers were analysed using inductive content analysis.

In this study, the post open-ended questionnaire focused on:

- the participant teachers' opinions and thoughts about being involved in this exploratory practice
- how they felt while collaborating with their colleagues throughout the study
- what they experienced and how they felt during the observations, peer-reviews and focus group discussions
- how this study affected their understanding and thoughts about English language teaching.

The Trustworthiness of the Study

The teacher/researcher believes that the conceptual framework in this study could form a systematic theory even though the process can be developed further. The theory in this study emerged from the T/R's analysis of qualitative data which is generally labelled "unsystematic," "impressionistic," or "exploratory," according to Glaser and Strauss (2017, p. 223).

Being an insider researcher, T/R has been in the work life of the participants, "testing them not only by observation and interview but also by daily living" (Glaser & Strauss, 2017, p. 225). The participants' shared experiences and discussions contributed to formation of the theory (or model) proposed in this study. The qualitative analysis of the data confirms the teacher/researcher's perceptions and personal experiences.

As in all qualitative studies, trustworthiness (Connelly, 2016; Nowell et al., 2017) is an important issue in this research. "The standard approach to this problem is to present data as evidence for conclusions, thus indicating how the analyst obtained the theory from his data" (Glaser & Strauss, 2017, p. 228). Therefore, the T/R utilized several quotes directly from the pre-interview, reflective and reflexive reports, peer comments, the researcher's observation diary and post open-ended questionnaire. Glaser and Strauss (2017) report another way to convey

trustworthiness that is “to use a codified procedure for analysing data which allows readers to understand how the analyst obtained his theory from the data (p. 229). It is not realistic to reach a theory from data if the researcher does not follow a coding process. According to Glaser and Strauss (2017), the theory could be considered impressionistic if the researcher does not comply with this linking process.

Triangulation is a way to verify the research. It is not easy to prove total accuracy of research; however, various strategies have been acknowledged in the literature to increase trustworthiness through triangulation (Kolb & Hanley-Maxwell, 2003). From Creswell (2007)’s point of view, in qualitative research, triangulation occurs naturally during the coding process where the researcher looks at different sources of information, such as documents, and finds evidence for themes. It is a technique to increase reliability using multiple ways of data collection (Glesne & Peshkin, 1992; Lietz, Langer & Furman, 2006; Loh, 2013).

For this reason, for the enhancement of validity and trustworthiness (Glesne & Peshkin, 1992), triangulation technique was used to strengthen and enrich the analysis and findings of the data collected in this study. According to Morse (1991), the purpose of triangulation technique is “to obtain different but complementary data on the same topic” (p. 122). This design was used in order to “compare and contrast quantitative statistical results with qualitative findings or to validate or expand quantitative results with qualitative data” (Creswell & Plano Clark, 2011, p. 62). Therefore, the T/R used various sources of data such as reflective and reflexive reports, critical peer-review checklists and the researcher’s observation diary.

In addition to triangulation, *peer debriefing* is another important technique in qualitative research in which the researcher is required to work with another colleague or other colleagues collaboratively to enhance credibility and to ensure the validity of data collection and analysis. It also enables the researcher to become more aware of both his own and different perspectives.

In the current study, as a part of debriefing, the codes and themes emerged from the data through inductive content analysis were confirmed by the supervisor of this dissertation. The main goal of peer debriefing was to detect overemphasized or underemphasized points (Shenton, 2004), to determine errors in the data if any, and to prevent biases or assumptions made by the T/R.

As another aspect of debriefing, inter-coder reliability was calculated. Miles and Huberman (2002) suggest that an inter-coder reliability of 80% agreement between coders on 95% of the codes is satisfactory agreement among multiple coders (Miles & Huberman, 2002). Cohen’s Kappa (1960) considers how different coders reach agreement in the same source of data and compares it to an expected percentage of agreement. The Kappa coefficient for each combination of node and source was calculated via NVivo. Cohen recommended the Kappa result be interpreted as values ≤ 0 indicating no agreement, 0.01–0.20 as none to slight, 0.21–0.40 as fair, 0.41– 0.60 as moderate, 0.61–0.80 as substantial and 0.81–1.00 as almost perfect agreement (McHugh, 2012).

For this calculation, the file “P1_pre-interview transcription” was chosen since it has 733 words, which is the closest number to the average out of 8 pre-interview documents. Table 9 shows Kappa values of inter-coder reliability for the node “Teachers’ self-perceived needs” in the file “P1_pre-interview transcription” according to NVivo calculation.

Table 9

Inter-coder Reliability (calculated by NVivo)

Code	Kappa	Agreement (%)	A and B (%)	Not A and Not B (%)	Disagreement (%)	A and Not B (%)	B and Not A (%)
Classroom management inefficacy	0,56	93,54	4,72	88,82	6,46	1,56	4,9
Curiosity & eagerness to learn	0,44	94,86	2,18	92,69	5,14	0	5,14
Deficiency of guidance and motivation	0,36	88,57	4,17	84,39	11,43	6,53	4,9
Desire for personal & professional development	0,42	95,83	1,58	94,25	4,17	0,04	4,14
Need for collaboration	0,59	95,19	3,76	91,44	4,81	0,87	3,94

As understood from Table 9, inter-coder reliability was calculated considering five codes which are classroom management inefficacy, curiosity & eagerness to learn, deficiency of guidance and motivation, desire for personal & professional development and need for collaboration. Except for deficiency of guidance and motivation, Kappa coefficient showed that there was a moderate agreement between two users in classroom management inefficacy (with value .56), curiosity & eagerness to learn (with value .44), desire for personal & professional development (with value .42) and need for collaboration (with value .59). However, there was a fair agreement between the two users in deficiency of guidance and motivation (with value .36).

The document was also analysed by hand to see the agreements and disagreements between Coder 1 and Coder 2. In Table 10, the comparison of coding by the two coders was presented.

Table 10

Coding Comparison

Code	Coder	Date	Page/Line	Agreement
Classroom Management Inefficacy	Coder 1	Mar 18, 2019	P1 Line 8	Agreements: 5 (ICR = 71,4%)
	Coder 2	Mar 23, 2019	P1 Lines 7,8	
Curiosity & Eagerness to Learn	Coder 1	Mar 18, 2019	P2 Lines 57,58,59	Agreements: 5 (ICR = 71,4%)
	Coder 2	Mar 23, 2019	P2 Lines 55,59	
Deficiency of Guidance and Motivation	Coder 1	Mar 18, 2019	P1 Lines 28,29,30	Coder 1 total codes: 5
	Coder 2	Mar 23, 2019	P1 Line 30	
Desire for Personal and Professional Development	Coder 1	Mar 18, 2019	P2 Line 63	Coder 2 total codes: 7
	Coder 2	Mar 23, 2019	P2 Lines 62,63	
Need for Collaboration	Coder 1	Mar 18, 2019	P2 Lines 40,43,48	
	Coder 2	Mar 23, 2019	P2 Lines 40,41,42,43,44	

The inter-coder reliability value suggests there is a substantial agreement (0.61–0.80) between the two coders (ICR = 71,4%). The two coders agreed upon 5 codes which the teacher/researcher named in Table 10. Apart from the agreed codes, Coder 2 specified two more codes which are giving instructions (page 1, lines 21,22) and emotional bonds (page 1, lines 12,13,14).

Furthermore, *member checking* which is one of the most important facilities (Birt et al., 2016; Carlson, 2010) to strengthen a study's credibility was used. It is "the process of continuous, informal testing of information by soliciting reactions of respondents to the investigator's reconstruction of what he or she has been told or

otherwise found out” (Schwandt, Lincoln, & Guba, 2007 p. 19). Therefore, member checking is crucial for the accuracy of the data.

In this study, the participant teachers were asked to read the transcriptions of the interviews to consider the words or sentences written by the T/R match what they actually meant. The T/R had the participant teachers’ confirmation for the accuracy of what was told in the interviews. This technique which is also recommended by Brewer and Hunter (2006) and Miles and Huberman (2002) was useful to verify emerging theories and inferences (Shenton, 2004) made by the T/R.

Data Analysis

Rather than starting with a theory, the T/R conducted a data-driven study in which an inductive analysis was accompanied with the constant comparative method. The data was collected through interview, critical reflective and reflexive report, peer-review, researcher’s observation diary, focus group discussion notes and open-ended questionnaire. The analysis was made mostly qualitatively through inductive content analysis and partially quantitatively using Friedman, Wilcoxon and Spearman correlation tests.

Mixed methods. The term “mixed methods” refers to mixing qualitative and quantitative data. It provides a more complete use of data than separate quantitative and qualitative data collection and analysis. The main principle is to combine the results of quantitative and qualitative data and to have a better understanding of research problems. Mixed methods design is used when one data source may not be enough for interpretation (Creswell & Plano Clark, 2011). The biggest advantage of using mixed methods design is to strengthen and enrich the analysis and findings of any data collected.

In this study, triangulation technique was used as one of the mixed methods design types. According to Morse (1991), the purpose of triangulation technique is “to obtain different but complementary data on the same topic” (p. 122). This design is used in order to “compare and contrast quantitative statistical results with qualitative findings or to validate or expand quantitative results with qualitative data” (Creswell & Plano Clark, 2011, p. 62). In this respect, the findings which were examined with inductive content analysis were supported with quantitative analysis.

Inductive content analysis. Inductive content analysis was used to examine meanings and relationships of words and themes. First, all the data has been inserted to NVivo 12 which is a software program used to analyse the data qualitatively. Then, the data has been coded inductively regarding the research questions. When the coding process was completed, the data and the codes were studied again thoroughly in case some codes could have been merged while some others were arranged as sub codes. Depending on the inferences made from the coding, themes have been created and made meaningful for the reader. The themes determined by the T/R have been agreed and approved by the supervisor via peer debriefing technique.

Grounded theory (GT) and the constant comparative method (CCM). Grounded theory is an approach in which concepts emerge out of and develop from the data (Corbin & Strauss, 2011; Khan, 2014). Glaser and Strauss (2017) note an obvious requirement that, “a grounded theory must correspond closely to the data if it is to be applied in daily situations” (p. 238). They also highlight that a grounded theory could be applicable when induced carefully from various data which are collected, refined and categorized using multiple stages. Making constant comparisons and applying theoretical sampling are crucial strategies to develop grounded theory (Creswell, 2007; Kolb, 2012; Locke, 1996; Strauss & Corbin, 1997; Taylor & Bogdan, 1998).

The constant comparative method (CCM) is a way of developing concepts from the data by coding and analysing concurrently (Boeije, 2002; Taylor & Bogdan, 1998). It “combines systematic data collection, coding, and analysis with theoretical sampling in order to generate theory that is integrated, close to the data, and expressed in a form clear enough for further testing” (Scott, Haworth, Conrad, & Neumann, 1993, p. 7). Similarly, according to Glaser and Strauss (2017), constant comparative method aims to generate a theory by using explicit coding and analytic procedures systematically (Glaser & Strauss, 2017, p.102). They also highlight the merit of this method as turning the raw data into a substantive theory through constant comparisons, which required the T/R to invest time in data collection and analysis process for this research.

On the other hand, researchers may have some challenges in using grounded theory. Creswell (2007) points out, “the investigator needs to set aside,

as much as possible, theoretical ideas or notions so that the analytic, substantive theory can emerge” (p. 67). Moreover, the researcher may have difficulty in “determining when categories are saturated or when the theory is sufficiently detailed” (Creswell, 2007, p. 68).

In this study, the T/R put an emphasis is on theory development, which shapes this research around GT and CCM. Observations, interviews and other research sessions are some of the ways of data collection (Bogdan & Biklen, 2006). In this vein, the T/R collected data through interviews, observations, reflective and reflexive reports and peer-reviews. In order to overcome the challenges of grounded theory mentioned, the T/R focused on the primary outcome of this study which is a theory with specific components such as “central phenomenon, causal conditions, strategies, conditions and context. and consequences” (Creswell, 2007, p. 68).

Quantitative analysis. Although this research is mostly based on qualitative analysis, some quantitative data was also included. Critical peer-review checklist items, the researcher’s observation checklist items and the participant teachers’ verbal and written contributions to the study were analysed using some non-parametric tests. Considering the rationale for the use of non-parametric tests, the T/R determined which tests would be most appropriate for the data at hand. According to Pallant (2010), assumptions of the parametric tests include normal distribution while nonparametric tests do not have such an assumption. However, the size of the sample is of high significance. To ensure normal distribution, the number of the participants should be over 30 (Büyüköztürk, 2011). For this reason, due to the small size of participants ($n < 30$, $n = 8$), nonparametric tests were preferred to use as they are “useful when you have very small samples” (Pallant, 2010, p. 213).

In this respect, *Friedman Test*, *Wilcoxon Signed Rank Test* and *Spearman Correlations* were applied. First of all, the points which were given during the participant teachers’ practices by both their pairs and the mentor were compared using Friedman Test. Then, the T/R used Wilcoxon Signed Rank Test to highlight the significance of the difference between paired samples (Büyüköztürk, 2011). Finally, with Spearman Correlation, the T/R aimed to find out if there is any relationship between the participant teachers’ contributions to the study (written or verbal) and their performances.

To conclude, this research is a piece of exploratory practice in which ToE reflected on their teaching practices with the help of video stimulated recall. The participants were 8 English teachers working in a secondary school department of a private K-12 school. The T/R used pre-interview, video, critical reflective and reflexive report, critical peer-review, researcher's observation diary and post open-ended questionnaire as research instruments. Data collection took an academic semester and throughout this process, the T/R played a role as a teacher, a researcher, a collaborator and a mentor. Table 11 shows the summary of this data collection and analysis process highlighting the research instruments used, methods and techniques and the way of analysis.

Table 11

Summary of Data Collection and Analysis

RQ	Data Collection Instrument	Activity	Method	Analysis
1	Pre-interview	Conversation	Interview	GT and CCM
2	Video	Self-observation	Video stimulated recall	GT and CCM
	Critical reflective and reflexive report	Self-reflection		
	Critical peer-review notes	Peer observation	Observation Focus Group	
	Observation diary notes	Observation		
Focus group discussion notes	Discussion			
3	Post open-ended questionnaire	Written interview	Interview	GT and CCM
	Overall discussion notes	Discussion	Focus Group	Friedman, Wilcoxon & Spearman
	Critical peer-review checklist	Peer observation	Peer evaluation	
	Observation diary checklist	Observation	Mentor evaluation	

Chapter 4 Findings

In the light of the information provided by the data, new themes were constructed. Extracts from the participants' statements have evidential value for these themes. Table 12 shows the themes, which were divided into three groups, with a comparison of number of coding references.

Table 12

Nodes (Themes) Compared by Number of Items Coded

Nodes		Number of coding references
	<u>Teachers' Self-Identified Needs</u>	
Research Question 1	Need for efficacy in classroom management	14
	Need for curiosity and eagerness to learn	12
	Need for collaboration	11
	Need for effective guidance and motivation	7
	Need for self-improvement	6
	<u>The Issues that Teachers Reflected Upon</u>	
Research Question 2	Using Instructional Strategies	81
	<i>Activating prior knowledge</i>	17
	<i>Getting their attention</i>	21
	<i>Giving clear instructions</i>	39
	<i>Fostering critical thinking</i>	4
	Enhancing Classroom Management	71
	<i>Overcoming disruptive behaviour</i>	21
	<i>Establishing positive atmosphere</i>	42
	<i>Using WBT techniques</i>	8
	Promoting Student Engagement	76
	<i>Encouraging participation</i>	42
<i>Empowering dependent students</i>	34	
	<u>Professional Development</u>	
Research Question 3	Revisiting beliefs on reflection	45
	Attitudes towards collaboration with colleagues	} (qualitative influence)
	Contextual and pedagogical knowledge	
	Evaluating teaching practices	} (quantitative influence)
	Amount of engagement in reflection	

Teachers' Self-identified Needs

One of the key themes the T/R identified was the participants' self-identified needs in teaching. The first research question aims to find out *what language teachers' self-identified needs for teaching are*. In order to identify these needs, the

participant teachers were interviewed before the reflexive cycles and the interview recordings were transcribed and examined thoroughly with inductive content analysis. They were asked three questions mainly concentrating on the followings:

- How they describe themselves in teaching in terms of handling classroom management, guiding and motivating students during the lessons.
- To what extent they share their ideas and experiences with their colleagues and what they have learnt from them.
- If they had an opportunity to monitor themselves while teaching what their priorities would be to focus on and whether they would like to change or improve anything in their teaching.

The answers given by the participants were transcribed and analysed using NVivo 12. In this respect, five sub-themes were constructed related to their self-perceived needs in teaching.

Need for efficacy in classroom management. The participants generally admitted that they do not have efficient classroom management skills since, as mentioned before, classroom management is one of the most common classroom problems. P1, for instance, stated, “I would like to be a teacher who can teach without passing over classroom management.” However, he added he had difficulty in achieving this. Similarly, P4 defined herself as an unpermissive teacher and said, “I want my students to respect me all the time.” Another participant, P5 highlighted his lack of managing classroom and stressed, “I’m too understanding because they are really young and innocent, but unfortunately not all children are the same. There are also those who abuse this. At this point, I would like to be able to say this is the rule and this is the result without making compromises.” Likewise, P7 reported, “When they make me angry, this makes some children even happier because it’s their goal. My face directly reflects my anger. Actually, I need to learn how to hide it.” Apart from the classroom discipline, P6 shared her experience about time management which is a part of classroom management stating, “I sometimes have difficulty in time management.” It seems that the participant teachers have mostly difficulty in handling classroom management which is one of the biggest challenges for an English language teacher.

Need for curiosity and eagerness to learn. The participants think that heavy workload in private institutions does not give them chance to improve themselves professionally. They report that they have desire for learning and they are curious for learning about the innovations in the field. In this respect, P3 stated, "I would really like to see if I can be as active as I conceive." Similarly, P4 said, "I really wonder how I teach." They expressed their curiosity to learn whether their ideal selves correspond with their actual selves. On the other hand, P2 indicated, "I wonder whether I can be equally distributed to all, equal enough to everyone, or I am stuck on a child." Like P2, P5 said, "I would like to see if I can meet everyone's needs" which is an indication of their eagerness to learn how to reach all students. In addition, P7 stated, "I would like to learn more about how we can help them not to behave badly rather than being interested in their academic improvement." This statement exemplifies that the participant teacher is eager to learn about behaviour management.

Need for effective guidance and motivation. The inductive content analysis also revealed that the participants underlined their lack of guidance and motivation, which creates some learner problems. For example, P4 said, "I should be more patient." and added that her impatience demotivates her students. P5 highlighted the significance of positive classroom atmosphere to motivate students and stated, "To be able to an enjoyable teacher, you need to create a positive and relaxing learning environment, which is not very easy to do." Moreover, P7 explained, "I think it is very important to know students well in order to motivate." and talked about what strategies she used to know them better. P6 focused mostly on the importance of guiding students and said, "While listening to a student, I may actually forget about the others." which is a big deficiency for her as she stated. P8 also thinks that she cannot motivate her students all the time and she asserted, "I reflect my current mood, emotional state directly to my face. I mean, I cannot get out of this." as the main reason of it.

Need for self-improvement. The participant teachers expressed personal and professional development is a need to become an effective teacher of English. P1, for instance, stated, "Maybe I can improve myself a bit more in terms of my English proficiency." In parallel to this, P6 said, "I think I still use that simple, plain language. I need to improve myself in this sense." They both believe that if teachers

do not do anything to improve themselves, especially about their language proficiency level, it is unavoidable to lie fallow. P3, too, emphasized that self-improvement is a necessity especially for teachers saying, “I want to improve myself, of course, because being a teacher requires self-change and improvement.” Additionally, being aware of her imperfections, P4 indicated, “In fact, I would love to see myself as a slightly calmer and a more stable woman.” and reported her willingness to improve herself both professionally and personally.

Need for collaboration. Another self-identified need that was reported in the pre-interview was cooperating with others. It is not always possible to create a working environment full of cooperation and collaboration. However, being an English language teacher definitely requires collaboration with colleagues which is one of the most precious 21st century skills of a teacher. In this vein, P1 indicated, “I like our weekly discussion times. It is very useful to make discussions about a topic when more teachers cooperate, especially in our spare time.” P2 also shared her interest to collaborate saying, “I also love to brainstorm because I think it is useful for the group. Combining different ideas leads to a more efficient lesson.” Similarly, P3 stressed, “I love listening and sharing. Because, as I said before, it is all about experience and practice.” and P4 highlighted, “The teachers around me are very experienced. So, I care a lot when we talk about how to teach something.” Furthermore, P5 was also aware of the importance of collaboration and indicated, “It is also important to know how to apply different methods in different classroom environments, that is why I am especially trying to get involved in these discussions.” In addition to these, P6 said she tries to share her ideas as much as she can.

The Issues that Teachers Reflected upon

The second research question tries to figure out *what the issues that teachers reflected upon are*. For this reason, critical reflective and reflexive reports, peer comments, observation diary notes and focus group discussion notes were scrutinized through inductive content analysis.

On the other hand, throughout the study, the participant teachers focused on some common language classroom problems such as classroom management, instructions and motivating students during their teaching practices. In this vein, three themes and nine sub-themes were created.

Enhancing classroom management. As participant teachers mentioned in their pre-interviews, they mostly have difficulty in managing their classrooms. In this respect, while they were observing both themselves and their colleagues, they tried to focus on classroom management skills. For example, in P1's third peer-review, his partner wrote, "He does not lose control of the classroom" and correspondingly P1 said in his third critical reflexive report, "I managed the class properly." P3 reported in her first reflexive report, "Teaching and managing the classroom require an effective use of body language." emphasizing the significance of using body language to enhance classroom management. In addition, P8's partner wrote in her second peer-review, "The teacher's classroom management improved." highlighting the difference between her first and second teaching practices.

Establishing a positive atmosphere. One of the core elements to enhance classroom management was identified as the atmosphere in the classroom. In order to have a detailed exemplification, all practices of P1 can be examined. In Exploration Cycle, it is obvious that P1 had a positive learning environment which can be understood from the explanation in the teacher/researcher's observation diary, "The atmosphere is positive." for P1's first teaching practice. Similarly, in P1's first peer-review, his peer stated, "He has no problems with establishing a positive atmosphere in the classroom." Moreover, in the first critical reflexive report, P1 wrote, "The atmosphere in the classroom was good and energetic." In Awareness Cycle, the situation was quite similar. In the observation diary, the teacher/researcher indicated, "He shared a story about the topic from his own life which makes students laugh." for P1's second teaching practice. Similarly, in P1's second peer-review, his peer emphasized, "Students look calm and relaxed in the class." Moreover, in the second reflective and reflexive report, P1 wrote "...suitable atmosphere for teaching." Like in the first two teaching practices, in Understanding Cycle, the classroom atmosphere was positive. As some statements from the observation diary support, "He has a good relationship with the students. He makes jokes and makes them laugh. He uses soft background music, which helped manage the process." For the same teaching practice, P1's peer thought that he built a rapport with his students and his class seems to enjoy his lessons. In that vein, P1 described his students' learning environment with the following statement: "We just had fun while they were doing the activities."

As for some other examples; in P2's third peer-review, it is reported, "It was fun and productive." and P2 stated in her third reflexive report that the students were more comfortable comparing to the previous lessons. Similarly, P3's partner highlighted in the second peer-review, "The energy during the lesson was amazing." and in the second reflective and reflexive report P3 confirmed this saying, "I tried to make them laugh in every opportunity to establish a positive atmosphere and attract all the students' attention." Being a cheerful teacher according to the observation diary notes, P4 interpreted her classroom atmosphere in her third reflexive report indicating, "By making fun of my terrible drawings of trees, plants and seeds, I make the students laugh and remember what we learn in the previous lesson." What is more, P5 made a critical reflection to his energetic second performance saying, "It's not always easy for a teacher to keep that energy throughout the whole day." and his peer confirmed his energy stating, "The positive and funny atmosphere was great." Another energetic teacher was P6 who greets her class every day in a highly energetic way as is understood from the observation diary notes. Furthermore, both P7 and P8 had a calm and relaxing atmosphere in their classrooms according to their reflective and reflexive reports. P8 stressed, "I think I did not have any serious problems that could ruin the flow of the lesson."

Overcoming disruptive behaviour. Disruptive students are the biggest challenges for a teacher in classroom management. If the teachers cannot overcome these disruptive behaviours, they cannot manage the class properly, which leads them to burn-out. Most of the participant teachers experienced disruptive behaviours during their teaching practices. While some of them used different strategies to handle distractors, others had difficulty in managing the process. For example, in his first practice, P1 reminded the classroom rules to the whole class when a student talked out of turn and his colleague stated in the peer-review, "He uses music to control the noise in the classroom." In P3's third teaching practice, it was indicated in the observation diary, "At the beginning, there were disruptive behaviours she handled them in a calm and patient way." Likewise, in her third peer-review, her colleague wrote, "There were some disruptive behaviours like swinging on the chair or leaving the seat without permission, and she overcame those behaviours." Besides, the teacher/researcher noted in her observation diary, "The students are talking out of turn and P5 tolerates that." Then, P5 showed his

awareness by writing in his first reflective and reflexive report, “I have to try and grab all of their attention and talk about the consequences of talking out of turn in the class.” After our feedback sessions, in his second report, he indicated, “I warned the students who disrupted the lesson very shortly and clearly.”

On the other hand, some teachers had difficulty in handling the situation. As stated in the observation diary, in her first teaching practice, P4 warned the student not to stand up in a harsh way rather than reminding him the classroom rule. Similarly, P6 stated in her second reflexive report, “I could have reminded them not to raise their hands while others are speaking.” Furthermore, in the observation diary notes, it was pointed, “P8 did not overcome disruptive behaviour of one of the students (Kutay), she showed too much tolerance.” Similarly, her peer thought, “The teacher should focus on managing every student and their behaviour.” In parallel to these, she stated in her first reflective and reflexive report that “In terms of classroom management, I can say that (as I said in the interview also), I might draw some concrete lines between the students and me.”

Using WBT techniques. Whole Brain Teaching is a technique which teachers use to grab students’ attention and manage the class. The participant teachers were trained about this previously and they were required to use WBT techniques during their lessons. In this respect, WBT was a focal point during the observations. For instance, P2 reminded a student the classroom rule and said ‘raise your hand’ when she talked out of turn. P3, too, used one of the WBT strategies “class-yes” to manage the disruptive behaviour. In the same way, P3’s colleague stated in her peer-review, “She handled classroom management by using “class-yes” technique.” Correspondingly, in the observation diary it was pointed, “P5 reminded the classroom rule “raise your hand” to a student talking without permission.” and in her third teaching practice, P7 used WBT techniques with her own unique way. Moreover, P6 was aware of having some classroom management problems during her second teaching practice and in her second reflexive report she indicated, “I could use whole brain teaching techniques at those moments.”

Promoting student engagement. The participant teachers mostly reported that guiding and motivation brings success. Encouraging participation, using positive reinforcement, empowering too dependent students and building a rapport

with them are some of the key concepts to promote student engagement in learning process.

Encouraging participation. The participant teachers concentrated on the significance of encouraging participation. In his first practice, his peer wrote for P1, for instance, "...encourages participation throughout the lesson" and similarly, in his first reflective and reflexive report he stated, "I made all my students talk and share their ideas in one lesson." In addition, as obtained from the observation diary notes, in his third teaching practice, P1 helped too dependent students. Likewise, his partner wrote in the third peer-review, "He creates an inviting environment for participation." In order to highlight the importance of motivating students, P2 wrote in her third reflective and reflexive report, "I tried my best to keep the students alert, attentive, and participative." By the same token, it was clearly stated in P3's second peer-review, "Students were highly attentive and aware." and she also stated in her second report, "I tried to have all the students participate in the activities as much as I could even too dependent ones at least once." It can be understood from the observation diary that P3 did a pair-work activity to help students interact in her third teaching practice which is confirmed by her peer mentioning, "She fostered student interaction with a pair-work activity."

In addition, the participant teachers concentrated on some strategies they use to enhance student participation. As is understood from observation diary notes, in her second teaching practice, P6 used ClassDojo application to motivate students and congruently, in her second reflective and reflexive report she stated, "I like using ClassDojo as a motivation tool." Likewise, the T/R noted in her observation diary for P7's first teaching practice, "...'mirror my words', which helps them engage in the lesson", and "...'high five' when a student knew the answer". Moreover, in her second teaching practice, it can be understood from the observation diary that she motivated a student (Efe) who does not participate in the lessons voluntarily with an applause from his friends and P7 confirmed this in her second reflective and reflexive report saying, "I tried to get him involved in the activities."

Empowering dependent students. Supporting too dependent students was another core element in promoting student engagement during the lesson. P4 emphasized her lack of guiding and motivating her students saying in her first reflective and reflexive report, "I should try to be more patient towards my dependent

and shy students.”, and in her second report, she stated, “During the lesson I cannot realize the discussion cannot start successfully and cannot continue well, and that I am unsuccessful in encouraging the students’ participation.” However, for her third practice, it was stated in the observation diary that she used positive reinforcement to the students who do good job. Correspondingly, P4 focused on having a good relationship with her students and believed that it would bring success stating “...this love triggers their participation.” in her third reflexive report. The situation was quite similar with another participant, P5, that the T/R wrote in her observation diary, “He empowers dependent students when they ask questions and listens to them all patiently.” for his third teaching practice. P5 also reported in his third reflective and reflexive report, “It’s fair to say I guided and motivated them sufficiently.” and his colleague similarly mentioned, “Lots of the students were willing to participate in the lesson.” According to the statements given above, it is recognisable that the participant teachers put emphasis on empowering dependent students.

Using instructional strategies. Apart from enhancing classroom management and promoting student engagement, how to give clear and effective instructions was also a key point that the participant teachers highlighted. They agreed on that using some instructional strategies help overcome the problems faced in the classroom. In this vein, activating prior knowledge, fostering critical thinking, getting their attention and giving clear instructions were determined as sub-themes.

Activating prior knowledge. Activating prior knowledge is one of the strategies used to enable students make connections to the new information. Teachers can assist students with the learning process by activating what they already know. Most of the participant teachers tried to activate students’ prior knowledge during their practices. For example, P1 stated in his third reflective and reflexive report, “...checked the things that we’ve learnt so far and I realized that they had difficulties in remembering some of the topics.” He emphasized that this strategy helped him understand what was missing and what to do. Similarly, it was stated in P3’s third peer-review, “She made a connection to a previous writing lesson and asked students to use stronger words while giving answers.” P4 also reported in her second reflexive report, “...trying to make a connection between the content of the core English lesson and our previous social science lesson.” and in the third

report, stating, “They are very willing to show me what they have learnt in our previous lessons.” Likewise, P6’s peer indicated, “Her activation of students’ prior knowledge of the fractions was very effective.” and in her first reflective and reflexive report, she also stated, “I revised everything that was learnt in the previous lessons about the topic.” In the second reflective and reflexive report, she emphasized that activating prior knowledge supports learning new things with the following statement: “...helped them relate the new topic.” Lastly, P8 acknowledged in her third reflective and reflexive report, “I tried to activate the prior knowledge of the students first.” In sum, the participants reflected on how activating prior knowledge enables clear understanding.

Fostering critical thinking. Developing critical thinking skills is an essential part of students’ academic progress. The participant teachers attached an importance to students’ engagement in critical thinking process by using reflexive reasoning and analysis which enable them to internalize what is learned. For example, it was clearly observed that P2 asked critical thinking questions which enabled students to think in her third teaching practice. Her partner also confirmed this saying: “My colleague asked students different questions forcing them to think.” P5, similarly, was observed starting the lesson with some questions as is stated in the teacher/researcher’s observation diary and in his third reflective and reflexive report he mentioned, “I asked them some questions and they’ve made some guesses.”

Getting their attention. As one of the biggest challenges in the classroom, how to get all students’ attention and how to make them follow your instructions had its place in the themes emerged from the data. The participant teachers generally claimed that if they did not get their attention, they would not reach their teaching goals at all. Therefore, they were trying to use some strategies to attract attention. For instance, it was stated in the observation diary, “P1 changes his tone of voice during the lesson.” for his first teaching practice. His peer defined what he did as “...arousing students’ interests” and P1 wrote in his first reflective and reflexive report, “I can say that I tried to be energetic and I got their attention.” Similar to P1, in P2’s class, all students seemed interested in the topic as also pointed in observation diary. P2 also highlighted in her third reflective and reflexive report, “I tried my best to keep the students alert, attentive, and participative.” Moreover, P3

was good at using WBT techniques and as her peer stated in the third teaching practice, “She aroused students’ interests using a video about the topic and she used the WBT strategy ‘hands & eyes’ to get the students to focus on the video.” In addition, P6 also used a strategy to help students personalize the topic by giving examples from her own life and this is pointed in the third peer-review as, “Giving examples from her own life takes the attention of the students.” Correspondingly, emphasizing that real life incidents help the students learn and comprehend easily, in her third reflective and reflexive report P6 stressed, “I used a specific example from my life so that they can understand ‘accepting the differences in others’ theme in a humorous way.” On the other hand, P5 knew the value of drawing students’ attention to the topic and he indicated in his second reflective and reflexive report, “I would be more energetic and I would bring more colourful materials to draw their attention and help them understand the abstract concepts better.”

Giving clear instructions. Another strategy to promote learning in the classroom can be defined as giving clear instructions. It is highly important to deliver the instructions successfully so that the tasks can be understood by students. The participant teachers mostly observed how both themselves and their colleagues gave instructions at the beginning of the activities. For instance, it was highlighted in the observation diary that P1 gave clear instructions during his practices. His partner agreed in the third peer-review, “He clearly states the objectives and gives understandable instructions.” and in his third reflective and reflexive report, he specified that he tried to be clear as much as possible. Likewise, P3 was reported to give the instructions clearly, to use the white board in order to clarify and draw the picture of the word to visualize the new information.” In her first reflexive report, she also stated, “When attentive students get the instructions instantly, it becomes easier to reach dependent students as well. As for my performance in this specific lesson, I think my instructions were clear and understandable.” Furthermore, P4 was observed explaining the topic in detail and in a clear, understandable way. She also stated in her third report, “I try to be clear while I am giving instructions and stating the objectives.” It is additionally understood from the observation diary that P5 gave clear instructions about the due date of the homework given in his first teaching. His peer, likewise, wrote in the peer-review that he liked how he used the calendar to explain the homework in detail. Another participant, P7, was said to give clear

instructions and detailed explanations during her second teaching practice. She emphasized in her reflective and reflexive report, “My explanation and instructions were very clear.” Finally, as stressed in the observation diary, “P8 used the white board a lot to clarify her explanations by drawing shapes and to give examples.” She mentioned in her first reflective and reflexive report, “I tried to make them clarified as far as I could by giving some concrete examples.” She also pointed out, “I tried a lot not to disorient my students because they just met with some new concepts in this lesson.”

As for the third research question, in order to comprehend whether there is an improvement among the participants’ three teaching practices, the T/R examined their post open-ended questionnaires. They were asked four questions focusing on the followings:

- What they think about being a part of this exploratory practice and collaborating with their colleagues
- How they felt while being recorded during their teaching practices
- How they felt about both observing and being observed by their peers through critical peer-review
- How participating in this study affected their thoughts about language teaching, their understanding of teaching and their teaching practices

Professional Development

As a result of a detailed data analysis, the T/R advocates five dimensions of professional development, which are beliefs, collaboration, knowledge, practices and contribution. These themes were deduced from post open-ended questionnaire, namely written interview, and overall group discussions.

Revisiting beliefs on reflection. The participant teachers were volunteers in this study since they attach importance to their professional development. As they stated in the pre-training interview, they were all eager to participate in such an exploratory practice. For this reason, teachers were expected to adopt positive attitudes during the whole process. Only one of the participants did not have any positive attitudes towards being recorded, observed, and reflecting her own teaching

practices. The other seven participants had positive attitudes towards this self-improvement through reflection process.

As one of these, P1 expressed that he was very nervous and excited at the first observation saying, "I think my lesson was a complete flop; the next performances were more enjoyable for me." and he added, "Even all the negative things were expressed so well that our feedback sessions were both enjoyable and instructive." P2, similarly, wrote, "I was nervous at the first time. Then, it was very nice for me to realize my strengths. In fact, I did not feel any discomfort because I noticed that I was distanced from the academic field and I liked to go back to the theoretical part of the job." Moreover, P3 emphasized her happiness and recommended such trainings for all teachers indicating, "I am so happy. In fact, all schools need trainers who never go to class and are only interested in observation and feedback. I am very glad to be a part of this process, to contribute to your work and I believe that I have invested in myself. In my opinion, every teacher should experience this at least once." Agreeing with this idea, P6 pointed, "At first I was a little worried. As time passed, concern was replaced by satisfaction. I think every teacher should experience it."

Talking about the advantages and seeing it as an opportunity, P5 stated, "I'm so happy to be a part of such a study. I think these reflective cycles have contributed to me a lot. It felt like I was outside and watching myself. At first, it made me nervous. However, both my self-criticism and my friend's feedback made me feel more comfortable and confident. I think it is a very useful and an effective method for a teacher to monitor his/her stance, tone of voice and gestures." In parallel to this, P7 wrote, "I was really eager to participate in this study. It was a great opportunity for me and I feel one step ahead. Actually, I was nervous in the first lesson but each time I was more relaxed than my previous class. What I learned from you and from my partner during this study affected my understanding of teaching positively." Besides, P8 was feeling very willing to attend and she stated, "It was delightful. At first, I was nervous but we had a pleasant time in the classroom. I think it is a good process for my professional development. To be honest, I do not like watching myself, that's why I was prejudiced. However, participating in such a work encouraged me to pursue my professional development. It prompted a desire to explore ways to teach children better."

On the other hand, one of the participants, P4, was not very content with the situation like the other participants, which is understood from her following statement: “Actually, it was not bad when I consider the whole process but I did not enjoy it as much as my friends. I think it was a process that forced me because the camera made me nervous. Unfortunately, I think I could not give credit where it is due as I was very tense.”

Attitudes towards collaboration with colleagues. Collaboration with colleagues was one of the focal points in this study. As a 21st century skill of a teacher, cooperation, collaboration and teamwork bring success to both teachers and learners. Need for collaboration was also detected as one of teachers’ self-perceived needs in teaching according to the pre-interview results. Therefore, the participant teachers concentrated on collaboration throughout the whole process. P1, for instance, said, “Our exchange of ideas was very informative for us.” and similarly, P5 indicated, “Both my self-criticism and my friend’s feedback made me feel more comfortable and confident in my third teaching practice. This mutual observation and criticism really helped improve myself.” The situation was not different for P7 who indicated, “I think it was fun to work with a partner. I wish we could work with everyone alternately.” P8, too, shared her ideas about cooperation saying, “It was very nice to share ideas and exchange feedback with my colleagues throughout the process. We learned a lot from each other.”

As another 21st century feature, teachers are expected to be open-minded which means being open to learning new things and listening to others. In this study, the participant teachers gave feedback to their partners and other colleagues during focus group discussions. It can be intelligible that the constructive feedback given throughout this study helped them develop themselves professionally. In this vein, P1 highlighted, “All the feedback given by both our partner and you throughout the study was as constructive as possible. Even the negative things were expressed so gently that our feedback sessions were both enjoyable and informative.” P2 paid attention to the positive language used while giving feedback and stated, “We mostly used a humoristic and constructive language while giving feedback to each other.” Another teacher, P3, indicated “Our feedback sessions were highly valuable. I think it was exactly how it should be. My partner said some negative things about my performance so nicely that I even liked it. I also tried to be as respectful and

constructive as possible. Of course, inevitably, we talked highlighting positive things to not hurt each other's feelings, but I think we were both honest."

It seems that the teachers were highly open-minded and they cared about their colleagues' feelings. P4 said, "I enjoyed observing my friend very much. It was also nice to give her feedback and get feedback from her. I think we use a language full of love and respect." Similarly, P5 emphasized, "We tried to tell each other what could be done better in a language as positive as possible." In addition, P6 thought these feedback sessions as a significant part of the teaching and learning process. She stated, "While giving feedback to each other, we both taught and learned. We gave feedback by motivating each other rather than hurting." P7, likewise, said that they gave their feedback with respect. Lastly, P8 indicated, "We gave constructive feedback. All comments were really made friendly."

Contextual and pedagogical knowledge. The main purpose of this study was to contribute to teachers' continuing professional development. In this respect, the T/R aimed to raise awareness of teachers and help them improve themselves professionally. They all acclaimed that this study enabled them to think from different perspectives. As one of these, P1 stated, "I think that I have learned a lot from my colleague. Seeing a different teaching style made me look at myself from a different perspective while observing myself. This study helped me learn how to keep motivation high in a classroom and what to pay attention for an effective classroom management." Similarly, P2 pointed, "I learned a lot besides having fun. The most important thing that this study provided for me was the positive effects on my professional development." In parallel to these, P3 said, "I am very glad that I have invested myself. I believe I will review and improve my teaching method with the help of the reflection reports that I wrote for my own teaching practices, and I will continue to improve." Moreover, P4 emphasized, "I think it is an educational process. I realized that I had to consider some points in my teaching, especially after watching my own teaching performance. In fact, I have seen that I do not apply some of the things we are talking about all the time, and I will teach more effectively if I do." Besides, P5 wrote, "This process has contributed a lot to me thanks to observing another teacher's teaching techniques and strategies used during the lesson. This study taught me what to do differently in the classroom, how to strengthen your emotional bond with children, and what steps to take in classroom

management. I also saw how I could change the atmosphere in the classroom.” P6 also put emphasis on the advantages of this reflexive process saying that even her creativity has improved. P7, too, thought, “... this study had a great impact on my professional development.” Finally, P8 stated, “I think this study has improved me a lot. I noticed my frustrated posture and reactions. Participating in such a study encouraged me to pursue my professional development and prompted me to explore ways to teach children better.”

Table 13

Summary of the Themes

Research Question	Theme
What are language teachers' self-identified needs for teaching? (Teachers' Self-Identified Needs)	Efficacy in classroom management Curiosity & eagerness to learn Effective guidance and motivation Self-improvement Collaboration
What are the issues that teachers reflected upon? (The Issues that Teachers Reflected upon)	Enhancing Classroom Management Promoting Student Engagement Using Instructional Strategies
In what ways have the reflexive cycles influenced the language teachers? (Professional Development)	Revisiting beliefs on reflection Attitudes towards collaboration with colleagues Contextual and pedagogical knowledge Evaluating teaching practices Amount of engagement in reflection

Evaluating teaching practices. An analysis of critical peer review and observation checklist scores revealed considerable improvement in each teaching practice. Considering critical peer-review checklist, the participant teachers' scores in their 1st performance mean = 5.25 (SD = 1.282), in their 2nd performance mean = 7.63 (SD = 1.598) and in their 3rd performance mean = 8.25 (SD = 1.581). Interestingly, the increase between the first two teaching practices cannot be seen between the second and the third teaching practice.

On the other hand, with respect to the checklist in observation diary, the participant teachers' scores in their 1st observation mean = 3.38 (SD = 1.685), in their 2nd observation mean = 5.25 (SD = 1.488) and in their 3rd observation mean =

5.88 (SD = 1.458). Mean scores of each teaching practice are given in Table 14 and illustrated in Figure 7.

Table 14

Descriptive Statistics

	n	Mean	SD
1 st peer-review	8	5.25	1.28
2 nd peer-review	8	7.63	1.60
3 rd peer-review	8	8.25	1.58
1 st observation	8	3.38	1.69
2 nd observation	8	5.25	1.49
3 rd observation	8	5.88	1.46

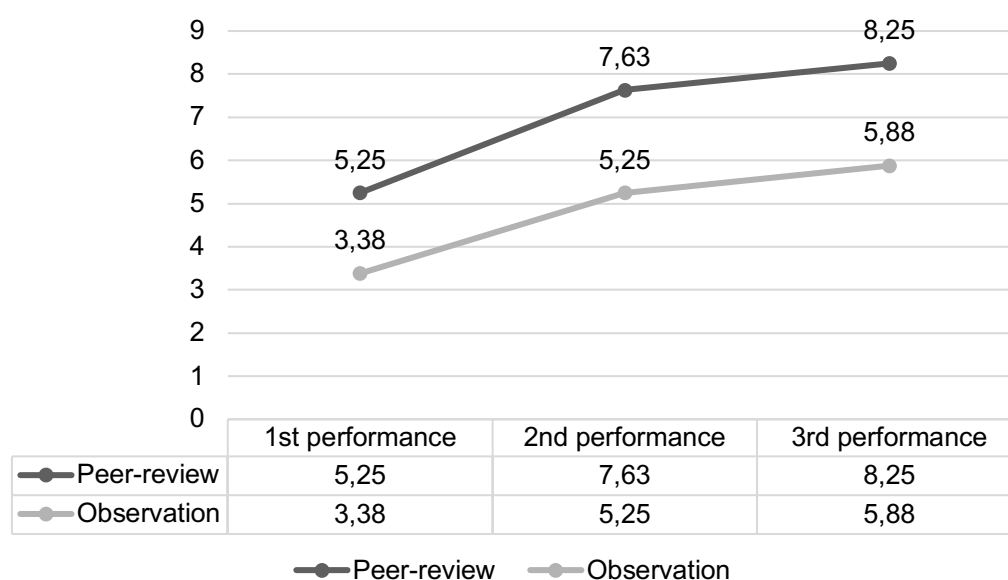


Figure 7. Mean scores of peer-review and observation

A further Friedman test indicated that there was a statistically significant difference in peer-review $\chi^2 (2, n = 8) = 11.400, p < .005$ and observation scores $\chi^2 (2, n = 8) = 11.120, p < .005$ across three teaching practices. Inspection of the mean ranks showed a considerable increase from the 1st peer-review (1.06) to the 2nd peer-review (2.38) and a slight increase at the 3rd peer-review (2.56). Similarly, a noteworthy increase from the 1st observation (1.19) to the 2nd second observation (2.19) and a minor increase at the 3rd observation (2.63) as shown in Table 15.

Table 15

Friedman Test Results

	Mean Rank	n	Chi-Sq	df	p
1 st peer-review	1.06	8	11.400	2	.003
2 nd peer-review	2.38				
3 rd peer-review	2.56				
1 st observation	1.19	8	11.120	2	.004
2 nd observation	2.19				
3 rd observation	2.63				

For further explanation, the differences between peer-review and observation scores of three teaching practices were analysed using Wilcoxon Signed Rank Tests (adjusted for Bonferroni correction, setting significance level at $p < .016$). Table 16 shows Wilcoxon test results.

Table 16

Wilcoxon Test Results

		n	Mean Rank	Sum of Ranks	z	p
1 st – 2 nd peer review	Negative Ranks	0	.00	.00	-2.414	.016
	Positive Ranks	7	4.00	28.00		
	Ties	1				
2 nd – 3 rd peer review	Negative Ranks	3	3.00	9.00	-.879	.380
	Positive Ranks	4	4.75	19.00		
	Ties	1				
1 st – 3 rd peer review	Negative Ranks	0	.00	.00	-2.536	.011
	Positive Ranks	8	4.50	36.00		
	Ties	0				
1 st – 2 nd observation	Negative Ranks	0	.00	.00	-2.232	.026
	Positive Ranks	6	3.50	21.00		
	Ties	2				
2 nd – 3 rd observation	Negative Ranks	1	2.00	2.00	-1.518	.129
	Positive Ranks	4	3.25	13.00		
	Ties	3				
1 st – 3 rd observation	Negative Ranks	0	.00	.00	-2.388	.017
	Positive Ranks	7	4.00	28.00		
	Ties	1				

It is seen in Table 16 that mean rank difference between the 1st and the 2nd peer-review was significant ($z = -2.414$; $p = .016$), with a large effect size ($r = .16$). Similarly, mean rank difference between the 1st and the 3rd peer-review was significant ($z = -2.536$; $p = .011$), with a large effect size ($r = .21$). However, mean rank difference between the 2nd and the 3rd peer-review was not significant ($z = -1.879$; $p = .380$) after Bonferroni correction.

As for observation scores, mean rank differences between the 1st and the 2nd observation ($z = -2.232$; $p = .026$), between the 1st and the 3rd observation ($z = -2.388$; $p = .017$) and between the 2nd and the 3rd observation ($z = -1.518$; $p = .129$) were not significant after Bonferroni correction. Due to the difference in significance between peer and observer scores according to the Wilcoxon test after Bonferroni correction, detailed correlations were checked.

Table 17

Correlations between Peer Scores and Observer Scores

		1 st observation scores	2 nd observation scores	3 rd observation scores
1 st peer-review scores	Correlation Coefficient	.727*	-	-
	Sig. (2-tailed)	.041		
	N	8		
2 nd peer-review scores	Correlation Coefficient	-	.151	-
	Sig. (2-tailed)		.721	
	N		8	
3 rd peer-review scores	Correlation Coefficient	-	-	.846**
	Sig. (2-tailed)			.008
	N			8

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

As understood from Table 17, in the first and the third reflexive cycles, there was a positive correlation between the peer-review scores and the researcher's observation scores ($\rho = .73$, $n = 8$, $p < .05$; $\rho = .85$, $n = 8$, $p < .01$). In contrast, peer scores and observation scores in the second reflexive cycle did not correlate ($\rho = .15$, $n = 8$, $p > .05$). To examine this deeply, the correlation between 2nd peer-review and the 2nd observation scores was checked focusing on the topics separately in Table 18.

Table 18

Correlations in the 2nd Reflexive Cycle

		Observation scores on classroom management	Observation scores on guiding and motivation
Peer's scores on classroom management	Correlation Coefficient	.224	-
	Sig. (2-tailed)	.594	
	N	8	
Peer's scores on guiding and motivation	Correlation Coefficient	-	.170
	Sig. (2-tailed)		.688
	N		8

According to Table 18, it can be understood that both the scores on classroom management and the scores on guiding and motivation did not correlate with each other ($\rho = .22$, $n = 8$, $p > .05$; $\rho = .17$, $n = 8$, $p > .05$). Unlike the 1st and the 3rd teaching performances in which the peers' and the researcher's scores correlated, the 2nd teaching performance was observed and evaluated differently by the peers and the researcher. The possible reasons of this situation will be touched upon in discussion part.

Amount of engagement in reflection. How the participants contributed to the study was analysed in terms of the words they wrote in peer-reviews, reflective and reflexive reports and post open-ended questionnaires and the time they spent throughout the whole process.

Table 19

Words Written by the Participants throughout the Study

	Peer Comments			Self-Reflection			Post- Questionnaire	TOTAL
	1st	2nd	3rd	1st	2nd	3rd		
P1	27	40	78	175	272	180	373	1878
P2	65	97	157	120	186	181	378	1918
P3	16	107	82	144	125	98	413	1617
P4	29	82	58	172	365	209	355	2174
P5	61	74	135	154	196	150	369	1919
P6	6	42	5	126	100	73	302	1301
P7	21	150	93	111	89	115	343	1571
P8	32	23	38	364	347	212	379	2063
TOTAL	257	615	646	1366	1680	1218	2912	14441

As seen in Table 19, P6 has the least number of words while P4 has the most. As for the percentages shown in Figure 8, values can be given in descending order as follows: P4 15.05%, P8 14.29%, P5 13.29%, P2 13.28%, P1 13.00%, P3 11.20%, P7 10.88% and P6 9.01%.



Figure 8. Percentages of the words written by the participants

Besides the words written by the participants, the time spent during pre-training interviews, teaching practices and focus group discussions was examined.

Table 20

Time Spent by the Participants throughout the Study

	Pre-Interview	Teaching Practice Video			Focus Group Discussion			TOTAL
		1st	2nd	3rd	1st	2nd	3rd	
P1	00:05:44	00:23:37	00:29:23	00:21:41	00:35:00	00:35:00	00:35:00	03:05:25
P2	00:06:30	00:25:16	00:31:54	00:22:25	00:35:00	00:35:00	00:35:00	03:11:05
P3	00:06:33	00:28:40	00:28:57	00:27:01	00:35:00	00:35:00	00:35:00	03:16:11
P4	00:08:59	00:21:43	00:35:05	00:23:16	00:35:00	00:35:00	00:35:00	03:14:03
P5	00:06:14	00:31:33	00:36:25	00:35:11	00:35:00	00:35:00	00:35:00	03:34:23
P6	00:06:38	00:29:21	00:29:14	00:37:15	00:35:00	00:35:00	00:35:00	03:27:28
P7	00:05:27	00:24:21	00:27:29	00:32:20	00:35:00	00:35:00	00:35:00	03:14:37
P8	00:05:25	00:27:05	00:31:45	00:33:02	00:35:00	00:35:00	00:35:00	03:22:17
TOTAL	00:51:30	03:31:36	04:10:12	03:52:11	04:40:00	04:40:00	04:40:00	26:25:29

As is shown in Table 20, P1 spent the least time while P5 spent the most. As for the percentages shown in Figure 9, values can be given in descending order as

follows: P5 13.52%, P6 13.09%, P8 12.76%, P3 12.37%, P7 12.27%, P4 12.24%, P2 12.05% and P1 11.69%.

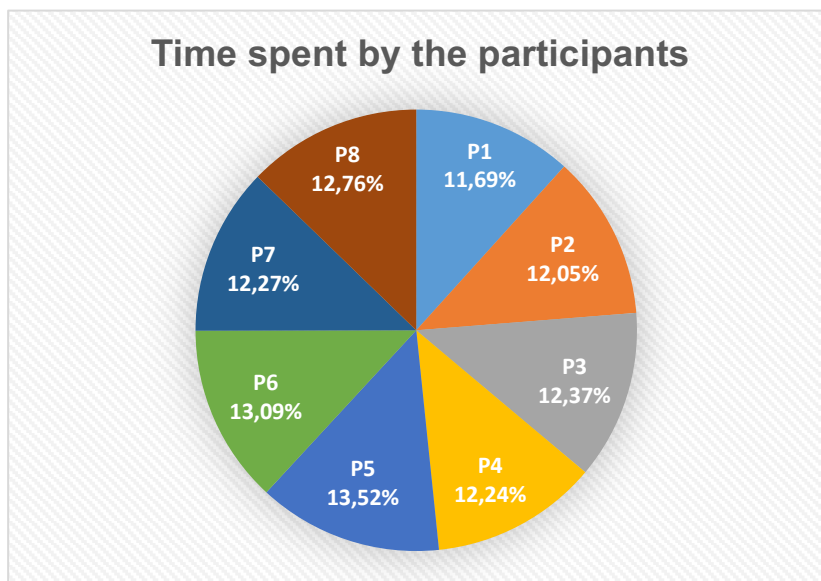


Figure 9. Percentages of time spent by the participants

The participant teachers' contributions to the study (both written and verbal) had a great significance in the identification of their professional development. The T/R tried to find out whether there is a significant correlation between the teachers' performances in their teaching practices and contribution values in the study. In this vein, Spearman Rank Order Correlation was applied to understand if practice scores obtained from peers and the mentor for their performances affected how they contributed to this study. Table 21 shows the descriptive statistics of time spent, words written and practice scores.

Table 21

Descriptive Statistics

	Mean	n	Std. Deviation
Time Spent (%)	12.5	8	.59
Words Written	1805	8	287.34
Practice Scores	35.6	8	6.67

As is shown in Table 22 in detail, the relationship between the participant teachers' contributions to the study in terms of the number of words they wrote in their critical self-reflexive reports and peer-reviews and the amount of time they

spent throughout the study and the scores which they got from their peers and the mentor regarding their teaching practices was investigated using Spearman correlation coefficients.

Table 22

The Relationship between the Participants' Contributions and Practice Scores

		Time Spent (%)	Words Written	Practice Scores
Time Spent (%)	Correlation Coefficient	1.000	-.095	.289
	Sig. (2-tailed)	.	.823	.487
	N	8	8	8
Words Written	Correlation Coefficient	-.095	1.000	-.747*
	Sig. (2-tailed)	.823	.	.033
	N	8	8	8
Practice Scores	Correlation Coefficient	.289	-.747*	1.000
	Sig. (2-tailed)	.487	.033	.
	N	8	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

There was a strong, negative correlation between the participant teachers' practice scores and their contribution to the study in terms of the number of words they wrote throughout the study, $\rho = -.75$, $n = 8$, $p < .05$, with high levels of practice scores associated with low levels of contribution to the study made by the participant teachers. That is, the participants who wrote less in their critical reflective and reflexive reports and post open-ended questionnaires performed better in their teaching practices whereas the ones who wrote more comparing to other participants got lower scores for their teaching practices. In addition, elaborating the participant teachers' individual improvement in their teaching practices, their contributions to the study were compared. Figure 10 shows the participants' improvement throughout three reflexive cycles.

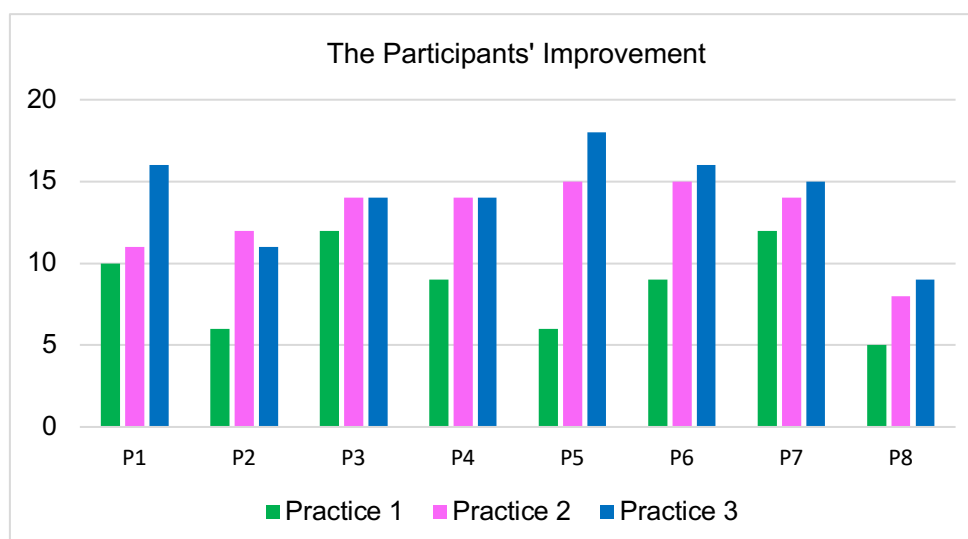


Figure 10. The participants' improvement in their teaching practices

According to Figure 10, P5 showed the most improvement in his teaching performance. Considering his contributions to this study, he is seen to have spent more time during his practices in comparison to the other participants. However, regarding the number of words he wrote in his critical reflective and reflexive report, peer review and written questionnaire, he did not make the most contribution to this study. On the other hand, P3 showed the least improvement in her teaching practices. Bearing her contributions to this study in mind, she could be understood neither to have spent the least time nor to have written the least number of words.

Since the numerical data does not correspond with the participant teachers' performances, the T/R checked the quality of their contributions. Table 23 shows the number of themes and quotations emerged from pre-interview which represents the first research question.

Table 23

The Quality of Contribution in terms of Pre-interview

The Participant	Pre-interview	Number of Themes (out of 5)	Number of Quotations
P1	00:05:44	3	3
P2	00:06:30	2	2
P3	00:06:33	3	3
P4	00:08:59	5	5
P5	00:06:14	4	4
P6	00:06:38	3	3
P7	00:05:27	3	3
P8	00:05:25	1	1

Five themes related to self-identified needs in teaching arose from pre-interview transcriptions. According to Table 23, P4 contributed the most considering how long she spoke during the interview. Five themes and five quotations emerged from her pre-interview transcription, which means she contributed to identify their needs in teaching. In a similar vein, P8 who spoke the least in her pre-interview did not contribute much comparing to other participants. Only one theme and one quotation emerged from her data.

On the other hand, Table 24 demonstrates how many words the participant teachers wrote about their own and peers' practices and the number of themes and quotations emerged from their reports within the scope of the second and the third research questions.

Table 24

The Quality of Contribution in terms of Words Written

The Participant	Total Words Written	Number of Themes (out of 15)	Number of Quotations
P1	1878	11	15
P2	1918	9	12
P3	1617	10	10
P4	2174	5	11
P5	1919	14	20
P6	1301	8	9
P7	1571	8	8
P8	2063	6	8

As mentioned before, there was a strong negative correlation between the participant teachers' written contribution and their improvement in teaching practices. As it is shown in detail in Table 24, even though P4 wrote the most (2174 words) in her reports, only 5 themes, which is the least number, and 11 quotations emerged from her data. Similarly, P8 wrote a large quantity of words (2063 words); however, only 6 themes and 8 quotations emerged from her reports. In contrast, P5 wrote 1919 words which can be defined as nearly the average; however, 14 themes and 20 quotations emerged from his data and he showed a considerable amount of improvement in his teaching practices. This means that the amount of their written contribution does not show they really contributed to the study, which might result in this negative correlation.

Chapter 5

Conclusion, Discussion and Suggestions

Summary of the Study

This study grounds on exploratory practice, which focuses on reflective and reflexive practice with collaboration of colleagues during the process. The main purpose of the T/R is to draw teachers together with the intent of professional development. For this reason, the teacher/researcher suggests a model in which the participant teachers work together, observe and evaluate each other, discuss thoroughly and benefit from each other's ideas and experiences. During this exploratory practice, the participants were not only teachers in the classrooms but also researchers observing both their peers and themselves in order to learn more about their own teaching.

The study mainly aims to raise teachers' awareness on their needs and issues they need to reflect upon using their cooperative skills and exploring the effectiveness of the reflexive practice triplication model. Based on three research questions, the T/R seeks to understand self-identified needs of ToE, the issues they mostly concentrate on in their reflections and how the participant teachers developed professionally.

Overall Evaluation and Discussion

One of the most significant entailments of professional development for teachers is to look at themselves honestly through the mirror. Those who monitor themselves and reflect upon their teaching practices are more likely to improve themselves professionally compared to others. However, there is no doubt that "knowing what to reflect upon out of the whole of one's professional experience is not a clear process" (Bolton, 2010, p. 8). Therefore, teachers need to be guided about what and how to reflect, and how to identify their needs in teaching.

For centuries, teachers have had to overcome some challenges in their classrooms no matter how experienced they are. Researchers have conducted many studies on how to manage a class more effectively and how to motivate students. These are still issues that teachers should struggle with. The problems unchanged; however, the methods to overcome these problems diversified. As 21st

century teachers, we have to make sure that we try our best to overcome every challenge we encounter. For this reason, defining what puzzles teachers in a language classroom and taking actions accordingly have a great importance for an effective language classroom teaching. The next step should be reflection on our own teaching which is one of the most effective ways to see our deficiencies and how to compensate them. Before taking an action, trying to understand the problem and thinking about possible solutions collaborating with our colleagues should be our concern. In this study, therefore, exploratory practice was used in which the participant teachers worked for understanding the reasons of the difficulties they had during their teaching practices. They identified their needs and tried to meet these needs with the help of reflexive practice triplication in which they wrote critical reflective and reflexive reports, observed their peers and cooperated with their colleagues during the whole process.

In this section, the connection between the three research questions was examined regarding the findings of the study and focusing on qualitative and quantitative influence of reflexive practice triplication model on the participant teachers. The qualitative influence of reflexive practice triplication can be summarized as on beliefs, attitudes and knowledge. The quantitative influence was inspected through evaluation of the participant teachers' practices and amount of engagement. They were discussed in detail below.

Qualitative influence. As mentioned above, for qualitative influence of reflexive practice triplication, the T/R focused on beliefs, attitudes and knowledge. In this respect, based on the findings of the study, self-efficacy beliefs, engagement in the reflexive practice, teacher autonomy, developing collaborative skills, gaining new insights and attribution were discussed. These items are combined with one another within the scope of the three research questions and affect each other.

Table 21 shows in what ways this reflexive practice triplication model has affected the participant teachers and how they these effects are related to each other briefly.

Table 25

The Qualitative Effects of Reflexive Practice

Qualitative influence	Connections and outcomes within the scope of		
	the 1 st research question	the 2 nd research question	the 3 rd research question
Self-efficacy beliefs	<ul style="list-style-type: none"> * anxiety * low self-efficacy * need for self-improvement 	<ul style="list-style-type: none"> * classroom management * instructional strategies * guiding and motivation 	<ul style="list-style-type: none"> * self-confidence * growth in self-efficacy * attribution
Attribution	<ul style="list-style-type: none"> * lack of efficacy 	<ul style="list-style-type: none"> * lack of knowledge 	<ul style="list-style-type: none"> * reflexive thinking * teacher autonomy
Contextual and pedagogical knowledge	<ul style="list-style-type: none"> * curiosity and eagerness to learn 	<ul style="list-style-type: none"> * classroom management * instructional strategies * guiding and motivation 	<ul style="list-style-type: none"> * growth in self-efficacy * teacher autonomy
Engagement in reflexive practice	<ul style="list-style-type: none"> * curiosity and eagerness to learn 	<ul style="list-style-type: none"> * knowledge growth 	<ul style="list-style-type: none"> * attitudes towards reflexivity and collaboration
Collaborative skills	<ul style="list-style-type: none"> * need for collaboration 	<ul style="list-style-type: none"> * providing feedback (focus group discussions) 	<ul style="list-style-type: none"> * gaining new insights * interactive skills * mutual respect
Gaining new insights	<ul style="list-style-type: none"> * lack of efficacy * need for self-improvement 	<ul style="list-style-type: none"> * knowledge growth 	<ul style="list-style-type: none"> * collaborative skills * attitudes towards observation
Teacher autonomy	<ul style="list-style-type: none"> * problem identification * self-awareness 	<ul style="list-style-type: none"> * reflexive thinking (reflection reports) * critical thinking (peer-review) 	<ul style="list-style-type: none"> * developing motivation * growth in self-efficacy * critical reflexivity

Self-efficacy beliefs. Research into “people’s judgments of their capabilities” (Bandura, 1986), is a field recently focused on. According to Wyatt and Dikilitaş (2019), self-efficacy beliefs have a crucial effect on a task in terms of the quality and quantity of effort. Similarly, Tschannen-Moran, Hoy and Hoy (1998) describe growth in efficacy as a cycle. They state, “Greater efficacy leads to greater effort and persistence, which leads to better performance, which in turn leads to greater efficacy” (234). However, contrary to the majority of findings, in the current study, high self-efficacy perceptions of P3 and P4 resulted in poor quality of effort and less improvement. P4 who has been teaching for more than 10 years and has a PhD was ascertained to have a high self-efficacy regarding her critical reflective and reflexive reports and the pre-interview. When the correlation between her contribution to the study and her performance was analysed, there is no doubt to say that P4 did not show too much improvement in her teaching practices comparing to other participants even though she was the one who spoke the most in pre-interview and wrote the most in her reports and comments. Similarly, as another experienced teacher (more than 10 years), P3 showed the least improvement according to the findings, which shows that high self-efficacy perceptions did not help them develop professionally. The observation scores obtained both from their peers and the mentor showed that greater efficacy does not lead to a great improvement in teaching performance, and even may be “challenging” (Wyatt, 2015).

On the other hand, teachers can feel stressed towards new challenges (Wyatt, 2013) due to their self-efficacy perceptions. In this study, reflecting on their own teaching was a challenge for teachers especially the ones who were less experienced and had low self-efficacy. Correspondingly, in TALIS 2018, teachers’ self-efficacy perceptions regarding the quality of their own teaching were measured. When the self-efficacy perceptions of teachers were examined, it is concluded that teachers with 5 years or less professional experience generally have lower self-efficacy perceptions about classroom management and teaching skills than senior teachers.

Within the scope of *the first research question*, the participant teachers’ self-efficacy perceptions had a great role in identifying their needs in teaching. The participant teachers with low self-efficacy which is essential for learning (Wheatley,

2002) and may need supporting (Wyatt, 2015) were more open to share their needs and weaknesses in teaching, which promotes professional improvement. Contrary to Jerald (2007)'s report which highlights that teachers with stronger self-efficacy were more open to experimentation (Chesnut & Burley, 2015), in this study, P4 who had lower self-efficacy beliefs comparing to his colleagues was more open to gain new insights and to improve professionally.

Furthermore, as Wheatley (2002) claims, having very low self-efficacy beliefs can lead to "cognitive dissonance", or very high self-efficacy beliefs can bear "little relation to reality", which may cause teachers to be "less open to the doubt and reflection which would help them learn" (Wyatt, 2015, p.120). In line with this, teachers' feelings of efficacy can change depending on particular subjects (Tschannen-Moran et al., 1998; Wyatt, 2015). In the current study, according to the pre-interview results, the participant teachers' self-identified needs were efficacy in classroom management, curiosity and eagerness to learn, collaboration, effective guidance and motivation and self-improvement. These needs were uncovered not only considering their teaching experiences in general, but also experiencing the whole process during the reflexive cycles.

According to the OECD, teachers are most likely to find alternative explanations on a confusing issue with 92,1%, and clearly indicate their expectations about student behaviour with 91%. In this study, P4 defined herself as an unpermissive teacher and stated that she expects students to respect all the time whereas P5 highlighted that he is more tolerant towards students as they are young and innocent. On the other hand, in Turkey, similar to the trend in OECD countries, teachers indicated that they consider themselves most capable of providing alternative explanations to students with 96,2% (TEDMEM, 2019, p. 18). Besides, across the OECD, the proportion of teachers who find themselves less competent to motivate students with little interest in learning (68,3%) and support learning using digital technology (66,8%) is lower than other items. Likewise, in Turkey, the proportion of teachers who find themselves less competent to motivate students with little interest in learning (81,4%) and support learning using digital technology (75,8%) is lower than other items but higher than OECD countries (TEDMEM, 2019, p. 19). In similar vein, the participant teachers in the study identified effective guidance and motivation as one of their essential needs. P5 emphasized the

importance of positive atmosphere in the classroom and P7 attached importance to the need for knowing students better to be able to motivate them.

As well as the effects of self-efficacy perceptions on teachers' performances and their professional development, being involved in research has an impact on self-efficacy beliefs. Self-efficacy beliefs (Wyatt, 2010, 2013, 2015, 2016), teacher autonomy, self-awareness, problem-solving skills (Cabaroğlu, 2014), deeper understanding, critical thinking skills (Darling-Hammond, Hammerness, Grossman, Rust, & Shulman, 2005) were understood to increase through action research. Similarly, Henson (2001) suggests that teachers' believing in themselves enhances their teaching efficacies. Also, in this study, reflective thought (Bandura, 1986; Fives & Alexander, 2004; Henson, 2001), practical knowledge (Wyatt, 2010), exploratory practice as a part of teacher research (Wyatt & Dikilitaş, 2016) and reflexive cycles caused "teacher efficacy growth" (Wyatt, 2016). It can be understood from the statements of P7, "Since I am an inexperienced teacher, what I learned from you and my partner during this study positively affected my understanding of teaching. I have more self-confidence now". Likewise, P6 highlighted that as she watched herself, even her creativity developed in what she could do in her classroom.

Attribution. The critical reflective and reflexive reports and focus group discussions revealed that attributions (Weiner, 2010) can affect teaching performance and reflexive thinking. The participant teachers who explained "their performance by referring to external or internal causes" (Erten, 2015, p.358) could not professionally improve as expected. They explained why their performance was not satisfactory attributing to some internal and external factors. P1 stated after his second teaching practice in his reflexive report that he felt anxious because of "significant others" (Erten, 2015; Peacock, 2009; Williams & Burden, 1999), thus he did not like his own performance. These significant others refer to the mentor and the peers observing the participant teachers' practices in this study. Similarly, P2 explained in the focus group discussion after her third teaching practice, "I was not in the mood" and emphasized she could have been much better. P3 also thought her performance was unsatisfactory because she had a headache during the lesson. Lastly, P8 indicated in her second critical reflection report that she was angry because of some reasons and she reflected this situation on her performance.

Improving contextual and pedagogical knowledge. As one of the most challenging factors, classroom management became the participant teachers' focus during their observations. For instance, P3 highlighted the significance of using body language to enhance classroom management. As Ruland (2013) also states effective body language enables teachers to communicate with students and build rapport with them, which improve classroom management. Establishing a positive learning environment was also identified as a core element to enhance classroom management. According to Ruland (2013), facing students with a smile, arms uncrossed and relaxed is a way to establish positive teacher-learner relationship. In this study, findings showed that P1 had a positive atmosphere in the classroom during his lessons, that's why he did not have any difficulties in managing his classroom throughout the whole process. His students looked calm and relaxed in his lessons due to his jokes and fun activities. Similarly, P3, P4, P7 and P8 tried to attract students' attention by keeping their energy during the lessons, which helped them manage their classes easier. On the other hand, P5 indicated that it was hard to keep the energy throughout the whole day and admitted that it could be a reason of his having difficulty in classroom management.

Disruptive behaviour management is another important element for student involvement in the discipline process (Arbuckle & Little, 2004; Clement, 2002). In the study, some of the participant teachers had difficulty in overcoming disruptive behaviour. For instance, P4 warned a student not to stand up in a harsh way rather than reminding him the classroom rule and involving him in the discipline process. In addition, P8 was too much tolerant towards a student instead of involving him in the discipline process. In this respect, WBT techniques could be used to grab their attention and involve them in the process like P2, P3, P5 and P7 who had less difficulty in classroom management comparing to the other teachers.

Another issue that the participant teachers reflected upon was student engagement since they believe that motivation brings success. As they mentioned in the scope of the first question, effective motivation is a requirement in teaching. They are aware that encouraging student participation and empowering dependent students are the needs for learning to take place. During the observations, the T/R realized that especially P4 and P5 tried to guide and motivate their students to

participate more in the lessons unlike the other teachers who stated encouragement is a necessity for their students.

The other challenge was using effective instructional strategies. Giving clear instructions, getting their attention, fostering critical thinking and activating prior knowledge are some of the strategies that could be used while giving an instruction. In order to do these, teachers should admit that each student is unique (Gregory & Chapman, 2012) and the instructions need to be differentiated accordingly. Besides, P1, P3, P4, P6 and P8 highlighted the importance of activating prior knowledge whereas P2 and P5 asked questions in order to foster critical thinking. Moreover, P6 emphasized that giving examples from her own life grabs students' attention and enables them to personalize the topic.

Engagement in reflexive practice. Engaging in continuing professional development (Wyatt, 2011; Wyatt & Dikilitaş, 2016) help teachers become more efficacious and gain practical knowledge as “knowledge generators” (Borg, 2015). In the current study, the participant teachers' engagement critically, reflectively and collaboratively in reflexive practice enabled them to address “puzzles” in their practices (Allwright & Hanks, 2009; Rahimi & Weisi, 2018), to have positive outcomes in teaching and learning (Burhan-Horasanlı & Ortaçtepe, 2016; Kramer, 2018) and to experience occupational satisfaction. Continuous engagement in teacher research (Dikilitaş 2015), reassures developing positive attitudes towards research, developing critical thinking skills, increasing their awareness of learners (Çelik & Dikilitaş 2015; Dikilitaş 2015; Smith, 2014; Wyatt & Dikilitaş, 2016), and generating insights that shape their practices (Wyatt & Dikilitaş, 2016). As Wyatt (2008) stated in his study, when teachers see themselves on video, taking part in such research becomes an interesting experience. They feel not only curious but afraid as well. In this study, this exploratory practice and the reflexive cycles enabled the participant teachers to develop positive attitudes towards reflection, to develop critical and reflexive thinking skills and increased their awareness of teaching. As one of the examples for teachers' revisiting beliefs on reflection, P6 was really satisfied with the process and recommended other teachers to have such an experience. In line with Mumford and Dikilitaş (2020) who claim that “openness will support reflectivity” (p. 4), this situation of P6 shows her curiosity and eagerness to learn, which is an identified need of teachers. Likewise, P8 emphasized her

willingness to explore ways to teach better when she was asked about her beliefs on reflection, which is a sign of the need for self-improvement as well. Moreover, P2 indicated in overall group discussion that she was content with realizing her strengths in teaching, which shows self-improvement is a necessity for teachers to feel motivated.

Apart from positive attitudes, the participants can experience 'teacher efficacy doubts' (Wheatley, 2002). In the current study, the teachers felt anxious due to being observed and video recorded, which is a sign of "teacher efficacy doubt". This; however, encouraged teachers to engage in this exploratory practice. Like in the study by Wyatt and Dikilitaş (2016), in which one of the participants, became "more self-confident about conducting practical classroom research" (p. 560); in this study, especially P1 and P2 mentioned in overall discussion that they started feeling more self-confident about their teaching considering what they learnt throughout this research. Thus, it can be clearly understood that engagement in such studies contributes to developing motivation. However, as Wyatt (2008) pointed out, it is not likely to achieve this "without patience, enthusiasm, self-awareness and determination" (p. 192). Correspondingly, P5 has shown a great improvement by the help of his enthusiasm and self-awareness throughout this reflexive process.

Developing collaborative skills. As another focal point in this study and a 21st century skill of a teacher, collaboration was uncovered as a need that the participant teachers identified in the pre-interview. Many studies show that peer observation promotes collaborative skills and contribute to professional development (Bozak, 2018; Kasapoğlu, 2002; Kapçık, 2018). Similarly, Wyatt and Dikilitaş (2016) emphasize that group discussions develop self-efficacy beliefs due to "the collaborative nature of the process" (p. 561). In this vein, the findings of this study showed that P1 found collaboration with colleagues throughout the study informative. Similarly, P5, P7 and P8 highlighted the benefits of collaboration and how they felt while exchanging ideas with their colleagues. Like in the study of Dikilitaş and Mumford (2019), the participant teachers learnt to reflect not only on their own teaching practices but also on their peers' practices. In other words, they contributed to the study both individually and collaboratively. 6 of the participants particularly emphasized they like sharing their experiences and ideas with others and this is a prerequisite for professional development. It is clearly understood that

they show positive attitudes towards collaboration with their colleagues, which makes it likely to meet their need for collaboration.

On the other hand, the relationship between the participants can affect their attitudes towards collaboration (Mumford & Dikilitaş, 2020; Yeh, 2010). Their background and experiences may have an impact on their collaborative skills, which may also be related to their self-efficacy perceptions. In the current study, the participant teachers are also 'learners' who collaborate with their colleagues throughout this reflexive process. Based on focus group discussions and observations, it can be claimed that high self-efficacy may hinder collaboration. Considering P4's participation in discussions, it can be understood that she mostly preferred remaining silent since she was not willing to share her ideas or to provide feedback to her colleagues.

Gaining new insights. The participant teachers highlighted the lack of efficacy in classroom management and effective guidance and motivation as common language classroom problems and identified these as their needs in teaching in the pre-interview within the scope of the first research question. This study contributed to the participant teachers' professional development assisting them to have more contextual and pedagogical knowledge in the field, which enables them to be more efficient in classroom management, guidance and motivation through learning from each other.

Considering teachers' perceptions and feelings, Kapçık (2018) studied teachers' attitudes towards observing their peers and found out that they "gained new insights into their teaching" (Barkhuizen, Burns, Dikilitaş, & Wyatt, 2018, p. 56). In the current study, the findings suggested that peer observation was an efficient professional development tool. As P1 emphasized in overall group discussion, critical peer-review had a great role in learning how to motivate students and what to do to manage the class effectively. In the same vein, P5 attached importance to the observation by the help of which he learned different teaching techniques and strategies that will help him with a more effective classroom management.

On the other hand, some studies show teachers have negative perceptions (Çakır, 2010; Sanif 2015) of peer observation. Although most of the participant

teachers in this study had positive attitudes towards being observed by their peers, P4 showed her displeasure with the process.

Teacher autonomy. Teacher autonomy also played an important role in this reflection process. Little (1995) defines teacher autonomy as “capacity to engage in self-directed teaching or professional action” (p. 178). An autonomous teacher takes responsibility for his teaching as an autonomous learner. Teacher autonomy is closely bound up with critical reflection (Dikilitaş & Mumford, 2019; Ramos, 2006; Smith, 2001; Vieira et al., 2008;), which is a part of professional development. From Ramos (2006)’s point of view, “Autonomy is developed through observation, reflection, thoughtful consideration, understanding, experience, evaluation of alternative” (p. 190). However, many teachers do not know “how to analyse their weaknesses and take actions to improve them” (Buğra, 2018, p. 79). They might have lack of strategies (Dweck, 2013) or lack of critical and reflexive thinking skills. For this reason, engagement in teacher development activities help them become autonomous (Dikilitaş & Griffiths, 2017).

Although it is not easy to determine explicit effects of engagement in research on teacher autonomy; in this study, a positive relationship could be seen between developing teacher autonomy and being involved in such an exploratory practice. Besides, there may be an interactive relationship between autonomy and motivation (Dikilitaş & Mumford, 2019; Little, 2004; Ushioda, 2011). Erten (2015) also mentioned that having control over their learning process may improve students’ attitudes towards their studies and autonomy. In the same vein, teachers’ realization of control over their teaching through reflexive practice can enhance teacher autonomy and thus self-efficacy.

In this study, teacher autonomy was developed through engaging in reflectivity and reflexivity, peer-observation and collaboration. Such an engagement enables teachers to “deal with their own problems” (Dikilitaş & Griffiths, 2017, p. 2) and to overcome the puzzles in their classrooms. Likewise, Dikilitaş and Mumford (2019) highlight the necessity of understanding teachers’ potential “as controllers of their own development” (p. 254). According to the findings of this study, there is no doubt to indicate that autonomy was a need for teachers to overcome the issues they experience in their classrooms and reflexivity had a great role to achieve this. P3 mentioned that critical reflective and reflexive reports helped her focus more on

the issues about guiding students, which enables her to “have control over her own professional development and practice” (Dikilitaş & Griffiths, 2017, p. 35) and to improve herself pedagogically.

Moreover, critical peer-review in this study promoted teacher autonomy as it improved critical and reflexive thinking skills. As Dikilitaş and Bostancıoğlu (2019) state, “observing gives teachers an essential control over synthesising knowledge” (p. 54), which can enhance self-confidence and autonomy. The findings of this study did not show any increase in teacher autonomy because of “decreasing support from a critical friend” as Dikilitaş and Griffiths (2017, p. 36) stated. On the contrary, the participant teachers writing more comments on their peers’ practices and being more supportive with mutual respect, especially P1, P2 and P5, were observed as more autonomous regarding the improvement in their teaching practices.

To sum up, the first research question required the participant teachers to identify their needs in teaching. Within five self-identified needs, two of them which are “need for efficacy in classroom management” and “need for effective guidance and motivation” were the focal points of *the second research question*. In this regard, using instructional strategies, enhancing classroom management and promoting student engagement were determined as common concepts considering teachers’ needs in teaching. Figure 11 shows the relationship between these concepts.

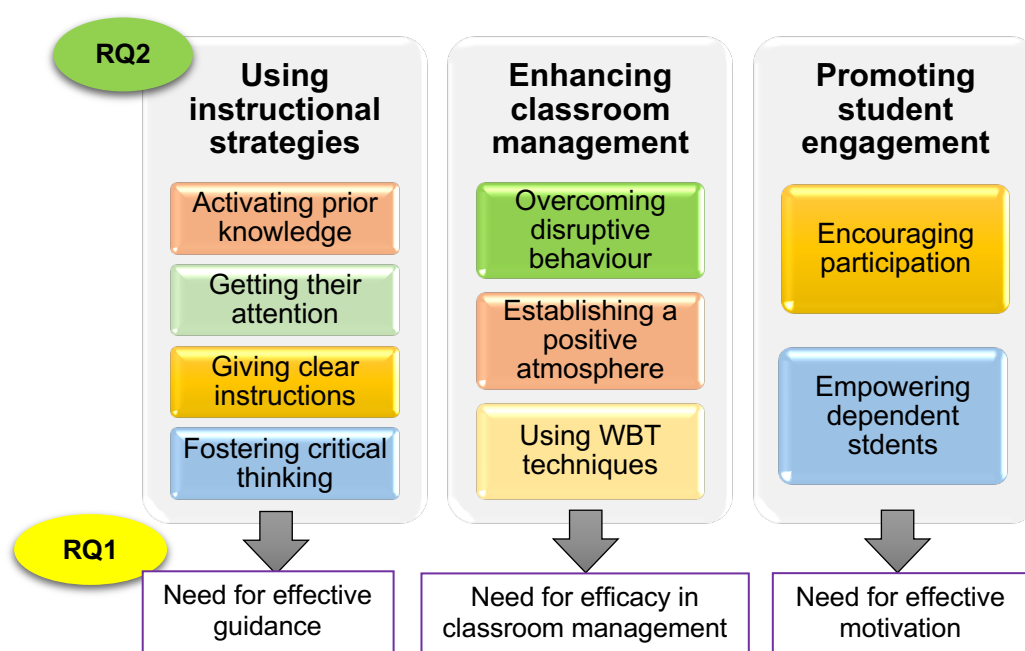


Figure 11. The link between the 1st and the 2nd research questions

As for the third research question, the participant teachers shared their experiences, opinions and feelings about the whole process through post open-ended questionnaire and overall group discussions. They mainly touched upon their thoughts about being a part of such a study, how they felt while collaborating with others, being recorded and being observed during their performances, and whether their understanding of teaching changed or not. The third research question aims to find out whether the reflexive practice triplication meets the participant teachers' self-identified needs which is within the scope of the first research question. Figure 12 shows the connection between the first and the third research questions.

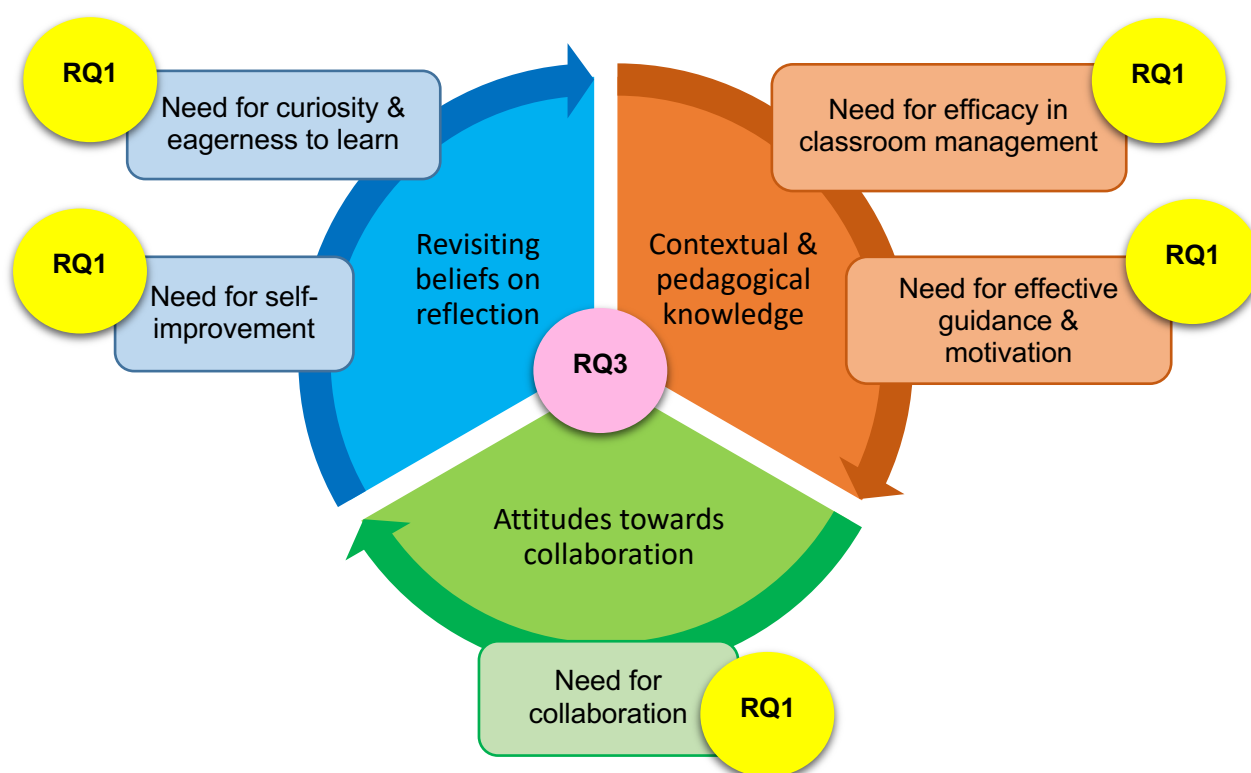


Figure 12. The link between the 1st and the 3rd research questions

As understood from Figure 12, the themes attained on the basis of the third research question which highlights how this study has influenced the participant teachers are directly connected to the themes formed out of the pre-interview for the first research question which focuses on teachers' self-identified needs in teaching.

Quantitative influence. In addition to the qualitative influence, the improvement in the participant teachers' practices was analysed quantitatively. The findings showed that the difference between their performances before and after reflecting upon their practices was statistically significant, which proves the effectiveness of reflexive practice triplication model as expected. However, when

the differences between each teaching practice was examined, it was found out that the improvement between the second and the third performances was not that as expected. Both peer-review and observation scores showed that the difference is not significant. This could be because the participant teachers became aware of their own performances after the first practice and tried to do better in the second one. Thus, the difference between the first and the second performances was significant. This can be because they might have thought that they learnt what to do in the classroom and they did not put any effort into their third practices to perform better. It can be said according to this situation that reflexive practice may not be effective in the long term, especially for teachers who see this reflexivity process as a workload. P2, P3 and P4 were the teachers who did not perform better in their third teaching practices comparing to the second ones. These participant teachers were previously discussed for having high self-efficacy (P3 and P4) or attributing her poor performance to her mood (P2). Therefore, it can be claimed that self-efficacy perceptions (Wheatley, 2002; Wyatt, 2013, 2015) and attributions (Erten, 2015; Weiner, 2010) affect teachers' performances in the classroom in a negative way.

On the other hand, even though there was a significant difference between the first and the second, and between the first and the third teaching practices according to peer-review scores, the researcher's observation scores do not show the same result after Bonferroni correction. For this reason, the T/R needed to check the correlations between her observation scores and the peer-review scores. A positive correlation was found in the first and the third teaching practices; however, there was no correlation in the second teaching practice.

When the total scores given to the participants for their performances compared, it was understood that the peers gave higher points than the observer. To go further, the T/R examined the scores in detail. Especially P2's guiding and motivation scores, P3's classroom management and instructional strategies scores and P7's both guiding and motivation and classroom management and instructional strategies scores were quite different. Their peers gave more points in these subjects than the researcher. This situation may be caused by the relationship between the peers (Yeh, 2010) or by over-optimistic views (Mumford & Dikilitaş, 2020) of teachers. Aside from these possibilities, peers' thoughts about this study

might have affected this situation. When the T/R asked these peers why they gave these points to their peers, as P7's peer, P4 indicated that higher points were expected to be given since it was the second performance.

As a result, considering their overall performance, it is indubitable to say that the participant teachers showed a noteworthy improvement both personally and professionally throughout this reflexive practice triplication. The findings of the study also suggest that this exploratory practice affected teachers' professional identity in a way; however, it is beyond the scope of the study.

Pedagogical and Methodological Implications

To begin with pedagogical implications, the findings of the study suggests to attach importance to provide both motivational and pedagogical support with ToE for an effective professional development. In this vein, addressing learners' and language classrooms' needs and combining the needs of teachers with school goals play an essential role. To do this, first, institutional and implementational challenges should be overcome. Mälkki and Lindblom-Ylänne (2012) claimed that teachers were not keen on engaging in such practices due to institutional and implementational constraints. Therefore, those in pursuit of being reflexive practitioners are likely to encounter diversity in implications for their future teaching practices.

The need for self-improvement could be another concern for professional development. In order to lead this, engaging teachers and administrators is of great importance. In addition, they are to cooperate with their colleagues by observing and giving constructive feedback to each other. As Hunzicker (2011) states, "engaging teachers physically, cognitively, emotionally and socially in working collaboratively toward common goals" (p. 179) is the sine qua non of personal development.

Moreover, teachers should be required to reflect on their own teaching. Inspired by the views of Hibbert and Cunliffe (2015), it can be claimed that a reflexive ToE;

- shares his/her own experiences and encourage others to feel comfortable to share their own experiences.
- tries to find a solution to the puzzles that emerge in the classroom.
- is engaged directly with the concepts and learning process.
- accepts and implements new ideas.
- becomes an independent and autonomous learner.
- allows himself/herself to be more unsettled.
- considers radical changes and innovations in perspective and action.
- does not resist the challenge of reflexive practice.
- realizes that learning experiences have complex effects on his/her teaching.
- is aware of the unavoidable limits of their own understanding.

As for methodological implications, as an alternative form of practitioner research (Allwright, 2005, 2015), exploratory practice was used in this study. The aim of the participant teachers was to investigate their own teaching through reflective and reflexive practice. The results of the study point out the effectiveness of exploratory practice with reflexive practice triplication model. It allows teachers to develop their understandings of their teaching practices with the help of peer-review and feedback. Exploratory practice also enables ToE not only to improve their critical thinking skills but to improve the quality of a language classroom as well. It is a way of increasing teachers' awareness of the teaching standards. Similarly, using video stimulated recall helps teachers see the issues they need to focus on and reflect on them. It is an effective way of understanding the correspondence between teachers' intentions and their actual behaviour in the lesson.

On the other hand, it is critical for teachers to stay focused on their main goals in teaching whilst being a part of exploratory practice. Unless the research is integrated into teachers' practical life in the classroom, it is probable for the study to have more limitations than advantages. Another limitation for the practitioners could be the interest. If the practitioners investigate a puzzle that they are really interested in, their interest will sustain (Pandhiani, Chandio, & Memon, 2016).

The Teacher/Researcher's Insights and Self-Reflection

21st century needs for English language teaching and learning has triggered awareness of the necessity for alterations, innovations and development in teaching profession. As a prominent requirement of professional development, reflectivity and reflexivity on teaching in terms of both shortcomings and achievements is a nonesuch way for teachers of English to develop successful teaching techniques, to contemplate what puzzles them in teaching and to generate solutions. This self-reflection was written to realize and consider about the need for professional development and how to overcome challenges of teaching and teacher education as a teacher and a mentor.

I have been working as a deputy head in a private K-12 institution for three years and attending Çankaya Meetings for Deputy Heads. In the meeting which was held in 2018-2019 academic year, fall term; teachers' reactions towards the suggestion of observing each other's lessons was quite interesting. Only a few teachers approved to be observed by their colleagues and thought that it would be beneficial for their professional development. A number of teachers did not vote for this decision as they felt uncomfortable about the idea of being observed by others. Some experienced teachers even claimed that they did not have anything to learn from younger colleagues and saw this peer-review process as a waste of time. Therefore, I realized that professional development is a need, in the first place, for teachers' mindset.

It is an undeniable fact that there are numerous demotivated teachers who are lack of recognition, in power struggle with each other and avoid overwork. In this study, one of my aims was to balance the power relationship between me and the collaborators, and also among the collaborators. For that reason, I tried to emphasize "power with" rather than "power over" since the participants' perceptions and self-efficacy beliefs had a great importance. "In power-with relationships, the needs of all participants are equally respected and addressed, thereby supporting each person's capacity to learn" (Raider-Roth & Feiman-Nemser, 2019, p. 224).

Apart from working collaboratively with other colleagues, as a T/R, I propose that the practice of critical reflectivity and reflexivity is of particular significance because "by thinking more critically about our own assumptions and actions, we can

develop more collaborative, responsive, and ethical ways” (Cunliffe, 2004, p. 408) of teaching and learning. No matter how much experience you have as a teacher, if you do not learn from your experiences by reflecting on them it will never help you improve yourself professionally. I believe that being reflective and reflexive helped both the participant teachers and me become critical thinkers and moral practitioners.

My role as the observer and the mentor. Dikilitaş and Mumford (2016) suggest that doing teacher research or mentoring others in the process is vital to bring a different perspective into the research process. Based on this, as a T/R, my role in this study is more than just being a teacher and more than just being a researcher. I have thrown myself into the whole research process as an observer and a mentor.

To start with being an observer, it was a great experience for me to see the improvement in the participants’ professions throughout all the process. I had the opportunity to understand the similarities and differences between the participant teachers perceptions of themselves and their actual performances. Mulhall (2003) highlights that by the help of observation it is possible to ascertain whether there is a correspondence between what people say they do and what they actually do. Therefore, since observational data is of high importance to understand this correspondence, I took field notes throughout the study using a semi-structured observation diary since “structured observers are attempting to remain objective and not contaminate the data with their own preconceptions” (Mulhall, 2003, p. 307). However, according to Mulhall (2003), unpredictability of the observational work may cause some problems during the observation since it is hard to know in advance what exactly might be useful to observe, which is at the same time a limitation of structured observation. For that reason, in my observation diary, I wrote some unstructured notes about my observations as further comments.

The participants were aware of being observed, which could be a threat to validity of the observation. Especially due to the power relationship, they did not feel comfortable during the observations. In order to minimize this issue, I used multiple observers for each teaching practice. As Graneheim et al. (2001) highlighted, using multiple observers with different perspectives for the same situation can increase validity and reliability.

As for mentoring, on the other hand, it was not easy to name myself as a mentor since I strongly believe that it is not a title which could be used for every teacher. "While it is important not to underestimate the role of the mentor, the role of collaborators should be considered at least equally as important" (Dikilitaş & Mumford, 2016, p. 379).

Mentoring can be defined as a process that should be applied in the training of qualified managers and teachers who can adapt to changing conditions and fulfil organizational goals. The teacher who has grown through the mentoring process plays an important role in the formation of more efficient and effective organizations. When both the mentor and the teacher fulfil their responsibilities in mutual understanding, there is a mutual benefit not only for personal and professional development, but also for continuous learning.

Mentoring has been the subject of many studies abroad. There are many studies on the use of mentoring especially in the training of prospective teachers. As one of these, Susan Tauer (1996) examined the mentor-mentee relationship in school environment and applied the case study method to 10 mentor-mentee pairs. As a result of this one-year study, the personality characteristics of the participants, the structure of the mentoring program and the school environment were shown as the three factors affecting the mentor-mentee relationship. Similarly, according to the results of the doctoral study conducted in Missouri-Columbia University by Gettsy (2007), a good mentor-mentee pairing brings high success. In addition, Lombardi (2006) states that even the best teacher training program does not provide enough competence to take the responsibilities of the profession. According to Lombardi (2006), in the first years of the profession, teachers who experience loneliness, helplessness and great stress could be given a sense of hope and success through mentoring. Likewise, Deruage (2007) conducted a study on mentoring programs for elementary school teachers in Papua New Guinea. The success of the new teachers in their jobs and their willingness to continue the profession depends on the effectiveness of the mentoring they will receive in the first years of their working life.

On the other hand, in our country, studies mostly focus on the use of mentoring in teacher training. Saratlı (2007) prepared a master's thesis on the adequacy of mentoring offered to prospective teachers. According to the findings of

the study, it was concluded that the mentoring offered to the teacher candidates was beneficial for the preparation of the profession and their professional development. Similarly, in the study conducted by Bakay (2006), it was aimed to reveal the perceptions of prospective teachers about the competencies of mentors. Accordingly, having a good mentor in the first years of the profession will also positively affect the success of the future career. According to the results of the study, the mentors of the prospective teachers are not considered sufficient. Not only teachers but managers also benefit from mentoring process. From Yirci and Kocabaş (2010)'s point of view, in addition to training a good manager, the skills gained by the managers at the end of mentoring process can lead them to become good leaders. What is more, Anafarta (2002) highlights that both the organization and the individual will gain great benefits as a result of the proper use of the mentoring process. The mentoring process not only brings individual benefits, but also the organization gets the highest efficiency from the employees through the process. As it can be understood from the examples, most of the studies related to mentoring in Turkey are related to teacher training. To sum up, in almost all of the studies, it was emphasized that mentoring made great contributions to professional development and teacher training.

A mentor should be an expert in the field, a good observer, a good communicator, a good listener, non-judgmental and collaborator (Paker, 2005). Moreover, a mentor should be honest, sensitive, tactful, enthusiastic and self-aware (Arnold, 2006; Dikilitaş & Wyatt, 2018). Good mentors are talented teachers who can transfer effective teaching methods. They are fully familiar with the curriculum and are sensitive to the needs of teachers. Denmark and Podsen (2013) state that the teacher who provides mentoring services has two main roles as being an expert and role model in the field of teaching. Parikh and Kollan (2004) mentioned the qualifications that a mentor should have as; willing to help other colleagues, experienced, successful in training other teachers, having enough time and energy for the process, open-minded, having up-to-date knowledge and having effective management skills. According to Dikilitaş and Mumford (2016), both the mentor and the collaborators have moral and practical contributions to the field. Regarding all these, I believed in that I could be a good mentor for my colleagues with some moral and pedagogical support.

Moral support. According to Dikilitaş and Mumford (2016), it is crucial to “write reflective notes on what was observed” (p. 181). Motivating and providing moral support (Dikilitaş & Wyatt, 2018; Smith & Lewis, 2015) has an essential role in reflection process. Throughout this research, I showed great sensitivity to feelings of the participant teachers about their teaching practices, reflections and peer-reviews, which helped us build rapport and collaborate more. Moral support was essential to have more understanding towards the participants and the research.

Pedagogical support. Pedagogical support was also significant in terms of guiding the participants. Allwright (2003) mentioned some dangers of extra workload for teachers while addressing some principles for explicit guidance in exploratory practice. In similar vein, I was aware of the risks of adding work to the participant teachers who were already working at their limits. In this context, I tried to provide pedagogical support to the participant teachers.

Being an insider researcher. In this study, as a T/R, I was an insider researcher who had a passion on the topic I have been working on. It gives me the opportunity to commit myself into the research in spite of the obstacles I face during this study. Being an insider researcher has particular advantages and disadvantages.

To start with the advantages, knowing the participants better has a great importance in a study, which enables a deeper understanding of the situations. It is also advantageous in terms of moral and pedagogical support since knowing the participants help you determine how you react and support them. Moreover, Saidin and Yaacob (2016) indicate that being an insider researcher means to “understand the local values and speak the same language” (p. 853). In addition, getting permission to conduct the study and interviewing the participants could be counted as some other advantages of being an insider. Lastly, according to Bonner and Tolhurst (2002), an insider researcher can better understand an issue, do not disrupt the flow of social interaction and can extract true data from the participants and relate them well.

On the other hand, there are various limitations and disadvantages of being an insider researcher. The unique perspective of the researcher can be assumed as one of these disadvantages. This could be because of great familiarity which is

likely to “lead to a loss of objectivity” (Unluer, 2012, p. 1). Similarly, according to Costley, Elliott and Gibbs (2010), “As an insider who is immersed in work, it is possible to fail to see the obvious and you need external feedback on what you are doing” (p. 4). Moreover, “hidden ethical and methodological dilemmas of insiderness” (Labaree, 2002, p. 109) could be a disadvantage to be considered.

Apart from the disadvantages mentioned above, being the deputy head of the English Language Department was a limitation for me considering the power relationship between the researcher and the participants. This study was on a voluntary basis; however, I would never know whether the participants were real volunteers or they accepted to participate in this study just because I asked for. In overall discussion, only P4 who showed less improvement in comparison to other participants stated she was not really into this research, which might have caused her to feel that she was forced to participate. Another limitation of my status could be about my observations. The participants of this study could have felt more comfortable if they had been observed only by their peers. They might have thought that they were being inspected, which was highly likely to cause them feel more stressed. Then, how did I overcome these disadvantages?

First, the success of the study depends on the participants’ willingness. In order to overcome the power struggle in the department, being friendly and paying attention to an effective and constructive communication were of great importance to provide eagerness for the participants. Next, as an insider researcher, I should be explicitly aware of the possibility of bias on my data collection and analysis procedure. In this respect, I spent enough time to get to know them and we built a relationship in which we rely on each other. I believe longer engagement in the context was a useful strategy to minimize the bias in the study. Another way of minimizing the bias was that the participants knew what the study was about since I shared the abstract with them in the consent form. However, they did not know the exact research questions and they were fully aware that I had no expectations from them. As another issue that mostly arises for insiders, I have also recognized the need for tactfulness and respectfulness towards my colleagues throughout the research due to sharing the same context. What is more, I have come to the realization that “insider-led research can make significant contributions” to the research field as also stated by Costley, Elliott and Gibbs (2010).

To conclude, as an insider researcher, I should better analyse my own position in this study. All the situational examples I share, choices I make and the problems I face have a great impact on this research. It is also quite essential to demonstrate I criticise my own work and understand a wide range of perspectives even though I am aware of my valuable insights as an insider researcher. Furthermore, to be able to combine the roles of a practitioner and a researcher makes the person a successful insider researcher. That is, if you can evaluate the data objectively in this subjective nature of research, you can achieve being an effective insider researcher. Finally, I would like to say that by the help of my observations and findings, I strongly believe this study provided an insight to teachers of English and English language teaching field.

Suggestions for Further Research

The current study was conducted to reveal the needs of ToE in their teaching and to understand the impact of reflexive practice on their teaching practices. In the light of the findings in this study, it is clearly understood that the participant teachers' general understanding of their own teaching and critical skills developed. However, further research should be done.

First, the study could be conducted with a larger sample size to increase generalizability. Secondly, in this study, using instructional strategies, classroom management, guidance and motivation were touched upon as key concepts. In further studies, some other issues such as academic improvement of the students may be highlighted. Next, a special training or a workshop between the cycles can have an impact on teachers' next performances. Moreover, requiring them to keep journals after each practice would be beneficial since this kind of diaries could help them understand how they improve and how their perceptions change throughout the whole process.

Apart from teachers' professional development, whether this reflection process affects students' learning may be considered. Some similar longitudinal studies may also be conducted to see the long-term effects of such a reflexive cycle both for teachers and students. In order to go beyond, a participatory action research could be done as a follow-up study and the effects of critical reflection and peer-review on teachers' professional identity could be examined in detail.

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APPENDIX-A: Consent Form (English)

Dear Teacher,

I am conducting a study for my PhD dissertation examining the effectiveness of reflective practice through Video Based Observation. The results of the study will hopefully provide vital information for teacher training programs, endeavour to bridge the gaps in teacher education field and enlighten language teachers about reflective practice through Video Based Observation. Additionally, the intention of this study is to involve in-service language teachers in a participatory action research in Turkey context.

I am interested in your experiences in ELT and I want to emphasize that your participation in this action research is voluntary. Voice recordings during the interview and video recordings of participants' teaching practices will form the basic data of this research and the video records will be watched only by the teacher who is recorded. Necessary permission was taken from Hacettepe University Ethics Commission. Your identity will be kept confidential. Please read the abstract of my study below, fill in the consent form and do not hesitate to ask any questions. Your participation will be greatly appreciated.

ABSTRACT

This study represents a piece of exploratory research in which the teacher/researcher aims to suggest a Reflexive Practice Triplication Model. This exploratory practice investigates the needs, strengths and weaknesses of EFL teachers, the puzzles teachers have in a language classroom, what to reflect upon in teaching, and how reflexive practice triplication affects teachers' professional development. The study also endeavours to reveal the value of collaboration with colleagues through evaluation of their peers' teaching practices using critical peer-review checklist and providing feedback to others in focus group discussions for their practices. The study was conducted in 2018-2019 academic year at a private K-12 institution in Ankara. Participants were 8 secondary school teachers of English who were chosen on a voluntary basis. Triangulation technique was used to find out the effectiveness of the model. In this respect, critical reflective and reflexive report, critical peer-review and the researcher's observation diary were analysed with constant comparison method. Besides, the teacher/researcher studied how the participant teachers engaged in the process and both qualitative and quantitative influence of the reflexive practice on the participant teachers examined. The findings of the study suggested that the reflexive practice triplication model enabled teachers to identify their needs, strengths and weakness in teaching, to collaborate with their colleagues and to develop professionally. This study can be claimed as conducive to EFL teachers' professional development.

CONSENT FORM

Title of the Study: THE REFLEXIVE PRACTICE TRIPLICATION MODEL FOR ENGLISH LANGUAGE TEACHERS VIA VIDEO ENHANCED OBSERVATION

Name of the Researcher: AYÇA ASLAN

Please initial all boxes

1. I confirm that I have read and understand the information given above about the study. I have had the opportunity to consider, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.
3. I understand that relevant sections of the data collected during the study may be looked at by the teacher/researcher and her supervisor from Hacettepe University.
4. I give permission for these individuals to have access to my video records.
5. I agree to take part in this study.

The Participant:

Name-Surname:

Address:

Telephone:

Date:

Signature:

The Researcher:

Name-Surname: Ayça ASLAN

Address: Bağlıca Mah. Höyük Cad. 35/21 Sedef Sitesi Etimesgut ANKARA

Telephone: 0555 612 9880

E-mail: aycacunedioğlu@yahoo.com

Date: 15.10.2018

Signature:

Consent Form (Turkish)

Sevgili Öğretmen,

Video Temelli Gözlem ile yansıtıcı uygulamanın etkinliğini inceleyen doktora tez için bir çalışma yapmaktayım. Çalışmanın sonuçları, öğretmen eğitim programları için çok önemli bilgiler sunacak, öğretmen eğitim alanındaki boşlukları kapatmaya ve Video Temelli Gözlem aracılığıyla yansıtıcı uygulama hakkında dil öğretmenlerini aydınlatmaya çalışacaktır. Ayrıca, bu çalışmanın amacı, hizmet içi dil öğretmenlerini Türkiye bağlamında katılımcı eylem araştırmasına dâhil etmektir.

İngiliz Dili Öğretimi alanındaki deneyimlerinize ilgileniyorum ve bu eylem araştırmasına katılımınızın gönüllülük esaslı olduğunu vurgulamak istiyorum. Gönüllü katılım gösteren öğretmenlerin “mülakat” ses kayıtları ve öğretim uygulamalarını içeren görüntü kayıtları bu araştırmanın temel verilerini oluşturacak, görüntü kayıtları yalnızca kaydı alınan öğretmenin kendisi tarafından izlenecektir. Hacettepe Üniversitesi Etik Komisyonundan gerekli izin alınmıştır. Kimliğiniz gizli tutulacaktır. Lütfen çalışmamın aşağıda yer alan özetini okuyun, izin formunu doldurun ve herhangi bir soru sormaktan çekinmeyin. Katılımınız için teşekkür ederim.

ÖZ

Bu çalışma, öğretmen/araştırmacının bir Refleksif Uygulama Üçlemesi Modeli önermeyi amaçladığı bir keşif araştırmasıdır. Bu keşif uygulaması, yabancı dil olarak İngilizce öğretmenlerinin ihtiyaçlarını, güçlü ve zayıf yönlerini, öğretmenlerin bir dil sınıfında sahip oldukları sorunları, ne üzerine yansıtıcı düşüneceklerini ve refleksif uygulama üçlemesinin öğretmenlerin mesleki gelişimini nasıl etkilediğini araştırıyor. Çalışma aynı zamanda, öğretim uygulamalarının eleştirel meslektaş incelemesi kontrol listesi kullanarak değerlendirilmesi ve odak grup tartışmalarında geri bildirimde bulunulması yoluyla meslektaşlarla işbirliğinin değerini ortaya çıkarmaya çalışmaktadır. Çalışma 2018-2019 eğitim-öğretim yılında Ankara'daki özel bir K-12 kurumunda gerçekleştirilmiştir. Katılımcılar gönüllü olarak seçilen 8 ortaokul öğretmenidir. Modelin etkinliğini anlamak için üçgenleme kullanılmıştır. Bu bağlamda, eleştirel yansıtıcı ve refleksif rapor, eleştirel meslektaş incelemesi ve araştırmacının gözlem günlüğü sürekli karşılaştırma yöntemiyle analiz edilmiştir. Ayrıca, öğretmen/araştırmacı, katılımcı öğretmenlerin sürece nasıl dahil olduklarını ve refleksif uygulamanın katılımcı öğretmenler üzerindeki hem nitel hem de nicel etkisini incelemiştir. Çalışmanın bulguları, refleksif uygulama üçlemesi modelinin, öğretmenlerin öğretimdeki ihtiyaçlarını, güçlü ve zayıf yönlerini belirlemelerini, meslektaşlarıyla işbirliği yapmalarını ve mesleki açıdan gelişmelerini sağladığını

göstermiştir. Bu çalışmanın yabancı dil olarak İngilizce öğretmenlerinin mesleki gelişimine fayda sağladığı iddia edilebilir.

CONSENT FORM

Tez Başlığı: İNGİLİZCE ÖĞRETMENLERİ İÇİN VIDEO TEMELLİ GÖZLEM ARACILIĞIYLA REFLEKSİF UYGULAMA ÜÇLEMESİ MODELİ GELİŞTİRME

Araştırmacının adı: AYÇA ASLAN

Lütfen tüm kutuları doldurun

1. Çalışma hakkında yukarıda verilen bilgileri okuduğumu ve anladığımı doğrularım. Düşünme, soru sorma ve tatmin edici cevaplar alma fırsatım olmuştur.
2. Katılımımın gönüllülük esaslı olduğunu ve hiçbir sebep göstermeden istediğim zaman çalışmadan çekilebileceğimi biliyorum.
3. Çalışma sırasında toplanan verilerin ilgili bölümlerine, öğretmen / araştırmacı ve Hacettepe Üniversitesi'nden danışmanı tarafından bakılabileceğini biliyorum.
4. Bu kişilerin ses ve video kayıtlarıma erişebilmesi için izin veriyorum.
5. Bu çalışmaya katılmayı kabul ediyorum.

Katılımcı:

Adı Soyadı:

Adres:

Tel:

Tarih:

İmza:

Araştırmacı:

Adı Soyadı: Ayça ASLAN

Adres: Bağlıca Mah. Höyük Cad. 35/21 Sedef Sitesi Etimesgut ANKARA

Tel: 0555 612 9880

E-mail: aycacunedioğlu@yahoo.com

Tarih: 15.10.2018

İmza:

APPENDIX-B: Pre-Interview Questions

ENGLISH

1. How would you define yourself in teaching?

- How do you handle managing your class? I want to learn more about your experiences. What do you think about your students' following your instructions?

- As a colleague of yours, I'm pretty sure that you try to guide and motivate your students during the lessons. How do you do that?

2. As you know, in our meetings, we try to brainstorm and share our experiences with each other. Do you actively participate in these discussions? Can you give some examples about the ideas you shared or things you learned from your colleagues?

3. If you had an opportunity to monitor yourself while teaching, what would your priority be? Is there anything you would like to change or improve in your teaching?

TURKISH

1. Kendini bir öğretmen olarak nasıl tanımlarsın?

- Sınıfını yönetmekle nasıl başa çıkıyorsun? Deneyimlerin hakkında daha fazla bilgi edinmek istiyorum. Öğrencilerinin yönergelerini takip edebilirliği konusunda ne düşünüyorsun?

- Bir meslektaşın olarak, ders sırasında öğrencilerine rehberlik etmeyi ve öğrencilerini motive etmeyi denediğinden eminim. Bunu nasıl yapıyorsun?

2. Bildiğin gibi, toplantılarımızda, beyin fırtınası yaparak deneyimlerimizi paylaşmaya çalışıyoruz. Bu tartışmalara aktif olarak katılıyor musun? Paylaştığın fikirler veya meslektaşlarından öğrendiğin şeyler hakkında bazı örnekler verebilir misin?

3. Öğretirken kendini izleme fırsatın olsaydı, önceliğin ne olurdu? Kendini izlerken nelere odaklanırdın? Öğretiminde değiştirmek veya geliştirmek istediğin bir şey var mı?

APPENDIX-D: Critical Peer-Review Checklist

This checklist was designed to be used by teachers during critical peer-review. The items in the checklist were formed with the help of the two-hour group discussion that assisted the teacher/researcher define common language classroom problems. During this process, teachers shared their ideas and experiences which the teacher/researcher combined with some theoretical background information related to 21st century challenges.

Classroom Management and Instructional Strategies

- establishing a positive atmosphere in the classroom
- overcoming disruptive behaviours (if any)
- giving understandable instructions
- stating clear objectives
- activation of students' prior knowledge

Guiding and Motivation

- arousing students' interest
- building a rapport with students
- engaging students in learning tasks
- encouraging participation
- empowering too dependent students

Please write if you have any further comments:

APPENDIX-F: Post Open-Ended Questionnaire

1. You know that you have been a part of exploratory practice by collaborating with your colleagues during this study. How do you feel about being involved such a study?

2. You were being recorded during your teaching practices. How did this make you feel?

- Was there any difference between your feelings in three teaching performances?

- What do you think about this video enhanced observation in which you observed and evaluated yourself?

3. Throughout this study, you did not only observe yourself, but also observed your peer using a critical peer review checklist. Besides, you were observed and evaluated by your peer. I want to know your feelings and thoughts about this process.

- What about focus group discussions? What do you think about the way your colleagues talk during these discussions?

4. How did participating in this study affect your thoughts about language teaching, understanding of teaching and teaching practices?

APPENDIX-G: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük



Sayı : 35853172-300
Konu : Ayça ASLAN Hk.

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dilleri Eğitimi Bilim Dalı doktora öğrencilerinden Ayça ASLAN'ın Prof. Dr. İsmail Hakkı ERTEN danışmanlığında yürüttüğü "The Reflective Practive Triplication Model For English Language Teachers Via Video Enhanced Observation" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun 23 Ekim 2018 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-İmzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

Evrakın elektronik imzalı suretine <http://belgedogrulama.hacettepe.edu.tr> adresinden 53422d89-46f4-4b43-ab15-00151014583b kodu ile erişebilirsiniz. Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Görevli Elektronik İmza ile imzalanmıştır.

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Dayya Didem ILF**

