HACETTEPE ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education

English Language Teaching Program

EXPLORING THE AFFECTIVE AND COGNITIVE DIMENSIONS IN PRE-SERVICE

ENGLISH TEACHERS' VIDEO-BASED DIALOGIC REFLECTIONS

Arzu UMARUSMAN

Master's Thesis

Ankara, 2025

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

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

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education

English Language Teaching Program

EXPLORING THE AFFECTIVE AND COGNITIVE DIMENSIONS IN PRE-SERVICE

ENGLISH TEACHERS' VIDEO-BASED DIALOGIC REFLECTIONS

İNGİLİZCE ÖĞRETMENİ ADAYLARININ VİDEO TABANLI DİYALOJİK

YANSITMALARINDAKI DUYGUSAL VE BİLİŞSEL BOYUTLARIN ARAŞTIRILMASI

Arzu UMARUSMAN

Master's Thesis

Ankara, 2025

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **ARZU UMARUSMAN** and entitled "Exploring the Affective and Cognitive Dimensions in Pre-Service English Teachers' Video-Based Dialogic Reflections" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

Chair   Prof. Dr. Arif SARIÇOBAN

Member (Supervisor)   Assoc. Prof. Dr. Hatice ERGÜL

Member   Prof. Dr. Hacer Hande UYSAL GÜRDAL

This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 03/01/2025 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of** English Language Teaching by the Board of Directors of the Graduate School of Educational Sciences from ...../...../........

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Science

Abstract

Reflective practice plays an important role in teacher education. Recently, studies on the role of dialogic reflection and video-viewing in self-awareness have drawn attention to its use in pre-service English teacher education. Previous reflective practice studies have mainly addressed teachers' individual, written, and recollection-based reflections. This study aims to examine the impact of video-based dialogic reflection in developing pre-service English teachers' self-awareness along with their emotional engagements in their reflective practice experiences. The research is a qualitative case study. The findings revealed that video-based dialogic reflection sessions raised pre-service English teachers' self-awareness of their teaching practices and their emotions influenced their engagements in these sessions. These findings support the idea that video-based dialogic reflection should be integrated into teacher education by considering cognitive and affective dimensions. Accordingly, certain suggestions were made for future research.

Keywords: pre-service english teachers, reflective practice, dialogic reflection, affective involvement, self-awareness

Öz

Yansıtıcı uygulama, öğretmen eğitiminde önemli bir rol oynamaktadır. Son zamanlarda, öz farkındalıkta diyalojik yansıtma ve video izlemenin rolü üzerine yapılan çalışmalar, İngilizce öğretmen adaylarının eğitiminde kullanımına dikkat çekmiştir. Önceki yansıtıcı uygulama çalışmaları esas olarak öğretmenlerin bireysel, yazılı ve hatırlamaya dayalı yansımalarıyla ilgilenmiştir. Bu çalışma, İngilizce öğretmen adaylarının öz farkındalıklarının geliştirilmesinde video tabanlı diyalojik yansıtmanın etkisini ve yansıtıcı uygulama deneyimlerindeki duygusal katılımlarını incelemeyi amaçlamaktadır. incelemeyi amaçlamaktadır. Araştırma nitel bir vaka çalışmasıdır. Bulgular, video tabanlı diyalojik yansıtmanın, İngilizce öğretmen adaylarının öğretmenlik uygulamalarına ilişkin öz farkındalıklarını artırdığını ve duygularının bu yansıtmalara katılımlarını etkilediğini ortaya koydu. Bu bulgular, hem bilişsel hem de duygusal boyutları gözetilerek video tabanlı diyalojik yansıtmanın öğretmen eğitimine entegre edilmesi gerektiğini desteklemektedir. Buna göre, gelecekteki araştırmalar için bazı önerilerde bulunulmuştur.

Anahtar sözcükler: ingilizce öğretmeni adayları, yansıtıcı uygulama, diyalojik yansıtma, duygusal katılım, öz farkındalık

Acknowledgements

Table of Contents

List of Tables

List of Figures

Symbols and Abbreviations

DR: Dialogic Reflection

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

PSET: Pre-Service English Teacher

RP: Reflective Practice

SCT: Socio-Cultural Theory

TEYL: Teaching English to Young Learners

Chapter 1

Introduction

Reflective practice (RP) is a widely used tool for professional development in different fields (e.g., nursery, sports coaching, and teacher education). Schön (1983) introduced the concepts "reflection-in-action" and "reflection-on-action" by emphasizing that reflection can be done on both the ongoing action and the completed action. RP in teacher education encompasses both in-service and pre-service teachers. Dewey's (1933) study on teachers' reflective thinking and its use in teaching practices has become a cornerstone in teacher education. He defined RP as an "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends". Then, he explains the stages of reflective thinking: 1) Suggestion: Noticing the problem related to the action., 2) Intellectualization: Defining the problem. 3) Hypothesis: Generating possible solutions (hypotheses) that might work. 4) Reasoning: Considering the possible results of the hypotheses. 5) Testing the hypothesis: Putting the hypotheses into practice. If the problem is not solved, new hypotheses can be produced following the same steps.

Early RP studies on teacher education have begun with reflective journals based on recollections of past practices (e.g., Bain et al., 1999; Francis, 1995; Yinger & Clark, 1981). They have shown that pre-service teachers' regular reflection journal writing experiences and reviewing their journals provide insight into their teaching practices. Reflective questions are usually included to assist the practitioners. Although reflective writing guided by questions has contributed to pre-service teacher education, it has a limitation for being memory-based due to the uncommon use of video in teacher education. On the other hand, these studies suggested that writing reflective journals should be supported by reflective discussions with a partner.

Recently, RP in teacher education has been equipped with some developments to overcome the limitations of the previous studies. Firstly, video viewing was integrated with

the advancement of technology and many studies have investigated its impact on the quality of teachers' RP (e.g., Kpanja, 2001; Setyaningrahayu et al., 2019; Gamoran Sherin & Van Es, 2009). These studies concluded that video-based RP is better than memory-based RP because it serves as evidence of the actions. Additionally, RP in teacher education, guided by individual and written reflection for many years, has begun to be adapted to interactive and collaborative reflection (e.g., Chung, 2023; Hofmann et al., 2021; Mann & Walsh, 2017). These studies have emphasized the social aspect of learning and proven the role of learning through social interaction in knowledge construction.

There is a type of RP called dialogic reflection (DR) that aims to bring together all these aspects mentioned above. DR is a reflection that is based on the critical analysis of actions in collaboration with others such as peers and mentors by engaging in dialogues and discussions, enabling practitioners to learn from each other (Mann & Walsh, 2013; 2017). To particularize it for teachers, it is an interactive and collaborative process in which teachers discuss their teaching practices with peers or teacher educators. Research suggests that (e.g., Ab Rashid, 2018; Chung, 2022) DR can enable teachers to raise their self-awareness of the unnoticed aspects of their practices and co-construct knowledge by discussing with each other in a supportive environment. The current study focuses on pre-service English teachers' (PSETs') dialogic reflections by examining their affective involvements and their construction of self-awareness through mediational tools. The present research is a case study. Data were gathered from the PSETs enrolled in the course "Teaching English to Young Learners 1". Video-based dialogic reflection sessions guided by reflective questions and semi-structured interviews are the instruments. It is hoped that this study will provide deeper insight into the role of dialogic reflection in teacher education.

Statement of the Problem

Micro-teaching practices have an important place in training PSETs especially in the Teaching English to Young Learners (TEYL) course. These practices provide PSETs with the

opportunity to test and develop their teaching skills before they start teaching in real classrooms. It is also very important for PSETs to reflect after these micro-teachings. To ensure their professional development, they need to realize the strengths, weaknesses, and areas for improvement in their practices. Reflective writing is widely used in teacher training to encourage this. Its contribution is undeniable, but many things that PSETs do not realize about their practices may remain unnoticed. Therefore, this technique does not offer PSETs a collaborative and interactive environment that can provide PSETs with wider perspectives (Mann & Walsh, 2017). Although in recent years, with the advancement of technology, the use of videos has been integrated into RP to provide evidence-based learning, RP studies in which videos are viewed with peers and evaluated using reflective questions are quite limited (e.g., Karakaş & Yükselir, 2021). Moreover, the impact of these videos on peer reflection is often overlooked. Besides to these cognitive aspects that influence PSETs' learning, most of the RP studies tend to ignore PSETs' affective involvements, which may impact their perceptions and attitudes, in the process of reflection. Therefore, there is a need for a study that addresses these gaps in the literature. With a specific focus on both cognitive and affective dimensions of RP, PSETs' video-based DR experiences guided by reflective questions will be studied.

Aim and Significance of the Study

Considering the gaps in the literature, this study addresses the use of reflective practice in pre-service teacher education, with a specific focus on the context of Teaching English to Young Learners I (TEYL I) course. Accordingly, the study has three aims:

1. ***To investigate the role of mediational tools in enhancing pre-service English teachers' (PSETs') self-awareness through dialogic reflection:*** This aim focuses on how mediational tools (video recordings, peer interactions, and reflective questions) strengthen PSETs' understanding of their teaching practices and foster their self-awareness during dialogic reflection (DR) sessions.

Specifically, it will examine how PSETs are engaged in more critical reflection on their teaching practices with the help of these tools. Thus, this aim will reveal how each of these contributes to practitioners in various ways.

2. ***To identify PSETs' affective involvement in the reflection process:*** While the existing body of research mainly deals with the cognitive dimensions of reflection, affective dimensions remain unnoticed. This aim underlines the importance of PSETs' affective involvement such as emotional responses (e.g., motivation, anxiety, and self-confidence) and attitudes in DR sessions. Investigating PSETs' affective involvements will reveal how emotional factors impact their reflections. Thereby, this will provide a comprehensive understanding of PSETs' DR experiences through including affective components as well.

3. ***To increase awareness of integrating RP into teacher education:*** By achieving the first two aims, it is expected to increase the awareness of teacher educators about RP and to encourage them to integrate it into teacher education. Thus, they will adopt it in a way that will contribute to their professional development at the maximum level and they will also prepare a suitable environment by considering pre-service teachers' emotional states.

Since the aims of the study address the gaps in the literature on RP in teacher education, the research has considerable significance. First of all, it focuses on the combination of several mediational tools that foster the practitioners' self-awareness. It will encourage teacher educators to adopt these tools in pre-service teachers' RP. This will add variety to teacher training and teacher educators will be aware that RP can be done in multiple ways. Also, the study provides a more holistic perspective because it includes both cognitive learning and affective involvement. In this way, the study offers a more comprehensive understanding of teachers' RP experiences, which impact their professional development. This will help teacher educators to consider the reflection process in a more

holistic way. They will pay attention to pre-service teachers' emotional state in the process as well as their learning outcomes as an output of RP.

Research Questions

The research has two main questions in line with its aims.

1. How do pre-service English teachers emotionally engage with video-based dialogic reflection sessions?

2. In what ways do the mediational tools used in video-based dialogic reflection sessions affect pre-service English teachers' self-awareness?

Assumptions

There are two assumptions of the study which will provide more valid and reliable results. PSETs' attention to the points will affect the results of the research. These assumptions are as follows:

Assumption 1: This research assumes that PSETs will strike a caring attitude towards dialogic reflection sessions and they will do their reflections meticulously. They are supposed to analyze their and peers' practices in a critical, detailed and honest manner, and to be willing to learn their strengths, weaknesses, and areas for improvement.

Assumption 2: This research assumes that PSETs will provide frank and genuine responses to the interview questions. They are expected that they will not intentionally mislead the researcher by giving incorrect or incomplete information. They are required to be truthful about their feelings and thoughts on their dialogic reflection experiences.

Limitations

Readers should keep in mind the limitations of this study. The research was conducted at a state university in Türkiye, which limits the generalizability of the findings to other contexts or educational settings. The study utilized a convenience sampling technique,

with participation limited to third-year undergraduate students in a TEYL (Teaching English to Young Learners) course. As a result, the sample may not be representative of all PSETs, particularly those in different stages of their teacher education programs.

Moreover, the study focuses on a specific course in PSET education, the findings may not fully represent other pre-service teachers regardless of other teaching disciplines or other courses in the same discipline. The RP tools used in this study may yield different results in a study conducted in other teacher training courses, and participants' perceptions and attitudes towards their experiences may vary.

Another possible limitation is that since the data were self-reported due to the inclusion of interviews and DR sessions, they may not have fully expressed their true feelings, thoughts, and ideas. Although this was mentioned in the assumptions, this issue is a natural limitation of the study since there is always the possibility that participants can keep their opinions secret and only mention the points that satisfy the researcher.

Lastly, the study focused on a particular group of PSETs at a single university and it did not take into account the differences in teacher educators' approaches to RP. It should be noted that RP in teacher education, a quite broad field of study, is not limited to the findings of the current study. This research is only a part of RP studies. Therefore, the findings should be interpreted with caution.

Definitions

The concepts that form the basis of this study are defined below.

Reflective Practice: From a broad perspective, it is a systematic process in professional development that practitioners are engaged with critical analysis of their actions and they enhance their understanding by identifying their strengths, weaknesses and areas that need improvement. As a result, they learn from their actions and shape future practices (Schön, 1983). Specific to teaching contexts, it is the examination and reconstruction of

teaching through analyzing teaching beliefs and practices (Butke, 2006; Farrell, 2015; 2018; 2019).

Dialogic Reflection: This is a type of reflective practice that promotes critical analysis of actions through collaboration with others such as peers and mentors. According to Mann and Walsh (2013), dialogic reflection is mediated by interactions in written/spoken discourses that enable practitioners to learn from others' ideas and perspectives by engaging in dialogues and discussions with each other. Practitioners can realize the unnoticed points with the help of others and this deepens their understanding. To particularize it for teachers, it is an interactive and collaborative process in which teachers discuss their teaching practices with peers or teacher educators.

Micro-Teaching: It is a teacher training technique created by Allen and his colleagues in 1963 for the development of teaching practices (Allen & Ryan, 1969). The student teacher conducts a 20-minute (approximately) lesson in a classroom where other pre-service teachers act as learners. Micro-teaching is usually followed by a feedback session (e.g., peer feedback and mentor feedback). Micro-teaching practices can be video-recorded as well for further detailed feedback sessions (Ping, 2013).

Socio-Cultural Theory (SCT): Developed by Vygotsky (1978), it is a theory that emphasizes cognitive development takes place in cultural contexts which refer to the social and cultural aspects such as interactions and cultural tools created by human beings and transmitted through generations (e.g, language and technology). It is based on the idea that learning occurs when individuals interact with each other through the mediation of cultural tools and internalize this process.

Chapter 2

Theoretical Basis of Research and Literature Review

This chapter establishes the theoretical framework for the study and reviews relevant literature on reflective practice, dialogic reflection, and related concepts. To provide a comprehensive understanding, the chapter begins by offering an in-depth exploration of reflective practice, a broad and foundational concept in teacher education. Following this, dialogic reflection is examined in the specific context of teacher development. The chapter concludes with a discussion of the socio-cultural theory, which serves as the theoretical underpinning of this study.

Reflective Practice

Reflective practice (RP) is the critical reconsideration of actions for professional development. It is based on the term reflection, which has ancient roots. It was derived from the Latin word reflectere: to bend back (Butke, 2006). Accordingly, reflection is to think about past experiences, learn from them, and shape future actions. A specific definition of RP is adopted considering the context of the current study: the examination and reconstruction of teaching practices through analyzing beliefs and actions (Butke, 2006; Farrell, 2015; 2018; 2019).

RP gained its actual prominence in professional development when Donald Schön, an urban planning professor, published his comprehensive book "The Reflective Practitioner: How Professionals Think in Action" in 1983. According to him, learning involves not only knowledge acquisition, but it also comprises practice and reflection on the experience to become more conscious of actions and improve them. He categorized reflection into two: reflection-in-action and reflection-on-action. While the former refers to reflecting on the ongoing action and making immediate adjustments, the latter indicates the reflection on the completed action and identifying strengths, weaknesses, and areas for improvement. Plus, Kolb's (1984) Experiential Learning Cycle underlines the importance of deliberative reflection

on actions. Experiential learning starts with practitioners' engagement with a concrete experience. Then, it is followed by reflective observation where practitioners review their experiences by assessing how it went. Since reflective observation is not enough for learning, they need to draw conclusions from their experiences through abstract conceptualization. Finally, they create an action plan which includes new strategies or techniques developed based on their conclusions. In this way, they build new knowledge and apply it to future actions.

To provide practitioners with guided and structured reflections, researchers have developed some reflective frameworks (e.g. Bain et al., 2002; Bassot, 2013; Boud et al., 1985; Kolb, 1984). These frameworks aim at taking practitioners from descriptive to deep reflection (Mann et al, 2009). A typical reflective framework (Figure 1) has the following cycle:

Figure 1: *Stages of a Reflective Framework*
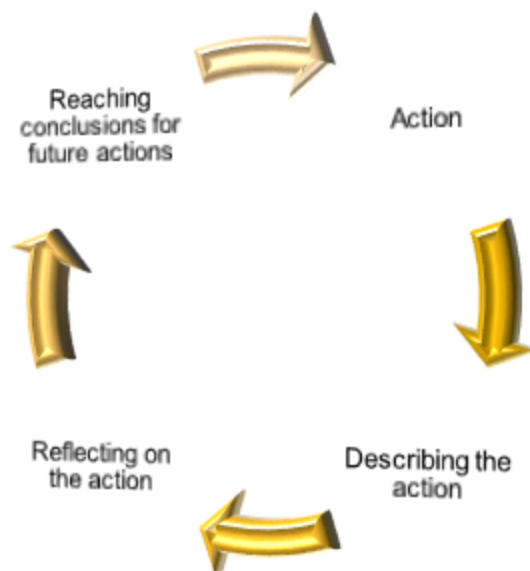
Practitioners describe the action and the context. They analyze their actions and the beliefs that shape them and discuss how to improve these actions. They also make connections between present, past experiences, and theoretical knowledge. Then, they reach conclusions for future actions. This structure of reflective practice frameworks provides a safe environment. Practitioners become aware of what to focus on without any confusion

(Boud & Walker, 1998; Sumsion, 2000). The current study adopts Bain et al.'s (2002) 5R Framework for Reflection (Figure 2), which is also a well-known framework.

Figure 2: *Bain et al.'s (2002) 5R Framework for Reflection*
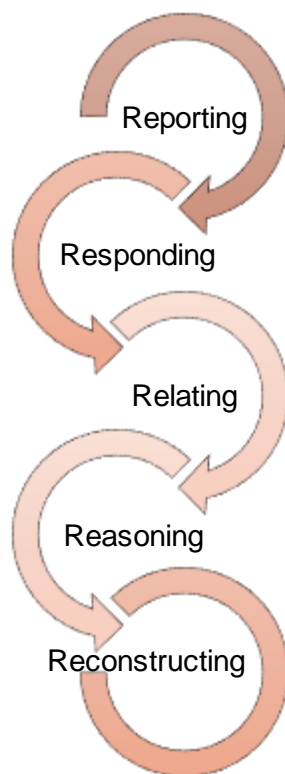
As the name suggests, there are five components that start with the letter R: reporting, responding, relating, reasoning, and reconstructing, respectively. Each one refers to one aspect of reflection:

- **Reporting:** describing the action, its context, and agents

- **Responding:** explaining feelings and thoughts about the action

- **Relating:** connecting current experiences to previous ones

- **Reasoning:** exploring the rationale behind the action from theoretical perspectives

- **Reconstructing:** drawing lessons for future actions

The 5R Framework for Reflection was chosen because its stages are clearly defined and separated. The name of each stage implies its objective. For instance, the reporting stage is about the description of the event. When practitioners see the name "reporting", they know that they are going to report on the event. Further, this framework provides cumulative reflection like a chain. Although stages have their own function, they are connected to one another. Each one is built upon the previous and leads to the next one. Also, it has been adapted in RP studies due to these features (e.g., Carrington & Selva, 2010; Rusov, 2023). These studies noted that practitioners gained insight in depth using this framework which encouraged them to do introspection in a critical manner.

Considering all these points stated above, RP has some strengths and limitations identified by researchers. It helps practitioners to identify their strengths and the areas for improvement by increasing their self-awareness and decision-making skills through critical thinking. Farrell's (2013) case study on an ESL teacher's regular reflective journal demonstrated that writing facilitates reflection. The teacher explained that she needed time to think of her actions before writing her reflections. This is the process of critical thinking. In this way, she reviewed her practices and became aware of them. Then, she organized her analyses and wrote them down systematically in her reflective journal. Based on her reflections, she made evidence-based decisions for her actions in the classroom and she became less affected by classroom incidents. In the same vein, Soodmand Afshar and Donyaie's (2024) research on Iraninan EFL teachers' reflective journals revealed that both individual and collective reflection contributes to their self-awareness and future practices. Individual reflective journals helped the participants to notice their strengths and weaknesses, while collective journals provided an environment of collaborative meaning-making and critical thinking for professional development. Participants said that this awareness will affect their future practices and they will display their strengths more in the classroom. On the other hand, there are also criticisms against RP for being time-consuming. Kharlay et al.'s (2022) research on in-service English teachers' RP revealed that participants

appreciated RP but found it time-consuming because they had a busy schedule. Thus, they requested a decrease in their workload to keep doing reflection in a regular way along with a fund. This is similar for novice teachers. Moore and Ash's (2002) literature review showed that they have a tendency to rely on the preconceptions of teaching and they avoid doing RP.

Reflective Practice in Teacher Education

RP in teacher education was introduced when John Dewey (1933) emphasized its role in teachers' professional development. Dewey (ibid.) defines reflection as an inquiry which consists of "active, persistent and careful" thoughts of actions. These thoughts are called reflective thoughts and they enable teachers to learn from their teaching practices. According to Dewey (1933), reflective thoughts help teachers break free from the routines and habits which may cause problems in the classroom. Considering all the factors and conditions involved, teachers find a tentative solution (working hypothesis). They are expected to test these hypotheses in their minds before they do the action in the classroom. They can reformulate their hypotheses if necessary. The actual hypothesis testing occurs in practice. Teachers' solutions either resolve the problem or become a resource in future problems (Miettinen, 2000).

Researchers have shown many examples of RP in teacher education since Dewey's (ibid.) study. Especially, use of reflective journals is highly common in RP studies on teacher education. Yinger and Clark's (1981) study revealed that reflective writing enables teachers to be record their critical self-assessments in an organized way. Francis (1995) underlined the importance of adapting reflective writing as a routine so that pre-service teachers' can develop their reflection skills. Similarly, Bain et al.'s (1999) research showed that teachers' attitudes towards reflective writing and their engagements in it may vary. While some reflections were at surface-level, some of them were deep and critical including reasoning skills. These studies have two common aspects that RP should be accompanied by reflective questions to guide practitioners' and it should be supported by reflective dialogues with other teachers to enhance the efficiency of RP by learning from others' perspectives.

On the other hand, taking into account the period when these studies were conducted, it is clear that the use of video had not yet been fully integrated into teacher education. Therefore, this body of research is limited to memory-based reflection. Recently, researchers have begun to focus on video-based reflection with the improvement of technology. To understand the logic of video-based RP, it is necessary to first examine why videos are used in the reflection. Videos provide a center for practitioners to concentrate on along with realistic and rich data (Borko et al., 2011; Leijen et al, 2009). Recollections may not be as beneficial and reliable as videos are. Practitioners notice the things that they do not remember through videos. Noticing helps teachers identify their practices and make connections between theory and practice, which yield productive reflection (Bayat, 2010; Çekiç & Korkmazgil, 2022; Kleinknecht & Schneider, 2013; Van Es & Sherin, 2002). There are studies in the literature concluding that video-based RP yield better reflections. Gamoran Sherin and Van Es (2009) formed video clubs to observe teacher learning. Teachers viewed each other's teaching videos and discussed their practices. This helped teachers improve their instructional practices. Especially, certain studies compared the impacts of video viewing to recollections. Kpanja (2001) compared the micro-teaching practices of two groups. One group video-recorded their practices while the other not. The study found out that pre-service teachers can analyze, discuss, and improve their practices better when they reflect on videos. Rosaen et al.'s (2008) comparison specified some "dissonances" between recollections and videos. Pre-service teachers who reflected on recollections felt uncertain. Video viewing was perceived as more reliable due to visualization of practices. Setyaningrahayu et al. (2019) conducted a similar study on pre-service English teachers (PSETs). Results showed that video-based RP facilitates more critical and objective self-reflection than memory-based reflection does. There are also criticisms against video-use in RP. Certain researchers have underlined the risk that video-based reflection may cause practitioners to feel anxious, nervous, vulnerable, powerless, and uncomfortable. They may feel disturbed by being video-recorded and viewing videos with peers. They may doubt that their mistakes will not be welcome (Hockly, 2018; Mercado & Baecher, 2014; Savaş, 2012;

Serdar Tülüce & Çeçen, 2018). Thus, practitioners should be provided with a safe and supportive environment to overcome these problems.

Researchers (e.g., Mann & Walsh, 2013) have proposed a new type of RP that includes both video use, reflective questions, and interaction in a safe environment. This integrated model of RP is called dialogic reflection.

Dialogic Reflection

Mann and Walsh (2013) stated that RP should be repositioned. An effective reflection requires teachers to discuss their practices with colleagues to learn different points of view (York-Barr et al., 2001; Zeichner & Liston, 1996). Collaborative reflections allow practitioners to explore different perspectives "with the help of language" (Temir & Ergül, 2022). Reflection which is mediated by interactions in written/spoken discourses is called dialogic reflection (Mann & Walsh, 2013). The discourse of the current study refers to pre-service English teachers' (PSETs') interactive speeches on their micro-teaching practices. Dialogue is the conversations between PSETs that started and continued during reflection sessions. One should remind that practitioners involved in dialogic reflection can benefit from the RP frameworks as well. It starts with the description of the action. The difference is the interaction and collaboration involved in the process. Teachers can ask questions to each other, exchange and discuss their ideas. As a result, they become aware of their strengths and weaknesses and draw lessons for the future.

Teachers' dialogic reflection is a developing field of research. The focus is heavily on teachers' written and individual reflections. Most of the research on dialogic reflection has highlighted that collaboration and interaction help teachers notice different perspectives. They can review and reconstruct their teaching beliefs and practices through this awareness. In Hofmann et al.'s (2021) study, the teachers from the UK and Cyprus did transnational dialogic reflections together. Teachers of both countries do not only appreciated the opportunity to collaborate and share experiences, but they were also satisfied with the

discussions of the challenges they faced. They requested to do more dialogic reflections throughout the year. Similarly, the research conducted by Ab Rashid (2018) on in-service EFL teachers' dialogic reflections showed that teachers were able to elaborate on the challenges and problems they had. This reduced their perceived threat of teaching practices. Further, the research proved that dialogic reflection enables teachers to be aware of their own teaching skills. Chung's (2023) research revealed that EFL teachers were able to identify the strengths and weaknesses of their teaching skills because they were engaged in discussions and developed new understandings. Therefore, they found dialogic reflection supporting. Plus, Swanson et al. (2020) found out that the mediational role of dialogic reflection had an observable impact on teacher beliefs. This study on bilingual science teachers reshaped their thoughts and beliefs. Researchers can trace the transformations in teachers' thoughts and beliefs. Similarly, Chung (2022) investigated the relationship between dialogic reflection and teacher beliefs. The findings showed that EFL teachers reshaped their beliefs of teaching engaging in dialogic reflections with colleagues. Research has also demonstrated the relationship between teacher autonomy and dialogic reflection. Gülşen and Atay (2022) measured EFL teachers' perceived autonomy before and after dialogic reflection sessions. They compared the perceptions and found that their perceived autonomy increased after dialogic reflection. Participants attributed this to collaboration and support among colleagues. On the other hand, Hofmann et al. (2021) stated that dialogic reflection may not yield effective learning without guidance. Teachers may avoid discussions and do superficial reflections. Guidelines help teachers systematically reflect on their practices. In Dudley and Vrikki's (2019) research, mathematic teachers did dialogic reflections using Lesson Study Workbooks. Findings of the study indicated that this tool enabled teachers to discuss and evaluate their practices in depth. It guided the teachers on what aspects to focus on in their teaching practices during reflection.

The current literature on PSETs' dialogic reflections has emphasized the factor collaboration the most. Especially, researchers have emphasized the role of peer

collaboration in PSETs' dialogic reflections. These studies have shown that collaboration with in dialogic reflection contributes to PSETs' professional development and they have positive perceptions of it. Hepple (2012) examined the dialogic reflection of PSETs from Hong Kong on transnational teaching experiences in Australia. The study showed that dialogic reflection helped PSETs understand their teaching experiences, redefining their understanding of teaching. Erginel's (2006) study on PSETs underlined the impact of collaboration in dialogic reflection. It encouraged them to share ideas, notice themselves, and learn about peers. There was a "team spirit". PSETs stated that they both enjoyed and learned. Similarly, Dzay-Chulim and Mann (2017) emphasized the importance of collaboration in learning. They investigated collaboration in PSETs' group dialogic reflections and writing reflective journals. PSETs appreciated dialogic reflections in groups a lot. They felt a sense of cooperation among peers in a supportive environment. Some participants revealed that this feeling enabled them to share their ideas and concerns without hesitation. Thus, they were able to give and receive immediate feedback on their teaching practices in a comfortable way. Also, the study revealed that all these interactions initiated PSETs' self-reflection. They associated peers' reflections with their practices. These dialogic reflections led them to create reflective journals that are beneficial for their professional development. Additionally, Gutiérrez et al.'s (2019) research pointed out that PSETs can improve their problem-solving skills through collaborative dialogic reflections. Participants did dialogic reflections on their classroom practicum. They found collaborative dialogues helpful in reaching immediate conclusions due to the exchange of ideas. They defined the problem and got to the bottom of it. They co-constructed understandings of the problems they faced in the classroom and came up with solutions. They felt more confident after finding solutions to their problems. There were no leaders in these sessions and everyone contributed equally and comfortably. Besides, they became more comfortable in reflection when they realized that peers had similar experiences and they were suffering from similar problems. As a result, they learned to be open to criticism and ready to change. In a similar vein, Arefian (2022) investigated the impact of collaborative dialogic reflection on PSETs' development. Collaboration with peers created a

sense of belonging. They found the support they received from peers useful for their self-development and self-efficacy. Learnings during these sessions paved the way for becoming independent problem-solvers. Furthermore, several studies have benefitted from the use of reflective questions to guide the process. Guiding questions ensure the flow of dialogues. The research has revealed that PSETs appreciate guiding questions for dialogic reflection. In the literature, PSETs were either provided with the questions before reflection sessions or researchers intervened in the sessions and asked questions. Both can be done in the same study such as in Dzay-Chulim and Mann's (2017) research. Teacher educators asked PSETs guiding questions during group reflection sessions. However, PSETs were provided with questions when writing dialogic reflection journals (reflective writings created based on dialogic reflections). These questions helped them notice what is worth reflecting on. Karakaş and Yükselir's (2021) study specifically focuses on guided dialogic reflections. PSETs did dialogic reflections on their and peers' micro-teaching practices in groups. These sessions were supported by the teacher educator's guiding questions. The questions aimed to see if they noticed the aspects of their practices that they had not before. Results revealed that guiding questions directed their attention to specific points to be reflected on and to planning for future actions. All in all, this body of research has pointed out the impact of peer collaboration on PSETs' professional development in terms of both teaching skills and professional attitudes.

Overall, this evidence outlines two points: 1) dialogic reflection contributes to teachers' professional development by providing them with different perspectives and self-awareness 2) guidance during the reflection process increases the efficiency of reflection. Dialogic reflection is based on socio-cultural theory which asserts that knowledge is co-constructed through social activities. Teachers participate in interactions and build collective knowledge through scaffolding. They jointly reflect on their teaching practices discussing reasons and solutions (Mann & Walsh, 2017; Smith et al., 2017; Wegerif, 2013; Wenger, 2010).

Socio-Cultural Theory

Socio-cultural theory (SCT) was originated by Vygotsky (1978). It is based on the idea that cognitive development is affected by both biological and sociocultural processes. Innate capacities of human beings transform and develop their higher mental functions such as problem-solving, language learning, and voluntary attention through interaction with their social environment. SCT focuses on the socio-cultural process of cognitive development. This process functions at both social and psychological levels. People interact with each other (social level) first and internalize (psychological level) these interactions (Cole, 1996; De Valenzula, 2006; Lantolf & Pavlenko, 1995; Vygotsky, 1978; 1997). There are three key elements that explain this process: the zone of proximal development, scaffolding, and mediation.

Learning and the Zone of Proximal Development

Vygotsky (1978, p.86) defined the zone of proximal development (ZPD) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined under adult guidance or in collaboration with more capable peers". Researchers (e.g. Lantolf & Pavlenko, 1995) stated that expertise is not compulsory. Novices can collaborate with each other and learn together. Figure 3 shows the ZPD of a learner.

Figure 3: *The Zone of Proximal Development of a Learner (Campbell, 2008)*
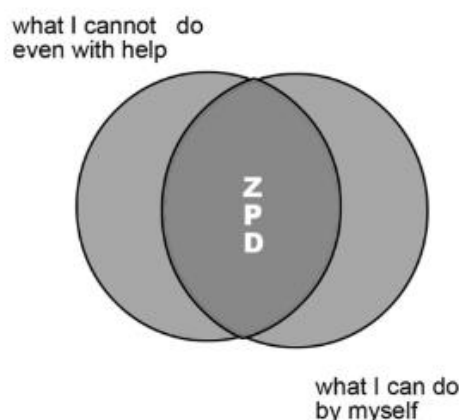
The aim is to keep learners in their ZPD by giving them meaningful and lightly more challenging tasks (e.g. problem-solving tasks) than what they achieve on their own. When they face challenges during the task, they will collaborate with others to do it (Roosevelt, 2008). Once the task is completed, learners are expected to be able to do the same alone. If they can do it, this means that they are learning. Then, the process is repeated with more challenging tasks (Shabani et al., 2010). Figure 4 shows learners' ZPD when learning occurs. This becomes their new ZPD. The same cycle is repeated for new learning.

Figure 4: *The Zone of Proximal Development of a Learner After Learning (Campbell, 2008)*
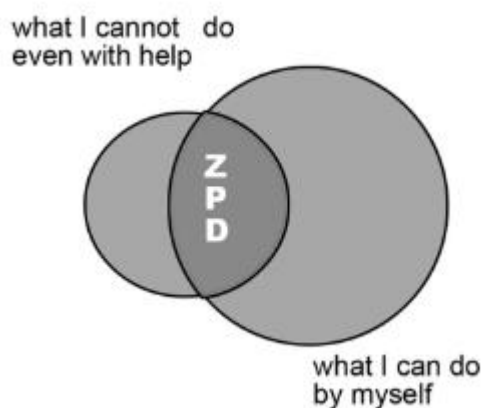
Teachers' ZPD is the distance between their current teaching knowledge of theory and practice and skills and their potential level of knowledge and skills to be gained through collaboration with others (Blanton et al., 2005). They can benefit from a wide range of sources for the progression of their ZPD as shown in Figures 3 and 4: collaboration with peers and mentors, practicum, technology, action research, diary writing, etc. (Shabani et al., 2010). This collaboration is also known as scaffolding, which is the other key element of SCT.

Scaffolding

Vygotsky's SCT does not include the concept of scaffolding. It was introduced in 1976 and later integrated into SCT because it reflects Vygotsky's view (Hammond & Gibbons, 2001). Today, it is the center of SCT (Verenikina, 2003). It was introduced by Wood et al.

(1976) to define the support and guidance of tutor to children to do a task (e.g. teacher-student and parent-child). The assistance during learning in ZPD is called scaffolding. Aljaafreh and Lantolf (1994) specified three key characteristics of scaffolding. First, it should be graduated. The assistance should be too high or too low. Next, it should be contingent. Learners should be assisted when necessary. They are expected to do the things they can do on their own without assistance. Finally, it should be dialogic. Learners discuss their ideas, build knowledge, and reach a conclusion through dialoguing with the others. Aligning with the dialogic nature of scaffolding, there are five stages of knowledge construction: 1) sharing and comparing information 2) discovery of disagreement 3) meaning negotiation (knowledge construction) 4) testing the construction 5) application of the knowledge (Gunawardena et al., 1997).

Wood et al. (1976) underlined the necessity of adult guidance. Similarly, Vygotsky (1967) mentioned more knowledgeable others (adults or more capable peers). This perspective represents the idea that learning is one-sided. One party teaches and the other party learns. Today, researchers (e.g. Lai & Law, 2006; Nguyen, 2013) agree that this is not the only way of learning. It is not made up of an expert-novice relationship. It can be mutual which means that all parties can learn (Lantolf, 2000). Research (e.g., Donato, 1994; Ohta, 2000) shows that learners can be experts and novices at the same time (Swain & Watanabe, 2013). While learners can scaffold peers who need assistance, they can also receive scaffold from other peers to learn. Their learning may vary depending on their needs. Pair or group work can be used to facilitate peer scaffolding (Karimi & Jalilvand, 2014).

Learning and scaffolding are mediated processes. The role of mediation in these processes is also the interest of social learning. Therefore, mediation is the other key element of SCT.

Mediation

Mediation is the regulation of social and mental activities with the help of tools, artifacts, and cultural practices (Gibbons, 2003; Lantolf & Thorne, 2006). Lantolf and Thorne

(2006) explained mediation using the metaphor "shovel". When someone wants to dig a hole, they use a shovel. Here, the shovel is the mediator between the ground and people who want to dig. Human beings require mediation in their social activities as well. Mediation help researchers study learning in social interactions (Appel & Lantolf, 1994; Hall, 1995; Kramsch, 1993; Moll, 1994; Toohey, 2000; Wells & Chang-Wells, 1992). The most extensively used mediational tool is language.

Language functions as a "conduit" (Reddy, 1979) because it transfers one's thoughts and information to another through speaking and writing. Although this metaphor has the truth, it is insufficient to explain the role of language in mediation. Language in social interaction is viewed as a social semiotic system by linguists. A semiotic system consists of signs that enable human beings to express themselves through creating and interpreting meaning of signs (sounds or writing). Social semiotic systems emphasize the part of social interaction in semiotic systems. Learning is not made up of transmission where learners only receive information and stay passive. Meaning, knowledge, and understanding are co-constructed through active participation of the parties (Hammond, 2001). This is also known as languaging. As the originator of the term, Swain (2006) defines it as a "process of making meaning and shaping knowledge and experience through language" (p.98). It can be divided into two: private speech and collaborative dialogue (Swain & Watanabe, 2013). While the former represents internalization, the latter is created in social learning. Collaborative dialogues refer to the dialogues in which speakers co-construct knowledge for problem-solving (Swain, 2000).

There is a body of research on collaborative dialogues and peer scaffolding which corroborates that learning can be mutual through the ZPD. Donato's (1994) research on collaborative dialogues of three L2 learners of French revealed that they developed mutual support to help each other and to solve their problems although they were not language experts. In their experimental study, Jamali Kivi et al. (2021) compared teacher scaffolding and peer scaffolding in an EFL classroom. The group provided with peer scaffolding

performed better vocabulary knowledge and reading comprehension than the group with teacher scaffolding. De Guerrero and Villamil (2000) studied the role of peer scaffolding on ESL learners' writing skills. There was one writer and one reader. They observed that the writer learned became more independent writer in time and the reader learned how to revise a piece of writing and to provide a strategic support. Learning occurred reciprocally. Also, participants stated that they get stuck and have difficulties without collaboration. They used the expression "two heads are better than one". Hou and Keng's (2021) research showed that peer scaffolding activates learners' problem-solving skills. As the students shared and exchanged ideas with peers, they felt safe. Morcom (2016) examined the impacts of peer scaffolding on students with antisocial behaviors in the class to promote respect. Collaborative dialogues with peers created a positive atmosphere and established rapport between students. They started to respect each other.

Socio-Cultural Theory and Dialogic Reflection

This study involves the combination of video recordings, peer interaction, and reflective questions in PSETs' RP. SCT is the theoretical framework that aligns with the context of this study. It is beneficial to explain how the use of these tools fits into SCT. First of all, these tools help PSETs to improve their ZPD. By viewing their videos, PSETs can deeply analyze their practices. They can question their actions and identify the areas for improvement. Videos enable PSETs to have an understanding of their teaching practices. However, individual analysis may not always be enough for learning. When video viewing is coupled with peer interaction, PSETs can collaborate with each other and can be involved in discussions on their practices. Through the mediation of language, they share and discuss their opinions. They can scaffold each other by giving feedback. Scaffolding can help them to widen their perspectives. Thereby, they can co-construct knowledge and create a common understanding of teaching. Reflective questions encourage PSETs to question their beliefs and practices using critical thinking. These questions guide them to consider multiple aspects of their practices and do their reflections accordingly. As a result, SCT is the appropriate

theoretical framework for this study because these tools mediate the reflection process by shaping the context of reflection and PSETs' interactions.

Chapter 3

Methodology

This chapter lays out the methodological framework underpinning this study. It starts with a detailed account of the research design, including the type of research employed, the characteristics of the participants, and the contextual specifics of the study's setting. Furthermore, it outlines the instruments used for data collection, the procedures followed to gather data systematically, and the analytical techniques applied to interpret the findings. By offering a comprehensive overview of these elements, this chapter aims to ensure rigor in the research process, as well as to provide a solid foundation for the study.

Type of Research

This study adopts the qualitative approach which is defined by Creswell (1994, pp. 1-2) as "an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting".

Qualitative research, as described by Creswell and Creswell (2018), Hatch (2002), and Marshall and Rossman (2016), encompasses distinct features that make it particularly suitable for exploring complex social phenomena. One of its key characteristics is the emphasis on studying phenomena in natural settings. Unlike controlled environments such as laboratories, qualitative research allows for the observation of participants' behaviors and interactions as they occur naturally, without interference by the researcher. This feature aligns with the focus of this study, which examines pre-service teachers' dialogic reflection practices in their authentic learning environments. By investigating pre-service teachers' reflection sessions within these natural settings, it becomes possible to gain deeper insights into how these reflective practices unfold in naturally occurring interactions.

Another defining feature of qualitative research is the role of the researcher as the key instrument in the data collection and analysis processes. By conducting interviews,

observing participants, and interpreting their actions, researchers immerse themselves in the study. In this study, dialogic reflection sessions are video-recorded and as such they are available for close investigation. Such direct engagement with the participants allows a researcher to capture the depths of complexity in dialogic reflection practices of pre-service teachers.

Qualitative research also encompasses multiple sources of data to ensure a comprehensive understanding of the phenomenon under investigation. Instead of relying on a single data collection tool, it incorporates various instruments such as interviews, observations, video recordings, etc. Multiple open-ended data collection tools enhance the reliability and validity of the findings. To provide a holistic understanding of how pre-service teachers engage in and perceive dialogic reflections, data from different sources were collected and analyzed systematically for this study.

Furthermore, participants' meanings are prioritized in qualitative research. That is, researchers investigate what the studied phenomenon means for the participants. This feature of qualitative research is particularly important for this study as it aims to uncover how pre-service teachers interpret and experience dialogic reflection practices.

The process of qualitative data analysis is both inductive and deductive. Researchers first adopt a bottom-up approach, identifying patterns, codes, and themes. This is followed by a top-down approach to ensure that no crucial information has been overlooked. In this study, the iterative process of coding and theme development allowed the researcher to identify emergent patterns in the dialogic reflections, while subsequent deductive analysis ensured the findings were robust and comprehensive.

Lastly, qualitative research is characterized by its emergent design, meaning that the researcher does not pre-determine data collection and analysis processes rigidly. Instead, these processes are flexible and may change in response to the research context and questions. The emergent design was crucial in this study, as the exploration of dialogic

reflection practices necessitated a dynamic approach to investigate the diverse perspectives of pre-service teachers.

Overall, these features of qualitative research provided a robust framework for this study. The emphasis on natural settings, the central role of the researcher, the use of multiple data sources, the focus on participants' meanings, the iterative data analysis process, and the emergent design all supported the exploration of pre-service teachers' dialogic reflections in depth. These characteristics of qualitative research have helped the researcher ensure that the study is methodologically rigorous, offering valuable insights into dialogic reflections which is an area of growing importance in teacher education.

The qualitative research approach adopted in this study is guided by three interconnected components: philosophical worldviews, research designs, and research methods (Figure 5). These components collectively provide the foundational framework for the study and shape the methodological choices.

Figure 5: *Research Approaches, Philosophical Worldviews, Designs, and Research Methods (Creswell & Creswell, 2018)*
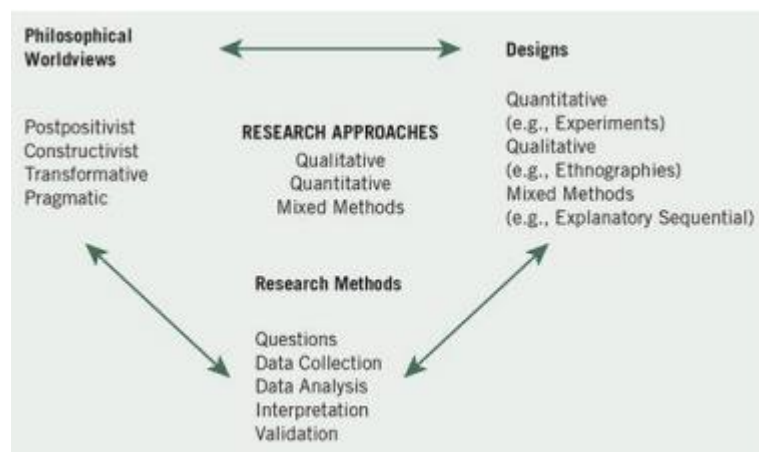
Philosophical worldviews represent the underlying perspectives and beliefs that guide researchers in their investigation of the phenomena under study. Among the worldviews outlined in Figure 5, this study adopts a social constructivist worldview, which emphasizes the significance of individuals' perceptions and interpretations of the social contexts in which

they live (Creswell & Creswell, 2018). Social constructivism posits that meaning is co-constructed through interactions with others. It also emphasizes that individuals' shared experiences shape how their understanding evolves within specific contexts.

This perspective is particularly relevant to the focus of this study, which investigates pre-service English teachers' (PSETs) dialogic reflection practices. Dialogic reflection inherently involves interaction, negotiation of meaning, and co-construction of understanding between participants. By adopting a social constructivist worldview, this research explores how PSETs perceive their dialogic reflection experiences and how these reflections contribute to their professional learning and development. The use of open-ended interview questions and close analysis of interactions during video-recorded dialogic reflection sessions allows for a deeper understanding of the participants' perspectives and the meanings they assign to these reflective practices. This study aligns with the belief that knowledge is co-constructed socially which makes social constructivism the philosophical foundation of this study.

This study's choice of a case study design is grounded in its aim to explore the unique and contextualized nature of dialogic reflection among PSETs. Data was collected through repeated observations of video-recorded reflection sessions and semi-structured interviews, allowing for an iterative and holistic analysis of the participants' experiences. By focusing on the dialogic reflections of PSETs within a teacher education program, the case study design provides a robust framework for uncovering patterns and drawing meaningful conclusions about their reflective practices.

Research Population and Participants

The participants of this study consist of sixty-nine pre-service English teachers (PSETs) enrolled in the Department of English Language Teaching at a state university in Türkiye. These participants were specifically selected from those taking the Teaching English to Young Learners I (TEYL I) course, which forms part of their teacher education curriculum.

The TEYL I course focuses on equipping pre-service teachers with the theoretical knowledge and practical skills necessary for teaching English to young learners, making it an ideal setting for exploring dialogic reflection practices in the context of teacher education.

The selection of participants did not involve strict inclusion criteria such as age, gender, academic performance (GPA), or previous teaching experience. Instead, convenience sampling was employed, a non-probabilistic sampling technique where participants are chosen based on their accessibility and availability to the researcher (Creswell & Creswell, 2018). This approach was selected primarily due to the researcher's proximity to the course and participants. This accessibility facilitated the efficient collection of data while maintaining alignment with the study's objectives.

Twenty-three reflection groups, with each group consisting of three participants were formed. Among these participants, the majority were local students, while four participants were international exchange students from Kazakhstan. The inclusion of these exchange students added an intercultural dimension to the study, offering diverse perspectives on dialogic reflection practices and enriching the data collected.

The participants represented a diverse range of academic and personal backgrounds, reflecting the typical demographic composition of the ELT program. While age and gender were not explicitly considered as selection criteria, it is worth noting that the participants were predominantly third-year undergraduate students in their early twenties, a stage in their education when they were transitioning from theoretical coursework to more practice-oriented experiences in teaching English.

The PSETs selected for this study participated in dialogic reflection sessions as part of their coursework. These sessions involved discussing, analyzing, and reflecting on their micro-teaching practices and experiences in small groups, often supported by video recordings of their micro-teaching performances. The collaborative nature of these reflections provided a rich context for examining how PSETs co-construct their understanding of teaching practices, articulate their challenges, and identify areas for growth.

The choice of convenience sampling, while pragmatic, has its limitations. The lack of random sampling means the findings of this study may not be generalizable to all PSETs in different contexts or institutions. However, this sampling method allowed for an in-depth exploration of the participants' dialogic reflection practices in a naturalistic and authentic setting, which is consistent with the qualitative nature of the research.

In summary, the study group of sixty-nine pre-service English teachers provided a diverse and contextually relevant sample for examining dialogic reflection practices. The inclusion of both local and international students, along with the focus on a course specifically designed to prepare teachers for working with young learners, ensured that the data collected were rich, varied, and directly aligned with the study's research objectives.

Data Collection

As shown in Figure 6, the data collection process for this study was conducted online and comprised three distinct stages: (1) the first round of semi-structured interviews, (2) dialogic reflection sessions, and (3) the second round of semi-structured interviews. Each stage was designed to gather rich and comprehensive data to explore pre-service English teachers' (PSETs') dialogic reflection practices and their perceptions of these experiences.

Figure 6: *Data Collection Process*

First set of semi-structured interviews → Dialogic reflection sessions → Second set of semi-structured interviews
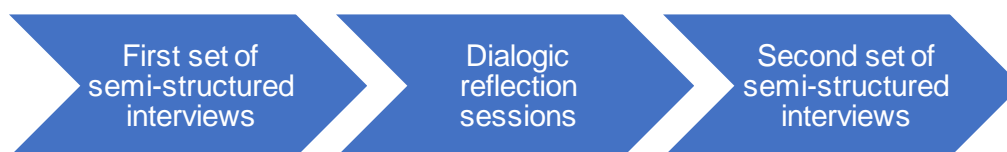
Stage 1: First Semi-Structured Interviews

The first stage of data collection was individual semi-structured interviews with volunteer participants. Interviews were conducted via video conferencing platforms to ensure accessibility and convenience for the participants. Each interview lasted approximately 30–

45 minutes. Ten PSETs expressed interest in participating in these interviews initially. However, one participant withdrew due to her workload, leaving nine participants for the first interview stage. The interviews were conducted before the dialogic reflection sessions to explore the participants' preliminary perceptions of dialogic reflection, their understanding of reflective practices, and their prior experiences (if any) with similar reflective activities. The interviews followed a conversational format to allow participants to freely articulate their thoughts and experiences.

Stage 2: Dialogic Reflection Sessions

The second stage of data collection involved dialogic reflection sessions. The dialogic reflection sessions provided a platform for PSETs to share their observations, offer constructive feedback, and co-construct their understanding of effective teaching practices. These sessions were part of the participants' coursework for the Teaching English to Young Learners I (TEYL I) The groups of three members were formed based on the participants' availability, except for one group of two and another of four due to the total number of participants in different classes.

During these sessions, participants reflected collaboratively on their micro-teaching practices, which had been video-recorded as part of the TEYL I course. Each group session began with the participants watching a five-minute video clip of one group member's micro-teaching performance. Afterward, the group engaged in a structured dialogic reflection, guided by a set of reflective questions. These questions were developed using Bain et al.'s (2002) 5R reflective cycle, which encourages participants to describe, analyze, and evaluate their teaching practices systematically. The video-recorded nature of these sessions allowed for detailed analysis of the interactions.

Stage 3: Second Semi-Structured Interviews

The final stage of data collection involved a second round of semi-structured interviews with the same nine participants who had taken part in the first interview stage.

Each interview lasted approximately 40–50 minutes and was conducted online to maintain consistency with the earlier stages of data collection. These interviews were conducted after the dialogic reflection sessions to capture the participants' reflections on their experiences. Specifically, the second interview aimed to explore the participants' perceptions of peer collaboration, the effectiveness of the dialogic reflection process, and the contributions of these activities to their professional development as future English language teachers.

Instruments

Two primary instruments were employed to collect data in this study: (1) video-recorded dialogic reflection sessions and (2) semi-structured interviews. These instruments are detailed below.

Video-Recorded Dialogic Reflections Sessions

Dialogic reflection sessions were video-recorded to capture the verbal and non-verbal interactions among participants during their discussions. The use of video recording enabled the researcher to analyze the content of the reflections in detail, focusing on both the language used by the participants and the dynamics of their collaborative interactions.

All participants were provided with a uniform guideline for conducting dialogic reflections. The reflective questions included in the guideline were carefully developed based on Bain et al.'s (2002) 5R reflective cycle, which comprises five key stages: Reporting, Responding, Relating, Reasoning, and Reconstructing. These stages encourage participants to engage in critical evaluation of their teaching practices. The reflective guideline used in this study is presented in Table 1.

Table 1: *Reflective Questions*

Reporting
- Define the teaching event that you are going to reflect on.
- What are the key aspects of that teaching event?

Responding

- What did you feel-think when watching the clip-teaching?

- What made you feel-think so?

- What are your general opinions about the teaching event?

Relating

- Think of one of your micro-teaching experiences. Compare it to this teaching event. What are the things you find similar or different?

- When you think of your previous micro-teaching experiences, what would you like to suggest to yourself / your peer?

Reasoning

- Why did you choose such kind of teaching style? / Why do you think your peer preferred such an activity-teaching method?

- What teaching-learning theories could you / your peer benefit from to plan a lesson? Why?

Reconstructing

- Explain at least one thing that have you just learned in this reflection session.

- Considering the things you have learned from this dialogic reflection session, explain at least one thing that you are going to pay more attention to during teaching.

- At the end of this session, what did you conclude about teaching practices as a group?

The structured nature of the reflective questions ensured that all participants followed a consistent approach during their reflections, allowing for comparability across groups. Furthermore, the questions were designed to facilitate meaningful discussions, encourage mutual feedback, and promote self-awareness and professional growth among the PSETs.

Semi-Structured Interviews

The purpose of interviewing in this research was to gain a comprehensive understanding of PSETs' perceptions regarding their dialogic reflection experiences. Semi-structured interviews were conducted for this purpose as they offer a flexible yet structured approach to data collection. The interviews were guided by a set of questions developed by the researcher. The interviews were conducted in two rounds, each designed to address

different aspects of the PSETs' dialogic reflection experiences. The first set of semi-structured interview questions (Table 2) aimed to uncover the PSETs' perceptions of dialogic reflection before the group sessions. These interviews provided baseline data regarding their understanding of reflective practices and their expectations for dialogic reflection. The questions also aimed to explore whether participants had any previous reflective practice experiences.

Table 2: *Questions for the First Set of Semi-Structured Interviews*

1. Have you ever heard of dialogic reflection before?
   a. If yes, how do you define it?
   b. If no, can you guess what it means?

2. Have you ever practiced dialogic reflection before?
   a. If yes, tell me your experience in detail. Based on their answers, they may be asked how and why questions.

3. What do you expect from the dialogic reflections you will do?

The second round of semi-structured interviews (Table 3) was conducted after the completion of the dialogic reflection sessions. This round was critical for understanding how participants experienced the dialogic reflection process and the extent to which peer collaboration contributed to their learning. These interviews aimed to explore participants' reflections on several key aspects: (1) Peer Collaboration, (2) Use of the Reflective Guideline, and (3) Contributions to Teacher Development.

Table 3: *Questions for the Second Set of Semi-Structured Interviews*

1. How can you define your dialogic reflection experiences in the TEYL 1 course in five words? Why did you choose these words?

2. What are the contributions of these experiences to your professional development? Why?

3. What do you think about peer collaboration in these experiences? Why?

4. What do you think about the questions in the guideline? Why?

5. Do you have any suggestions about this guideline? Why?

6. Did you experience any challenges or difficulties such as disagreement in these reflection sessions? If yes, how did you deal with them?

7. Would you consider using dialogic reflection in the future? Why? Why not?

8. Would you like to use dialogic reflection in your other courses? Why? Why not?

9. Would you recommend it to your other pre-service teachers? Why? Why not?

The second round of interviews was essential not only for capturing the participants' post-reflection insights but also for identifying changes in their perceptions compared to the first round. By comparing the data from the two interview stages, the researcher could trace the participants' developmental trajectories and assess the overall effectiveness of dialogic reflection as a professional development tool. The second interview also provided an opportunity for participants to share any challenges or limitations they faced during the process, offering a holistic view of their experiences.

The three-stage data collection process, supported by video-recorded dialogic reflection sessions and semi-structured interviews, provided a comprehensive framework for examining PSETs' dialogic reflection practices. This approach ensured that data were collected systematically and from multiple perspectives, allowing for a rich and nuanced analysis of the participants' experiences and perceptions.

Both instruments were used in responding to research questions as shown in Table 4.

Table 4: *Data Collection Instruments*

Research Questions	Data Collection Instrument
Question 1	Video-recorded dialogic reflection sessions and semi-structured interviews
Question 2	Video-recorded dialogic reflection sessions and semi-structured interviews

Data Analysis

This research adopts Braun and Clarke's (2006) thematic analysis approach to data analysis to investigate PSETs' dialogic reflection sessions. It is "a method for identifying, analyzing and reporting patterns (themes) within data" (Braun & Clarke, 2006). The inductive and recurrent nature of thematic analysis enables researchers to systematically identify and

interpret the patterns in data. The data analysis process of the current research is explained in six phases below.

1. **Familiarization:** The step aimed to become familiar with the data. To do this, the data were transcribed into written texts through "Transkriptor" to get immersed in the data. The transcriptions of dialogic reflection sessions and semi-structured interviews were repeatedly read. There was no note-taking during the first reading. It was aimed at getting to know the content. From that point on, the following reading sessions were supported by taking notes on what seemed significant. The aim of re-reading these transcriptions is to have a thorough understanding of the data by identifying initial patterns and observations. Accordingly, the focus of data was refined into the most frequent patterns. In this study, recurring patterns were extracted from PSETs' statements in semi-structured interviews and dialogic reflection sessions.

2. **Generating initial codes:** Coding is a process in which the patterns are labeled based on what they represent. It requires researchers to break the patterns down into small and meaningful pieces and assign a code for each of them reflecting the meaning of the pattern. Coding provides a more organized process of data analysis. Based on this information, the recurring patterns in the data were systematically coded. These codes are both descriptive and interpretive because they reveal both the self-awareness of PSETs and their perceptions of dialogic reflection sessions. As coding progressed, similar codes were grouped to find potential themes. For example, while codes related to PSETs' emotions were in one group, codes identifying the role of mediational tools in self-awareness were in another group.

3. **Searching for themes:** It is important to note that codes and themes are not the same. Braun and Clark (2006) use an analogy to differentiate between them. A theme is like the sun in our solar system. Codes are the planets that revolve

around the theme. They are connected to the theme which forms the central point of the data. Unlike the previous stages, generating themes focuses on a broader perspective by bringing the previously identified pieces together. In this research, all the codes were systematically reviewed both one by one and in their groups considering similarities and differences between them. Then, initial themes were generated. For example, codes related to PSETs' self-awareness through video recordings, peer reflection, and reflective questions were themed separately. Plus, codes regarding PSETs' emotions for dialogic reflection sessions were assigned the themes based on the emotions they represented.

4. **Reviewing themes:** The themes were reviewed in this stage to check the accuracy of the themes. While reviewing themes, some of them can be divided into separate themes, some of them can be merged, or some of them may be omitted depending on the research questions. To do this, the accuracy of the code-theme compatibility was checked. The themes that address to similar points were grouped under a new broader theme. For example, the separate themes of self-awareness were merged and a new theme "self-awareness through mediational tools" was generated. Reviewing the themes and codes showed that multiple tools can be effective at the same time. Additionally, PSETs' emotions were brought together under the theme of "affective involvement". Although the feelings may change, all the codes represent PSETs' emotional state.

5. **Defining and naming themes:** Identifications of the themes require researchers to briefly define them in a clear, meaningful, and concise manner. It is always possible to re-examine the themes while defining them. Accordingly, the accuracy of each theme was reviewed once again and they were carefully defined to avoid misconception and ambiguity.

6. **Producing the report:** The final stage of thematic analysis is related to putting all these themes into a report which is supported by the descriptions of the themes

and some quotes that illustrate the theme along with discussions. This step of thematic analysis is related to Chapter 4 (Findings) in this study. It is necessary to provide a thematic map of this study that visually represents the themes. This map provides readers with a visual summary of what emerged from the data by following Braun and Clarke's (2006) thematic analysis steps before moving on to a detailed narrative of the findings in Chapter 4. Figure 7 is the map of the thematic analysis applied in this research. It shows the main themes and sub-themes identified in PSETs' dialogic reflection experiences. It should be noted that these themes and subthemes can be dependent on one another. One theme may have emerged as a natural consequence of another theme.

Figure 7: *Thematic map of the research*
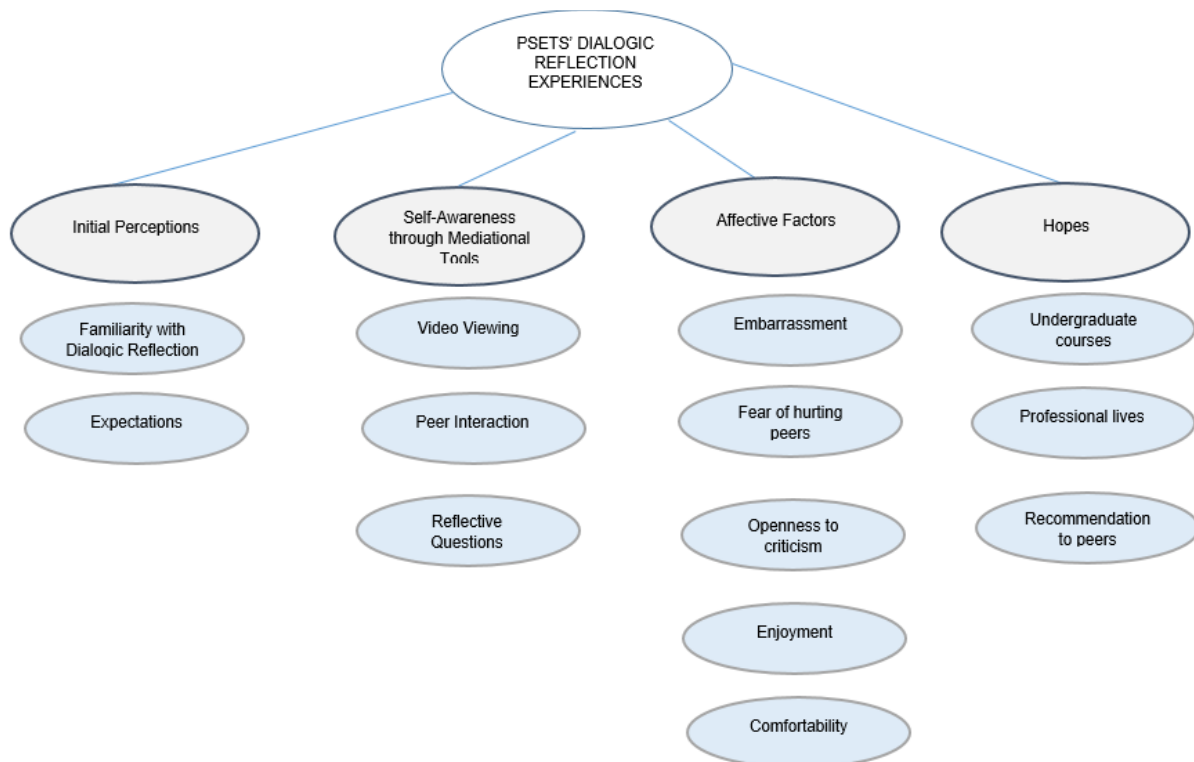
Chapter 4

Findings, Comments and Discussion

In this chapter, the findings of the data analysis and the discussion of these findings are presented within the context of the research questions. The findings are organized around four emergent themes: 1) Initial Perceptions, 2) Self-Awareness through Mediational Tools, 3) Affective Factors, and 4) Hopes.

Findings

The findings of this study highlight several key themes that demonstrate pre-service English teachers' (PSETs) dialogic reflection experiences and perceptions. These themes provide a perspective on how participants engaged with dialogic reflection as a professional development tool. To ensure participant anonymity, each PSET was assigned a pseudonym (e.g., PSET 1, PSET 2) during data analysis.

Initial Perceptions

The first set of semi-structured interviews aimed at identifying the conceptualization of dialogic reflection in PSETs' minds. The findings showed that PSETs had not heard dialogic reflection before the course Teaching English to Young Learners 1 (TEYL 1). However, some were aware of the rationale behind reflective practice (RP) and of the existence of interaction with others:

> "I can say it's like an analysis, evaluation, and elaboration of our teaching." (PSET 42)

> "It's a reflection type to see how we are different from our classmates in teaching. We can watch our videos and comment on them, so we can compare ourselves to our classmates." (PSET 16)

> "We do not just simply reflect our own views and vision about something, but we do it spontaneously in interaction with somebody." (PSET 21)

"Dialogic reflection is a self-assessment tool that teacher or the teacher candidates use to see how they do in classrooms. They use dialogic reflections to evaluate their teaching to get better." (PSET 4)

Although PSETs were not familiar with structured dialogic reflection, some participants stated informal practices resembling dialogic reflection. For instance, PSET 4 noted:

"Before this Teaching Young Learners course, I have never done dialogic reflection professionally even though I gave some comments on my friends' micro teachings."

The interviews also revealed that the participants had several expectations from dialogic reflection sessions. A recurring theme was the anticipation of enhanced awareness of their teaching practices with the help of peer feedbacks and video-viewing. The following excerpts illustrate this expectation:

"I expect that they will make my teaching better, because when I do a micro-teaching and I watch my video, I think "Oh well, I did really well." But, when someone else watches it, I see that I have some problems. My friends can see it and tell it to me." (PSET 16)

"It should raise our awareness. When I am watching my micro-teaching video my peers say that you should you should be more careful in these blah." (PSET 42)

"I really want to see what I do when I am teaching something and what happens that I do not recognize but others do. I generally expect to see my own mistakes and fix them or build up on them to improve myself." (PSET 35)

These reflections underscore a shared belief in the value of dialogic reflection as a mechanism for professional growth. PSETs expressed a desire to identify and address gaps in their teaching practices, ultimately aiming to enhance their pedagogical effectiveness.

Self-Awareness Through Mediational Tools

PSETs' development of self-awareness in dialogic reflection sessions was mediated by three primary tools: a) video recordings, b) peer interaction, and c) reflective questions. Each of these tools helped participants uncover aspects of their teaching practices that had previously gone unnoticed. The following analysis demonstrates how these mediational tools contributed to self-awareness, illustrated with examples from the data.

Peer Interaction as a Mediational Tool.

Peer interaction emerged as a significant tool for improving self-awareness, As PSET 35 noted, discussions with peers revealed both strengths and weaknesses in teaching practices:

> "When I talk about it with my friends, I mean, when I discuss about it, I just feel like I'm doing some things right and some things not also that going on well."

This comment emphasizes the dual role of peer feedback in reinforcing effective teaching strategies while identifying areas for improvement. The reciprocal benefits of peer interaction are highlighted by PSET 16, who described how peers' critiques did not only help her overcome challenges, such as instruction-giving, but they also allowed her to support others in refining their lessons:

> "I think it's really important that our peers tell us what we do wrong, so we can improve ourselves. For example, I was struggling with instruction giving and they helped me how I could get over it. I also collaborated with them to improve their lesson. I think it's really beneficial."

PSET 30 values collaboration and open-mindedness in dialogic reflection. He had the idea that he may have a positive self-image and self-reflection alone would not be enough to identify his weaknesses because his focus would be on his strengths. He recognized that

learning from different perspectives can be valuable because working with others can reveal the areas for improvement:

> "It's a great experience to see different perspectives. If I examined myself, I would definitely see myself positive. In collaboration, I understand what's lacking."

In Extract 1, the use of sticker as an external reward in the classroom facilitates a critical dialogic reflection. PSET 30 begins with a positive evaluation that stickers can maintain student interest. However, PSET 37 draws on his prior theoretical knowledge from a class management course and emphasizes the possible harm of encouraging competition and conflict among students, underlining the importance of creating a collaborative rather than competitive classroom environment. The elaboration of a real-world scenario effectively demonstrates how such conflicts might arise, which is key in fostering self-awareness among peers.

> *Extract 1*
>
> 1   PSET 30: But, we need to keep engaged. Well, stickers are really good idea.
>
> 2   PSET 37: I think stickers might be a bad idea because I learned from my class management class that external objects and gifts kind of create competitive energy between students. Their social bonds might be harmed by the fact that one student got more from the teachers and they didn't get a lot. You basically chose imagine in like a real class and two students want to answer at the same time. You choose one, you give them a sticker and the other one is mad now and like angry with you because they didn't get a chance to answer and they don't have stickers now.

> 3   PSET 64: That is a possibility, yes. I didn't really think of it at the time. I didn't really run across like a problem like this, but you're right, in a real classroom environment, this would create a lot of conflict.

PSET 64's response illustrates how peer reflection can stimulate awareness of previously unconsidered perspectives. Although PSET 64 initially did not perceive any issues with the use of stickers, the peer's explanation leads to a shift in perspective. This exchange highlights how dialogic reflection enables preservice English teachers (PSETs) to move beyond their personal assumptions and explore potential consequences of their teaching choices. It also demonstrates the value of integrating theoretical knowledge into practical reflections, as seen in PSET 37's application of their learning. Through this interaction, the reflective process moves from uncritical acceptance of a teaching strategy to a deeper understanding of its possible drawbacks, enabling PSETs to refine their classroom practices.

Extract 2 focuses on a collaborative enhancement of teaching practices by emphasizing the potential to make emotional connections in lesson delivery. PSET 36 introduces a suggestion to link emotions such as sadness with familiar characters, such as the donkey from Winnie the Pooh. This suggestion draws on a pedagogical principle of connecting learning to students' prior knowledge and experiences, which is particularly effective for young learners.

> *Extract 2*
>
> 1   PSET 36: You could have used another interpretation of those emotions. Yeah, the sad would be basically, the donkey from Winnie the Pooh. Most of the children know that character is sad, you can like connect them on a more.
>
> 2   PSET 28: You're right, I totally forget about it.
>
> 3   PSET 36: Yeah, more emotional level.
>
> 4   PSET 28: Yeah, that's a great suggestion. Thanks.

PSET 28 appreciated and admitted to having overlooked this idea. This shows that how peer feedback can function as a reminder of missed opportunities in lesson design. The reciprocal nature of this exchange is evident as PSET 36 further elaborates on the suggestion, emphasizing the potential for building a stronger emotional connection with students. The use of language such as "on a more emotional level" points to an understanding of the affective dimension of learning, which is critical in teaching young learners.

The interaction illustrates the value of dialogic reflection in helping PSETs identify and address gaps in their lesson planning. PSET 28's acknowledgment of the suggestion ("That's a great suggestion. Thanks.") demonstrates how peer feedback can promote professional growth by offering practical strategies to enhance student engagement. This excerpt also reflects the collaborative nature of dialogic reflection, where peers contribute constructively to each other's development.

Similarly, in Extract 3, PSET 63's suggestion to increase student engagement through active participation prompted PSET 50 to reflect on the necessity of task-based activities for young learners. This interaction exemplifies how peer critiques can reinforce the practical application of theoretical principles, such as task-based learning, to address the specific needs of young learners.

Extract 3

1   PSET 63: You could get the students to the boards to make them more engaged with the class. You could give more task to the students in order not to get them distracted by other things in the classroom because they are so young. If we don't give them a task to do, they find something to do actually.

2   PSET 50: Yeah, I totally agree with you because as we know, they're so energetic and they just cannot stop without doing something.

Keeping them waiting for a long time probably would make them get bored and distracted. They can distract their friends, too. I think it's an important point to give them tasks rather than making them wait, yeah.

PSET 63 emphasizes the benefits of involving students physically, suggesting that having them work at the board can increase their participation and focus. PSET 63 also stresses the need for consistent tasks to prevent boredom and distractions, acknowledging the inherent energy and curiosity of young children.

PSET 50 strongly agrees with these points, emphasizing the potential for boredom and distraction if young learners are left idle. They highlight the importance of providing continuous activities to keep students engaged and prevent them from disrupting the learning environment. This exchange underscores the shared understanding among the PSETs that active and purposeful learning experiences are crucial for maintaining order and fostering effective learning in young learner classrooms.

Extract 4, centers on PSET 65's preferred teaching approaches for language learning, particularly focusing on the suitability of communicative methods for young learners.

Extract 4

1   PSET 58: In listening or speaking activities, I think communicative approaches are the best because they have to speak in classroom.

2   PSET 56: I definitely agree. If you still want to be a bit authority in the class, you want to protect your authority in the class. Maybe, you can try ALM or like Communicative Language Teaching.

3   PSET 65: I agree. I think I should have done communicative method. I don't think GTM is suitable for young learners. They will get bored. I think that was a mistake in my opinion. I will try to fix that and give students more chance to speak when it comes to young learners.

PSET 58 supports communicative approaches in listening and speaking activities, emphasizing the importance of providing opportunities for language use for real life purposes within the classroom setting. PSET 56 echoes this sentiment while acknowledging the need to maintain a degree of classroom authority and suggests that approaches like Audiolingual Method (ALM) or Communicative Language Teaching (CLT) can effectively balance student-centered learning with teacher guidance. PSET 65 expresses regret over past use of the Grammar-Translation Method (GTM) with young learners, acknowledging its potential to lead to boredom, emphasize the importance of shifting towards more communicative methods to enhance student engagement and language acquisition for young learners.

In essence, this exchange highlights the growing recognition of the value of communicative approaches in language teaching, particularly for young learners. The PSETs emphasize the importance of creating opportunities for authentic language use and student interaction to foster effective language learning and maintain student interest. PSET 56 and 58 agreed on the efficacy of the use of communicative approaches for PSET 65's activities. PSET 65 admitted that it would be more beneficial if he used a communicative approach. He realized that his choice of methodology was not suitable for young learners.

These excerpts and extracts mentioned above show that peer interaction plays a major role in the development of PSETs' self-awareness. Through interactions with peers, they gained valuable insights into their own thoughts and teaching practices. By observing and engaging with others, they learn to compare and contrast their perspectives, leading to a deeper understanding of their teaching practices. Plus, peer reflection provided the PSETs with constructive feedback and support, enabling individuals to identify areas for improvement and develop a more accurate self-perception. As a result, peer interactions foster self-reflection and promote professional development.

Video Use as a Mediational Tool.

During the dialogic reflection sessions, video use provided invaluable insights for enhancing self-awareness, specifically body language. While teaching, many PSETs were

often unaware of subtle nonverbal cues that significantly impact their classroom presence. By analyzing video recordings of their micro-teaching practices, PSETs could objectively observe their own body language (e.g., posture, gestures, eye contact, and facial expressions). This visual evidence provided crucial insights into how their nonverbal communication influenced student engagement and understanding.

Extract 5 highlights the importance of observing and reflecting on teaching behaviors, particularly body language. PSET 40 provides constructive feedback to PSET 29, drawing attention to the unusual posture during teaching, emphasizing that this particular stance might inadvertently influence the learners' moods.

Extract 5

1   PSET 40: One thing I also I wanted to say to PSET 29. Please be careful. You're standing like this *(showing the posture).* Did you see? It was a little bit strange because it can affect the children's moods.

2   PSET 66: OK. Yeah, I can improve that. Actually, I didn't notice. Thank you for contribution.

PSET 29 acknowledges the feedback and expresses his intention to improve. This exchange demonstrates the value of peer observation and feedback in identifying and addressing subtle but impactful teaching behaviors. By openly discussing and reflecting on their body language, teachers can become more aware of their nonverbal communication and its potential impact on the learning environment. This awareness can then be used to refine their teaching presence and create a more positive and engaging classroom atmosphere for their students.

In a similar vein, Extract 6 focuses on the importance of clear demonstrations and the effective use of visual aids and body language in teaching. PSET 48 observes that PSET 43's instructions for an activity involving holding a sign were not fully understood by the

students. PSET 48 suggests that providing more detailed explanations and using more visual cues, such as raising a picture of rain, would enhance student comprehension.

Extract 6

1   PSET 48: I just remembered the one last thing in the last part. They're supposed to hold the sign. In a few tries, they were having a trouble. While explaining, you could give more details or if it's rainy, you will raise rainy picture. You could show a bit more. They could understand what's going on.

2   PSET 43: Yes, I should have demonstrated more because I just did like this *(showing the movement)* so they couldn't get it.

3   PSET 48: Your visuals were great. You could also use your body more.

4   PSET 43: You're right, I'll try to improve myself.

PSET 43 acknowledges the feedback and admits that her initial demonstration was insufficient. PSET 48 further emphasizes the importance of utilizing body language more effectively in teaching. PSET 43 readily accepts the feedback and expresses their commitment to improving their teaching practices.

As shown in Extract 5 and 6 above, video viewing has significantly enhanced the effectiveness of peer reflection by providing tangible evidence for in-depth analysis. PSETs concretely pointed to specific instances (e.g., body language) observed in the video clip. This shared visual experience fosters more focused and constructive discussions, allowing peers to provide specific feedback. By observing their teaching through the lens of video, PSETs developed their understandings of strengths and weaknesses, leading to more targeted professional development and improved teaching practices.

Extract 7 highlights the importance of providing specific and encouraging feedback to young learners. In the video-recording, PSET 28 observes that PSET 36 primarily used general terms like "yes," "OK," and "let's continue" while providing positive reinforcement. PSET 28 suggests that more specific and encouraging phrases such as "great job,"

"excellent," and "keep up the good work" would have been more effective in motivating and encouraging the young learners.

Extract 7

1   PSET 28: I think you did a great job, but you should have given more feedback instead of saying "yes", "OK", "let's continue". You should have said like, "great job", "excellent", "keep up the good work" or something like that.

2   PSET 36: Yeah, I agree. Because after I watched it, I thought about that because positive feedback is very much appreciated in young learners. I think you're right.

PSET 36 agrees with this feedback, acknowledging that he had not fully considered the impact of their feedback on the young learners' motivation. He recognizes the importance of providing more specific and encouraging feedback to enhance student self-esteem and motivation. This exchange underscores the significance of providing high-quality feedback that is not only positive but also specific, constructive, and motivating, particularly for young learners who thrive on encouragement and positive reinforcement.

PSET 5 compared video-based reflection to teacher feedback. She stated that video-viewing is better for self-awareness by emphasizing the limitations of relying solely on external feedback. She suggests that observing one's own teaching through video provides a more profound and impactful learning experience:

"When you do not see yourself, and when you do not see your mistakes, there is no point of doing a micro-teaching. Our teachers give us feedback always, but it is better to see yourself for most of us."

Supporting this statement, video viewing initiated self-reflections during dialogic reflection sessions as well. In these situations, PSETs were already aware some points similar to the extracts provided above. PSETs' self-initiated reflections were mainly shaped

by video-viewing. The use of videos in dialogic reflection sessions brought considerable benefits of self-awareness for PSETs. PSET 35 emphasizes the limitations of self-reflection without video use, where it was difficult to objectively assess her own performance. However, video viewing provided a crucial external perspective, allowing them to clearly observe their teaching practices and identify areas for improvement. By visually analyzing their teaching, she realized her strengths and weaknesses. This experience underlines the importance of video use as it provides a concrete and objective record of teaching practice:

> "When I was doing micro-teaching, I couldn't see myself and I don't know what I did, but when we were doing that (video-viewing), I saw clearly what I was doing and what I was not doing."

Similarly, PSET 16 mentions the limitations of self-awareness during teaching, acknowledging that they may not always be conscious of their practices and their effectiveness. This process of self-reflection, facilitated by video analysis, allows PSETs to notice their teaching practices and refine their teaching skills:

> "When you're doing a lesson, you don't know what you're doing, right or wrong. When you watch it later, you can see that you're doing something in an incorrect way or you're doing something really good. I think it's really good for professional development."

Extract 8 shows that PSET 6 initiated self-reflection on her teaching practice upon watching her own video. After watching his own video, PSET 6 realized that she was lacking in body language in the class and that she did not accompany the students while they were singing.

> *Extract 8*

> 1   PSET 6: I think I was lacking in the body language. I was not singing along to the song. When I watched the clip, I didn't feel bad, but I noticed my mistakes definitely.

2   PSET 17: Yeah. Maybe, you can demonstrate how they're going to play these instruments. You can move your fingers when you're talking about the piano.

3   PSET 6: Yeah. That would have been better for me, yes.

4   PSET 11: I agree with you and I think you were not very active in the classroom. You should move at the classroom.

5   PSET 6: Yeah, I agree with that. I just stood.

PSET 17 and 11 also agreed with this statement of PSET 6 and made some suggestions about the use of body language. They said that when introducing a musical instrument, PSET 6 should pretend to play it with her hands and move around the classroom to use body language more effectively. PSET 6 said that she approved of them. In this way, she got an idea about how to improve her body language.

Extract 9 also shows a similar situation. PSET 53 gave himself some advice on elaborating on student responses in order to improve his own teaching practices. He gave examples of his own expressions that he noticed in the video-recording.

Extract 9

1   PSET 53: I would suggest to myself that I could have used more elaboration on students answers because while they are answering I just skip on the next question. I could have changed that and elaborate on students' answers. For example, I could have asked that "What would you do in living room?" or "What do you do in the bedroom?". It could be more helpful for students' understanding.

2   PSET 52: I agree with your recommendation. I think you could have given more feedback. You could have asked students to justify themselves and their answers. Other than that, your instructions could

be more simple because they're third graders. They were clear, but use less words when you're describing the activity to them.

3   PSET 53: While giving instruction I could model what they are going to do. I did it in the speaking part, but in the listening exercise I could have done this.

PSET 52 agreed with his peer's self-reflection and said that he should have given his instructions in simpler language. PSET 53 realized that he did this correctly in the speaking activity but that he should have done the same in the listening activity and shared this with his peer.

PSETs did not only learn from their own videos, but they also learned from their peers' videos. For example, PSET 5 stated that she would take as an example the things that she appreciated in peers' micro-teaching videos and she would try to avoid doing things that she did not appreciate:

"Also, I watched my friends' experiences and they gave me some opinions. I take some good examples from them. I saw some of the bad features of them and I tried not to do that."

Extract 10 supports this statement. PSET 3 mentioned how well PSET 22 handled with a technical problem in the classroom and stated that they should always have a backup plan in class by showing PSET 22 as an example. The other group member, PSET 8, also agreed with PSET 3 and found PSET 22's practice very appropriate. Although PSET 8 and PSET 3 had not encountered a situation as PSET 22 did, they realized that they needed to be prepared for it.

Extract 10

1   PSET 3: We talked about your handling the technical problem in the classroom and you had your paper inside of your computer. You had a backup. This should be for us in the classrooms as well. You should

always have a backup because there can be technical or other kind of problems. You used your paper in that time and you handled the situation very effectively and clearly. I can pay more attention to this topic as well.

2   PSET 8: Yeah, I agree with PSET 3. We should have always a B plan for technical problems. You handle it very well.

As it can be seen from the PSETs' extracts and excerpts, the use of videos contributed to the PSETs' self-awareness by initiating both self-reflection and peer reflection. The videos provided concrete evidence for the PSETs' increased self-awareness.

Reflective Questions as a Mediational Tool.

The use of structured reflective questions based on Bain et al.'s (2002) 5R Reflective Cycle has a significant role in enhancing PSETs' self-awareness during dialogic reflection sessions. By prompting PSETs to delve deeper into their teaching practices, thoughts, and feelings, these questions made PSETs engaged in critical analysis and focused reflections. Therefore, they gained a deeper understanding of their strengths and weaknesses. PSETs found these questions helpful and stated that they focused on the points requiring reflection. as mentioned by PSET 16:

"I like them because these were the parts that we need to focus on, the theoretical part, the pedagogy, and the use of language. They were touched upon very well."

In addition, PSET 16 stated that the questions were prepared in a clear and understandable way, allowing them to approach their teaching practices from a holistic perspective by addressing both their strengths and weaknesses:

"I think the questions were really good to evaluate our lessons because they were asking about both the good sides and the bad sides and some suggestions and some places that we could improve. I think the questions

were really comprehensible, and they really developed the dialogic reflection as a whole experience."

The carefully developed reflective questions shaping the PSETs' self-awareness by guiding the flow of their dialogic reflections. By analyzing the specific objective of each reflective question, it can be observed how these inquiries directed the focus of PSETs' dialogic reflections and shaped their self-awareness.

Reporting.

PSETs described the practice being reflected on from a wide perspective, including context and people so that they could become familiar with the practice. Although PSETs did not reflect much at this stage, some PSETs' descriptions of their teaching practices led to self-reflection. In Extract 11, PSET 26, while describing her own teaching practice, noticed what she saw as deficient in these practices and shared her ideas with peers by understanding how she should act. This view was also supported by PSET 27.

Extract 11

1   PSET 27: We reflect on a vocabulary practice about subjects in school, like high school.

2   PSET 26: No, it wasn't a high school. It was a middle school.

3   PSET 27: Middle school? Yeah, oh sorry, 4th grade until 8th grade. OK, anything else you want to define?

4   PSET 26: No, I thought that maybe the students should learn names of the classes they took because we can talk about them. I thought it will be useful for them.

5   PSET 27: Yeah. OK. Next question. What are the key aspects of that teaching event? What were the key aspects do you think?

6   PSET 26: Actually the key aspects are the name of the subject, but maybe I should do some more repetitions, because they know the Turkish names of the subjects, but the English names are foreign for them.

7   PSET 27: You could have focused more on the practices and repetitions, yeah.

8   PSET 26: Yes, but I had short time for to do this so that I couldn't manage.

Further, some PSETs demonstrated the capacity to initiate dialogic reflection within the reporting stage. This was particularly evident when peers actively engaged in defining and discussing the observed teaching practices, as exemplified in Extract 12. In this instance, PSET 7, having described PSET 41's teaching practice, actively invited PSET 23 to participate in the discussion. By asking PSET 23 if he agreed with his assessment, PSET 7 initiated a collaborative reflection process. This exchange encouraged both PSETs to elaborate on their observations, compare perspectives, and arrive at a shared understanding of the observed teaching. Through this collaborative process, they not only validated their own observations but also broadened their understanding of effective teaching practices for young learners, agreeing that PSET 41's approach was highly effective and appropriate for the students.   *Extract 12*

1   PSET 7: It's about the first question about reporting to define the teaching event. Actually, there are a lot of things to tell, your lesson was full of visuals, real objects and greetings part is very good. It was engaging and before starts the lesson, it makes students motivated.

2   PSET 23: If I were your student, it would have been great.

3   PSET 7: I strongly agree with PSET 23 and I believe that you will be a very excellent teacher in the future. Also, the most important thing is

positive reinforcements like "good job" in every question and answer session. I think it's a good point. What do you think PSET 23?

4   PSET 23: Yeah, actually I agree with all you said. It's really important to give positive feedback when they do something. I also like your activities. Actually you have lots of activities and you let your students do something. I like this.

5   PSET 7: I think about the vocabulary teaching. It is very shocking because it was very good. A lot of visuals again, again, especially on the greetings part. You were great and I think we can move on the second question, right?

6   PSET 23: I can add something. I also like your visuals and you used real objects. Actually, it's really useful for young learners.

7   PSET 7: Also, the vocabulary teaching was very good because again you have utilized from the visuals and you just ask the students what is this or what is that. But in the first part you gave the answer actually, and I like that part with the real objects. I mean you ask what is this. It is pencil. I think real objects enhance the learning.

8   PSET 23: Yeah, I agree.

PSETs increased their self-awareness by starting to do reflective practice during the reporting phase. In this way, they showed that they could make more detailed reflections in the following stages. This stage is often considered the initial step in the 5R Reflective Cycle. However, it is not merely a passive description of the observed teaching practice. Instead, some PSETs, through careful observation and description, began to engage in preliminary reflection. This shows that the 5R Reflective Cycle is not necessarily a linear process. Instead, it is an iterative and cyclical process, where reflection can begin at any stage and inform subsequent stages of inquiry.

Responding.

This stage became where dialogic reflection truly began. This is the stage where PSETs actively shared their personal feelings, thoughts, and observations regarding the observed teaching practice. By expressing their own interpretations and perspectives, they opened the door for genuine dialogue and collaborative reflection.

As illustrated in Extract 13, PSET 25 initiated responding by inviting general opinions from their peers.

Extract 13

1   PSET 25: What do you think about it?

2   PSET 43: I think your lesson was great. I like the story. It was appropriate for the age group and the level. I like giving instruction part because you gave instruction first, then you just start the story. It was a good strategy. You manage the class very well. I like your attitude towards the students.

3   PSET 25: Thank you.

4   PSET 48: I also like your attitude towards the students and your control over the stage. First of all, you gave the instruction while giving the worksheets to the students. At first, I was like, "Isn't it confusing to give the instructions while giving the worksheets?". After that, you started the video, then you stopped, and you talked about the first sentence, so you demonstrated it really well. After watching the story, we were talking about the second sentence, but they gave answer to the third one. You asked which one it is and you were still calm. You weren't anxious, but you're just like "That's the third one and we're doing the second one". That was really great.

5   PSET 43: But you look fine.

6   PSET 48: Yes, you look really fine. You look really calm. You didn't

panic. I mean, even if you did, you didn't show it to the students. It was

amazing. While talking about the sentences and if they are correct or

wrong, you made the students give the right answer as well for the

wrong ones. The story itself is really good and it has also some morals

and values. I mean the bullying and stuff. Besides the men telling the

story, he acted out the characters really well. It was really interesting

to watch and it was really captivating. I like the story and it was good

for the age. There are visuals, sounds and it's interesting. I mean,

"What will happen next? Oh, poor thing". It makes you think like that. It

makes you curious what will happen next. The two, I mean the choose

of video and the way you talked about it is really fun. Maybe, you could

use your voice a little bit more, but the class was quiet and everyone

was full focused on you. It was great overall.

7   PSET 25: Thank you and I thought I could use my voice a little bit more

because this class was quiet but it can't be the case all the time. I note

that down. Thank you.

This simple inquiry served as a catalyst, prompting other PSETs to share their thoughts and observations. For instance, PSET 43's reflection on PSET 25's effective instruction-giving strategies and calm demeanor received support from PSET 48, encouraging PSET 43 to further elaborate on her appreciation. Similarly, PSET 48's observation regarding PSET 25's effective use of voice received validation from PSET 25 herself, leading to a valuable realization that her teaching approach could be successfully adapted to noisier classroom environments.

Extract 14 provides an example of how PSETs can engage in meaningful dialogue and collaborative reflection in the responding stage. PSET 67, while acknowledging the overall effectiveness of PSET 37's teaching practice, identified a specific area for potential

improvement. He expressed a need for a particular component that he felt was missing from the lesson. Interestingly, PSET 37, upon hearing this feedback, acknowledged the validity of PSET 67's observation and shared that he had actually considered incorporating that element but had ultimately decided to omit it for the specific context of his micro-teaching. This exchange demonstrates the power of peer feedback in identifying potential areas for growth and refinement, even in well-executed teaching practices. Furthermore, it highlights the importance of open communication and a willingness to consider alternative perspectives within the PSET setting.

Extract 14

1   PSET 67: I like your activity for the listening the drawing map part, but I think you could check students and what they are doing. You could stop the video at the middle and "Where are we now? Where are we going now? What did we see?" You could ask this question and be sure they are following the listening. They are 9 years old. They could look somewhere else while listening so they can miss something.

2   PSET 37: Yeah, yeah, definitely. I definitely agree. At first, it was like this. I was just going to pause it and then I was going to say "Where are we now? What did we do?" I was going to say that, but in my mind, teaching would go longer than I expected. That's why I didn't do it. But, it turns out I could do it because I had time. That's my bad.

These findings show that the responding stage in the 5R Reflective Cycle enabled PSETs to reflect on their micro-teaching practices from a critical point of view by engaging in discussions with each other. They shared their initial thoughts, feelings, and observations regarding the teaching practice. These personal interpretations opened the door for deeper inquiry and critical dialogue. Sharing their initial impressions allowed them to identify their own assumptions and to challenge their own perspectives.

Relating.

Relating proved to be particularly valuable for PSETs, enabling them to connect their current teaching experiences to past practices and identify patterns in their own teaching behaviors. PSET 30's statement highlights the role of the Relating stage in PSETs' reflective questioning:

> "When I created a plan in my mind, I cannot see beyond. However, when I'm given the chance of comparison, I really understand what other steps I could take and what other techniques I can employ here. I think this question was really crucial."

This excerpt captures the value of this stage that relating questions encouraged PSETs to consider alternative techniques to utilize in the classroom. Comparison provided them with a chance to see their teaching practices from a wider perspective.

Extract 15 demonstrates the facilitation of PSET 42's self-awareness through a combination of self-reflection and peer observation. PSET 42 initially engaged in self-reflection by comparing her own teaching experiences with the observed teaching practice. This introspection allowed her to identify similarities in her teaching approaches, such as the use of gestures and mimics to describe vocabulary. However, PSET 42's self-awareness was significantly enhanced by observing PSET 45's teaching. PSET 42 appreciated PSET 45's strategy of eliciting prior knowledge from students by asking questions about their favorite animals and elaborating on the questions to prepare them for the listening part. This observation led to a significant learning moment for PSET 42, as she recognized a new and effective strategy that they could incorporate into their own teaching practice.

Extract 15

1   PSET 45: Think one of your micro teaching experiences, compare it to
        this teaching event. What are the things you find similar or different?

2   PSET42: As for the similarities, I also use my gestures or mimics for describing the vocabulary. You mentioned the topic a lot to students before listening. For example, you ask students what are their favorite animals or why, and you elaborate the questions for making students prepare for the listening part I guess. It was very good and I thought that I would use it later on.

This interaction is the example of a dynamic interplay between self-reflection and peer observation. PSETs gained new insights into effective teaching strategies, and broadened their perspectives.

Extract 16 focuses on how peer observation within the dialogic reflection process facilitated the identification of effective teaching strategies and inspired PSETs to incorporate these strategies into their own future teaching practices in the relating stage through comparisons.

Extract 16

1   PSET 34: I really like the way you chose some students and invite them on the board instead of just and getting some answers from there. In one of my micro-teachings, I didn't do that. I was just getting their response whenever they're sitting on their desks. I think that is important and I will take that as a suggestion to myself. I really like the way you chose monsters that they can relate to some cartoon characters. I will try that too in my other teaching lesson plans, because it is good to give them some relations for their lifestyles for their own lives.

2   PSET 18: Yeah, I would definitely do that too. Also in my micro teaching, when I teach my words, I make them repeat after myself and also I make them play a game and also listen to a song and dance.

These are really good for young learners and making them more engaged with the lesson. Also, I will do this monster picture like making them relate to their cartoons or their liked characters. I would definitely do that in my next micro teaching instead of choosing two group. I think it would be more beneficial and engaging if you just involve the whole class and the use of language when you give instruction could be simpler.

PSET 34 and PSET 18, through observing PSET 61's teaching, identified specific strategies that they considered effective and relevant to their own teaching. PSET 34, for example, observed the positive impact of inviting students to the board for active participation and noted the value of connecting learning to students' personal experiences by relating vocabulary to familiar cartoon characters. PSET 34 explicitly stated her intention to incorporate these strategies into their future teaching practices. PSET 18, in addition to adopting the idea of relating vocabulary to familiar characters, also identified other effective strategies observed in PSET 61's teaching, such as using songs and games to enhance student engagement.

Overall, relating questions empowered PSETs to connect their practices with their past experiences and their peers' practices through comparisons. These questions encouraged them to identify patterns, recognize recurring challenges, and understand the evolution of their own teaching philosophies. They reflected on past experiences where similar teaching strategies had been successful or unsuccessful, analyzing the factors that contributed to those outcomes. This process of comparing and contrasting past and present experiences helped PSETs to developed their understandings of their own teaching practices. Also, comparing their own teaching experiences to those observed in their peers' videos allowed them to learn from peers. They reflect on why their peers' strategy was effective and explored how to adapt it to their own teaching context. Thus, relating questions encouraged PSETs to engage in a more holistic self-reflection.

Reasoning.

The 4th R (reasoning) of these dialogic reflection sessions aimed at encouraging PSETs to think about their practices and found them upon pedagogical reasons. They were also asked to justify their choices of activities and evaluate the impact of their decisions on student learning. Thus, they analyzed the pedagogical principles that underpinned their teaching practices. In this way, PSETs became aware of their choices of activities and found ways to improve them. They connected their teaching practices to relevant pedagogical theories and principles.

In Extract 17, PSET 18 was influenced by PSET 34's activity choice. PSET 34 explained the decisions behind her activity choices such as encouraging critical thinking, and providing a meaningful context for learning. Based on these justifications, PSET 18 explicitly stated her intention to incorporate these observed strategies into her own future teaching practices.

Extract 17

1   PSET 34: I chose these activities because I wanted to integrate listening and speaking together. Vocabulary teaching also can be seen when they are guessing the next thing that's going to happen. They use the words they just learned. That was my focus. Actually, I wanted to integrate them. Also, I wanted to focus on their creativity and imagination when they were drawing a picture. Drawing like drawing at the end with their group members, which is again some interaction, which is good to do some activities with their friends. These were my intentions.

2   PSET 18: I can see that they really are engaged with the class and I think that also you were really successful while you were teaching and integrating the listening and the listening and speaking and it's also you

made it in a creative way. I also think that you really touch the imaginative side. I also would like to use that in my next classes.

3   PSET 61: Also, it's just always a good idea to do a speaking part like in a post listening. Your last activity is about trying something to come real as you said and with this you want to unleash the students' imagination and I think you choose a good topic so that it can be attractive. I think you were successful to attend their attention, thank you.

4   PSET 18: Also, I would do this pause-and-predict activity. It's really helped them engage with the class. You just didn't accept answers immediately and you asked for better questions for better understanding. I think that it was really helpful for them to comprehend and I would use this in my next micro-teaching.

The exchange between PSET 18 and PSET 61, who also acknowledged the effectiveness of PSET 34's strategies, highlights the collaborative nature of the learning process. Through peer observation and discussion, PSETs were able to share insights, learn from each other's experiences, and collectively identify effective teaching practices. Reasoning questions enabled PSETs to expand their repertoire of teaching strategies and to refine their teaching skills. These questions made them more conscious of their decisions and the impacts of these decisions on the students.

Reconstructing.

The final R is reconstructing, which enabled PSETs to utter their learning outcomes of the reflection session. In this way, they ended their reflection sessions with self-reflections in a memorable way. Instead of simply discussing their observations and insights, they reviewed the reflection process, and articulated their learning outcomes in a clear and concise manner by synthesizing key learnings.

In Extract, PSET 63, through self-reflection in the reconstructing stage, recognized the importance of mindful language use in teaching young learners. He acknowledged that his own language choices can have a significant impact on the learning environment. This self-reflection highlights the importance of conscious awareness of one's own teaching behaviors. PSET 50's response provided valuable support and validation for PSET 63's self-reflection. By echoing PSET 63's observation about the importance of teacher energy, PSET 50 reinforced the significance of this insight. This peer support not only validated PSET 63's reflections but also strengthened their conviction regarding the importance of maintaining an energetic and engaging presence in the classroom.

Extract 18

1   PSET 63: We should be careful about our language in our future lessons, especially if we are working with kids. These reflections make me realize this also. As teacher, we shouldn't be passive in front of them. We should be active, and we should be energetic. I think that's the optimal way to manage a lesson full of kids.

2   PSET 50: Right. We need to prove ourselves by showing them that we are as energetic as they are.

This "Reconstructing" stage served as both a conclusion to the reflection process and a bridge between theory and practice, making PSETs realize the necessity of putting this learning into concrete actions and apply this knowledge to their future teaching practices.

As a result, these reflective questions guided the PSETs' video-based dialogic reflections and helped them shape their self-awareness by providing a focused and structured framework. In this way, they did not stray from the focal points of dialogic reflection sessions.

On the other hand, PSETs were asked their suggestions on these questions. They observed that some of the questions were repetitive, leading to confusion and redundancy in

the reflection process. As PSET 5, PSET 10, and PSET 35 noted, the similarity between some questions made it difficult to provide distinct and meaningful answers to each one. They suggested reducing the number of questions while ensuring that all key aspects of the teaching practice are covered. Plus, they emphasized the need for clearer differences between the reflective questions. This would help PSETs to understand the specific focus of each question and provide more focused and meaningful responses.:

> "When I first looked at them, I thought some of them were kind of like to each other, and it was a bit hard to explain all of them one by one. There were, as far as I remember, about three questions in each statement. I think they need to be a bit clearer. When I look at the first statement and the second statement, I need to see the difference clearly." (PSET 5)

> "It was something that I thought before. They can be a little bit repetitive. I have a criticism here because in our dialogue reflections, while answering the first question, we generally answer some other questions. Partially, that's why they can be repetitive. They can be a little bit separate, at least. I don't know, maybe we can decrease the number of the questions and make it a little bit more separate." (PSET 10)

> "I think when we were answering one of them, we were actually talking about the others a little bit, too. It was more of a combination of all of them when we were discussing in general. We liked the questions, but they were similar to each other. They had really small differences. The questions can be fewer. For example, instead of six questions, it can be three, but it can just have all the areas they want to cover." (PSET 35)

PSET 20 shared her peer's suggestion of focusing on the strengths and weaknesses by providing a specific question which may prompt them to particularly focus on strengths and weaknesses:

> "One of my friends had one more question and I really like it. I would like to share this with you. He asked "What do you think about the strongest and weakest thing about my micro-teaching specifically? Only one thing." Maybe, those kind of specific questions can be added."

The effects of sociocultural tools in developing PSETs' self-awareness in video-based dialogic reflections are explained with these excerpts and extracts. While each tool had its own unique function, their impact was significantly amplified when they were used in conjunction with one another. The impact of each tool was enhanced by its interaction with the others. For example, video recordings provided the concrete evidence for reflection, peer interaction facilitated the sharing and interpretation of this evidence, and reflective questions guided the focus of the discussion and encouraged deeper analysis. This interconnectedness of tools fostered a more holistic and comprehensive learning experience for PSETs.

Affective Factors

The findings revealed that video-based dialogic reflection sessions exerted a multifaceted influence on PSETs' affective domain, shaping their emotions, attitudes, and overall engagement with the learning process. Initially, several PSETs like PSET 30 found doing dialogic reflection boring. However, he engaged more deeply in the reflection process by uncovering previously unnoticed aspects of his own teaching, and interacting with peers in a humorous way, thereby his perspective shifted dramatically:

> "After 20 minutes, we started losing our concentration. Afterward, I couldn't find what to really criticize and what to reflect. I was really inexperienced. I think it was boring. However, during dialogic reflections, I discovered some secret parts of myself. It's nice, and joking. My friends made many jokes. I really enjoyed it." (PSET 30)

This transformation from initial boredom to genuine engagement emphasizes the importance of creating a supportive and engaging learning environment for RP that may impact PSETs' sense of enjoyment.

Next, some PSETs confessed during the interviews and dialogic reflection sessions that they felt embarrassment over their videos being viewed. Extract 19, highlights the common experience of initial discomfort and self-consciousness that some PSETs experienced when viewing their own teaching practices. PSET 43's statement, "I don't like watching myself. I don't like hearing my voice," reflects a common human tendency towards self-consciousness and a fear of judgment. Viewing oneself on video can be a vulnerable experience, exposing personal flaws and insecurities.

Extract 19

1   PSET 48: When listening to the song, I thought, I was really enjoying it, because it's really catchy and the rhythm is also really nice. It was really fun. You made the students focus on what was going on. It was enjoyable and memorable.

2   PSET 43: Yes. That's right. For me, it was different watching myself. I don't like watching myself. I don't like hearing my voice. I think that's the problem. I couldn't change myself. I should watch a lot myself and take some notes about my mistakes. That was all my feeling.

Despite acknowledging the positive aspects of her teaching, as highlighted by PSET 48, PSET 43 still experienced feelings of self-doubt and discomfort. This discrepancy between her perception and the positive feedback received from peers reveals the complexities of self-reflection and the challenges of objectively evaluating one's own performance. Also, PSET 43 recognized the value of video analysis for self-improvement. She was aware that she need to overcome her initial reluctance and actively engage with the video-recordings. By addressing these challenges, educators can create a more supportive

and empathetic learning environment that encourages PSETs to use videos as a valuable tool for professional development.

Similar to Extract 19, PSET 35 explained how she struggled with self-reflection, questioning her appearance and behaviors while watching herself:

"The worst one, watching myself. It's hard, you know, it's so hard. I was like "Why did I do this?", "Do I look like this all the time?" "Why?". I don't recognize myself like that when I was doing. That was the hardest part, to be honest."

She added that she overcame it during the reflection sessions with the help of peers' positive attitudes:

"After I got my feedback from my peers about my micro teaching, I felt like they don't think as harsh as I do about myself. They don't want to break my heart, but they don't want to spoon feed me also. I was like "I shouldn't be so harsh. I can fix this and I can be better. This is for being better as it should be". I got just over it. I think I'm more comfortable right now."

The supportive and encouraging environment created by peer interaction helped PSETs overcome these initial anxieties. The positive feedback and encouragement from peers helped them to feel more comfortable with self-reflection and more receptive to constructive feedback. As stated by PSET 5, group dynamics encouraged each other and developed trust and rapport within the reflection groups:

"We try to encourage each other. It actually helped about our own relationship, about friendships also." (PSET 5)

As PSET 16 noted, the supportive and collaborative nature of the group dynamics reduced anxiety and encouraged open and honest communication.

"Everyone is really helpful and cooperative. I felt that I could really improve something in this group. I saw that people comment on each other very freely,

and they don't feel shy because they want to improve. I really felt like "I don't need to be shy, and I can express my opinion in a free way."". (PSET 16)

Doing dialogic reflections with peers reduced PSETs' stress for several reasons. First of all, they can be who they are when interacting with peers. They were aware that they received feedback from their classmates, not from an authority such as teachers. They perceived peer interaction as more accessible and comfortable:

"The stress was less because I did this with my close friends. They can see me every day, every time, every part of me." (PSET 4)

"Getting in touch with my peers could help me more than a getting in touch with the teacher because it takes out that stress and it makes me more relaxed to see the parts they can touch on." (PSET 4)

"We completed our dialogic reflection sessions with my best friends as a group. Maybe, it is because of that, I feel it is collaborative because we talk about our strengths and weaknesses at the same time. We easily say that you did something wrong and you did this something better, you can improve this and we make some suggestions to each other. Sometimes, it is hard to define something bad or good but through discussions with our friends, it makes process easier for us." (PSET 20)

Nevertheless, they felt hesitation when offering feedback to peers fearing that peers might feel sad or hurt. They emphasized the importance of kindness:

"While giving comments to my friends, I actually felt a little bit shy because I was afraid that they could be sad." (PSET 16)

"The challenge is the part where I evaluated because I didn't want to be a sort of snob in a rude way while giving my reflections." (PSET 4)

To overcome this problem, PSETs had positive attitudes towards their peers. The awareness of the positive attitudes decreased PSETs' hesitation as mentioned by PSET 20:

"We have to select our words properly. The manner is the key point right here. You have to have a proper manner, body language, your gestures, mimics. These should be properly explained to those opposite side."

Some of them developed like PSET 4 strategies for not hurting their peers by providing positive criticism at first. This shows that PSETs paid particular attention to their peers' feelings:

"When I was about to give harsh criticism, I would put something like "I like the way you did, blah, blah, blah, blah, but...". I start with a positive statement. Then, I put on my actual criticism because I don't want them to think that I'm here only to give harsh comments on their micro-teaching."

They fostered a climate of trust and respect and encouraged open and honest communication. Thus, PSETs provides constructive and supportive feedback and contributed to the professional developments of each other.

On the other hand, the findings show that some PSETs experienced initial difficulties in accepting criticism, while others were more receptive to feedback by saying that "Criticize me. I'm open to every kind of positive and negative comment. I want to see it." (PSET 35) or "Thank you for your comments and give me some negativity." (PSET 5). These individual differences address the importance of creating a flexible and inclusive learning environment that accommodates the diverse needs and learning styles of all PSETs. For example, PSET 4 acknowledged her initial reluctance to accept criticism, which is a common human tendency to resist feedback that challenges their self-perceptions:

"While being evaluated, I'm not good at taking criticism because sometimes I sat there and I was thinking about "Well, that was not a mistake. I did it great." That's on me. I don't really welcome criticism that well."

She gradually learned to accept peer feedback. She recognized the value of critical feedback for her development, acknowledging that "criticism is not always a bad thing." This

shift in perspective demonstrates a growing awareness of the importance of constructive feedback for professional development:

> "I tried to break that wall and to take more criticism because criticism is not always a bad thing. It could make me progress. Once I take out that wall in front of me, I actually could see that those are valid points. They made good comments."

Overall, these interactions and statements reveal the affective factors that influence PSETs' experiences with video-based dialogic reflection. These findings refer to the importance of creating a supportive and encouraging learning environment which may help PSETs to overcome challenges and to reinforce collaboration by addressing the emotional and psychological factors.

Hopes

PSETs expressed strong intentions to adopt dialogic reflection practices in the future. During semi-structured interviews, they enthusiastically shared their plans to incorporate elements of dialogic reflection into their own teaching practices and to encourage their future students to engage in similar reflective processes. Furthermore, they recommended dialogic reflection to other pre-service teachers, emphasizing its numerous benefits.

One significant advantage highlighted by PSET 16 was the more relaxed and less intimidating nature of peer feedback compared to feedback from instructors. This is the main reason behind her recommendation. She observed that peer feedback within a supportive and collaborative environment felt less judgmental and more conducive to open and honest self-reflection. The shared experience of learning and the mutual understanding among peers reduced the anxiety often associated with receiving feedback from authority figures:

> "I would really recommend because it's a really good way to be free and see your lessons thoroughly. I think it's really good for peer cooperation. When our teacher gives us the feedback, we cannot ask some questions. When we do it

with our friends, we can just ask other questions about it or ask "Why did you

say so?". We can't say something like that to our teachers. Sometimes, we

could be anxious, but with our friends, we can be free and relaxed and ask

anything we want."

PSET 5's statement highlights a crucial aspect of professional development, which is

the need for RPs that are applicable and sustainable in real-world teaching contexts. She

recognized the enduring value of the skills and insights gained through video viewing.

Therefore, even without the constant availability of teacher feedback, PSETs can cultivate a

reflective mindset and engage in ongoing self-assessment. Therefore, she recommended

video-based reflection to her peers:

"We are in crowded lessons and teachers cannot give personal feedbacks at

all. Also, we do not, I guess, listen to them enough. Seeing it yourself helps

better because you see that you cannot go away with that. You cannot deny it

anymore because you saw it already. I would recommend it, of course."

PSET 30 had already recommended it to one of his colleagues. By recommending

dialogic reflection to a colleague, and observing its implementation in another classroom, he

demonstrated the practical value and applicability of their learning.

"I have a coworker called Masahiro from Osaka, and I recommend it to him.

Now, in his classroom, he matches up people and they evaluate each other,

just like in dialogic reflection. I would definitely recommend it because

teachers are also learners."

This anecdote highlights the importance of peer learning and collaborative feedback

within the teaching profession. Implementing a peer-feedback system in the classroom,

PSET 30's colleague did not only enhance his own teaching but he also created a supportive

learning environment for his students. The example demonstrates the potential for dialogic

reflection to foster both the professional development of individual teachers and a culture of collaborative learning and continuous improvement within the broader teaching community.

Similar to his colleague, PSETs were intended to adopt dialogic reflection in their classrooms in the future. For instance, PSET 20 emphasized the importance of encouraging students to engage in self-assessment and reflect on their own learning processes. She aims to foster a more student-centered and learner-driven approach to education. She believes that dialogic reflection can enhance student motivation and engagement by making them active participants in their own learning.

> "If I'm working with a group of students who care about being engaged in learning a language, of course I would. It encourages students to make self-assessments. It raises their awareness about their learning process. No matter what I say to them, it is not the same thing that they realize on their own. Self-awareness is the key point about dialogic reflections. It's more motivating and encouraging in terms of learning."

She also acknowledged that the effectiveness of dialogic reflection may vary depending on the students' age, proficiency level, and learning style:

> "I really would like to adopt this, but it depends on proficiency level of the students, the group of people that we are working with."

PSET 42 had the same idea. Student age and proficiency levels should be considered when implementing dialogic reflection. They acknowledge that certain aspects of this approach, such as video recording and self-reflection, may not be suitable for all age groups, particularly younger learners. She believes that dialogic reflection may be particularly beneficial for university students and pre-service teachers. These learners have higher levels of cognitive development and metacognitive skills. This perspective highlights the potential for dialogic reflection to foster critical thinking, self-reflection, and professional development among more advanced learners:

"It depends on the level of students. For elementary or for young learners, actually it cannot be suitable because of the availability to those smartphones. You want students to record their videos and they are young. I do not find it suitable to do. In the age of 18 or maybe 17, it can be useful. Actually, I think it is more useful for the university students and ELT students of course for a training program. For example, when I think that high school students had their videos on micro-teachings and whatever it is, it does not come to my mind so solid. In the university years, for an experience to the teachers, I can use it."

She also emphasized the importance of integrating dialogic reflection early in the teacher education curriculum. This early exposure would provide PSETs with ample opportunities to develop their teaching skills and practice them throughout their pre-service teacher education:

"In second year of us, we didn't do that. I think there should be because we haven't many opportunities for practicing it. We are taking our course last year, the practicum year. In the first year, maybe in the second year is more appropriate. There should be micro teachings and dialogic reflections for students paying attention to the things that they are doing."

PSET 35 recognizes the versatility of dialogic reflection, emphasizing that its benefits extend beyond the specific context of TEYL. This perspective highlights that effective teaching requires a broad understanding of pedagogical principles and the ability to adapt teaching strategies to diverse learning contexts. Therefore, she has the idea that dialogic reflection can contribute to different learning environments, which are essential for success in any teaching context:

"It's because not only for young learner classrooms. Being a teacher involves every kind of teaching environments, and I should see myself in every kind of learner's situation. It's crucial for teachers to see themselves in general.

PSETs named some courses in which dialogic reflection can be effectively used. For example, PSET 4 suggests the specific application of dialogic reflection in literature teaching courses to improve effective strategies for engaging students with literary texts, to facilitate classroom discussions, and to foster a deeper understanding of literary concepts.

> "For example, in literature teaching classes, I would actually see someone who has been through a text-based classroom and see if my micro-teaching would actually work in an actual class environment. It would be better if we did this."

PSET 21 suggests that dialogic reflection would be highly beneficial in the courses Teaching Language Skills I and II. These courses often involve extensive practice in teaching specific language skills (e.g., reading, writing, listening, and speaking) and provide PSETs with an opportunity to do dialogic reflection:

> "Teaching language skills I and II. They would have been really good, actually." (PSET 21)

These excerpts demonstrate thoughtful consideration of the broader applicability of dialogic reflection within the professional life and teacher education curriculum. PSETs show a deeper understanding of the importance of RP and its potential to enhance their professional development.

Discussion

To achieve this, the study focused on PSETs enrolled in the TEYL 1 course, where they engaged in micro-teaching practices. With their consent, these micro-teaching sessions were video-recorded. Subsequently, the PSETs were organized into reflection groups of three members. Drawing upon Bain et al.'s (2002) 5R Reflective Cycle, these groups engaged in critical discussions about their video-recorded micro-teaching practices. To guide the investigation, two key research questions were developed. The findings of the research were analyzed and discussed in relation to these two central research questions.

RQ 1. How do pre-service English teachers emotionally engage with video-based dialogic reflection sessions?

This question sought to investigate the emotional aspects of PSETs' engagement in video-based dialogic reflection sessions, including their motivations, anxieties, and perceptions of the effectiveness of this approach to RP. The study uncovered that PSETs' emotions and perceptions significantly shaped their engagement in video-based dialogic reflection sessions. While the existing body of research has explored teachers' emotional engagements within the classroom, this study contributes to the literature by examining their affective involvement, specifically within the process of video-based dialogic reflection. This is highly important since emotions and attitudes are known to profoundly influence learning and cognitive processes (Bandura, 1997).

Two key aspects emerged as main contributors to PSETs' affective involvement: 1) the use of video recordings, and 2) peer interaction. Referring to Vygotksy's (1978) Socio-Cultural Theory (SCT), which emphasizes the role of cultural tools in shaping learning, video recordings of micro-teaching practices and the language used during peer interaction can be considered as such tools. These tools did not only facilitate their cognitive processes but they also influenced PSETs' emotional responses.

The initial viewing of their own teaching on video elicited a range of emotions, including both positive and negative feelings. While some PSETs experienced initial feelings of embarrassment and self-doubt, aligning with findings by McCoy and Lynam (2021), they gradually recognized the value of video analysis for identifying strengths and weaknesses. This finding resonates with Pink's (2011) concept of "productive discomfort which posits that true growth and innovation occur when individuals step outside their comfort zones and embrace challenges that push their limits. This "productive discomfort" involves a degree of struggle and initial unease, but it ultimately leads to significant learning and personal development. In the context of this study, the initial discomfort experienced by some PSETs during video viewing can be considered as a necessary precursor to meaningful learning.

Confronting their teaching practices objectively enabled PSETs to notice the areas for improvement, such as body language and instruction-giving strategies. This process was initially challenging. Then, it empowered them to refine their teaching skills. By embracing the "productive discomfort" associated with video analysis, PSETs benefitted from self-reflection and peer reflection to overcome their initial anxieties and embarrassment. Thus, they achieved significant growth. This finding underlines the importance of creating a supportive learning environment that encourages PSETs to embrace challenges and learn from their practices.

Next, peer interaction played a crucial role in mitigating negative emotions, such as embarrassment. The supportive and constructive feedback provided by peers created a safe and encouraging environment for self-reflection. This aligns with research on the importance of social support in fostering learning and reducing anxiety as mentioned by Bandura (1997). The collaborative nature of PSETs' video-based dialogic reflection sessions was characterized by informal discussions, humor, and mutual respect. This nature fostered a relaxed and enjoyable learning experience. This finding supports the notion that positive social interactions can significantly enhance learning outcomes (Vygotsky, 1978). Furthermore, PSETs' comparison between peer reflection and teacher reflection showed that they prefer receiving feedback from their peers to teacher feedback due to its easier accessibility. This preference suggests that peer feedback, within a supportive and collaborative environment, can be highly effective in fostering self-awareness and promoting professional growth. Finally, it is crucial to acknowledge the significant impact of PSETs' affective involvement on their cognitive processes. Li et al. (2023) emphasized that emotions play a crucial role in cognitive processes, including self-regulation and learning. The positive and supportive learning environment in video-based dialogic reflection sessions enhanced PSETs' self-awareness and facilitated their cognitive development.

In conclusion, this study demonstrates that video-based dialogic reflection, as a learning tool influences PSETs' both affective and cognitive domains. By understanding and

addressing the affective dimensions of this process, teacher educators can create more engaging and effective learning experiences that foster self-awareness and enhance their professional development.

RQ 2. In what ways do the mediational tools used in video-based dialogic reflection sessions affect pre-service English teachers' self-awareness?

This research question aimed to investigate how video-based dialogic reflection, guided by reflective questions, shapes PSETs' self-awareness. Recognizing that self-awareness development within reflective practice (RP) is mediated by sociocultural tools (Vygotsky, 1978), this study examined the interplay of three key tools: 1) video recordings of micro-teaching practices, 2) peer interaction, and 3) reflective questions. These tools did not operate in isolation; rather, they interacted dynamically in shaping PSETs' self-awareness in multifaceted ways.

Firstly, video recordings served as a crucial foundation for the dialogic reflection process. As Rosaen et al. (2008) argue, evidence-based reflection is essential for meaningful learning. Videos provided a concrete and objective record of teaching practices and enabled PSETs to engage in more focused self-reflection. Instead of relying solely on their subjective recollections, they could objectively observe their teaching behaviors such as body language, and interactions with students. This visual evidence allowed them to identify subtle nuances and patterns in their teaching that might have gone unnoticed during micro-teaching practices. PSETs utilized these videos for both their own self-analysis and peer feedback (Burns et al., 2020). Especially, reflecting on peers' video recordings widened PSETs' perspectives of effective teaching practices by observing peers' diverse teaching styles. For instance, they observed how peers dealt with technical problems in the classroom. This exposure broadened their perspectives on effective teaching practices. They developed a deeper understanding of the complexities involved in the teaching and learning process. They recognized that there is no single right way to teach and that effective teaching requires flexibility, adaptability, and a deep understanding of student needs.

Secondly, peer interaction amplified PSETs' self-awareness. While video-viewing provided an initial foundation for self-reflection, peer feedback often revealed previously unnoticed aspects of PSETs' teaching. Receiving constructive feedback and diverse perspectives from peers made PSETs notice their strengths and weaknesses. For example, peers might point out an aspect in the teaching practice that the PSET themselves had not consciously noticed. They might also offer alternative perspectives on teaching strategies and suggest innovative approaches to classroom management. They can highlight the areas for improvement that the PSET had not considered. This exchange of ideas and perspectives fostered a deeper level of self-reflection. They are encouraged to question their own assumptions and develop an understanding of their strengths and weaknesses. This process of collaborative inquiry and shared learning aligns with Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD). Within the ZPD, learning occurs through social interaction and guidance from others. As mentioned by Lantolf and Pavlenko (1995) this guidance does not necessarily have to be from more knowledgeable others. In the context of this study, peer feedback provided the necessary scaffolding for PSETs to reach a higher level of understanding and improve self-awareness. Through peer interaction, PSETs were able to overcome their initial limitations and achieve a greater understanding of their teaching practices than they could have achieved through self-reflection alone.

Lastly, reflective questions, based on Bain et al.'s (2002) 5R Reflective Cycle, guided PSETs through a structured process. Their attentions were directed PSETs' to different aspects of their teaching and they were encouraged to delve deeper into their experiences:

- Reporting: PSETs described the action to be reflected on. This initial stage laid the foundation for further reflection by establishing a shared understanding of the teaching practice.

- Responding: They explored their emotional and cognitive responses to the teaching practice to share and exchange their ideas regarding the teaching practice.

- Relating: They connected their current teaching practices to past experiences and the observed practice through comparisons. They identified the patterns in their teaching practices and draw upon previous experiences to inform future practice.

- Reasoning: They critically examined the underlying beliefs and assumptions that informed their teaching decisions. They connected their actions to their pedagogical theories and considered the impact of their choices on student learning.

- Reconstructing: They synthesized their reflections and developed actionable plans for improvement. They moved beyond simply identifying weaknesses and developed concrete strategies for enhancing their future teaching practices.

The reflective questions in these five stages of reflection ensured that PSETs engaged in a comprehensive and holistic reflection process. They explored multiple dimensions of their teaching practices and identified strengths and weaknesses. This structured approach did not only deepen their reflections, but it also provided a clear framework for identifying the aspects requiring improvement and developing action plans for future teaching practices.

To conclude, PSETs' self-awareness within video-based dialogic reflection sessions is a complex and multifaceted process shaped by the interplay of various sociocultural tools. Video recordings, peer interaction, and reflective questions, while individually significant, interact synergistically to create a rich and dynamic learning environment that fosters self-reflection, critical thinking, and professional development.

Chapter 5

Conclusion and Suggestions

This study delved into the multifaceted impact of pre-service English teachers' (PSETs) video-based dialogic reflection sessions. It did not only examine how it shaped their self-awareness, but it also investigated how it influenced their affective involvement in the process. The research revealed a key finding that video-based dialogic reflection exerts a profound influence on PSETs, affecting both their cognitive and affective domains.

The study revealed that PSETs' emotions, attitudes, and perceptions significantly shaped their engagement with the reflection process. The study displayed the relationship between PSETs' emotions and their engagement in the reflection process. Their feelings, attitudes, and perceptions directly influenced how deeply they immersed themselves in the dialogic reflection sessions. Positive attitudes towards the process fostered greater motivation and deeper engagement. Because they felt comfortable and supported in their reflection groups, they willingly engaged in the video analysis, offered feedback, and actively sought feedback from their peers. Therefore, they were willing to deal with challenges, such as identifying areas for improvement or addressing critical feedback constructively. To do this, they examined their teaching practices thoroughly by exploring underlying assumptions and beliefs that influenced their decisions. Conversely, negative attitudes, such as anxiety, embarrassment, or resistance to self-assessment, could hinder PSETs' engagement. They might be less likely to participate actively, may dismiss critical feedback, or may engage in superficial reflection. Therefore, fostering a positive and supportive learning environment that encourages open dialogue, constructive feedback, and a growth mindset is crucial for maximizing the effectiveness of video-based dialogic reflection.

Furthermore, the study underscored the critical roles of mediational tools in shaping PSETs' cognitive learning. Firstly, videos provided concrete and objective evidence of teaching practices, allowing PSETs to observe their particular teaching behaviors such as their body language, voice tone, questioning techniques, interactions with, and classroom

management strategies critically. Also, video recordings provided a shared focal point for peer discussions, enabling PSETs to refer to specific moments in the video to support their observations, provide constructive feedback, and engage in deeper and more meaningful reflections. Next, peer interaction allowed PSETs to gain a broader understanding of their teaching practices and realize the points that they might not have noticed on their own. They received constructive feedback and encouragement from their peers. This helped them to refine their teaching skills. Peer discussions fostered a collaborative learning environment where they could learn from each other's experiences, share best practices, and collectively develop a critical understanding of effective teaching. Finally, reflective questions guided PSETs' thinking and encouraged them to analyze their experiences and consider the impact of their actions on student learning by facilitating a deeper level of self-awareness. With the effective use of these mediational tools, PSETs were able to engage in a more impactful reflection process, leading to significant gains in their self-awareness and professional development.

Additionally, video-based dialogic reflection sessions developed the positive interdependence among PSETs beyond the individual benefits of these experiences. By engaging in collaborative analysis of their micro-teaching practices, they improved their teamwork skills such as effective communication, active listening, and respectful disagreement. These sessions encouraged a shared understanding of challenges and successes and led to a deeper appreciation for peers' perspectives. Moreover, the process of collective reflection promoted a sense of inclusion, ensuring that all members felt valued and heard. This shared experience motivated them to support each other by creating a more supportive learning environment.

These interconnected elements in the study emphasize the need to view reflective practice as a holistic phenomenon, encompassing both cognitive and affective dimensions. This comprehensive perspective contributes significantly to the existing body of literature on PSETs' reflective learning experiences. However, it's crucial to acknowledge the study's

limitations. The research was conducted with third-year undergraduate PSETs enrolled in the Teaching English to Young Learners (TEYL) course at a specific university, limiting the generalizability of the findings to other contexts.

Despite these limitations, the study offers implications into how PSETs construct self-awareness through video-based dialogic reflection sessions and how they are affectively involved in this process. These findings strongly suggest the need for wider integration of video-based dialogic reflection within teacher education programs. By incorporating this approach into practical courses, teacher educators can effectively support PSETs in developing their self-awareness and enhancing their teaching practices. Given the observed positive attitudes towards this approach, PSETs are likely to embrace these opportunities enthusiastically. Additionally, teacher educators should pay equal attention to pre-service teachers' both cognitive and affective experiences while integrating RP into their courses. They should design the reflection activities in a way that both enables them to improve their teaching skills and to experience it in a stress-free environment. In conclusion, the findings of this study provide strong evidence for the integration of video-based dialogic reflection into teacher education programs by providing PSETs' cognitive and affective engagements in the RP. Considering these two points, teacher educators can empower PSETs with the tools and skills they need to become reflective, self-aware, and highly effective educators.

Future research can enrich our understanding of this phenomenon by conducting more comprehensive studies that examine PSETs' reflection experiences across various contexts, including different year levels, universities, and teaching methodologies. Also, investigating the use of various socio-cultural tools such as online discussion forums, social media platforms, and digital portfolios, may impact PSETs' self-awareness and reflective practices. Finally, the long-term impact of PSETs' emotions on their reflection experiences can be studied to explore the underlying beliefs in their teacher identities from a wider perspective. By addressing these points, future research can further refine our understanding

of how to effectively support PSETs in developing their reflective capacities and the effectiveness of their teaching practices.

References

Ab Rashid, R. (2018). Dialogic reflection for professional development through conversations on a social networking site. *Reflective Practice*, 19(1), 105-117. https://doi.org/10.1080/14623943.2017.1379385

Aljaafreh, A., & Lantolf, J. P. (1994). Negative feedback as regulation and second language learning in the zone of proximal development. *The Modern Language Journal*, 78(4), 471–483. https://doi.org/10.1111/j.1540-4781.1994.tb02064

Allen, D and Ryan, K. (1969). *Microteaching*. Massachusetts: Addison-Wesley Publishing Company.

Appel, G., & Lantolf, J. (1994). Speaking as mediation: A study of L1 and L2 recall tasks. *The Modern Language Journal*, 78, 437–452. https://doi.org/10.1111/j.1540-4781.1994.tb02062.x

Arefian, M. H. (2022). Perceptions of self-assessment literacy and self-directed reflection during online learning for Iranian EFL student teachers. *Reflective Practice*, 23(6), 623-634. https://doi.org/10.1080/14623943.2022.2096584

Bain, J. D., Ballantyne, R., Packer, J., & Mills, C. (1999). Using journal writing to enhance student teachers' reflectivity during field experience placements. *Teachers and teaching*, 5(1), 51-73. https://doi.org/10.1080/1354060990050104

Bain, J. D., Ballantyne, R., Mills, C., & Lester, N. C. (2002). *Reflecting on practice: Student teachers' perspectives*. Post Pressed, Flaxton, Queensland.

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. W.H. Freeman and Company, New York.

Bassot, B. (2013). *The Reflective Journal*. Basingstoke: Palgrave

Bayat, M. (2010). Use of dialogue journals and video-recording in early childhood teacher education. *Journal of Early Childhood Teacher Education*, 31(2), 159-172. https://doi.org/10.1080/10901021003781247

Blanton, M. L., Westbrook, S., & Carter, G. (2005). Using Valsiner's zone theory to interpret teaching practices in mathematics and science classrooms. *Journal of Mathematics Teacher Education*, 8, 5-33. https://doi.org/10.1007/s10857-005-0456-1

Borko, H., Koellner, K., Jacobs, J., & Seago, N. (2011). Using video representations of teaching in practice-based professional development programs. *ZDM Mathematics Education*, 43, 175-187. https://doi.org/10.1007/s11858-010-0302-5

Boud, D., Keogh, R., & Walker, D. (1985). Promoting Reflection in Learning: a model. In D. Boud, R. Keogh & D. Walker (Eds.), *Reflection: Turning Experience into Learning* (pp. 18-40). New York: Nichols

Boud, D., & Walker, D. (1998). Promoting reflection in professional courses: The challenge of context. *Studies in higher education*, 23(2), 191-206. https://doi.org/10.1080/03075079812331380384

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Burns E., Zeeshan K. & Belogaska V. (2020). *Video-recorded microteaching in enhancing teacher competences*. P. Risku, S. Laitinen-Väänänen, A. Ojala, A. Tiihonen & H. Torvinen (Eds.), Tulevaisuuden opettajuus, (158-169). Jyväskylän ammattikorkeakoulu.

Butke, M. A. (2006). Reflection on practice: A study of five choral educators' reflective journeys. *Update: Applications of Research in Music Education*, 25(1), 57-69. https://doi.org/10.1177/87551233060250010107

Campbell, D. J. (2008). *The Learning Theory Podcast. Episode 4. Retrieved January 15, 2020.*

Carrington, S., & Selva, G. (2010). Critical social theory and transformative learning: Evidence in pre-service teachers' service-learning reflection logs. *Higher Education Research & Development*, 29(1), 45-57. https://doi.org/10.1080/07294360903421384

Chung, E. (2022). Effecting change in teachers' epistemological and pedagogical beliefs about vocabulary learning and teaching: The role of dialogic reflection. *Sage Open*, 12(1). https://doi.org/10.1177/21582440211071084

Chung, E. (2023). Eleven factors contributing to the effectiveness of dialogic reflection: Understanding professional development from the teacher's perspective. *Pedagogies: An International Journal*, 18(2), 268-288. https://doi.org/10.1080/1554480X.2021.2013234

Cole, M. (1996). *Cultural psychology: A once and future discipline*. Cambridge, MA: The Belknap Press of Harvard University Press.

Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Sage Publications, Inc.

Creswell, J. W., & Creswell, J. D. (2018). *Research design* (5th ed.). SAGE Publications.

Çekiç, A., & Korkmazgil, S. (2022). Exploring pre-service EFL teachers' reflections on viewing guided and unguided videos of expert teachers online. *Journal of Language Education and Research*, 8(2), 346-370. https://doi.org/10.31464/jlere.1111834

De Guerrero, M. C., & Villamil, O. S. (2000). Activating the ZPD: Mutual scaffolding in L2 peer revision. *The Modern language journal*, 84(1), 51-68. https://doi.org/10.1111/0026-7902.00052

De Valenzuela, J. S. (2014). Sociocultural views of learning. *The Sage handbook of special education*, 2, 299-314.

Dewey, J. 1933. *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process* (Second edition). Lexington, MA: D.C. Heath.

Donato, R. (1994). Collective scaffolding in second language learning. In J. P. Lantolf, & G. Appel (Eds.), *Vygostkian approaches to second language research* (pp. 33-56). New Jersey: Ablex.

Dudley, P., & Vrikki, M. (2019). Teachers' collaborative dialogues in contexts of lesson study. In *The Routledge international handbook of research on dialogic education* (pp. 217-226). Routledge.

Dzay-Chulim, F., & Mann, S. J. (2017). Collaborative and dialogic reflection in second language teacher education. *European Journal of Applied Linguistics and TEFL*, 6(2), 122-144.

Erginel, S. Ş. (2006). *Developing reflective teachers: a study on perception and improvement of reflection in pre-service teacher education ping program and testing its effectiveness.* PhD dissertation, Middle East Technical University, Ankara, TR.

Farrell, T. S. C. (2013). Teacher self-awareness through journal writing. Reflective Practice, 14(4), 465-471. https://doi.org/10.1080/14623943.2013.806300

Farrell, T. S. C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals*. Routledge.

Farrell, T. S. C. (2018). *Reflective Language Teaching: Practical Applications for TESOL Teachers*. Bloomsbury.

Farrell, T.S.C. (2019). *Reflection-as-action in ELT*. TESOL International publications.

Francis, D. (1995). The reflective journal: A window to preservice teachers' practical knowledge. *Teaching and teacher Education*, 11(3), 229-241. https://doi.org/10.1016/0742-051X(94)00031-Z

Gamoran Sherin, M., & Van Es, E. A. (2009). Effects of video club participation on teachers' professional vision. *Journal of teacher education*, 60(1), 20-37. https://doi.org/10.1177/0022487108328155

Gibbons, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. *TESOL quarterly*, 37(2), 247-273. https://doi.org/10.2307/3588504

Gunawardena, C. N., Lowe, C. A., & Anderson, T. (1997). Analysis of a global online debate and the development of an interaction analysis model for examining social construction of knowledge in computer conferencing. *Journal of educational computing research*, 17(4), 397-431. https://doi.org/10.2190/7MQV-X9UJ-C7Q3-NRAG

Gutiérrez, M. V., Adasme, M. A., & Westmacott, A. (2019). Collaborative reflective practice: its influence on pre-service EFL teachers' emerging professional identities. *Iranian Journal of Language Teaching Research*, 7(3 (Special Issue)), 53-70.

Gülşen, E., & Atay, D. (2022). The impact of dialogic reflections on teacher autonomy. *Teacher Development*, 26(5), 609-626. https://doi.org/10.1080/13664530.2022.2121747

Hall, J. (1995). (Re)creating our worlds with words: A sociohistorical perspective of face-to-face interaction. *Applied Linguistics*, 16, 206–232. https://doi.org/10.1093/applin/16.2.206

Hammond, J. (2001). Scaffolding and language. In *Scaffolding: Teaching and learning in language and literacy education*. Primary English Teaching Assoc., PO Box 3106, Marrickville, New South Wales, 2204, Australia.

Hammond, J. & Gibbons, P. (2001). What is scaffolding? In *Scaffolding: Teaching and learning in language and literacy education*. Primary English Teaching Assoc., PO Box 3106, Marrickville, New South Wales, 2204, Australia.

Hatch, J. Amos. (2002). *Doing qualitative research in education settings*. Albany: State University of New York Press, 2002

Hepple, E. (2012). Questioning pedagogies: Hong Kong pre-service teachers' dialogic reflections on a transnational school experience. *Journal of Education for Teaching*, 38(3), 309-322. https://doi.org/10.1080/02607476.2012.668778

Hockly, N. (2018). Video-based observation in language teacher education, *ELT Journal*, Volume 72, Issue 3, July 2018, Pages 329–335, https://doi.org/10.1093/elt/ccy022

Hofmann, R., Vrikki, M., Evagorou, M. (2021). Engaging Teachers in Dialogic Teaching as a Way to Promote Cultural Literacy Learning: A Reflection on Teacher Professional Development. In: Maine, F., Vrikki, M. (eds) *Dialogue for Intercultural Understanding*. Springer, Cham. https://doi.org/10.1007/978-3-030-71778-0_10

Hou, H. T., & Keng, S. H. (2021). A dual-scaffolding framework integrating peer-scaffolding and cognitive-scaffolding for an augmented reality-based educational board game: An analysis of learners' collective flow state and collaborative learning behavioral patterns. *Journal of Educational Computing Research*, 59(3), 547-573. https://doi.org/10.1177/0735633120969409

Jamali Kivi, P., Namaziandost, E., Fakhri Alamdari, E., Saenko, N. R., Inga-Arias, M., Fuster-Guillén, D., Sirisakpanich, D., Nasirin, C. (2021). The comparative effects of teacher versus peer-scaffolding on EFL learners' incidental vocabulary learning and reading comprehension: A socio-cultural perspective. *Journal of psycholinguistic research*, 50, 1031-1047. https://doi.org/10.1007/s10936-021-09800-4

Karakaş, A., & Yükselir, C. (2021). Engaging pre-service EFL teachers in reflection through video-mediated team micro-teaching and guided discussions. *Reflective Practice*, 22(2), 159-172. https://doi.org/10.1080/14623943.2020.1860927

Karimi, L., & Jalilvand, M. (2014). The effect of peer and teacher scaffolding on the reading comprehension of EFL learners in asymmetrical and symmetrical groups. *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)*, 32(4), 1-17. https://doi.org/10.22099/jtls.2014.1860

Kharlay, O., Wei, W., & Philips, J. (2022). How do I teach? Exploring knowledge of reflective practice among in-service EFL teachers in Ukraine. *Teachers and Teaching*, 28(2), 188-205. https://doi.org/10.1080/13540602.2022.2062709

Kleinknecht, M., & Schneider, J. (2013). What do teachers think and feel when analyzing videos of themselves and other teachers teaching? *Teaching and Teacher Education*, 33, 13–23. https://doi.org/10.1016/j.tate.2013.02.002

Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

Kpanja, E. (2001). A study of the effects of video tape recording in microteaching training. *British Journal of Educational Technology*, 32(4), 483-486. https://doi.org/10.1111/1467-8535.00215

Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.

Lai, M., & Law, N. (2006). Peer scaffolding of knowledge building through collaborative groups with differential learning experiences. *Journal of Educational Computing Research*, 35(2), 123-144. https://doi.org/10.2190/GW42-575W-Q301-1765

Lantolf, J. P. (2000). Introducing sociocultural theory. *Sociocultural theory and second language learning*, 1, 1-26.

Lantolf, J. P., & Pavlenko, A. (1995). Sociocultural theory and second language acquisition. *Annual review of applied linguistics*, 15, 108-124. https://doi.org/10.1017/S0267190500002646

Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and genesis of second language development*. Oxford: Oxford University Press, 2006.

Leijen, Ä., Lam, I., Wildschut, L., Simons, P. R. J., & Admiraal, W. (2009). Streaming video to enhance students' reflection in dance education. *Computers & Education*, 52(1), 169-176. https://doi.org/10.1016/j.compedu.2008.07.010

Li, J., Xue, E., Li, C., & He, Y. (2023). Investigating latent interactions between students' affective cognition and learning performance: Meta-analysis of affective and cognitive factors. *Behavioral Sciences*, 13(7), 555. https://doi.org/10.3390/bs13070555

Mann, K., Gordon, J., & MacLeod, A. (2009). Reflection and reflective practice in health professions education: a systematic review. *Advances in health sciences education*, 14, 595-621. https://doi.org/10.1007/s10459-007-9090-2

Mann, S., & Walsh, S. (2013). RP or 'RIP': A critical perspective on reflective practice. Applied Linguistics Review, 4(2), 291-315. https://doi.org/10.1515/applirev-2013-0013

Mann, S., & Walsh, S. (2017). *Reflective practice in English language teaching: Research-based principles and practices.* Taylor & Francis.

Marshall, C. and Rossman, G. (2016). *Designing Qualitative Research*. 6th Edition, SAGE, Thousand Oaks.

McCoy, S., & Lynam, A. M. (2021). Video-based self-reflection among pre-service teachers in Ireland: A qualitative study. *Education and Information Technologies*, 26(1), 921-944. https://doi.org/10.1007/s10639-020-10299-w

Mercado, L. A., & Baecher, L. (2014). Video-Based Self-Observation as a Component of Developmental Teacher Evaluation. *Global Education Review*, 1(3), 63-77.

Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. *International journal of lifelong education*, 19(1), 54-72. https://doi.org/10.1080/026013700293458

Moll, L. (1994). *Vygotsky and education: Instructional implications and applications of sociohistorical psychology.* Cambridge: Cambridge University Press.

Moore, A., & Ash, A. (2002). *Reflective practice in beginning teachers: helps, hinderances and the role of the critical other*.

Morcom, V. E. (2016). Scaffolding peer collaboration through values education: Social and reflective practices from a primary classroom. *Australian Journal of Teacher Education* (Online), 41(1), 81-99. https://search.informit.org/doi/10.3316/ielapa.793451945038000

Nguyen, M. H. (2013). EFL Students' Reflections on Peer Scaffolding in Making a Collaborative Oral Presentation. *English Language Teaching*, 6(4), 64-73. https://doi.org/10.5539/elt.v6n4p64

Ohta, A. S. (2000). Rethinking interaction in SLA: Developmentally appropriate assistance in the zone of proximal development and the acquisition of L2 grammar. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 51-78). Oxford: Oxford University Press.

Ping, W. (2013). Micro-teaching: a powerful tool to embedding the English teacher certification testing in the development of English teaching methodologies. *International Journal of English Language and Literature Studies*, 2(3), 163-175.

Pink, D. H. (2011). *Drive: The surprising truth about what motivates us*. Canongate Press.

Reddy, M. J. (1979). The conduit metaphor: A case of frame conflict in our language about language. *Metaphor and thought*, 2, 164-201.

Roosevelt F.D. (2008). "Zone of Proximal Development." *Encyclopedia of Educational Psychology* SAGE publication.

Rosaen, C. L., Lundeberg, M., Cooper, M., Fritzen, A., & Terpstra, M. (2008). Noticing noticing: How does investigation of video records change how teachers reflect on their experiences?. *Journal of teacher education*, 59(4), 347-360. https://doi.org/10.1177/0022487108322128

Rusov, V. (2023). Reflective dialogue-a condition for the implementation of studentcentered learning. *Buletinul ştiinţific al Universităţii de Stat" Bogdan Petriceicu Hasdeu" din Cahul, Seria" Stiinte Umanistice"*, 17(1), 69-81.

Savaş, P. (2012). Use of digital video recording in the preparation stage of pre-service foreign language teachers' micro-teachings. *International journal on new trends in education and their implications*, 3(3), 107-116.

Schön, D. (1983). *The reflective practicioner: How professionals think in action* (p. 1983). New York: Basic Books.

Serdar Tülüce, H., & Çeçen, S. (2018). The use of video in microteaching: affordances and constraints. *ELT Journal*, 72(1), 73-82. https://doi.org/10.1093/elt/ccx028

Setyaningrahayu, I., Widhi, P. R., & Murtisari, E. T. (2019). The use of video-based reflection to facilitate pre-service English teachers' self-reflection. *Indonesian JELT: Indonesian Journal of English Language Teaching*, 14(2), 147-165. https://doi.org/10.25170/ijelt.v14i2.1443

Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's zone of proximal development: Instructional implications and teachers' professional development. *English language teaching*, 3(4), 237-248. https://doi.org/10.5539/elt.v3n4p237

Smith, S. U., Hayes, S., & Shea, P. (2017). A Critical Review of the Use of Wenger's Community of Practice (CoP) Theoretical Framework in Online and Blended Learning Research, 2000-2014. *Online learning*, 21(1), 209-237. https://doi:10.24059/olj.v21i1.963.

Soodmand Afshar, H., & Donyaie, S. (2024). Individual and Collective Reflective Journals and EFL Teachers' Professional Development and Identity Construction. *Applied Research on English Language*, 13(3), 91-112. https://doi.org/10.22108/are.2024.140746.2244

Sumsion, J. (2000). Facilitating reflection: A cautionary account. *Reflective Practice*, 1(2), 199-214. https://doi.org/10.1080/14623943.2000.11661687

Swain, M. (2000). The Output Hypothesis and beyond: Mediating Acquisition through Collaborative Dialogue. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 97-114). Oxford: Oxford University Press.

Swain, M. (2006) Languaging, Agency and Collaboration in Advanced Second Language Proficiency. In: Byrnes, H., Ed., *Advanced Language Learning: The Contribution of Halliday and Vygotsky*, Continuum, London, 95-108.

Swain, M., & Watanabe, Y. (2013). Languaging: Collaborative dialogue as a source of second language learning. *The encyclopedia of applied linguistics*, 3218-3225. https://doi.org/10.1002/9781405198431.wbeal0664.pub2

Swanson, L., Kang, E. J., & Bauler, C. (2020). Revealing a bilingual science teacher's dynamic views and practice about science and language teaching through dialogic reflections. *Cultural Studies of Science Education*, 15, 523-543. https://doi.org/10.1007/s11422-019-09937-8

Temir, T., & Ergül, H. (2022). The Role of Scaffolding in L2 Learners' Dialogic Reflections. *Bartın University Journal of Faculty of Education*, 11(3), 485-498. https://doi.org/10.14686/buefad.954650

Toohey, K. (2000). *Learning English at school: Identity, social relations and classroom practice*. Clevedon, England: Multilingual Matters.

Van Es, E. A., & Sherin, M. G. (2002). Learning to notice: Scaffolding new teachers' interpretations of classroom interactions. *Journal of technology and teacher education*, 10(4), 571-596.

Verenikina, I. (2003). Understanding scaffolding and the ZPD in educational research. *Proceedings of The Joint AARE/NZARE Conference*.

Vygotsky, L. S. (1967). Play and its role in the mental development of the child. *Soviet psychology*, 5(3), 6-18. https://doi.org/10.2753/RPO1061-040505036

Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (1997). The historical meaning of the crisis in psychology: A methodological investigation. In *The collected works of L. S. Vygotsky. Vol. 3. Problems of the theory and history of psychology* (pp. 233-344). R. W. Rieber & J. Wollock (Eds.). New York: Plenum.

Wegerif, R. (2013). *Dialogic: Education for the Internet Age*. London: Routledge.

Wells, G., & Chang-Wells, G. (1992). *Constructing knowledge together: Classrooms as centers of inquiry and literacy*. Portsmouth, NH: Heinemann.

Wenger, E. (2010). Communities of Practice and Social Learning Systems: the Career of a Concept. In: Blackmore, C. (eds) *Social Learning Systems and Communities of Practice*. Springer, London. https://doi.org/10.1007/978-1-84996-133-2_11

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of child psychology and psychiatry*, 17(2), 89-100. https://doi.org/10.1111/j.1469-7610.1976.tb00381.x

Yinger, R.J., & Clark, C.M. (1981). *Reflective Journal Writing: Theory and Practice*.

York-Barr, J., Sommers, W.A., Ghere, G., & Montie, J.E. (2001). *Reflective Practice to Improve Schools: An Action Guide for Educators*.

Zeichner, K., & Liston, D. (1996). *Reflective teaching: An introduction*. New York: Routledge/Erlbaum.

APPENDIX-A: Ethics Committee Exemption Form / Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Araştırma Etik Kurulu

Sayı   : E-66777842-300-00003132639   11/10/2023
Konu : Etik Kurul İzni (Arzu UMARUSMAN)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   : 05.10.2023 tarihli ve E-51944218-300-00003119734 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi **Arzu UMARUSMAN, Dr. Öğr. Üyesi Hatice ERGÜL'ün** sorumluluğunda yürüttüğü **"İngilizce Öğretmeni Adaylarının Mikro-Öğretim Deneyimleri Üzerine Diyalojik Yansıtma Becerilerinin İncelenmesi"** başlıklı tez çalışması Üniversitemiz Sosyal ve Beşeri Bilimler Araştırma Etik Kurulunun **10 Ekim 2023** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. İsmet KOÇ
Kurul Başkanı

Belge Doğrulama Kodu: 1B40BAB9-E72F-4643-B783-27848BDF4EE8   Belge Doğrulama Adresi: https://www.turkiye.gov.tr/hu-ebys

Adres: Bilgi için: Meryem KÖSE
E-posta: Elektronik Ağ: www.hacettepe.edu.tr   Bilgisayar İşletmeni
Telefon: Faks: Telefon: 03122977367
Kep:

APPENDIX-B: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;

- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;

- all cited studies have been fully and decently referenced and included in the list of References;

- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(06)/(01)/(2025)

Arzu Umarusman

APPENDIX-C: Thesis/Dissertation Originality Report

……/……/………

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: Exploring the Affective and Cognitive Dimensions in Pre-Service English Teachers' Video-Based Dialogic Reflections

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
06/01/2025	113	163666	03/01 /2025	%13	2560214599

Filtering options applied:
1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname:	Arzu Umarusman	
Student No.:	N22135438	Signature
Department:	Foreign Language Education	
Program:	English Language Teaching	
Status:	☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.	

ADVISOR APPROVAL

APPROVED
(Assoc. Prof. Dr. Hatice Ergül)

APPENDIX-D: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan **"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge"** kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/ Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. [2]

- o Tezimle ilgili gizlilik kararı verilmiştir. [3]

06 /01 /2025

Arzu UMARUSMAN

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.