

POSSIBLE EFFECTS OF IN-SERVICE EDUCATION ON EFL TEACHERS'
PROFESSIONAL DEVELOPMENT IN TERMS OF TEACHER EFFICACY AND
REFLECTIVE THINKING

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Possible Effects of In-service Education on EFL Teachers' Professional
Development in terms of Teacher Efficacy and Reflective Thinking

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ABSTRACT

Possible Effects of In-service Education on EFL Teachers' Professional Development in terms of Teacher Efficacy and Reflective Thinking

By Sema Özçalı

The purpose of this study was to analyze the relationship between teacher efficacy and reflective thinking, and the impact of an in-service education program on teacher efficacy and professional development in terms of reflective thinking. Twenty five in-service teachers from five foundation schools in Istanbul participated in this study. Multiple sets of data for this study came from: (a) questionnaires, (b) interviews, and (c) teacher journals. Collection of data was completed in two consecutive semesters, Fall 2005 and Spring 2006. The present study investigated the following research questions:

1. Is there an impact of an in-service teacher education program on Turkish EFL teachers' efficacy and their reflective thinking? If so, how?
2. Is there a relationship between teacher efficacy and reflective thinking?

Results indicated that teacher efficacy and reflective thinking had no significant relation with each other. The in-service education program had a positive impact on teacher efficacy. However, although there was an improvement in these particular teachers' reflective thinking as a result of the in-service education program, this was not statistically significant. On the other hand, in one-to-one interviews, the teachers stated that journals allowed them to be reflective and to make connections between theory and practice, which helped them to think about their strengths and weaknesses as teachers. Based on the findings, the data supported

Hatton and Smith's view of teachers' reflective thinking as a hierarchical developmental sequence.

ÖZET

Öz yeterlik inancı (Teacher Efficacy) ve yansıtıcı düşünce yetkinliği (reflective thinking) açısından hizmetiçi eğitim programının öğretmenlerin mesleki gelişimi üzerindeki olası etkileri

Sema Özçalı

Bu çalışmanın amacı bir hizmetiçi eğitim programının öğretmenlerin öz yeterlik inancı ve yansıtıcı düşünce yetkinlikleri üzerindeki etkisini incelemektir. Bu çalışmaya, İstanbul'daki beş vakıf okulundan 25 öğretmen katılmıştır. Araştırmanın verileri, (a) İngilizce Öğretmenleri'nin Öz Yeterlik İnancı Ölçeği (ESTES) (Chacon, 2005), (b) görüşmeler, (c) öğretmen günceleri kullanılarak elde edilmiştir. Bu çalışma, 2005-2006 Akademik yılında yapılmıştır. Bu çalışma şu araştırma sorularına yanıt aramıştır:

1. Hizmet içi eğitim programının Türkiye'deki İngilizce öğretmenlerinin öz yeterlik inancı ve yansıtıcı düşünce yetkinliği üzerinde bir etkisi var mıdır? Varsa bu ne tür bir etkidir?
2. Öz yeterlik inancı ve yansıtıcı düşünce yetkinliği arasında bir ilişki var mıdır?

Araştırma sonuçları öz yeterlik inancı ve yansıtıcı düşünce yetkinliği arasında bir ilişki olmadığını göstermiştir. Hizmet içi eğitim programının öz yeterlik inancı üzerinde olumlu bir etkisi olmuştur. Ancak verilen eğitim sonucunda bu çalışmaya katılan öğretmenlerin yansıtıcı düşünce yetkinliğinde bir gelişme görülümüşse de bu istatistiksel açıdan önemli değildir. Diğer taraftan, birebir görüşmelerde öğretmenler günce yazmanın, hem yansıtıcı düşünce yetkinliğini

geliřtirmelerine hem de teori ve pratik arasında bir baę kurmalarına yardım ettięini belirtmiřlerdir. Arařtırma sonuçları, Hatton & Smith'in (1995) yansıtıcı düşünce yetkinlięinin gelişimsel bir sıra izledięi görüşünü desteklemektedir.

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ESL	English as a Second Language
CLT	Communicative Language Teaching
PTE	Personal Teaching Efficacy
GTE	General Teaching Efficacy
L1	First Language

CHAPTER I

INTRODUCTION

Teaching has long been defined as a “lonely profession” in that teachers are all alone in classroom situations, and even when they need help, they hesitate in asking for it. Yet, with the recent developments in science, technology, psychology and many other fields, it has been a “must” for teachers to turn back to their own teaching and look for innovative ideas.

Reflection can be quite a new concept for many but new developments in the field of learning/teaching naturally urges teachers to do something different for their own sake and for the sake of their pupils. More recently the notion of critical reflection has become the centre of attention, driven partly by the interests of critical social scientists (Walker & Boud, 1998) and by practitioners who regard the idea of “normal” practice as problematic. Walker and Boud (1998) define this type of practice as “recipe following” and “reflection without learning”. When combined with a teacher-rather than a learner-centred approach to education, rule following turns reflection into a process to be memorised and applied unthinkingly. There is a challenge to teachers in turning ideas about reflection into tangible processes which can be commended to learners, but many are not meeting this challenge.

Bandura (1997) explains that having the knowledge and skills required to act does not guarantee that an actor will perform effectively. Instead, effective action also depends upon the personal judgment that one can mobilize such knowledge and skills to perform an act successfully under varied and unpredictable circumstances. This judgment, named as perceived self-efficacy by Bandura (1997), when applied to educational contexts, takes the form of teacher efficacy which, by many studies,

has been found to be directly related to many positive teacher behaviors and attitudes (e.g. Bandura, 1997; Tschannen-Moran, Woolfolk-Hoy & Hoy, 1998) as well as student achievement and attitudes (e.g. Henson, 2002).

It's often been said that experience is the best teacher. But is it? According to Dewey (1933), we do not learn as much from experience as we do when we reflect on that experience. As teachers we have all found ourselves reflecting on some aspect of our teaching. However, in order for reflection to lead to increased effectiveness as a teacher, there has to be some organization to our reflection and it should be done on a regular basis.

Reflection, reflective practice, reflective inquiry, and reflective teaching are all terms that are used interchangeably. The underlying assumption is that reflection is a means to become a more effective teacher. It is a mindset or a "way of being" in the classroom (Stemme & Burris, 2005). In that sense, it is of importance to see reflection as an innovative way of professional development, and to look for the relationship between teacher efficacy and professional development for the purpose of creating more objective, self-confident teachers of the future. In other words, both reflection and teacher efficacy can be exponents of teachers' professional development. Reflection, for example, helps teachers to become aware of their actual practice, strengths and weaknesses in their profession. In the same way, by paying attention to efficacy, teachers can compare their own beliefs about their performance with what actually happens in class (i.e. efficiency).

The studies on teacher efficacy have provided evidence for relating teacher efficacy with significant variables that clarify the processes of teaching and learning. For instance, teachers with high efficacy tend to have a more positive attitude toward implementing innovative teaching methods than teachers with low efficacy

(Ghaith & Yaghi, 1997); are less likely to refer a problem student to special education (Soodak & Podell, 1993); more humanistic in controlling students and employ classroom management strategies that encourage student autonomy (Woolfolk, Rosoff & Hoy, 1990); and more committed to teaching (Coladarci, 1992).

Tschannen-Moran, Woolfolk Hoy and Hoy (1998), in a comprehensive review of teacher efficacy suggested that assessment of teaching competence is the first logical step to be taken in order to raise in-service teachers' efficacy through intervention strategies. Nevertheless, Goddard, Hoy and Woolfolk-Hoy (2004) highlighted the distinction between perception of competence and actual competence or teaching practice when teacher efficacy is considered. This is because the term "teacher efficacy" can be confused with "teacher effectiveness" or effective teaching. Therefore, in the present study, teacher efficacy is operationally defined as teacher's belief in his/her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran et al., 1998, p. 233). In other words, teacher efficacy refers to teachers' beliefs in their ability to influence student outcomes (Tournaki & Podell, 2005).

The following study is expected to help teachers gain an understanding on how to reflect effectively and critically and therefore use it in their future development.

1.1. The Purpose of the Study

The present study aims to investigate the relationship between English teachers' reflective thinking and their teacher efficacy, and whether an in-service education program can have an impact on their professional development in relation to their critical reflection and teacher efficacy.

1.2. Research Questions

For the purpose of this study, the following research questions are addressed:

1. Is there a relationship between teacher efficacy and reflective thinking?
2. Is there an impact of an in-service teacher education program on teacher efficacy and reflective thinking? If so, how?

1.3. Definition of Terms

Self-efficacy refers to the beliefs in one's capabilities to organize and execute an action required to produce those purposes (Bandura, 1997).

Teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context (Tschannen-Moran et al., 1998, p. 233).

Professional development is "the activity that develops an individual's skills, knowledge, expertise and other characteristics as a teacher" (Centre for Educational Research and Innovation, 1998). In this study, however, professional development is operationalised as teacher efficacy and reflective thinking.

Reflective thinking is "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" (Dewey, 1933, p.43).

CHAPTER II

REVIEW OF LITERATURE

In the literature review part, the related issues will be discussed in three sub-sections, namely, teacher efficacy, reflective thinking and professional development of EFL teachers.

2.1. Teacher Efficacy

In recent years there has been a growing body of research on teacher efficacy as an important factor underlying teaching and learning. Researchers have shown that teacher efficacy, or the extent to which a teacher believes he or she is capable of producing effects on student performance, has positive effects on teacher effort and persistence in the face of difficulties (Ashton & Webb, 1986; Gibson & Dembo, 1984), professional commitment (Coladarci, 1992) as well as openness to new methods in teaching and positive teacher behaviour (Allinder, 1994; Ghaith & Yaghi, 1997; Guskey, 1988). Although precise definitions of the concept have always been problematic, in general, teacher efficacy is defined as teacher's belief or conviction that they can influence how well students learn (Guskey & Passaro, 1994) . Efforts to clarify the definition of teacher efficacy are sometimes clouded by similar or related constructs. It is suggested that the only major difference between perceptions of efficacy and responsibility is in the tense of the items used in the measure, with efficacy representing projected potency and responsibility being an attribute directed towards the past.

Bandura (1977) proposed a theory of self-efficacy leading to behavioral change. He hypothesized two factors in his model. The first factor consisted of efficacy expectations. These expectations develop from an individual's belief that he

or she is capable of performing a given behavior. The second factor is known as outcome expectations or the belief that performing a specific behavior will result in a desirable outcome. Chacon (2005) stated that teachers with a high sense of efficacy often believe that if the teacher puts extra effort, even difficult students can be teachable. On the contrary, teachers with low sense of teaching efficacy think that there is little they can do to teach unmotivated or difficult students because student success is dependant on the external environment.

2.1.1. Rotter's Social Learning Theory

The first conceptual strand of theory that influenced the very first studies on teacher efficacy was grounded in Rotter's social learning theory which defined teacher efficacy as the extent to which teachers believed that they could control the reinforcements of their actions; in other words, whether or not the control of events lay within themselves or the environment. In this respect, teacher efficacy comprises Personal Teacher Efficacy (PTE) and General Teacher Efficacy (GTE). Teachers' beliefs about the power of the external factors compared to the influence of internal factors have been labeled as GTE, while beliefs in their internal power to influence student motivation and learning are named as PTE. Teachers who have PTE are confident in their abilities to overcome factors that make learning difficult for a student (Tschannen-Moran et al., 1998; Daugherty, 2005).

2.1.2. Bandura's Social Cognitive Theory

The second conceptual strand of theory and research grew out of Bandura's social cognitive theory (1997) and his construct of self-efficacy. Bandura's social cognitive theory, which addresses both the development of competencies and the

regulation of action, consists of three components: Human agency, outcome expectancy and efficacy belief.

Since agency is defined as the acts done intentionally, the essence of human agency is the power to produce actions for given purposes under certain circumstances. In social cognitive theory, human functioning is seen as the product of a dynamic interplay of personal, behavioral, and environmental influences, which is the foundation of reciprocal determinism, the view that (a) personal factors in the form of cognition, affect, and biological events, (b) behavior, and (c) environmental influences create interactions that result in a triadic reciprocity (see Figure 2.1.) (Bandura, 1997; Pajares, 2002). In this triadic interaction, individuals are both the products and the originators of their own environments and of their social system since agency is socially rooted and operates within socio-cultural circumstances (Bandura, 1997).

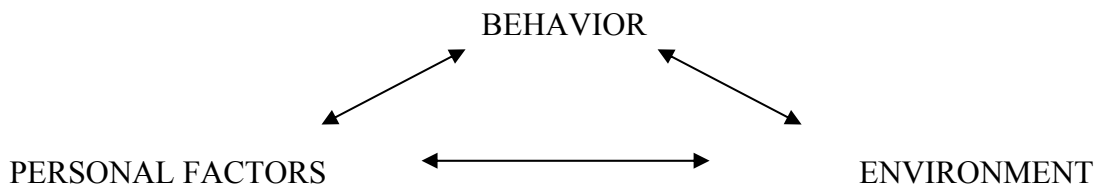


Figure 2.1. Theoretical model of triadic reciprocal interaction (Bandura, 1997, p.6).

The second component of social cognitive theory is outcome expectancy, which explains the changes in behavior by an individual's estimation of effort required by the action or the judgment of the consequences of the action (Bandura, 1997; Pajares, 2002; Liaw, 2004).

The final component of the theory, self efficacy, or "the beliefs in one's capabilities to organize and execute the course of action required to produce given attainments" (Bandura, 1997, p.3), is a significant contributor to human agency

because if people believe they have no power to produce results, they will not attempt to initiate action. Therefore, self-efficacy is concerned with what one believes s/he can do with what s/he has under different sets of conditions rather than the number of skills s/he has.

According to Bandura (1997), people's beliefs in their efficacy influence them in various ways, such as the actions they take, the choices they make, how much effort they put in their struggles, how long they will persist against obstacles and failures, their flexibility for adversity, how much stress and depression they experience in coping with environmental demands, and the level of accomplishments they ultimately achieve. The higher the levels of efficacy, the greater the effort, persistence, and resilience and the level of achievement will be and vice versa (Bandura, 1997; Pajares, 2002).

2.1.3. Studies on Teacher Efficacy in First Language (L1) Context

Ghaith and Yaghi (1997) investigated the relationship among teacher efficacy, experience and attitudes toward the implementation of innovative teaching with a sample of 25 teachers who were offered a 4 day staff development program on cooperative learning. The teachers not only responded to Gibson and Dembo's (1984) TES, but also wrote lesson plans reflective of the innovative method to ensure that they understood it. The results indicated that the teachers who had higher levels of efficacy had greater interests and tolerance in accepting and applying new approaches than their less efficacious counterparts. Moreover, teachers with higher levels of efficacy rated those innovations as less difficult to implement, more congruent, and more important to their teaching while teachers with lower levels of efficacy rated the innovative approaches as costly to implement, difficult, and time-consuming (Ghaith & Yaghi, 1997).

Woolfolk and Hoy (1990) examined 182 prospective teachers' efficacy about students' control ideology, motivational orientation and bureaucratic orientation in regards to school organization. Data, gathered from a revised version of the Gibson and Dembo's (1984) TES revealed that teachers with high efficacy were more humanistic in the way they controlled students; emphasized cooperation, interaction and experience as well as students' autonomy, were more confident in their own capability and more loyal to their schools while teachers with low efficacy tended to distrust the effect of education on improving students' learning difficulties, and as a result preferred more custodial orientation to control students; more authorization and rigidity, and had more conservative perspectives toward the function of school (Woolfolk & Hoy, 1990).

Coladarci (1992) conducted a study with a sample of 364 elementary school teachers in Maine and found PTE and GTE to be the strongest predictors of commitment to teaching. The results of the study suggested that teachers who felt more confident about their abilities to influence student achievement and who assumed personal responsibility for student achievement tended to have a higher commitment to teaching.

Raudenbush et al. (1992) who viewed teacher efficacy as contextually situated, rather than global, investigated within teacher differences in relation to teacher efficacy. A questionnaire was administered to a sample of 315 teachers from 16 urban and suburban high schools in California and Michigan, asking teachers to report their perceptions of self-efficacy for each of the classes they taught, the organizational setting of the school, various characteristics of these classes and their personal and professional backgrounds. The researchers found out that teacher

preparation, school climate, subject area taught, gender, age of student, and ability or academic track of students contributed significantly to teacher efficacy.

Therefore, the researchers concluded that instead of classifying teachers into “high” and “low” efficacy groups, the intra-teacher differences are needed to be studied to advance the understanding of teacher efficacy. Besides, it was found that teachers tended to have higher levels of efficacy in larger classes which revealed the unexpected relationship between teacher efficacy and class size.

Campbell (1996) studied 140 Scottish and American pre-service and in-service teachers to determine whether years of experience and educational level produce differences in teacher efficacy. The results revealed that there were no significant differences between Scottish and American teachers while in-service teachers were found to have higher levels of teacher efficacy than pre service teachers. The findings also suggested that there was a significant relationship between teacher efficacy and demographic variables such as age, degree status and years of teaching experience.

2.1.4. Studies on Teacher Efficacy in ESL/EFL Context

Not only the demographic and contextual variables discussed above but also the professional development activities and other resources that teachers are provided were found to be contributing to teacher efficacy by the studies conducted in the field. Joyce and Showers (1995) explain the relationship between teacher efficacy and professional development by stating that when teachers have opportunities; (a) to apply and to see new strategies modeled, (b) to engage in peer coaching, and (c) to accommodate students to new ways of learning and use new teaching and learning strategies regularly and appropriately, their teacher efficacy is enhanced. The studies conducted by Lewandowski (2005), Yost (2002), Fritz (1995)

and Henson (2001) also provided evidence for the strong relationship between teacher efficacy and professional development.

Lewandowski (2005) carried out a study of three phases to answer the question of how schools can promote teachers' efficacy through leadership and professional development experiences. In the first phase, as a result of 192 teachers' responding to the Teacher Efficacy Scale (Hoy & Woolfolk, 1993) it was revealed that teachers varied in their efficacy. In the second phase, a survey was conducted to identify the differences in leadership between teachers of schools identified as high efficacy and low efficacy. The results of the second phase indicated that the schools identified as low in efficacy among faculty rated their principal higher for possessing the following leadership characteristics: Good professional practice, collaborative decision-making, intellectual stimulation, individualized support, performance expectations and visions and goals. In the third phase, interviews were conducted with the teachers to gain information about the impact of professional development on their efficacy. Both high efficacy and low efficacy groups of teachers believed that all professional development experiences should be related to the classroom and student learning, and allow them to gain confidence and sensitivity toward students to provide tailored instruction.

Yost (2002) investigated the impact of mentoring on teacher efficacy. The findings indicated that teachers who were assigned a mentor teacher during their first years of teaching had greater levels of efficacy than teachers who were not assigned a mentor teacher. Yost (2002) also found that not only did the mentees but also the mentor teachers felt more efficacious than teachers who had not participated in the mentoring program.

Not only mentoring but also other professional development activities have been found to be contributing to teacher efficacy (Fritz, 1995; Henson, 2001). Fritz (1995) conducted a study to examine the effectiveness of a teacher training program emphasizing the role of the teacher in the learning environment, on teachers' PTE and GTE by using Gibson and Dembo's TES (1984) in a pre-test, post-test and a 9-month follow up design. 241 training and control group of teachers participated in the study. The study also investigated the relationship among PTE, GTE, satisfaction with and investment in teaching, and integration of teacher roles. The teachers' use of the in-service training activities was also measured with the records kept by the teachers to note down the activities they used with the students in the classroom. The findings indicated that teacher efficacy and self-perceptions of competence and satisfaction were highly correlated. The pre-test and post-test results indicated that while the two groups were quite similar to each other at the pre-test, teachers who received in-service training enhanced their efficacy and professional competence. More importantly, the gains made by the training group of teachers were maintained or increased throughout the school year.

Another study was conducted by Henson (2001) who investigated the effects of participatory teacher research as an active and collaborative means of professional development, on teacher efficacy and empowerment. Data were collected by pre and post tests of Gibson and Dembo's TES (1984) and other instruments through a qualitative and quantitative study of eight teachers and three instructional assistants. Henson (2001) found that teacher research was a powerful method of professional development that affected both PTE and GTE significantly. Interestingly, the study revealed no relationship between empowerment and teacher efficacy.

Adding to previous studies, Watson (2006) carried out a study that examined the long-term effects of a professional development project, which aimed to train 389 in-service teachers on using the Internet as an effective classroom resource for science and mathematics education, on in-service teachers' efficacy and their use of the Internet in the classroom. The results of the study suggested that the project had a long-term impact on teachers' efficacy towards using the Internet in the classroom. Teachers' level of efficacy not only increased after attending the summer workshops and taking some online courses but also was sustained even years after teachers' enrollment in the project.

2.1.5. Studies on Teacher Efficacy in Turkey

There have been a limited number of studies conducted in Turkey, most of which are conducted with pre-service teachers in Science Teaching (Savran-Gencer & Cakiroglu, in press; Savran; 2002; Cakioglu, Cakioglu & Boone; 2005) or Chemistry Teaching (Morgil, Secken & Yucel, 2004).

In an attempt to investigate Turkish pre-service science teachers' efficacy and classroom management beliefs, and whether demographic factors (e.g. gender and years in university) make a difference in the perception of efficacy and classroom management beliefs, Savran-Gencer and Cakiroglu (in press) conducted a study by collecting data from 584 pre-service science teachers by using Riggs and Enoch's Science Teaching Efficacy Belief Instrument (STEBI-B) (1990) comprised of two subscales; personal science teaching efficacy beliefs (PSTE) and science teaching outcome expectancy (STOE) and the attitudes and beliefs on classroom control inventory. The analysis of data revealed that Turkish pre-service science teachers generally indicated positive efficacy beliefs regarding science teaching and those teachers with higher efficacy had less interventionist orientation to

management. Interestingly, the results revealed no significant relationship between efficacy and classroom management orientations of prospective science teachers in terms of gender and years in university.

Cakiroglu, Cakiroglu and Boone (2005) examined pre-service elementary teachers' efficacy at a Turkish and a major American Mid-Western University to reveal possible similarities and differences between students of these two different countries with respect to their levels of teacher efficacy. The data were collected from 100 and 79 American pre-service elementary teachers by the adapted version of Enochs and Riggs' (1990) Science Teaching Efficacy Belief Instrument (STEBI-B). The findings suggested that there were differences in personal teaching efficacy beliefs of the USA and Turkish samples of pre-service teachers; USA pre-service teachers indicated higher PSTE than their Turkish counterparts. On the other hand, no difference was found between the STOE of the pre-service teachers of both countries. In both countries, while the pre-service teachers generally disagreed with the idea that low science achievement can be blamed on teachers; they all agreed that the inadequacy of a student's science background can be overcome by good teaching.

Morgil, Secken and Yucel (2004) developed a scale assessing Chemistry Teachers' Efficacy. The researchers assessed the validity and reliability of the instrument with a sample of 200 pre-service teachers of Chemistry in Hacettepe University. The researchers also examined 162 student teachers' efficacy levels with respect to variables such as gender, attitudes toward Chemistry and their preference of the department they were in the university entrance exam. The results of the survey data and the interviews with the student teachers revealed that pre-service Chemistry teachers were anxious about the classroom activities, didn't trust

themselves as a teacher, and felt that they lacked the necessary qualifications for being a teacher. Besides these negative thoughts, the pre-service teachers indicated that they had the necessary theoretical background for teaching Chemistry, were willing to respond to students' requests, to cooperate with their colleagues, and to be critical about teaching. In this study, gender and attitudes toward Chemistry were found to have a significant relationship with efficacy. While male pre-service Chemistry teachers indicated higher levels of efficacy than their female counterparts, the pre-service teachers with more positive attitude toward Chemistry were found to be more efficacious. Finally, no relationship was found between preference of the department in the university entrance exam and teacher efficacy.

Most of these studies are conducted with pre-service teachers in Science Teaching (Savran-Gencer & Cakiroglu, in press; Savran, 2002; Cakioglu, Cakiorglu & Boone; 2005) or Chemistry Teaching (Morgil, Secken & Yucel, 2004), but no single study on EFL teachers' efficacy has been found by the researcher. Therefore, this study attempts to extend teacher efficacy studies to the field of foreign language teaching and its relation to professional development of teachers in Turkey.

2.1.6. Studies on Teacher Efficacy and Professional Development in LI

Not only the demographic and contextual variables discussed above but also professional development activities and other resources that teachers are provided were found to be contributing to teacher efficacy by the studies conducted in the field.

Lewandowski (2005) conducted a study to answer the question of how schools can promote teachers' efficacy through leadership and professional development experiences. The study which employed both qualitative and quantitative techniques to collect data comprised three phases. In the first phase,

192 teachers from 17 rural elementary schools throughout Western Pennsylvania completed the Teacher Efficacy Scale (Woolfolk & Hoy, 1993) which revealed that teachers varied in their efficacy. In the second phase, a survey was conducted to identify differences in leadership between teachers of schools identified as high efficacy and low efficacy. The results of the second phase indicated that the schools identified as low in efficacy among faculty rated their principal higher for possessing the following leadership characteristics; namely, good professional practice, collaborative decision-making, intellectual stimulation, individualized support, performance expectations and visions and goals. In the third phase, interviews were conducted with the teachers to gain information about the impact of professional development on their efficacy. Both high efficacy and low efficacy groups of teachers believed that all professional development experiences should be related to the classroom and student learning and allow them to gain confidence and sensitivity toward students to provide tailored instruction.

Yost (2002) investigated whether mentoring as a professional development tool has a direct effect on teacher efficacy. The results derived from the conducted interviews, document collection, observation and from the journals written by the teachers revealed that teachers who were assigned a mentor teacher during their first years of teaching had higher levels of efficacy than teachers who were not assigned a mentor teacher. The mentor program not only helped participants become aware of their competencies but also increased their interest in innovative practices. Yost (2002) also found that not only did the mentees but also the mentor teachers felt more efficacious than teachers who had not participated in the mentoring program.

Henson (2001) investigated the effects of participatory teacher research as an active and collaborative means of professional development, on teacher efficacy. Data was collected by pre and post tests of Gibson and Dembo's TES and other instruments through a qualitative and quantitative study of 8 teachers and three instructional assistants working in an alternative education school in the Southwest of United States. Henson (2001) found teacher research as a powerful method of professional development which affected both PTE and GTE significantly. While collaboration was found to be related to GTE, at pretest PTE was found to be related to perceptions of school climate.

Fritz (1995) conducted a study to examine the effectiveness of a teacher training program emphasizing the role of the teacher in the learning environment, on teachers' personal (PTE) and general teacher efficacy (GTE) by using a pretest, posttest and a 9-month follow up design. 241 training or control group of teachers participated in the study. The study also investigated the relationship between PTE and GTE, satisfaction with and investment in teaching and integration of roles. The teachers' use of the in-service training activities was also measured with the records kept by the teachers to note down the activities they used with the students in the classroom. The results of the Gibson and Dembo's (1984) TES and Self-perceptions of the Teacher Role instrument (SPTR) indicated that teacher efficacy and self-perceptions of competence and satisfaction were highly correlated. Fritz et al. (1995) discovered that teachers who were willing to try new activities were those who initially had a stronger sense of teaching competence and were more capable in their role as teachers. The pretest and posttest results indicated that while the two groups were quite similar to each other at the pretest, teachers who received in-service training

enhanced their sense of efficacy and professional competence. When compared with teachers who did not participate in the training, the participating teachers demonstrated increased feelings of personal competence and fewer external constraints on influencing student learning, greater satisfaction with their roles as teachers and increased integration of this role with their other roles. More importantly, the gains made by the training group of teachers were maintained or increased throughout the school year.

Staff development was correlated with teacher efficacy for engagement and instructional strategies but not for management, in other words, the more in-service training the teachers reported having, the higher their efficacy to design instructional strategies and to engage students in learning English.

To the knowledge of the researcher, there are no studies investigating the relationship between teacher efficacy and professional development in an ESL or EFL context.

Since the theoretical background of the in-service education implemented in this study is based on social constructivism, the next section will discuss constructivist theory of learning and its implications on possible professional development activities. How the in-service education program was designed and implemented will be presented in the methodology chapter.

2.2. Social Constructivism

Social Constructivism is primarily derived from Vygostky (1978) who believed that an individual's cognitive system cannot be separated from his/her social life since it is through the interaction with the social environment that a person develops him/herself cognitively (Vygotsky, 1978). In this respect, social constructivism is a combination of social interactionism and constructivism. Constructivism, which largely depends on Piaget's work (1970) on the notions of constructing personal meaning and cognitive development, is framed essentially in terms of individuals and their construction of meaning from the experiences they go through (Piaget, 1970). However, for social interactionism, learning does not take place in isolation. Instead, social interactionism focuses on the dynamic nature of the exchange among teachers, learners and tasks; and sees learning as arising from interactions with others. According to social constructivist approach, each teacher's development occurs in constant exchange with his/her social environment, working relationships, the climate of the school, and the wider social circumstances. Olson (1997) states that when individuals engage in dialogue or talk with their social environment they construct and reframe their knowledge and understanding as well. Dialogue, in this sense, is of special value in that it offers opportunities to clarify teachers' own meaning and help them build social relationships that support their changing views of themselves as teachers (Driver, Asako, Leech, Mortimer & Scott, 1994; Davydov, 1995; Kauchak & Eggen, 1997; Olson, 1997). Thus, collaboration can provide social support for reflection and opportunities to learn from colleagues (Akyel, 2000).

Social constructivist approach, which sees knowledge construction as a social and collaborative process that occurs through social interaction and individual reflection, has certain implications for professional development of teachers. Recent studies on professional development point many problems with top-down approaches which focus on the training of teachers in new practices by exposing them to new ideas from an “expert” in a passive mode (Sparks, 2004). The most important problems that are forefronted in these programs are lack of continuity and teachers’ ownership (Centre for Educational Research and Innovation, 1998; Ball & Cohen, 1999). As a result, new approaches to professional development have emerged to support teachers’ reconstruction of professional knowledge as the foundation for reframing their practice of teaching (Butler, Lauscher, Jarvis-Selinger & Beckingham, 2004). Darling-Hammond (1995) elaborated on the changes on teacher development by discussing that “teachers construct their own understandings by doing, by collaborating, by inquiring into problems, trying and testing ideas, evaluating and reflecting on the outcomes of their work” (p.24). In this respect, any attempt to enhance teachers’ knowledge and skills should view teachers as curriculum developers, learning analysts, and instructional strategists who have the knowledge of teaching, learning, curriculum, and assessment rather than as implementers of externally designed and prescribed curricula (Sparks, 1994; Darling-Hammond, 1995; Darling-Hammond & McLaughlin, 1999). Therefore, professional development from this perspective includes activities like action research, teachers’ conversations with peers about their beliefs and assumptions about teaching/ learning, and reflective practices like journal writing (Sparks, 1994).

While the literature provides many studies investigating the features of effective professional development, the most comprehensive summary of the

characteristics comes from Darling-Hammond and McLaughlin (1995). These researchers suggest that an effective professional development program based on social constructivist principles must engage teachers in concrete tasks of teaching, assessment, observation and reflection that illuminate the processes of learning and development. In other words, it must be:

- a. Grounded in inquiry, reflection, experimentation which are participant driven.
- b. Collaborative, involving a sharing of knowledge among educators and a focus on teachers' communities of practice rather than on individual teachers.
- c. Connected to and derived from teachers' work with their students.
- d. Sustained, ongoing, intensive and supported by modeling, coaching and the collective solving of specific problems of practice
- e. Connected to other aspects of school change. (p. 597-598)

As mentioned earlier, for the purposes of this study, professional development of teachers is operationalized as teacher efficacy as well as reflective thinking. Therefore, the next section will discuss reflective thinking. In the past, language teaching was based on the study of language structure. The emphasis was on mastery of language structure, and instead of meaning, focus on form dominated language teaching (Brumfit & Johnson, 1979). A reaction has grown out of the realization that becoming proficient in grammatical forms and structures does not mean that the learners will use the target language effectively and appropriately in communication (Berns, 1984; Johnson, 1979). The problem was brought to surface with English language teaching overseas taking on a new character because of the need for many advanced students to use the language as a tool for studying scientific and technical subjects (Allen & Widdowson, 1979). It's seen that the students in developing countries, who have received several years of formal English teaching, have problems in the actual use of the language, and in understanding its use in normal communication, whether it's spoken or written (Widdowson, 1979). The

difficulties these students face result more from unfamiliarity with English use than a defective knowledge of the system of English. Therefore, a course which simply provides further practice in the composition of sentences cannot meet their needs, but one which develops knowledge of how sentences are used in actual communication can (Allen & Widdowson, 1979).

2.3. Reflective Thinking

The ability to engage in reflective thinking has been widely addressed in the literature as one of the most important activities associated with teaching. As Dewey (1933) stated, “Reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends” (p.6). Engaging prospective teachers in thoughtful reflection has been identified as playing an important role in learning to teach (Yost, Setner, & Forlenza-Bailey, 2000).

As noted by Zeichner and Liston (1996), early in the 1900’s John Dewey “was one of the first educational theorists in the United States to view teachers as reflective practitioners, as professionals who could play very active roles in curriculum development and educational reform” (p.8). Dewey defines reflective thinking as “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that supports it and the further conclusions to which it tends” (Dewey, 1933, p.43). He further suggested that the development of reflection involved certain attitudes such as open-mindedness, responsibility, and whole-heartedness. Open-mindedness is the desire to listen to other points of view, recognizing the possibility that one’s own ideas may be wrong. Responsibility involves careful consideration of the consequences of the actions.

Finally, whole-heartedness is the analysis of one's beliefs with the attitude that he can learn something new.

Donald Schön (1983, 1987) further developed Dewey's concept of reflection, and explained that teachers improve their teaching through continuous reflection on their practice and through their interactions with students. He indicated that through these reflections teachers could begin to develop a level of understanding about what they are as teachers. Thus, he emphasized the importance of reflection as a means to examine the practitioner's implicit knowledge, or "knowing-in-practice". Through the process of reflection, a practitioner "can surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice, and can make new sense of the situations of uncertainty or uniqueness which he may allow himself to experience" (p.61).

According to Schön, reflection emerges in two time frames: "reflection-on-action" (i.e. reflection that occurs prior to and following the action) and "reflection-in-action" (i.e., reflection that occurs at the time of the action). Reflection-on-action occurs when a teacher plans a lesson, and when a teacher considers what has happened after the lesson. It involves focused reflection on an event, action or person, which is then examined from several perspectives. Reflection-in-action occurs for a teacher during the performance of the actual teaching. Schön (1987) defines reflection-in-action as follows:

Reflection-in-action is a reflective conversation with the materials of a situation. Each person carries out his own evolving role... "listens" to the surprises ("backtalk") that result from earlier moves, and responds through online production of new moves that give meanings and directions to the development of the artifact. (p.31)

Van Manen (1977) further defined reflection as a form of human experience that distances itself from situations in order to consider the meanings and significance embedded in those experiences” (p. 512). He identified three levels of reflection. The first level, technical reflection, is concerned with the efficiency and effectiveness of the means to achieve certain ends. He defined this level as “application of educational knowledge and of basic curriculum principles for the purpose of attaining a given end” (p.126). the second, practical reflection, allows for open examination of both means and goals. Practical reflection focuses on “an understanding both of the nature and quality of educational experiences and of making practical choices” (p.227). the third level, critical reflection also calls for considerations involving moral and ethical criteria into the discourse about practical actions. It is the highest level of reflectivity which addresses the world of knowledge and the nature of the social conditions necessary for raising questions of worthwhileness in the first place” (p.227).

Zeichner and Liston defined reflective thinking in terms of the type of thinking in which the teacher engages. They compared technical teaching with reflective teaching such as “the teacher as reflective practitioner” versus “the teacher as technician”. The teacher as reflective practitioner suggests that teaching involves “the critical examinations of experiences, knowledge and values, an understanding of the consequences of one’s teaching, the ability to provide heartfelt justifications for one’s beliefs and actions and a commitment to equality and respect for differences” (Zeichner & Liston, 1996, p.48). However, the teacher as technician does not examine the context of the classroom, or student backgrounds or their beliefs; he/she makes decisions based on the fixed assumptions.

As shown above, the definitions of reflection are very diverse. On the other hand, regardless of the form of any definition, the general agreement is on the significance of active and careful examination of one's thoughts in order to improve one's teaching. The main common issue in these definitions is Dewey's argument that reflection tries to move teachers away from the idea of having one best way of teaching towards considering various teaching strategies. Therefore, giving student teachers multiple opportunities to engage in reflective thinking is vital to their development. How this is implemented in teacher education programs varies greatly, and the research on reflective thinking differs in types of reflective experiences that are investigated.

2.3.1. Studies on Reflective Thinking and Professional Development in LI

There has been a great deal of literature written on reflective thinking in teacher education (Adler, 1991; Calderhead & Gates, 1993; Canning, 1991; Colton & Sparks-Langer, 1991; Gore & Zeichner, 1991; Hatton & Smith, 1995, Smyth, 1989; Tabachnick & Zeichner, 1991; Zeichner & Liston, 1996).

One of the key ideas and feature of all aspects of learning from experience is that of reflection. Dewey (1933) expressed an early view that while we can not learn or be taught to think, we do have to learn how to think well, especially acquire the general habit of reflecting.

Reflection and the promotion of reflective practice have become popular features of the design of educational programs. This has often led to learning being more effectively facilitated. Different aspects of reflection have been explored, in particular "reflection-in-action" and "reflection-on-action". Stemme & Burris (2005) added a third type to this classification, namely "reflection for action". The first one refers to reflection that occurs in the midst of practice; making decisions about

events in the classroom as they happen, while the latter regards reflection as something that takes place after an event; giving reasons for actions or behaviors in class. Reflection for action, on the other hand, is proactive in nature and is intended to guide future action.

More recently, the notion of critical reflection has become the centre of attention, driven partly by the interests of critical social scientists (Walker & Boud, 1998) and by practitioners who regard the idea of normal practice as problematic (e.g. Brookfield, 1995). Walker and Boud (1998) cite studies showing that ideas of reflection and reflective practice are translated into courses and programs for the initial training and continuing education of a wide variety of practitioners, particularly in professions such as teaching (Smith & Hatton, 1993; Johns & Freshwater, 1998) and social work (Gould & Taylor, 1996), where field experience and academic study need to be closely integrated.

The recent movement towards developing reflective practitioners has led to a body of research which focuses on the teacher as researcher, as an inquirer into her own practice (Zeichner & Liston, 1996, Dewey, 1933; Schon, 1983). It is believed that through reflection, teachers participate consciously and creatively in their own growth and development. Stemme & Burris (2005) suggest keeping teaching journals as an effective tool for reflection. They are regarded as a place to record criticisms, doubts, and frustrations, as well as the joys, successes, and accomplishments teachers experience in their classrooms. Processing these events and putting them down is thought to foster critical reflection.

The term professional development may be evaluated in different ways in different settings but within the scope of the present study we will be concerned

with the effects of an in-service training program on teachers' Professional development in terms of their efficacy and reflective thinking.

One basic purpose of the in-service education program implemented for the purposes of this study was to develop and/or improve teachers' reflective thinking through journal writing as well as peer discussions. Therefore, the next section will discuss studies on possible effects of journal writing on reflective thinking.

2.3.2. Studies on reflective thinking through journal writing in L1

Reflective teaching has been one of the three main goals of the preservice teacher education programs in the National Institute of Education, Singapore, since the late 1980s. In a three-phase study, of which the first two phases are described, Ai-Yen and Seok-Hoon (1992) examined how Singapore student teachers think about teaching in the preservice programs, how they identify the constraints they have about teaching, how they identify learning problems, and what happens to their teaching behaviors as they move through the programs into teaching practice and into the first year of teaching. In Phase One, 78 preservice student teachers from undergraduate and graduate programs viewed a videotape of a classroom lesson on road safety and were asked to critique the lesson; the critiques were then rated on their level of reflective thinking. In Phase Two, 18 undergraduate and graduate students described in journal writing their reflections on 5 classroom episodes, and their level of reflective writing was evaluated. Results indicated that the level of reflective thinking for both undergraduate and graduate level student teachers began at a low level, but those with more subject matter knowledge and skills or working experience (graduate level students) improved at a faster rate.

In another study, Evans and Maloney (1998) designed a project to explore the specific and unique insights that beginning music teachers provide of their

experience of becoming teachers. They stated that giving beginning music teachers voice a substantial place in the research utilises and encourages their capacity for self-reflection within the unique and complex experience that each participant has of teaching. The beginning music teachers participated in semi-structured interviews, completed journals, video taped lessons and attended a focus groups and discussions. The stories and anecdotes of the beginning music teachers provides an opportunity to explore the very real concerns that each have regarding the process of thinking about and learning of/how to teach. This in turn has a significant impact on the personal and professional development of the beginning music teacher and the researcher. An implication of the research was that the pre-service music teacher education program should consider how to best meet the needs and concerns of the beginning music teachers as this may lead to less anxious student teachers and professional growth as music teachers. Further, that there is an opportunity to explore alongside beginning music teachers in a collaborative and meaningful way, strategies to encourage and promote continuing self-reflection as an essential element of their learning how to be effective music teachers.

Loughran (2006) explored the relationship between a teacher educator's explicit modelling of reflection on practice and student-teachers' developing use of reflection on practice. In this case, the teacher educator attempted to offer his student-teachers opportunities to see, hear and understand the thinking that underpinned his pedagogy so that they might better understand and develop their reflective skills in their own teaching practice. Through a framework developed from the work of Dewey (1933) a theoretical perspective on reflection was designed and applied to the student-teachers' thoughts as displayed through their journal writing and interviews. In other words, Loughran demonstrates that modelling is an

important aspect to enhancing student-teachers' learning about teaching and learning.

These and similar studies on reflective thinking through journal writing altogether indicate that critical reflectivity is a matter of time and training. In other words, teachers do not necessarily become reflective within a given period of time. If that is a completely new experience for them, or if all they have written does not show signs of reflectivity, we can not mention development. As Loughran experienced, it can be a good idea to give initial training as well as modelling before they set out writing so that teachers can know where they are heading for much better.

2.3.3. Studies on reflective thinking through journal writing in ESL

Studies have examined the use of various types of writing activities as a means to encourage reflection. Richards and Ho (1998), for example, examined whether journal writing promoted reflective thinking of in-service teachers completing an MA TESL degree. Thirty-two secondary school teachers in Hong Kong participated in this two-year part-time program. However, the research was carried out only in the first semester. During this time, the participants were asked to reflect on their teaching and examining teacher belief systems by writing journals. They were also asked to write two or three reflective questions at the end of each journal entry. The journals were then examined to determine whether or not the teachers had gone beyond writing at a procedural level to a higher level of reflective thinking (e.g. focusing on details rather than on global issues). The journal data was analyzed according to Bartlett's (1990) five stages of reflective thinking. Each stage asked the following questions: (1) Mapping: What do I do as a teacher? (2) Informing: What is the meaning of my teaching? What do I intend? (3) Contesting:

How did I come to be this way? How was it possible for my present view of teaching to have emerged? (4) How might I teach differently? And (5) Acting: What and how shall I teach?

The results of the study indicated that only twenty-percent of the journals examined included examples of reflective thinking, and no clear development pattern of critical reflection was found. But, the researchers noted that the majority of teachers found the experience useful (71%). Also, some of them mentioned that this activity might not have affected their teaching greatly because of the short duration, two-months. Therefore, Richards and Ho indicated that even though the journal writing method encourages reflection, the method itself did not necessarily promote critical reflection. They concluded that teachers must be provided with initial training in reflective writing.

Ferguson (1989) analyzed what types of writing activities promoted reflective thinking of student teachers completing a methods course and practice teaching. Richards and Ho's study was general in nature; thus, the student teachers were asked to reflect on their teaching practice; but Ferguson's study was more specific; he wanted to analyze how reflective thinking could be used to bridge the gap between theory and practice. During the first three weeks of the methods class, the student teachers responded to a questionnaire, a 20-item semantic differential scale and reacted to assigned readings. The final activity was writing a reflective narrative on the various issues discussed in the class. After this initial phase, they were introduced to the knowledge-base through instructional theory and demonstration lessons. Next, the student teachers completed their field experience in local schools. During this training period, they were asked to write reports for each of their visits to schools, and developed lesson plans. During the last weeks of the

course, they returned to the university and completed the questionnaire, and the 20-item semantic differential scale. They were asked to write a narrative statement relating their practice teaching experiences to the current philosophies of social studies. At the end of the semester, the researcher read the reports and met with the students to discuss their experiences.

Ferguson found that the students achieved to combine theory with practice during their practice teaching, and that the “degree of transfer from the methods course to student teaching had not been evident in previous semesters with the more traditional methods” (p.39). Also, he analyzed the degree of reflectivity accomplished by the students by using Van Mannen’s level of reflective rationality. It was found that the student teachers performed reflection at the second level, practical action, (i.e., a concern for clarifying assumptions underlying pedagogical goals and assessing the educational consequences).

Hatton and Smith (1995) investigated the nature of reflection in teaching to find out specific types of reflection and to determine the extent to which writing tasks encouraged reflective thinking. The participants were teacher education students undertaking a four-year secondary Bachelor of Education degree at the University of Sydney. They were introduced different types of strategies to promote reflection such as written reports where they reflected upon the factors that had influenced their thinking and action, and self-evaluations where they analyzed their own educational philosophies. After analyzing the written data, Hatton and Smith (1995) identified four types of writing: (1) descriptive writing, (2) descriptive reflection, (3) dialogic reflection and (4) critical reflection. Descriptive writing was characterized by its lack of reflection because it is descriptive mainly. The other types of writing, on the other hand, represent types of reflection that are different in

nature of reflection; descriptive reflection provides reasons or justification for actions; dialogic reflection involves a type of discourse with one's self; and critical reflection is characterized by its consideration of social, cultural or political contexts. Between these three types of reflection, the researcher found that descriptive reflection was evidenced highly (60-70 %) in the writing reports of the student teachers. Based on these findings, Hatton and Smith proposed an operational framework that views reflection as a hierarchical developmental sequence, "starting the beginner with the relatively simplistic or partial technical type, then working through different forms of reflection-on-action to the desired end point of a professional able to undertake reflection-in-action" (p.45).

Canning (1991) described a study at the University of Northern Iowa on student teachers developing their own professional voice through teacher journals. This process involved looking for connections and conflicts with information gathered from others and their own observations about learning, learners, curriculum and instruction. Next, the participants were to examine how these topics were related to their professional belief systems. This was presented each week in a written reflective assignment. The instructor read and gave feedback. As participants indicated, the feedback helped student teachers to see themselves as teachers. According to Canning (1991), teacher journals have three main advantages in encouraging reflectivity. First, they give insights into the complexities of a teacher's day and the motivations of a teacher's actions.

In summary all these studies reviewed above have shown that journal writing can enable in-service teachers to think in detail about their own performance during or following the action. The above studies have also indicated that when teachers engage in journal writing in a systematic way, they can develop their efficacy and

reflective thinking. To the knowledge of the researcher, there are no studies on the effects of journal writing in any EFL context. However, there is one study conducted in Turkey supporting the above findings. Koçoğlu (2006) investigated the effect of journal writing and electronic journals on the Professional development of pre-service teachers. The results indicated that pre-service teachers can become reflective if they keep on writing journals on a regular basis. Not much has been investigated about the relationship between teacher efficacy and reflective thinking, though. Therefore, the present study attempts to investigate these issues in EFL context.

CHAPTER III

METHODOLOGY

The present study aims to investigate: (a) the relationship between Turkish EFL teachers' efficacy and their reflective thinking, and (b) whether the in-service education program had an impact on Turkish EFL teachers' professional development in terms of teacher efficacy, and reflective thinking. This chapter explains the methods and procedures that are followed in the study. The chapter first lists the research questions, then the setting, population and the instruments used for data collection. Finally, the procedures followed for conducting the study and data analysis are discussed in detail.

3.1. Research Questions

In this study, the relationship between teacher efficacy and reflective thinking, and the possible impacts of an in-service education program on teachers' professional development in terms of teacher efficacy, and reflective thinking have been investigated. Therefore, this study addresses the following research questions:

1. Is there an impact of an in-service teacher education program on teacher efficacy and reflective thinking? If so, how?
2. Is there a relationship between teacher efficacy and reflective thinking?

3.2. Setting

The present study has been conducted in eight foundation schools in Istanbul. All of these schools have education programs from kindergarten to high school; starting from ages 3-4 to ages 18-19. In these schools, English is taught as a foreign language (EFL) starting from kindergarten by both native and nonnative

teachers. All of the schools belong to the same foundation, which also has a university. The university/school partnership has been established to enable the schools to keep up with the recent developments in the field. In this respect, the members of the Faculty of Education are coordinators of the related subject areas in these schools. The English departments of these eight schools are supervised by the members of the Foreign Language Education Department of the Faculty of Education.

The English coordinators at the university, as a first step, conducted meetings with the English teachers, had interviews with the principals and observed the classes from grade 7 to 9. The data indicated that although the students had been learning English since they were five years old, they had difficulties in using the target language in real-life like situations. Since the English lessons mostly included grammar based, drill type activities, which were mechanical in nature, the students did not have much chance to use the language for meaningful purposes. In addition, because the classes were highly teacher centered, students were not actively involved in learning situations. Therefore, the coordinators designed an in-service teacher education program for EFL teachers to develop their skills in CLT as well as reflective thinking.

In other words, the program aimed at encouraging teachers to:

1. implement the following changes in their classes:
 - a. More focus on meaning
 - b. More real-life like use of language (e.g. information gap activities)
 - c. More pair or group work instruction
 - d. Increasing the use of integrated skills

2. develop/improve the reflective thinking of teachers in line with the arguments of the proponents of social constructivist approach, which indicate that any targeted change in teaching practice without critical reflection leads to recipe following and reflection without learning (Sparks, 2004).

3.3. Participants of the Study

25 Turkish EFL teachers (24 female and 1 male) working in five foundation schools in Istanbul participated in the study. 20 of the participating teachers had an undergraduate degree, while 5 of them had a graduate degree. The results revealed that 23.5% of the teachers have been teaching for 1 to 5 years, while 33.3% of them had teaching experience for 6 to 10 years.

The participants of this study who were teaching the main course for the 7th, 8th and 9th grades were selected conveniently among 200 native and nonnative EFL teachers working in these eight schools, both at the primary and secondary levels. This limitation is to prevent the moderating effects of being a native speaker of the language taught and the level differences the teachers had. For the purposes of the study, 50 teachers were administered to the questionnaires. However, only 25 of the teachers wrote journals. These 25 teachers who volunteered to write journals were selected from five of the schools which are similar to each other in terms of the socio-economic background of the students.

3.4. Research Design

The present study is a field study based on both correlational and within subjects experimental designs. It is correlational because the first research question investigates the relationship between Turkish EFL teachers' efficacy and their reflective thinking. The second research question of this study is based on one group

pretest-post test experimental design since it comprises the following four steps: (1) Administering a pretest measuring the constructs (e.g. administering the questionnaires and collecting journals), (2) applying the experimental treatment to the subjects,(e.g. in-service teacher education), (3) administering a post test again measuring the constructs, and (4) evaluating the differences attributed to application of the experimental treatment comparing the pretest and posttest results (Ary, Jacobs, Razavieh & Sorensen, 2006).

3.5. Data Collection

3.5.1. Instruments of the Study

In this study, the data has been gathered by using four instruments: (a) Teachers' Background Questionnaire (see Appendix A) for gaining demographic information about teachers, (b) English Teachers' Sense of Efficacy Scale (ESTES) (see Appendix B) for investigating EFL teachers' efficacy, (c) Teacher Journals (see Appendix C) to assess the teachers' reflective thinking, and (d) semi-structured interviews (see Appendix D) to investigate teachers' opinions about journal writing.

3.5.1.1. Teachers' Background Questionnaire

This questionnaire aimed at gathering demographic information. The demographic information includes questions about gender, age, educational background and teaching experience of the participating teachers.

3.5.1.2. English Teachers' Sense of Efficacy Scale (ESTES)

The instruments developed so far for assessing teacher efficacy have been discussed in the literature review part. In an attempt to explore issues related to the measurement of teacher efficacy and to propose a new measure, Tschannen-Moran

and Woolfolk Hoy (2001) reviewed many of the measures developed to capture teacher efficacy, and indicated a variety of problems such as the validity and reliability of the measures and the meaning of the two factor structures of the existing measures. As previously discussed, the recently developed TSES (Tschannen-Moran & Woolfolk Hoy, 2001) has been found to be superior to previous instruments for several reasons. Firstly, the construct validity of TSES is based on the integrated model (Tschannen-Moran et al., 1998) which comprised both strands of theories discussed in the literature review part: Rotter's social learning theory and Bandura's social cognitive theory. Secondly, as an instrument, TSES has demonstrated a unified and stable factor structure and assesses three important domains in teaching without being so specific (Tschannen-Moran & Woolfolk Hoy, 2001; Daugherty, 2005).

Chacon (2005) adapted the short version of TSES to assess English teachers' efficacy and developed a new instrument called English Teachers' Sense of Efficacy Scale (ESTES) which consists of five subscales: (a) Teachers' efficacy for engaging students learning in EFL, (b) teachers' perceived efficacy for managing EFL classes, (c) teachers' perceived efficacy for implementing instructional strategies to teach EFL, (d) teachers' self-reported English proficiency, and (e) teachers' self-reported pedagogical strategies to teach English. In this study, only the adapted version of TSES (Tschannen-Moran & Woolfolk Hoy, 2001), with 12 items including four items for each of the three dimensions (teachers' efficacy for engaging students learning in EFL, for managing EFL classes and for implementing instructional strategies to teach EFL) was used to assess Turkish EFL teachers' efficacy. This instrument hereafter called ESTES is a 9 point likert scale with anchors at "1-nothing, 3-very little, 5-some influence, 7- quite a bit, 9- a great deal". The reliability

coefficients of each subscale were; .79 for efficacy in engagement, .83 for management, and .81 for instructional strategies.

3.5.1.3. Teacher Journals

In order to measure the level of individual reflection on the part of the teachers, they were required to keep journals starting in the beginning of December until the end of June. The original plan was to have the teachers start in mid September but due to difficulties concerning school regulations, the teachers started to do this task at a later date as mentioned above.

Considering the fact that most of the teachers had not kept journals before, it was thought to be a good idea to provide teachers with a model journal and a number of guiding questions so that they could have an idea on what and how to write (see Appendix). Teachers were expected to relate classroom events, and reflect on their teaching in the form of narratives. They were also informed that entries in the journals must focus on what they thought about the in-service program and whether it had an impact on their teaching or not.

3.5.1.4. Interviews

Another primary source of data collection for this study was interviews with the participating teachers. Patton (1991) identified three types of interviews as: the informal conversational interview, the guided or semi-structured interview and the open-ended standardized interview. The difference between the three is the degree to which questions are prepared. The informal conversational interview has been identified as relying heavily on “the spontaneous generation of questions in the natural flow of an interaction” (p.280). It is conducted with a purpose, but the interviewer allows the conversation to determine the depth of the responses. The guided interview involves describing a set of issues to be explored with each person

interviewed. It uses established questions, but again, naturalistic conversations affect the depth of the responses. The standardized open-ended interview is described as a set of carefully worded questions in which only prepared questions are asked with no conversational component.

For the purpose of this study, the semi-structured interview was chosen since it allowed a systematic collection of data from each participant, while also providing insights into the participant's world. This approach also provided a comfortable context in the face-to-face interviews.

3.5.2. Pilot study

In order to assess the reliability of ESTES, and to examine how well the test performs, a pilot study was conducted in August 2005, with 20 EFL teachers working in different private schools in Istanbul. The number of the participants of the pilot study was quite limited because the schools were not open at that time. Also, the in-service teacher education of the study was about to begin. Because of these constraints, the pilot study was conducted with a limited number of participants. After the participants were administered the test, the researcher asked the participants, "Did you really understand the test instructions? Were there any questions you didn't understand? Did you object to the content of any questions?". The Cronbach alpha for ESTES was 0.510.

3.5.3. Procedure

Since one of the aims of the study is to investigate the impact of an in-service teacher education program on Turkish EFL teachers' efficacy, and their reflective thinking, the data were collected in two phases: Pre-test and post-test (see Figure 3.1).

3.5.3.1. Procedure for Collecting Pre-test Data

The pre-test data collection started in September 2005, before the in-service education program was started. As a first step, the researcher arranged a meeting with the teachers in each school. In those meetings, the researcher informed the participants about the purpose of the study and told them that their participation was not compulsory and they could withdraw from the study whenever they wanted.

The researcher also reassured that all the information obtained from the questionnaires and journals would remain confidential. Then the researcher distributed the questionnaire, ESTES (hereafter pre-ESTES). The instructions for how to respond to the questionnaires were explained. The researcher also helped the participants while they were responding to the items on the questionnaires. As a second step, 25 teachers who volunteered were asked to write journals (hereafter pre-journals). Before they started writing journals, they were provided with model journals and some guiding questions to be kept in mind while writing. These journal entries and questions were adapted from Richards & Lockhart (2004). They were also given a workshop on the description of reflective thinking and its implications in the field. The pre-test data collection ended in October 2005 for questionnaires and March 2006 for journals.

3.5.3.2. Procedure for Collecting Post-test Data

In the second phase of the data collection, which took place in May 2006, after the in-service education program ended, the same procedure was repeated to collect post-test data. Again the teachers were administered the ESTES (here after post-ESTES) and classroom observations were conducted. In addition, journals that the teachers wrote at the end of the in service education program (post-journals) were collected.

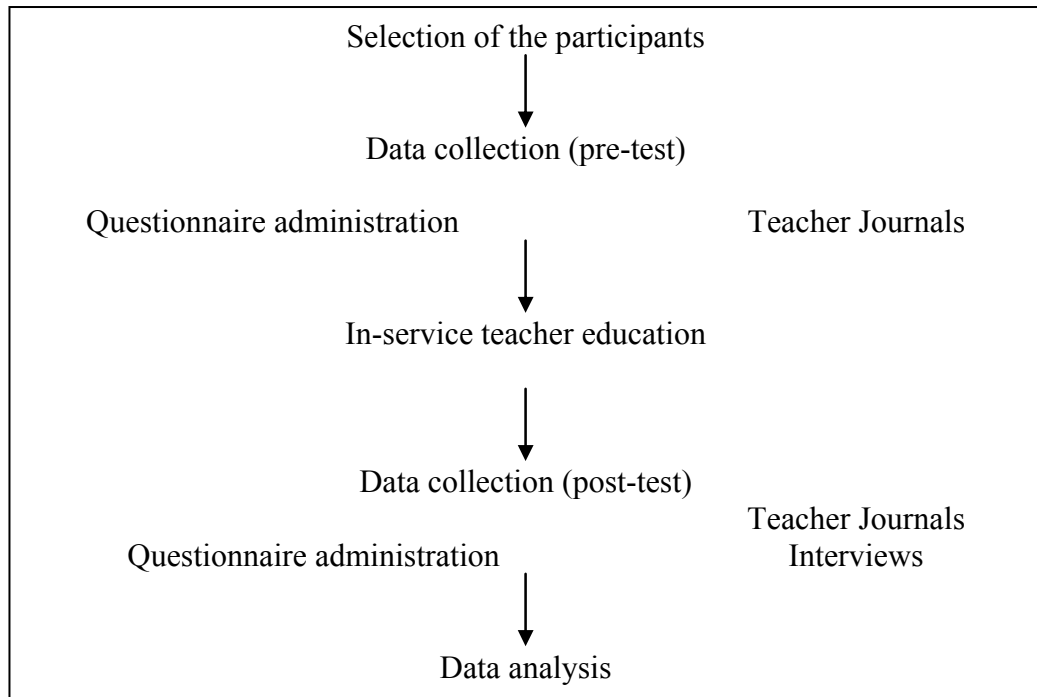


Figure 3.1. The procedure of the main study.

3.5.4. The In-service Teacher Education Program of the Study

The Foreign Language Education Department of the university as mentioned previously, depended on the following guidelines based on social constructivist approach to teacher education, and aimed to promote teacher learning with these processes:

1. Engaging teachers in activities for raising their awareness of past experiences, tacit beliefs, practice and knowledge,
2. Involving teachers in the process of identifying their learning needs
3. Engaging teachers in dialogue with colleagues, addressing their practice, beliefs and the social pressures affecting their work,
4. Exposing teachers to new input through interactive seminars and workshops followed by assigned readings on CLT,
5. Providing experiences optimally related to teachers' current practice,

6. Involving teachers in discussions focusing on theory-practice relationship; in other words, input coming from readings are discussed in terms of teachers' classroom practice,
7. Providing opportunities for reflection on individual teaching practices such as journal writing (Roberts, 1998).

Within this framework, in October 2005, a syllabus aiming at developing and/or improving teachers' practice of CLT was prepared by the English coordinators at the university. The syllabus comprised readings on CLT, and seminars and discussions were conducted to discuss the application of the CLT principles in classroom situations. Specifically speaking, teachers were encouraged to apply in their classes pair or group work activities that engage students in meaningful communication, which is the basis of CLT. During the in-service seminars, teachers' dialogue with peers and the coordinators was encouraged for active involvement of the teachers in the learning process. The program aimed not only to raise teachers' awareness about theoretical and practical aspects of foreign language teaching and CLT, but also to help them develop as reflective thinkers. As mentioned earlier, development of reflective thinking renders the targeted change durable. To achieve this goal, reflective thinking tasks (Roberts, 1998) were assigned to teachers such as writing journals to reflect on their teaching and engaging in dialogue with peers and coordinators concerning their current practice. Each school was visited by one of the English coordinators once a week. During these visits, in the mornings, the coordinators observed the lessons and in the afternoon, they gave feedback to the teachers followed by group discussions on reading assignments and the applicability of the new input. Once a month, all the coordinators and the head teachers of the English departments of the schools met and discussed upon general

problems and possible solutions of the departments. The in-service teacher education program organized by the coordinators at the university ended in the first week of May, 2006.

3.6. Data Analysis

A combination of qualitative and quantitative strategies was used for data analysis to ensure internal validity. Data coming from two questionnaires; (a) ESTES (pre & post), and (b) Teacher journals (pre & post); were analyzed by using the SPSS 14.0 version for Windows. Data was also analyzed by means of qualitative data analysis techniques. For the purposes of this study, teacher journals were analyzed by using Hatton and Smith's (1995) framework of types of reflection. In order to analyze the interviews, Miles and Huberman's model (1994) was used to identify conceptual themes.

Firstly, in order to obtain data about the characteristics of the participating teachers (i.e. demographic information), descriptive statistics was utilized. Based on the participants' responses to the items on Teachers' Background Questionnaire, the total frequency and percentages of the items, and the mean scores and standard deviation were computed.

Secondly, journals were analyzed by using Hatton and Smith's (1995) framework of types of reflection to determine how the participants used different types of reflection to describe and justify their behaviors. Hatton and Smith (1995), as discussed in literature review, developed an instrument to measure different stages of reflectivity by engaging student teachers in performing a writing task (see Appendix D).

Thirdly, in order to analyze the interviews, a content analysis by using Miles and Huberman's model (1994) was conducted to identify conceptual themes, i.e.,

what the participants mainly talked about in the interviews. These conceptual themes were then classified into conceptual categories. Finally percentages of these categories were taken.

For quantitative analysis of data gathered, a series of inferential statistics was performed to answer the research questions. In order to answer the first research question investigating the impact of the in-service teacher education program on Turkish EFL teachers' efficacy, and their reflective thinking, the Wilcoxon matched-pairs signed-ranks test was used to compare the levels of reflective thinking for pre and post journals. In order to answer the second research question concerning the relationship between Turkish EFL teachers' efficacy and their reflective thinking, data gathered from ESTES and teacher journals were analyzed by means of Pearson Product Moment Correlation. For the statistical analysis of both research questions, alpha was set at $p < .05$.

The analysis of the data ended in December 2006.

3.7. Summary

In this chapter, the methodology of the present study has been presented. Table 3.1 summarizes the research questions, the instruments and the related data analyses of the study.

Table 3.1

Overview of Research Questions and Related Procedures

Research Questions	Instruments	Data Analysis
1. Is there an impact of an in-service teacher education program on teacher efficacy, and reflective thinking? If so, how?	English Teachers' Sense of Efficacy (ESTES)(Chacon, 2005)	Pearson Product Moment Correlation was performed.
	Teacher Journals	Hatton & Smith's reflectivity criteria were used.
2. Is there a relationship between teacher efficacy and reflective thinking?	ESTES	Paired samples t-test for pre and post test of ESTES and journals.
	Teacher journals	Hatton & Smith's model of reflectivity was used.
	Interviews	Miles & Huberman's Model was used.

CHAPTER IV

FINDINGS AND DISCUSSION

The main purpose of this study was to investigate if:

- (a) an in-service training program has an impact on EFL teachers' professional development in terms of teacher efficacy and reflective thinking
- (b) there is a relationship between teacher efficacy and reflective thinking

In relation to the first research question namely if there is an impact of the in-service education program on EFL teachers' professional development in terms of teacher efficacy and reflective thinking, Turkish EFL teachers' pre and post tests results on "Teachers' Sense of Efficacy" are presented in Table 1. Correlated samples t-test was conducted to examine the effect of in-service training on teacher efficacy. According to the analysis, there is a significant difference between pre and post tests of all dimensions of ESTES. This means that the in-service teacher education program increased teachers' level of efficacy.

In other words as mentioned above, the teachers felt that they benefited from the in-service program and managed to transfer certain methods, approaches and techniques into their daily performance. The positive impact of this program, namely seminars and activities was further mentioned in some of the teacher journals as will be discussed in the following paragraphs. When teachers felt that they learned new things to be performed in class, they may have met a survival need this way. To put it in another way, such training could have served their current purposes directly. The sub dimensions of ESTES further indicate that in-service training program directly addressed the questions in teachers' minds.

Table 4.1

Means and Standard Deviations at Pre-test and Post-test of ESTES

	Pre-test		Post-test		p
	Mean	SD	Mean	SD	
engaging students in learning EFL	27.58	6.86	30.20	3.58	.005*
managing EFL classes	29.46	6.67	32.18	4.03	.003*
implementing instructional strategies to teach	30.32	5.99	32.34	3.19	.010*
teachers' sense of efficacy	87.36	16.96	94.72	8.98	.001*

p<.05

In relation to the second component of the first research question namely if there is an impact of the in-service education program on the development of reflective thinking through journal writing, findings indicated that there was a decrease in the teachers' descriptive reflection; however this was not statistically significant. On the other hand, there was no increase in dialogic or critical reflection in the teachers' post journals. A close analysis of the individual performance on journal writing indicated that post journals of only five teachers showed some increase in dialogic or critical reflection. However, these findings were not statistically analyzed. The results are presented in Table 4.2.

Table 4.2

Means and Standard Deviations at Pre and Post journals in terms of reflective criteria

	Pre-journal				Post-journal			
	Mean	SD	Min.	Max.	Mean	SD	Min.	Max.
Descriptive writing	9.76	3.40	4.00	18.00	12.00	4.48	6.00	23.00
Descriptive reflection	4.48	3.19	.00	11.00	3.04	3.27	.00	11.00
Dialogic reflection	.92	1.55	.00	7.00	.68	1.40	.00	5.00
Critical reflection	1.40	1.65	.00	5.00	1.28	1.81	.00	7.00

The Wilcoxon matched-pairs signed-ranks test was used to compare the levels of reflective thinking for pre and post journals. The results are as follows:

descriptive writing ($z = -1,80$, $p = .07$), descriptive reflection ($z = -1,80$, $p = .07$), dialogic reflection ($z = -.61$, $p = .55$) and critical reflection ($z = -.20$, $p = .84$).

The quotations below illustrate the descriptive nature of journals where teachers relate what happened during the lesson in a narrative form without any comments or criticism:

“I started the lesson by asking students what they know about space. A few minutes later students started to discuss if there is life in space or not”. (descriptive writing, pure narration)

“ To make them more familiar with the story I asked them to look at the Picture and describe what they saw in the picture”. (descriptive reflection, purposeful action)

Some of the teacher journals emphasized the positive impact of in-service education program. The examples are as follows:

“It was sometimes hard to control the class. They all spoke at the same time. Then, I tried something that was taught in one of the seminars. I told them to be quiet everytime they see my hand up and asked them to raise their hands to show met hat they saw my hand. It worked like magic”.

“According to the in-service training, we were advised not to give grammar explanations explicitly in the beginning. Consequently, I didn't teach how to use “can-can't-must-mustn't” directly”.

“I need to participate more in in-service training to improve my class management and teaching skills”.

There were also a few examples which showed signs of critical as well as dialogic reflection together with a purpose and alternatives:

“I brought some photos about cowboys and a map of Texas to illustrate what cowboys looked like and where they lived. All those materials were for having the students’ attention on the subject”.

“Actually more visuals could have been prepared before the class such as a documentary about cowboys or a popular cowboy movie could have been shown after a brief information was given”.

“Next time, I am going to do this activity when I have two hours with them”.

“The reason why I wanted to do this activity was first of all to enable my students to use English for a meaningful purpose as well as to make them use their creativity”.

In this study, as mentioned earlier, teachers started writing journals 2,5 months after the in-service program began, they did not have much time to develop reflective thinking. As Hatton and Smith indicated, development of reflective thinking needs time. If the teachers in this study had started writing in mid September, that is 2,5 months before, which is when the in-service education program started, most probably, they would have had more time and support they needed to develop reflective thinking.

As mentioned above, the findings indicated that five teachers participating in this study managed to be reflective in the individual level to some extent despite the short period of time they were given to write journals. In other words, the amount of time needed to become reflective might differ depending on the individual teacher. While some can prove to be more reflective in a rather short period of time, it may take others much longer to grasp the actual meaning of reflective thinking and to put it into practice for their own development.

These findings may be because the majority of the teachers were very much overloaded towards the end of the year and therefore this might have led them to

write at the descriptive level without giving much time to reflection on their teaching behaviour. In other words, during the interviews, although they stated that they benefitted from journal writing, their performance did not support these statements. In general, all the teachers including those five teachers who showed some improvement in these journals in terms of reflection did not have enough time to develop reflective thinking since all teachers started journal writing just two months before the in-service education program ended.

An analysis of the interviews shed further light into the findings of the study. Results obtained from the interviews indicated that for teachers journal writing was a very beneficial practice to be continued in the future. This finding confirms the above discussed results that these teachers' willingness to write and reflect could have enabled them to become more critical of what they are doing if they had been given more time. 12% of the participants stated that they did not benefit much from journal writing. This may be because they were not engaged in writing journals on a regular basis for they had too much work load in their schools. 8% of the teachers, however, mentioned that this was not a useful experience for them to be continued in the future. This shows that the teachers in this group need more time and practice to develop reflective thinking. The findings that although 80% indicated in their interviews that journal writing was a beneficial activity, only 20% seemed to have benefitted from journal writing and 80% did not. This concurs with the findings of the previous researchers that although teachers think that they benefit from journal writing, their performance might not reflect this belief.

In relation to research question 2 investigating if there is a relationship between efficacy and reflective thinking, findings indicated that there was no significant correlation between the two. As presented in Table 3, the correlations

were low both for pre-test ($r=.19$, $p>.05$) and post-test ($r= -.15$, $p> .05$). An analysis of the relationship between teacher efficacy and different levels of reflective criteria did not reveal any significant correlations, either. However, the findings indicated a significant relationship among the sub-dimensions of ESTES. Efficacy for engaging students in learning EFL was correlated with efficacy for managing EFL classes ($r=.617$, $p<.05$) and with efficacy for implementing instructional strategies to teach EFL ($r=.415$, $p<.05$). Moreover, there was a substantial relationship between efficacy for managing EFL classes and efficacy for implementing instructional strategies to teach EFL ($r=.544$, $p<.05$). Overall, teacher efficacy was highly correlated with efficacy for engaging students in learning EFL($r=.824$, $p<.05$), efficacy for managing EFL classes ($r=.889$, $p<.05$), and efficacy for implementing instructional strategies to teach EFL ($r=.765$, $p<.05$).

Table 4.3
The relationship between EFL teachers' efficacy and their reflective thinking

	Pre-test			Post-test		
	Mean	SD	p	Mean	SD	p
Teacher efficacy	83.89	19.22	.19	92.60	8.63	-.07
Reflective thinking	16.56	4.95		17.00	6.30	

$P< .05$

As mentioned earlier, efficacy reflects teachers' self-confidence about their own teaching whereas reflectivity is their ability to think critically on their own practices. Just because they think they are good may not guarantee critical reflection about the practice.

When teachers reconstruct their existing theories and their practice, they may become more self-confident and therefore reflect higher teacher efficacy. In the present study, there is no significant correlation between efficacy and reflective

thinking. This may simply because these are two completely different dimension of professional development.

Most probably, teachers who participated in the study felt self-confident as a result of their practice because they may have felt that the in-service education program was beneficial for them. Yet, as it is claimed in the field, there may be a gap between what teachers believe about their teaching practice and what they do in real classroom situations. For example in a study conducted by Ortaçtepe (2006), no significant correlation was found between teacher efficacy and teachers' improvement in the practice of CLT. Therefore, while teachers thought that they improved in their practice, they have not actually evaluated themselves critically.

4.1. Summary

This chapter has presented the analysis of the data collected with the help of the questionnaires; (a) Teachers' Background Questionnaire, (b) English Teachers' Sense of Efficacy Scale (ESTES) (Chacon, 2005), and (c) Teacher journals. Descriptive statistics, correlations and t-tests were computed to reveal the findings related to the characteristics of the participating teachers, the relationship between teacher efficacy and reflective thinking, and the impact of the in-service teacher education program on teacher efficacy, and reflective thinking, respectively. The next chapter describes the conclusions, implications, and recommendations for further study.

CHAPTER V

CONCLUSION & IMPLICATIONS

This study had two purposes: (a) to investigate the relationship between Turkish EFL teachers' efficacy and their reflective thinking, and (b) to examine the impact of an in-service teacher education program aiming at improving teachers' knowledge and skills in CLT on Turkish EFL teachers' professional development in terms of teachers' efficacy, and their reflective thinking.

In relation to the first research question, which is, "Is there an impact of an in-service teacher education program on Turkish EFL teachers' efficacy, and their reflective thinking? If so, how?", the findings firstly suggested that the in-service teacher education program enhanced Turkish EFL teachers' efficacy. In this respect, this study produced results which corroborate the findings of a great deal of previous work that provided evidence for the impact of various professional development activities (Yost, 2002; Fritzt, 1995; Henson, 2001).

Secondly, the findings also indicated that there was an improvement in teachers' reflective thinking after the in-service education program although it was not statistically significant. In other words, an analysis of teachers' journals indicated that there were significant differences in terms of different aspects on an individual basis. Analyses of the teachers' journals also indicated that teachers had positive attitudes towards journal writing; in other words teachers felt that writing journals was beneficial for their reflective thinking. Taking into consideration the fact that journal writing started 2,5 months after the program began, findings might suggest that some teachers needed more time in developing reflective thinking than others. These findings concurs with those in Hatton and Smith's study (1995) which

highlighted the importance of time for teachers for the development of reflective thinking.

In relation to the second research question; namely, “Is there a relationship between teacher efficacy and reflective thinking”, findings indicated no significant relationship between Turkish EFL teachers’ efficacy and their reflective thinking. In other words, in this study, Turkish EFL teachers’ efficacy did not vary in accordance with their reflective thinking.

On the other hand, the dimensions of teacher efficacy; which are, efficacy for engaging students in learning EFL, efficacy for managing EFL classes, and efficacy for implementing instructional strategies to teach EFL were found to be significantly correlated with each other and with teacher efficacy overall. That is, in this study, the teachers who reported to be efficacious in one dimension of teacher efficacy also tended to be efficacious in the other two dimensions and as a result became more efficacious overall. These findings concur with the findings of the studies conducted by Tschannen-Moran and Woolfolk Hoy (2001) and Daugherty (2005), which indicated that the correlations within the dimensions of both teacher efficacy and behavior scales were much stronger than the correlations between any teacher efficacy and behavior scale.

The findings of this study have several implications. First of all, the findings of both research questions provided insights into teacher efficacy and professional development of EFL teachers. The findings concerning the impact of the in-service teacher education program on teachers’ efficacy and their reflective thinking not only provided insights into the features of effective professional development activities and how they contribute to teachers’ beliefs and practice but also presented evidence for Bandura’s (1997) four sources of efficacy; enactive mastery

experiences, vicarious experiences, verbal persuasion, and physiological and affective states. In this study, the in-service teacher education program provided teachers not only with mastery experiences through seminars and actual practice of teaching tasks but also with vicarious experiences through peer observations. These sources of teacher efficacy enabled the teachers to assess the capabilities they bring to the task, experience the consequence of those capabilities, and gain information about their strengths and weaknesses in managing, instructing and evaluating students. Moreover, discussions with the colleagues and the English coordinators provided them with verbal persuasions in the form of feedback about their performance, encouragement and strategies for overcoming obstacles. Therefore, as Bandura (1997) pointed out, the in-service teacher education program of this study has contributed to Turkish EFL teachers' efficacy by enabling them to become more efficacious. In this respect, teacher educators can use these findings to design effective pre-service and in-service teacher education programs that may ultimately contribute to student learning.

Secondly, although it was not one of the aims of the study, the present study provided additional empirical evidence for the reliability and validity for the English Teachers' Sense of Efficacy Scale (Chacon, 2005) and Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) since ESTES is adapted from TSES. Previous studies on teacher efficacy examined the factors like positive teacher behaviors and attitudes (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998; Campbell, 1996; Raudenbush, Rowan & Cheong, 1992; Yost, 2002), implementing innovative teaching methods (Ghaith & Yaghi, 1997), classroom management strategies (Woolfolk & Hoy, 1990), commitment to teaching (Coladarci, 1992) and student achievement and attitudes (Henson, 2001). However, none of these studies

used TSES which has been found to be superior to the previous measures by the researchers (Tschannen-Moran & Woolfolk Hoy, 2001; Daugherty, 2005). Of all the teacher efficacy studies conducted in the field of teaching English as a foreign language (EFL), Liaw (2004) used TSES, and Chacon (2005), who adapted TSES, used ESTES to measure EFL teachers' efficacy. In this sense, the results of this study, by using ESTES, which is a more updated and differentiated instrument for assessing teacher efficacy, will bring clarity to the theory of teacher efficacy. Moreover, this study has provided evidence for the reliability and the validity of the scale by replicating the original findings with a totally different sample. To sum up, educational researchers can use the findings of this study to help them plan further studies on EFL teachers' efficacy.

5.1. Limitations

A number of limitations need to be noted regarding the present study. First of all, this study focused on Turkish EFL teachers who worked in purposefully selected eight schools in Istanbul, Turkey. Therefore, the results may not be generalizable to other EFL settings. Secondly, due to reasons that could not be controlled by the researcher, teachers started writing journals at a much later time than planned.

5.2. Recommendations for Further Study

As discussed earlier, teacher efficacy is a multifaceted construct that varies across tasks and contexts. Therefore, it is recommended to repeat this study in different contexts to examine if there may be possible differences due to varying contexts. Examining the differences between native and nonnative EFL teachers will also bring about insights into the studies of teacher efficacy in Turkey. Moreover, it would be interesting to assess the differences between high efficacious and low

efficacious teachers in terms of selected variables related to demographic information, teachers' experiences in professional development, and/or their teaching practice. Furthermore, relationship between reflectivity and efficacy should be examined in different contexts. To the knowledge of the researcher, this study was the first one to investigate the relationship between teacher efficacy and reflective thinking so conducting various studies investigating this relationship would make valuable contributions to the field. Finally, further studies should be conducted to investigate possible effects of the in service education program on teachers' reflective thinking by giving them longer periods of time to practice and develop reflective thinking.

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APPENDICES

Appendix A

Teachers' Background Questionnaire

TEACHERS' BACKGROUND QUESTIONNAIRE

Please complete or put a tick in the blanks after reading the questions carefully.

I. Demographic Information

1. Name:
2. School:
3. Gender: Male Female
4. Date of Birth: 19__
5. Native speaker of English Non-native speaker of English
6. Education:

<u>Level</u>	<u>Institution</u>
High School
BA
MA
Ph.D.

7. The years of teaching experience:
 1-5 6-10 11-15 16-20 More than 20

Appendix B

English Teachers' Sense of Efficacy Scale

ENGLISH TEACHERS' SENSE OF EFFICACY SCALE

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.

(1) Nothing (3) Very little (5) Some Influence (7) Quite a bit (9) A great Deal

1. How much can you do to motivate the students who show low interest in learning English?
1 2 3 4 5 6 7 8 9
2. How much can you do to get the students believe they can do well in English?
1 2 3 4 5 6 7 8 9
3. How much can you do to help your students' value learning English?
1 2 3 4 5 6 7 8 9
4. How much can you assist families in helping their children do well in school?
1 2 3 4 5 6 7 8 9
5. How much can you do to control disruptive behavior in the classroom?
1 2 3 4 5 6 7 8 9
6. How much can you do to get students follow classroom rules in your English classroom?
1 2 3 4 5 6 7 8 9
7. How much can you do to calm a student who is disruptive or noisy in your English class?
1 2 3 4 5 6 7 8 9
8. How well can you establish a classroom management system with each group of students?
1 2 3 4 5 6 7 8 9
9. How much can you use a variety of assessment strategies in your English class?
1 2 3 4 5 6 7 8 9
10. To what extent can you provide an alternative explanation or example when your English students are confused?
1 2 3 4 5 6 7 8 9

11. To what extent can you craft good questions for your students?

1 2 3 4 5 6 7 8 9

12. How well can you implement alternative strategies in your English classroom?

1 2 3 4 5 6 7 8 9

Appendix C

KEEPING A JOURNAL

Dear teachers,

This activity aims at helping you to get the habit of thinking over your actions in class as a teacher. At the end, we hope you will get a better understanding of your own teaching behaviour and will get pleasure in sharing your ideas about teaching issues with other colleagues.

Below you are going to find a sample journal entry and some questions to guide you in the process of writing. Please do not feel yourself limited to these questions. These are just points for you to consider. You are expected to write about one page each week. Thank you in advance for your contribution. We hope you will make use of this activity and continue your self-investigation in the future.

A. Sample Journal Entry

Today I gave my class a reading activity which focused on skimming. I gave them an article to read called “Study Paints Grim picture” and asked them to skim through the article to identify the social problems mentioned. After a few minutes, I checked the answers and asked the students to number the paragraphs. They had to find the paragraphs which contain information on each of the social problems. Then I checked the answers and explained some difficult vocabulary. Then I gave one handout which contained five paragraphs and another handout which contained five headlines. Students had to match them.

Afterthoughts

Timing again was a problem. I originally planned to check the answers of the matching exercise, but there was no time.

Less time should have been spent on explaining expressions as it defeated the objective of my lesson-skimming.

I should have allocated a specific amount of time to practise skimming.

I should have opened the lesson with a discussion of social problems so that students could compare their answers with what they found in the article.

This teacher’s journal entry reveals how she has used her journal: to describe how she presented a teaching activity, to identify some concerns she had about the lesson, and to remind her of alternative procedures to use in the future.

In the same way, it would be much better if you could include your comments and criticism of your own performance along with what actually happened in class. Don't forget. Our aim here is to be as reflective of ourselves as possible and if this is critical reflection, we will be better able to evaluate our teacher selves.

B. Guiding Questions

1. What did you set out to teach?
2. Were you able to accomplish your goals? Why? Why not?
3. What teaching materials did you use? How effective were they?
4. Was your lesson teacher dominated?
5. Did anything amusing or unusual occur?
6. Did you do anything differently than usual?
7. Did the in-service training that you have been taking have any positive influence on your teaching that class?
8. Did you depart from your lesson plan? If so, why? Did the change make things better or worse?
9. Which parts of the lesson were most/least successful?
10. Was your philosophy of teaching reflected in the lesson?(e.g. skill-based approach, rule-based approach, function-based approach)
11. Did you discover anything new about your teaching?
12. What changes do you think you should make in your teaching?
13. Did students contribute actively to the lesson?
14. How did you respond to different students' needs?
15. What do you think students really learned from the lesson?
16. What did they most like about the lesson?
17. Where am I in my professional development? What does this in-service program add to my development?
18. How am I developing as a language teacher?
19. What are my strengths and limitations as a language teacher?
20. How can I improve my language teaching?
21. What satisfaction does language teaching give me?

Note: You can use any of the ideas above. Yet, to see the effects of our program better, we would like you to consider the questions number 7 and 17 more carefully and include a response to both in your each journal entry.

Appendix D

Hatton and Smith Reflectivity Criteria for the recognition of evidence for different types of reflective writing (Hatton and Smith, 1995)

Descriptive writing - Not reflective.

- Description of events that occurred/report of literature.
- No attempt to provide reasons/justification for events.

Descriptive reflection - Reflective, not only a description of events but some attempt to provide reason/justification for events or actions but in a reportive or descriptive way. E.g., 'I chose this problem solving activity because I believe that students should be active rather than passive learners'.

- Recognition of alternate viewpoints in the research and literature which are reported. e.g., 'Tyler (1949), because of the assumptions on which his approach rests suggests that the curriculum process should begin with objectives. Yinger (1979), on the other hand argues that the 'task' is the starting point.'

-Two forms:-

- (a) Reflection based generally on one perspective/factor as rationale.
- (b) Reflection is based on the recognition of multiple factors and perspectives.

Dialogic reflection - Demonstrates a 'stepping back' from the events/actions leading to a different level of mulling about, discourse with self and exploring the experience, events and actions using qualities of judgment and possible alternatives for explaining and hypothesizing.

-Such reflection is analytical or/and integrative of factors and perspectives and may recognize inconsistencies in attempting to provide rationales and critique, e.g., 'While I had planned to use mainly written text materials I became aware very quickly that a number of students did not respond to these. Thinking about this now there may have been several reasons for this. A number of the students, while reasonably proficient in English, even though they had been NESB learners, may still have lacked some confidence in handling the level of language in the text. Alternatively a number of students may have been visual and tactile learners. In any case I found that I had to employ more concrete activities in my teaching.'

Two forms, as in (a) and (b) above

Critical reflection - Demonstrates awareness that actions and events are not only located in, and explicable by, reference to multiple perspectives but are located in, and influenced by, multiple historical and socio-political contexts. e.g., 'What must be recognized, however, is that the issues of student management experienced with this class can only be understood within the wider structural locations of power relationships established between teachers and students in schools as social institutions based upon the principle of control'. (Smith 1992).

Appendix E
INTERVIEW QUESTIONS

1. Have you ever written a journal before?
2. Was it difficult to write about your teaching?
3. Did the seminars help you to think about different aspects of your teaching such as classroom management, decision making and post evaluation?
4. Would you like to go on writing regularly about your teaching experience?
Why? Why not?
5. Do you think writing a journal will help you to become a better teacher in the future? If so, how?