Designing a Reflective Teacher Education Course and its Contribution to ELT Teachers' Reflectivity

Leila Tajik
Alzahra University, tajik_l@alzahra.ac.ir

Kazem Pakzad
Islamic Azad University, Bandar Abbas Branch, kazem.pakzad@gmail.com

Designing a Reflective Teacher Education Course and its Contribution to ELT Teachers' Reflectivity

Leila Tajik
Alzahra University
Kazem Pakzad
Islamic Azad University

Abstract: Researchers in the present study planned a reflective teacher education course and documented the contribution of such a course to improving teachers' reflectivity. Five English teachers took part in the reflective teacher education course designed by the researchers. To record how the course could help improve reflective teaching, researchers asked participants to take part in stimulated recall prior to and after the course and to write reflective journals. Thematic analysis of the stimulated recall interviews and journals showed improvements in teachers' reflective teaching as a result of attending the reflective course.

Introduction

The field of second language (L2) teacher education research has undergone radical changes in the last three decades. There are now innumerable books and papers dealing with different aspects of teacher preparation, and teacher development is addressed from professional, cognitive, social, as well as contextual perspectives (Johnson, 2000; Richards & Farrell, 2005; Richards & Lockhart, 1994; Tedick, 2004; Tsui, 2003; Woods, 1996). Such an interest in L2 teacher growth is quite new since before the 1980s the influential model for teacher education in applied linguistics was of a process product type where the aim was to understand how teachers' actions resulted in student learning (Freeman, 2002). Such a view, which later became known as technicism, thought of teaching as efficient performance which seeks to achieve ends that are prescribed for teachers (Halliday, 1998). Learning to teach was defined as having complete knowledge of the content to be taught, along with its required methodology, and any failure on the part of learners to acquire the assigned content was attributed chiefly to the teacher's competence (Freeman, 2002). Teachers' agency and mentality, or what later became known as teachers' mental lives (Walberg, 1977) was entirely ignored as teachers were thought to enter the teaching profession with a mind as a *tabula rasa*, i.e. with no innate ideas, and to master the required teaching skills through a training program. Fortunately, the teaching profession has outgrown such superficial interpretations and behaviorist perceptions of the practice have been replaced by cognitive/social views of teaching (Johnson, 2006). In this new conceptualization, teaching is a complex activity in which "teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (Borg, 2003, p. 81). Equipped with their mental assets, L2 teachers critically examine their practice, come up with new ideas about how

to modify their performance to improve student learning, and finally operationalize those ideas. Such critical teachers who base their practice in reflection over their professional experience have been technically termed as reflective teachers. Accordingly, reflective teaching has been defined as a teaching which involves constant inquiry about one's own teaching and attempting to take a more systematic approach to practices (Pickett, 1996).

To educate reflective teachers, scholars began focusing attention on the inclusion of talks on teacher reflection in teacher education programs. Inspired by this new orientation in mainstream teaching, English Language Teaching (ELT) teacher education programs have aimed at preparing teachers who can demonstrate reflection on different aspects of the teaching profession (Kumardivelu, 2003; Williams & Burden, 1997). The problem with such programs has, however, been that teacher reflection has merely been preached resulting in teachers' reaction rather than reflection (Gün, 2011). In fact, what seems to be still missing in the existing L2 teacher education courses is focused input sessions providing the opportunity for teachers to reflect on various aspects of their classroom. With this in mind, the research presented in this paper was carried out with the purpose of designing a teacher education course which had as its aim inclusion of the main tenets of reflective teaching practice and improving teachers' reflectivity through practical simulated teaching activities. Ball and Forzani (2010) had already recognized the need for practice-focused teacher education programs by asserting that placing practice at the center of teachers' education would improve, not deteriorate the professionalism of teacher education. Also, the present article aimed to document contribution of such a course to improving teachers' reflectivity. Hopefully, the results can address some of the doubts Akbari (2006) has raised about the positive effects training in reflection can have on the efficiency of instruction.

Review of Literature

The thematic structure of this review divides the literature into two sections. The initial section has as its defining characteristic an explicit focus on theoretical issues concerning reflective teaching. It defines the term 'reflection' and highlights it as a process which can happen in different types; it, also, enumerates attributes of a reflective teacher and elucidates how the reflection process can benefit teachers. The second section of this review reports related practical studies.

To begin with, one needs to know the origin of reflection and how it has been defined by scholars throughout the years. In fact, perspectives on reflective thinking include ideas derived from the domain of philosophy. Early philosophers and thinkers such as Plato, Aristotle, Locke and Dewey contemplated and discussed the ideas on reflection. Dewey (1993) defines reflection as action based on "the active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it" (p. 9). In his 1910 study, he proposes that people engage in reflection when they are faced with problems which do not have clear answers, or when these problems cannot be solved through mere logic. As such, the starting point for reflection is usually a problem, what Munby and Russell (1990) call puzzles of practice. According to Schön (1983), for the reflection to occur, "there is some puzzling or troubling or interesting phenomenon with which the individual is trying to deal. As he tries to make sense of it, he also reflects on the understandings which have been implicit in his action, understandings which he surfaces, criticizes, restructures, and embodies in future action" (p. 50).

Residing in these early ideas, reflective teachers are defined as teachers who critically examine their practices, come up with new ideas as to how to improve their performance to enhance students' learning, and put those ideas into practice (Schön, 1983). The term teacher reflection refers to teachers' thoughtful decision making resulting in enhanced personal development and academic performance of students (Bennett, 1996). In such a thoughtful process, teachers engage in a recurring cycle of thought and action based on their professional experience (Wellington, 1991). In fact, reflective teaching links what teachers think about their teaching practices to what they do in the actual classroom settings. As such, reflective practice involves constant inquiry about one's own teaching and then attempting to take a more systematic approach to practices and, at times, to work with others who had such common interests and questions as yours (Pickett, 1996).

Reflective teaching has been treated as a thoughtful, spiral and dialogical process in the existing publications on the topic. As a thoughtful process, it can happen in three related types based on the sequence of action and thought the teacher is involved in; in fact, there are times when reflection happens during the course of action, times when it is subsequent to the class event and times when it happens prior to the class practices (Schön (1987). Pickett (1996), Killon and Todnew (1991) and Schön (1983; 1987) are among the scholars who elaborate on different types of reflection. Schön (1983; 1987) believes that when teachers are involved in class routines and find out the established routine does not work out in the new situation, they need to adopt reflection-in-action to cope with the issue. This type of reflection happens during the events in the classroom while teachers, for any reasons, cannot resort to the routine actions they performed in similar situations. Equipped with this type of reflection, Schön (1987) emphasizes that a practitioner learns to think on his or her feet and is able to improvise with new incoming information and is able to deal with the unexpected. To Schön (1983; 1987), the times when teachers reflect back on what happened in their classes, they are involved in reflection-on-action. Pickett (1996) believes that reflection-on-action involves the practitioner reflecting and contemplating on the underlying, implied understandings and assumptions that he or she has in order to arrive at a deeper understanding of roles of the teacher and student, the motivations and behaviors in the learning context. In contrast with the other two types of reflection, as Killon and Todnew (1991) maintain, in reflection-for-action, teachers reflect not so much to revisit the past or to become aware of the metacognitive process they are experiencing while involved in class routines, but to guide future action. In other words, by adopting and reflecting on the knowledge from what happened during the class, teachers can become prepared for future. In fact, teachers, in this type of reflection, benefit from the other two types of reflection in planning their future courses of actions.

Inherent in different types of reflection are interactive dimensions which help form a spiral process. Bennett (1996) introduces four interactive dimensions of the reflection process, including teachers' knowledge of their own assumptions, values, and beliefs about teaching; their consideration of possible alternatives during the planning and interactive phase of teaching; their critical analysis of the effectiveness of selected alternatives in terms of personal/ program goals and values; and their confirmation or revision of beliefs about teaching and/ or best classroom practices. Compared with the ones put forward by Bennett, interactive dimensions launched by Bartlett (1994) seem to be more practice-oriented. To him, reflective teaching includes five components, namely, mapping, contesting, informing, appraising, and acting. Mapping involves teachers in observing and collecting evidences about teaching. In this phase, a very important point is that observation must be done by individual teachers (and by using personal diaries,

learning logs, portfolios, and journals). In the informing phase, the teacher turns to look for meanings behind the maps. This phase provides the teacher with an understanding of the difference between routine and conscious teaching action as well as the ability to unfold the principles behind them. Contesting encompasses teachers' questioning their present views of teaching and sharing their understandings and reasons for teaching in particular ways with their colleagues. The appraising phase is a quest for alternative courses of action. This phase, in fact, relates the thinking aspect of reflection to the search for teaching in ways consistent with the new understanding. Finally, in the acting phase of the cycle, the teacher is concerned about the way or how they should teach.

In addition to being a thoughtful, spiral process, reflective teaching has been considered to be a dialogical process. The dialogical component of teacher reflection may refer to teachers' collecting data with their students about teaching which helps them examine their attitudes, beliefs, assumptions and teaching practices (Richards & Lockhart, 1994). Or, it may relate to teachers' working with others, experts preferably, who had such common interests and questions as theirs. Such dialogues provide opportunities for the teacher practitioners to see parallels between their own practices and that of experts and improve their practices accordingly (Ferraro, 1999; Pickett, 1996; Schön, 1987).

The above-mentioned benefits cannot be achieved unless teachers are equipped with reflective skills. Scholars, in numerous studies, have characterized three main features of reflective teachers: Open-mindedness, which is a desire on the part of teachers to listen to more than one aspect of a problem and to pay heed to alternative ideas and views; responsibility which is a careful consideration of the results to which an action will lead to; and wholeheartedness which implies that teachers can overcome uncertainties and fears so as to critically evaluate their practice in a meaningful way (Dewey, 1993; Farrell, 2014; Grant & Zeichner, 1984). Equipped with these characteristics, a reflective teacher tries to pay due attention to the significant aspects of his/her class such as what he/ she is exactly doing in class, why he/ she is doing this, what will be the result of their actions, and if there can be any changes in their teaching based on the information they have gathered (Farrell, 2007). In consequence, by reflecting on what and why questions, the reflective teacher starts to exercise control of his/her class and accordingly to be able to transform the everyday classroom life. When this possibility is opened up, the teacher transcends the technicalities of teaching and thinks beyond the need to elaborate the instructional techniques (Salmani, 2006). Throughout the whole process of reflection, however, a reflective teacher requires to have an extensive knowledge base of teaching in order to be able to make proper decisions in his/her class practices (Richards & Lockhart, 1994).

Reflective teaching benefits teachers in other ways. According to Farrell (2007), reflective practice helps teachers critically reflect on all aspects of their work, make informed decisions, and accordingly become confident in their actions. In fact, reflection helps teachers change their level of awareness of their practices and enable them to articulate their practices. Becoming aware of the class incidents, teachers find out why a class was or was not responsive. Overall, reflective teaching enables teachers to develop and improve the pedagogical habits as well as the skills required for self-directed growth and towards preparing to take part in their making of educational decisions. All these lead to improved teaching and improved learning of the students (Dewey, 1993).

Besides the works exploring reflective teaching from a theoretical perspective, a growing number of empirical research studies have been conducted to investigate how they can improve teachers and student teachers' reflective thinking. Ojanen (1993) explored the role of teacher

educator in developing student teachers' necessary skills for reflective teaching. To help student teachers reflect upon their practices and improve them accordingly, Ojanen proposed that teacher educators hold small and large group discussions with student teachers about their experiences and to guide them to do a number of activities incumbent upon reflective teaching like keeping their personal histories and dialogue journals. So as to improve reflection on the part of student teachers, Kettle and Sellars (1996) modeled for their teacher participants a collaborative style of professional development in which they all were members of peer reflective groups. Analyzing their student teachers' reflective writings and interview transcripts, they found that the use of peer reflective groups encouraged student teachers to challenge their existing theories and their own preconceived views of teaching.

A number of reflective strategies, somewhat similar to the ones employed by Ojanen (1993) and Kettle and Sellars (1996), were utilized by Quing (2009) so as to provide an effective path, as she calls it, for her EFL teachers' professional development. Her main objective was to create critically reflective teachers by providing opportunities for the participants to observe their daily lessons from different perspectives and consequently to gain insights on their own teaching. Different approaches were applied, including peer observation, teachers' written accounts of their experience through self-reports and teachers' diaries, recording lessons, reflective inquiry groups, and collaborative action research. The teachers who participated in her project reported that they gained valuable insights about their own teaching through reflective strategies and that they would like to use them on a regular basis.

Two of the reflective strategies practised in Qing (2009), i.e. peer observation and recording lessons, were implemented in Gün (2011). In his attempt to document how his EFL teachers' self-reflection improves, Gün (2011) studied four in-service teachers. His main focus was to compare whether practitioners' self-reflection improves more by means of watching their own video-recorded lessons or by receiving inputs from a trainer or colleague who has watched their classes. At the end of the program, which lasted for eight weeks, he found that teachers benefited both from watching and analyzing videos of their classes themselves and from discussing their class activities with a trainer or colleague sitting in their class observing the entire scenario. As the participants mentioned, they were able to transfer their critical reflection into 'on the spot' strategies in the classroom, by watching videos of themselves. At the same time, they added that they could recognize their problems and were recommended effective solutions while receiving input from their observers.

As such, researchers in various studies have been trying out different activities so as to help teachers' initiation into the world of reflective practice. Now that the scholars have recognized the need to actualize reflective teaching into practice, we feel that teacher education must look for sophisticated alternatives to the training modes of instruction practiced in the methods era and which are capable of responding to the demands made of ELT teachers.

Method

As introduced earlier, the present study aimed at designing a reflective teacher education program and documenting its contribution to improving English language teachers' reflectivity. This section of the paper elaborates on the participants of the study, reflective teacher education course specifications, data collection techniques and procedures, and data analysis.

Participants

Five teachers teaching general English courses at Khaneye Zaban (Language House) private language institute in Rafsanjan, Kerman province, Iran, expressed their willingness to take part in the reflective teacher education course designed by the researchers. They all volunteered to attend the program and were not paid accordingly. They were 3 male and 2 female teachers, all majored in English, whose ages ranged from twenty four to thirty three. Two of them held Master of Arts (MA) and three others Bachelor of Arts (BA) university degree. All teachers had undergone a teacher training course (TTC) in their institute as a common certificate policy and were teaching students at different levels of language proficiency in their language institute while attending the reflective teacher education course. Table 1 summarizes participants' demographic information.

The facilitator of the course, who is one of the authors of the present article, was a 26 year old MA candidate in TEFL at the time of data collection. It is worth mentioning that before designing this reflective teacher education program, he had conducted a number of ELT teacher education programs as well as workshops in different cities.

Teachers	Teaching qualification	Teaching experience	Gender	Age
Teacher 1	MA in TEFL, TTC	5 years	Male	26 years old
Teacher 2	MA in English literature, TTC	3 years	Female	25 years old
Teacher 3	BA in TEFL, TTC	2 years	Female	33 years old
Teacher 4	BA in English translation, TTC	2 years	Male	28 years old
Teacher 5	BA in English translation, TTC	2 years	Male	24 years old

Table 1: teachers' biographical details

Reflective Teacher Education Course Specifications

The designed teacher education program was conducted in teachers' workplace with the permission of the language institute administrators. As mentioned before, the program intended to improve teachers' reflectivity based on the ideas extracted from the literature on reflective teaching. However, as a teacher education course, the program also needed to familiarize teachers with general teaching points commonly envisioned in training courses designed for teachers in the field. Hence, while including tenets of reflective teaching in the program, researchers reviewed the literature on effective teaching and added significant topics such as teaching receptive and productive skills, classroom management, lesson planning, assessment,

teaching lexis, teaching grammar, giving instructions, and error treatment to the course specification. Having selected material to be covered in the course, researchers decided that the class meet 12 sessions of 2 hours each, 3 times every week. To establish the course timetable, they proceeded with certain logic in their mind; since the practitioners met their students three times a week in their language institute, researchers decided to follow a similar schedule for their reflective teacher education course. In other words, every session of the course was followed by teachers' institute classes on the same day. This provided teachers with great opportunities to operationalize course material in their real classes and consequently to check the immediate contribution of the program to their teaching practices. Excluding the first and the last sessions which were intended to focus on an introduction to the course and on an interview with the participants about the course, researchers devoted the first five sessions to improving practitioners' reflectivity and the next half of the program to teaching general teaching tips which were intended to be practiced from a reflective perspective.

To prepare the course material related to reflective teaching, researchers of the present study reviewed a range of leading books and papers on the topic (please see appendix 1 for a complete list of books and articles consulted). The study of resources and preparing the course material lasted about five months; the prepared material were revised in some parts after consulting two ELT professionals who already had publications on reflective teaching.

Session one was a warm-up class intending to familiarize teachers with the purpose of the course and to help engage them in the program. In this introductory session, teacher educator presented syllabus of the course to teachers, outlining the goals and objectives of the course, material to be used and the aims of each coming session. Next, participants were encouraged to share their opinions about the course specifications with the class. Session two to session six mainly covered subjects directly related to the principles of reflective teaching with each subsequent session becoming more practical and more focused on the topic. Session two illustrated some founding principles of reflective teaching. More specifically, the educator familiarized teachers with definitions of reflection, how to use reflection as a means of professional development, and characteristics of a reflective teacher. Sessions three, four, five, and six were more practical in nature, aiming at operationalizing principles of reflective teaching and consequently focusing on how to become a reflective teacher. During sessions three, four, and five, the educator taught teachers how they can improve their reflection-in-action, reflection-on-action and reflection-for-action, respectively. In every session, the educator, first, presented theoretical details on types of reflection and, later, modeled for the class how they can benefit from types of reflection in their real practice. More practically, on session six, participant teachers demonstrated their understanding of becoming a reflective practitioner by modeling for others how they had implemented reflective practice in teaching sessions they had completed shortly after every session of the course. Others commented on class demonstrations. In addition to conducting this practice, the educator familiarized instructors with various reflective techniques, including journal writing, self-reports, audio journals, collaborative diary writing, recording lessons, and peer observation, which could help enrich their knowledge base about teaching. Once introduced in the class, these techniques were modeled by the educator and practiced by the participants. Additionally, the facilitator of the course highlighted the necessity of reading recent theoretical and experimental publications in the field for teachers so they can acquire technical knowledge of their practice. At the end of session's two to six, the educator made a quick review of the material and handed in a pre-prepared pamphlet including main points presented in the class along with one or two articles focused on the subject of the session

to the teachers. In addition, he asked participants to implement details of the course in their actual classes and to report differences between their old and new experience in their reflective journals.

The next five sessions, session seven to eleven, were devoted to reviewing general teaching points conducive to effective teaching. The material taught throughout these sessions were nearly similar to the texts employed in other training courses. The main difference was that they were taught by the educator having a reflective perspective. In fact, since teachers had participated in TTCs held in their language institutes, they were thought to have already become familiar with general teaching tips in their training course. As such, facilitator of the reflective program planned the second half of the designed course with the aim to provide comprehensive reviews over main points related to teaching different skills and sub-skills and consequently to consolidate what teachers had already learnt. Texts and audio material used to teach effective teaching tips were mainly selected from Saslow and Ascher (2006) and Scrivener (1994). Here again, the teacher educator had as his main intention operationalizing theoretical points he mentioned throughout the sessions. Student involvement through paired and group work was promoted when needed.

Session seven concentrated on teaching lexis and receptive skills. At this point, the educator modeled for teachers how to teach new lexical items prior to reading and listening tasks and how to activate students' schemata about the subject of the new lessons. In the next session, teachers watched a sample video from *Learning Teaching* (Scrivener, 1994). The video guided them to teach grammar by making the meaning of a sentence clear, then drilling down to its pronunciation, and finally putting the form of that sentence on the board. Besides their getting prepared for teaching grammar, ELT practitioners practiced how to teach speaking and writing by the help of a mind map and brainstorming.

Lesson planning and error treatment were subjects of session nine. In this session, the educator provided a step by step tutorial on all stages of writing a lesson plan and encouraged teachers to produce a guided sample. Next, he drilled varied techniques for error correction of students involved in fluency and accuracy activities. Session ten focused on classroom management. Throughout the class, teachers were reminded about how to teach their students to respect and follow rules and regulations of their classes. Also related to classroom management, participants practiced how to become a more pro-active teacher, i.e. taking actions in advance to promote positive behavior on the part of students and avoid possible problems accordingly. Session eleven had a broad focus, guiding teachers on how to give appropriate instructions to their pupils, how to draw their attention to the class, and how to assess their skills. Various techniques were introduced: to give appropriate instructions, teachers were encouraged to preplan their lessons, ask instruction checking questions and to extend a border between their instruction and other types of conversation in the class; to help teachers draw students' attention to the instruction at the outset of the class, the educator suggested that they create silence, make eye contact with all students, and have an authoritative tone so as to catch learners' focused attention . Finally, the teacher educator introduced different types of assessment, formative and summative, self and peer assessment.

With an entirely different purpose, session twelve inquired about challenges of attending the reflective teacher education program for teachers. All teachers explained difficulties they encountered in the reflective program through a focus-group discussion. The discussion lasted for two hours and was tape-recorded for later analysis. Due to space limitation, however, the

problems teachers reported they had encountered throughout the course will be discussed in another article.

Data Collection Techniques and Procedures

One week before conducting the reflective teacher education program, the teacher educator asked teachers to participate in stimulated recall. This data collection method entails observing and videotaping teachers' classes and a follow up recollection interview in which each teacher recalls what they had been thinking while teaching (Meijer, Beijaard, Verloop, 2002). To stimulate teachers' recall, one of the researchers videotaped one teaching session of every one of the participants in their workplace and shortly after the class, interviewed them. This practice was done with the purpose of comparing class performance of the practitioners before attending the course with theirs after the program. In other words, the researchers sought to check if there were probable changes in teachers' teaching after the program and in case of any changes if they could be attributed to the contribution of the planned reflective course to teachers' reflectivity. To be able to consider a possible link between the reflective program and changes in participants' teaching style, the educator asked teachers not to take part in any other training programs while attending the reflective teacher education course and not to read any extra material that could alter their approach to teaching. It is worth mentioning that prior to observing the classes, the researcher, besides gaining consent of the instructors for collecting their class data, asked permission of all the students for video recording their classes. Besides, verbal permission of the managers of the language institutions were obtained on collecting data of their teachers.

Several measures were taken to enhance the reliability and validity of the elicited stimulated recall data in this study. First, because the passage of time may hinder the teacher from remembering the exact thoughts involved in his or her teaching process (Gass & MacKey, 2000), efforts were made to minimize the time lapse between the videotaping and the recall interviews. This interval was between 10 to 30 minutes for the teachers in this study. Second, the participants were familiarized with the purpose of stimulated recall protocol and its procedures by the one of the researchers before collecting data. Finally, to control the camera effect on the teachers' and students' typical class conduct, the main videotaping started in the third session of their classroom teaching after having kept the camera off on the tripod in the rear of the class for two sessions.

Two weeks after conducting the program, post-course stimulated recall protocol was used to help explore the contributions of the reflective teacher education course to teachers' reflectivity. The procedure for conducting post-course stimulated recall was similar to the pre-course one, with the only minute difference being in the time interval between videotaping the classes and the recall sessions. This time, all interview sessions were held between 10 to15 minutes after the classes. The reason researchers decided to watch teachers after two weeks was to give them some time so as to read, review, practice, and reflect on the material and techniques they learnt throughout the training course. Since, they were approaching the end of their semester, it was not possible to extend the two-week wait. At the same time, the long-term effects of the course had not been intended for the present study.

In addition to the stimulated recall, to collect data on the teachers' journey towards becoming a reflective practitioner, researchers encouraged teachers to write a reflective journal about the subject of each session of the course in light of their personal experiences of those subjects in their real classes. Journals were used in an attempt to promote participants' reflective

thinking (as mentioned by Bailey, 1997) and consequently to help them critically analyze what they do in their teaching, enable them to decide on future corrective steps to improving practice, assist them in making sense of their own teaching, discover attitudes, and improve management skills (Kerka, 1996). To avoid confusion about how to write a reflective journal, the educator provided teachers with a journal sample of his own which was briefly discussed in the class. To ensure the reliability and validity of the data of the journals, researchers asked participants to review about half of researchers' analysis of journals. In 98% of cases consensus was found between researchers' interpretation and teachers' intentions as reported in their journals.

Data Analysis

To analyze interview transcripts and reflective journals, thematic analysis was employed. Thematic analysis is a method for identifying, analyzing, and reporting themes which organizes and describes the data in rich detail (Braun & Clarke, 2006). Before going through the data to extract themes, researchers wrote up main themes related to reflective teaching they had already extracted from the available literature. Since the literature had provided us with a vast array of characteristics contributing to reflective teaching, the authors decided to start categorizing the data with keeping such characteristics in mind and then searching through the data to find instances relevant to these themes. For instance, features like teachers' awareness of the class events, teachers' reflection-on-action, teachers' reflection-in-action, and their reflection-for-action have been repeatedly mentioned in the literature as themes contributing to reflective teaching. Having this in mind, researchers went through the data trying to find instances that could be considered as examples related to each of the above themes. After all data was scrutinized for categorizing classroom incidents or participants' responses into related themes, researchers asked a colleague familiar with thematic analysis and reflective teaching to review the data analyzed. In most cases, the colleague confirmed the initial analyses by the researchers.

Results and Discussion

As mentioned above, to find out the contribution of the reflective teacher education course to teachers' reflectivity, two methods were employed. The first method utilized was stimulated recall which was used both before and after the course; applying pre- and post-course stimulated recall helped researchers to compare teachers' performance in their real classes prior to the program with theirs after the course. Complementary information on the probable impact of the course on participants' teaching practice was collected through reflective journals. Journals were written by participants after each meeting of the reflective teacher education course followed by a teaching session at their institute. What they were expected to write in their journals was how they could implement subjects of the program in the actual classes they taught in their language institutes. In the following sections, results of the analysis of the two types of data will be presented separately.

Section 1: Pre-Course and Post-Course Stimulated Recall

As already stated, prior to stimulated recall interviews, researchers had extracted main themes related to reflective teaching- namely teachers' awareness of the class events, their reflection-in-action, reflection-on-action, and reflection-for-action- from the literature. With this information, after the interviews, they scrutinized transcripts of teachers' stimulated recall, before and after the course, to find instances, if any, of each of the four themes from their practice and consequently to record if there have been any improvements in teachers' reflective practice. The following is a summary of how participants' reflectivity concerning each of the four aforementioned themes changed as a result of attending the program.

Getting Aware of the Class Events

As mentioned previously, one of the characteristics of reflective teachers is their awareness in class (Farrell, 2007; Richards & Lockhart, 1994). Analysis of the pre-course interviews showed that participant teachers were not aware of most of their class events. In other words, they did not recognize why in many cases their attempts in running a straightforward class failed. Post-course interviews, however, revealed a very different pattern of behavior on the part of teachers. At this time, they knew the reason behind many of their class events and as a consequence could deal with the unexpected problems easily. The following examples from different teachers' recollections illustrate how they improved their reflectivity after attending the teacher education program.

Prior to the Course

In the following quotes, teachers are explicitly specifying their lack of understanding of the reasons behind troublesome situations in their class:
> *You know, I didn't finally understand why they asked me a lot of questions*
> *while I was explaining the points. (teacher 1)*
> *I was going to ask my students to do an activity. However, I don't know why*
> *they did not get my words and I'm not sure where the problem was. (teacher 2)*

After the Course

The following instances show how the participants improved after the training:
> *Because the listening activity was a bit difficult, I asked my students to listen for*
> *the first time, and complete the first part of the table, and then listen again and*
> *complete the second part. It really helped them to keep focused on the task and*
> *do it easier than before. (teacher 1)*
> *Today I had an appropriate lesson plan and I knew what I was doing exactly. I*
> *could go forward according to my plan and it helped students to keep focused. It*
> *was nice to see they don't get bored soon. (teacher 2)*

As the examples above clearly show, teacher participants became more aware of their class incidents in their post-course observations. Teachers 2, 3, 4, and 5 explicitly referred to the

role of the teacher education course in helping them *become more aware of their class events*. For the same reason, teacher 5 viewed the course as *a very rewarding experience*. This characteristic of reflective teachers, i.e. their awareness of their actions and consequences thereof has been reported in the literature by scholars like McDonough (1994), Farrell (2007), Grant and Zeichner (2014). McDonough (1994) maintains that reflective teachers become more aware of "day-to-day behaviors and underlying attitudes, alongside outcomes and the decisions that all teachers need to take" (p. 64-65). Farrell (2007) suggests that reflection raises teachers' self-awareness so that they can make informed pedagogical decisions, clarify their own thinking, explore their own beliefs and practices, become more aware of their teaching styles, and be better able to monitor their own practices. Continuing in the same line of thinking, Grant and Zeichner (2014) highlight that reflective teachers are aware of their actions and consequences. Considering the fact that the more aware of their class activities teachers are in their class, the more reflective they are (Farrel, 2007), one can maintain that the reflective course has had a role in improving teachers' reflectivity.

Showing More Reflection-in-Action

Teachers adopt reflection-in-action when a new event happens in class and their routines do not work well (Farrell, 2014). In the current study, prior to the course, teachers were seen to act mostly based on their routines to deal with dilemmas they encountered in their teaching. In many cases, however, their automatic and habitual actions did not work well in new situations. But during the post-course stimulated recall, lots of improvements in their decision making were recorded by the researchers. This time, teachers had alternatives in their mind to help them take appropriate actions based on the context of the problem. The following includes samples of how teachers acted on the spot prior and posterior to the program.

Prior to the Course

The examples below illustrate difficulties teachers experienced in their class which resulted from their lack of preparation to act properly on the spot.

*For teaching the new lesson, they needed to know the last lesson well.
Unfortunately, they hadn't reviewed vocabulary items of the previous lesson.
So I couldn't teach the new lesson easily and they kept asking questions.
(teacher 3)
I never pay attention to the students who talk without permission when they are
supposed to be listening. I ignore them. I think those who want to learn will
pay attention to me and keep quiet. It's not my problem. But this typical action
doesn't work well. In many cases my room becomes complete chaos. (teacher5)*

After the Course

The following recollections show how attending the reflective teacher education course could help participants reflect in-action in their teaching practice.

As you see, when I saw that the student don't know a word in the title of the text, it came to my mind to pre-teach this word and make sure that they know it. I think that was a good decision by me. I learned in the teacher education course that teachers should teach the students, not the lesson plan. (teacher 3)
I decided to talk to my noisy student this session and ask her to listen to me. I reminded her that her bad behavior will annoy me and other students. Also, I tried to have activities to help them not get bored. (teacher 5)

In her interview after the program, teacher 2 mentioned that the teacher educator helped her a lot to manage her class and to react to the problems of her classes in a thoughtful way. Teacher 4 admitted that he used to think that all his experiences were correct and without any errors. He expressed satisfaction over his ability, after the course, to make new decisions based on the problems of the class and to change the class routines.

As the examples above disclose, teacher participants started to see "quite differently the events of their puzzling practical problem" (Munby, 2012) instead of routine monitoring of their practice. In other words, they began to become engaged in reflection-in-action by reflecting during their experience and making changes during their actions. This attribute of reflective teachers has been elucidated by Schön (1983) when he maintains that reflective practitioners stop in the midst of their actions, make necessary adjustments and alter their methods to improve their practice. As such, analysis of the interview transcripts and review of the literature can provide evidence on the contribution of the course to teachers' reflectivity.

Showing More Reflection-on-Action

Reflection-on-action includes thinking back on what happened inside the class (Hatton & Smith, 1995) or teachers' reflections on their classes after they have finished (Farrell, 2007). In their interviews after the reflective course, our teachers exhibited considerable improvements in this type of reflection.

Prior to the Course

In their pre-course interviews, in the majority of cases, most teachers were found not to make thoughtful comments on the events of their class after they had finished. The following depicts related cases:

I always think of this sentence after the class that let bygones be bygones. I forget what happened in class and relax. I don't like to spend some time after the class and think of the past events. That's a waste of time. (teacher 4)
I believe that talking about this part is useless. You know, any way the class is finished and my students learned what I taught them. I agree that I could ask them to do some tasks in a better way, but it's late to talk about the past events. (teacher 1)

In contrast to the others, the only teacher who seemed to be able to reflect back on the majority of the events of her class was teacher 2. In her recollections, she was found to be conscious of the problematic areas of her teaching which needed reconsideration. She, however, was not fully aware of how to handle the troublesome situations. The example below clarify how attentive she was to her class happenings:

> *You see, I could start the writing task much better than what I did, but honestly I didn't know how to do it. It's really difficult for me to teach a writing task and I hope I learn how to do it in the reflective course. Also it's true about other stages of teaching writing; now that I'm watching the video of my class, I see I could have a better performance.*

After the Course

While watching the video of their classes following the teacher education course, teachers were found to be much more thoughtful about their performance. Not only could they decipher problems with their schemes in the class, but also they could recognize how to deal with them. The following examples include alternatives they proposed to their class conduct.

> *Now I see that I could ask my students to do a discussion activity first in groups and then share their ideas with other groups. I did it in the form of teacher-students discussion. (teacher 4)*
> *If I were to teach this reading again, I would allocate more time to the post-reading stage and I would lead it to a writing task. I could ask them to change the end of reading and write it in a different way. (teacher 1)*

As the above cases reveal and as teachers explicitly acknowledged, the course had helped them think of the problems of their classes after the class time and to look for solutions. These recollections embrace what Burns and Bulman (2000) call 'a retrospective contemplation of the practice' (p.5). More simply, our practitioners are speculating how the situation might have been handled differently and what other knowledge would have been helpful. As stated earlier, this type of deliberate review of one's actions is captured by the phrase reflection-on-action (Schön, 1983). In fact, the sort of thinking characterized by reflection on action involves new thinking to bear upon unsurprising and given data (Munby, 2012).

For the new thinking to occur, our participants admitted that reflective techniques, like asking their colleagues' ideas on their performance, keeping journals, and recording their voices, which they learnt throughout the program, could have been very influential. Teacher 1, for instance, mentioned that:

> *One way that could help me improve my practice was asking other colleagues after the class to share their ideas about my teaching with me and to tell me how I could give appropriate instructions. You know I learned that reflective teachers share their ideas with each other.*

Teacher 2 addressed the relevance of keeping journals when she asserted:

> *Last week I wrote what had happened in my class and analyzed the events to understand what might be the root of problems. Writing reflective journals was a good practice the educator taught us.*

Teacher 4 benefited from recording his lessons since when he listened to the tapes, many unnoticed problems about his class were revealed and solved accordingly.

As mentioned before, significance of employing reflective tools in improving reflective teaching has been repeatedly elaborated on in the literature (examples are Brock, Yu & Wong, 1992; Burton, Quirke, Reichmann, & Peyton, 2009; Graves, 2002; Murphy, 2001; Quirke, Burton, Daloglu, Lipp, Mlynarczyk, Peyton, & Trites, 2004; Thonus, 2001; Tice, 2002; Trites, 2001). Overall, our teachers' quotes in light of relevant

discussions in the literature indicates that the reflective practicum has functioned in enhancing reflection-on-action.

Showing More Reflection-for-Action

Teachers who reflect-for-action are those who prepare for the future by using knowledge from what happened in their preceding classes (Pickett, 1996). It needs to be mentioned that though both reflection-on-action and reflection-for-action point at refining teachers' future courses of action by moving teachers beyond the level of automatic or habitual responses to classroom situations, reflection-on-action approaches this target through practitioners' focusing attention on their preceding class events, whereas reflection-for-action, attends to the upcoming class incidents. The purpose for both of which, however, would be to improve teaching through on-going reflection. In the current study, before participating in the reflective course, our teachers did not feel a need to get well-prepared for their class if they had taught the lesson before. In consequence, they ignored the necessity of having reflection-for-action in their pre-course stimulated recall. The following citations from practitioners' interviews before and after the course clarify how the program helped them improve their reflectivity in planning ahead their future class actions and accordingly lead more satisfactory teaching sessions.

Prior to the Course

What follows are comments which demonstrate that participants did not aspire to prepare for their future classes before taking part in the course.

> Because I had taught this lesson before, I didn't think a lot about what I should do today. Actually, it was difficult to run the class today, but I could manage it. I don't know why some parts didn't go forward as I wanted. (teacher 1)
> It's difficult for me to imagine what will happen in the future in my class. I just try to learn the new words of a lesson and do the rest of jobs in my class. I believe I can run a class without having a lesson plan.(teacher 5)

After the Course

In the following quotes, extracted from their post-course interviews, teachers clearly revealed that they had anticipated what will happen in their class by writing thoughtful lesson plans:

> I tried to picture what will happen in my class today. In other words, I imagined how I could do the tasks more interestingly in my classes. To be honest, my plan went well and I was satisfied with that. I saw that my students were also satisfied with my teaching. (teacher 1)
> I asked myself 'what if' questions at the time of planning this lesson in order to think of alternative options for each activity. (teacher 5)

As the episodes above depict, following the reflective course, our teacher participants employed reflection-for-action to guide their future action based on their past thoughts and actions. The role of reflection-for-action or knowledge for planning ahead, in helping teachers to

review what has been accomplished and identify constructive guidelines to follow to succeed in a given task in the future has been frequently noted in discussions on reflective teaching (examples are Hampe, 2013; Killion & Todnem, 1991; Picket, 1996).

As the above sections reveal, analysis of the interview transcripts pointed to the efficiency of the designed teacher education course in improving teachers' reflectivity in all four themes extracted from the existing studies. Analyzing the reflective journals teachers prepared provided another evidence on the positive effects training on reflection can have on enhancing teachers' reflective skills.

Section 2: Teachers' Reflective Journals

Journals written by teachers throughout the course showed that they were satisfied with the training they received in the course. They believed that the program could assist them, among other things, to get aware of their class events, learn different types of reflection, especially reflection-on-action, learn characteristics of a reflective teacher, and become willing to acquire extensive knowledge base about teaching. The following section provides instances of teachers' recollections about the areas in which they improved attending the course. The areas they reported in their journals complemented the themes researchers extracted from stimulated recall interviews. It is worth mentioning that the themes elicited from journals mostly correlated with the topics covered in the course sessions; in other words, in the majority of cases teachers confessed in their journals they had improved in aspects of reflectivity, covered in the course, in the second or third session of their classes in the institute after their course session on that point.

Getting Aware of the Class Events

As already stated, one of the characteristics of reflective teachers is their paying specific attention to significant events of their class and consequences of their actions (Farrell, 2007; Richards & Lockhart, 1994). Three teachers, in their reflective journals, explicitly mentioned that the course could have helped them improve in this aspect of reflectivity. The following pieces from two teachers' journals illustrate how they improved after attending the teacher education program.

> *I have recently tried my best not to take the events of my classes for granted. I used to ignore some problems and it led to major problems later. But now I see into significant problems to stop the bad consequences. (teacher 1)*
> *My classes used to be disorganized due to the lack of awareness on what I was doing. I usually didn't know what I was doing and why I was doing it. Throughout the first session, the teacher educator talked about reflective teaching in which knowing precisely what you do in your classes was mentioned. Thereafter, I focus [sic] more on the events of my classes and I think about what I want to do in a session before going to the class. (teacher 4)*

This characteristic of reflective teachers, i.e. their awareness of their actions and consequences thereof, has been captured in different terms in related discussions. McDonough (1994) highlights the significance of teachers' awareness of their behaviors and hidden attitudes, their decisions and the outcomes; Farrell (2007) emphasizes on teachers' exploring their own beliefs and practices so that they can make informed pedagogical decisions. Grant and Zeichner

(2014) underscore the necessity of reflective teachers' realization of their actions and effects thereof.

Learning Reflection-on Action

Reading the teachers' journals, researchers found that teacher participants were able to put into practice different types of reflection. Among the three types of reflection, however, four teachers noted that they could more successfully implement reflection-on-action in their actual teaching. The examples below demonstrate that, attending the program, teachers now think about the events of their class after they are finished. In other words, they reflect back on what happened inside their classes.

> *I used to ignore all happenings of my classes after they finished, then I faced the same problems repeatedly. However, now that I allocate some time to reflect on the events of my classes and ask other colleagues' opinions, it would help me greatly to manage the problems. (teacher 1)*
>
> *Today I had some time to think of what I did in my class. Now I see why my students didn't understand my instructions. To be honest, I used complex sentences to ask them to do a task and that led to their confusion. (teacher 4)*

As the above retrospections indicate, following the reflective course, our teachers feel the need to contemplate on their practice, to conjecture how they could have handled the situation differently, or as Burns and Bulman (2000), and Schön (1987) put it, to reflect-on-action.

Learning Characteristics of a Reflective Teacher

Three teachers, in their reflective journals admitted that they have learned characteristics of a reflective teacher in this course, examples are:

> *Today I learned that a reflective teacher is able to recognize, face, and analyze the problems through different ways. I am going to stop taking the problems happening in class into granted and start analyzing them to find better ways for managing them. (teacher 1)*
>
> *A reflective teacher can interact and cooperate with other teachers in a positive way; others' ideas can be a great help for us to modify our thoughts and find better solutions for our problems. (teacher 5)*

Such characteristics of a reflective teacher named by the participants, i.e. identifying and facing problems, working through solutions, asking themselves why they do what they do, and being capable of identifying and subsequently modifying their thoughts and beliefs which had been elaborated in the program have been repeatedly pointed out in the literature on reflective teaching (e.g. Bell, 2001; Farrell; 1998; Mc Kay, 2002).

Willingness to Acquire Extensive Knowledge Base about Teaching

One of the other improvements on the part of teachers that the researchers extracted from their journals was their willingness to acquire extensive knowledge base about teaching. Extensive knowledge means having a deeper awareness and knowledge about different

components and dimensions of teaching in order to make proper decisions (Richards & Lockhart, 1994). The following examples illustrate teachers' willingness to acquire an in-depth knowledge about their practice, after attending the reflective teacher education course.

> Generally speaking, we need to catch up the latest books to update ourselves in teaching. A teacher who doesn't get the latest in their major couldn't make a breakthrough due to lack of information. (teacher 2)
> This reflective teacher education opened a new horizon for me to pay more attention to different aspects of teaching and react to the events of my classes. However, I still need to learn more about different dimensions of teaching by reading more of state-of-the-art articles, or observing my colleagues' classes. . (teacher 5)

The call for acquiring extensive knowledge base about teaching through self-inquiry, observing other teachers, and reading more about teaching through various theoretical and experimental publications has been echoed in studies as diverse as Richards and Lockhart (1994), Maarof (2007), Bailey (1997), Farrell (2007) and Fedicheva (2009).

On the whole, teacher participants' willingness to achieve extensive knowledge about teaching, their learning characteristics of reflective teachers, their reflection-on-action, and their awareness of the significant events of their classes, along with the complementary themes extracted from their interviews, all point to the positive impact of the reflective teacher education course on teachers' reflectivity. If changes which occurred in teachers' teaching can be attributed to their participation in the course, it can be proposed that reflection, as Akbari (2006) worries, is not a repetition of the past or rediscovering what is already known. In contrast, reflective teaching, as actualized in a practice oriented teacher education course, can help student teachers teach in a different way.

Conclusion

This study is a step towards confirming the idea that theoretical assumptions which gave birth to reflective teaching can be actualized in the world of practice by designing teacher education programs which have as their main goal putting theory into practice. In an attempt to address some of the doubts Akbari (2006) raised on the efficiency of a reflective teacher education course due to a mere focus on retrospective reflection-on-action, researchers, attempted to sketch a complete picture of reflective teaching, including different types thereof, for the practitioners. Post-course interviews and journals documented positive changes that can happen in teachers' actual teaching through attending a practice-oriented reflective teacher education course.

Experiences outlined here through this practice might help educators in similar studies. Based on the conduct of this course, it is suggested that teacher educators familiarize teachers with different types of reflection, providing opportunities for them to internalize those types through trial and error either throughout the course or in their actual teaching sessions. It is also important to give participating teachers a voice to express their thoughts in the class. In addition, teacher educators are recommended to encourage practitioners to collaborate with their colleagues asking their ideas on how to face challenges in their workplace. Besides consulting their friends, teachers should be alerted to the importance of doing self-inquiry and action research in solving their problems and to write reflective journals after each session to help them

recognize problematic areas. A main point to remind practitioners is that they are not expected to implement all points of reflective teaching in their work all at once; they can gradually step forward and improve their reflectivity.

The fact that researchers in the present paper only recorded short term changes in teachers' teaching means that more research is needed in this area. More extensive data collection over a period of time, would result in more valid interpretations of the role of reflective teacher education course in enhancing teachers' reflectivity. In fact, observing teachers over a long term can test the hypothesis of whether loyalty to the reflective principles declines over time or improves as teachers gain more experience. In addition, attempts must be made to practice reflective teacher education courses on a larger scale with higher number of teachers so that researchers can become more confident in attributing changes in teachers' teaching practice to reflective teaching principles. Furthermore, further research would focus attention on designing reflective teacher education courses for pre-service teachers to help them become equipped with reflective techniques, along with general teaching points, before they enter the teaching profession. While attending reflective teacher education course, pre-service teachers can operate as teacher assistants or trainees to be able to employ reflective techniques in real classes. Overall, practicing a reflective teacher education program on a large scale with pre-service and in-service practitioners over a time span can help intellectuals become more confident in claiming the utility of a reflective course in enhancing teachers' reflectivity.

References

Abednia, A. (2011). From teacher training to teacher education in second language education. *AUC TESOL Journal*, 1 (1), 4-12.

Akbari, R. (2007). Reflection on reflection: A critical appraisal of reflective practice in L2 teacher education. *System*, 35 (2), 192-207. https://doi.org/10.1016/j.system.2006.12.008

Akbari, R., Behzadpoor, F., & Dadvand, B. (2010). Development of English language teaching reflection inventory. *System*, 38 (2), 211-227. https://doi.org/10.1016/j.system.2010.03.003

Bailey, K. M. (1990) The use of diary studies in teacher education programs. In J. C. Richards & D. Nunan (Eds.), *Second Language Teacher Education* (pp. 215-226). New York: Cambridge University Press.

Bailey, K. M. (1997). Reflective teaching: Situating our stories. *Asian Journal of English Language Teaching,* 1(7), 1-19.

Ball, D. L., & Forzani, F. M. (2010). Teaching skillful teaching. *Educational Leadership*, 68 (4), 40–45.

Bartlett, L. (1994). Teacher development through reflective teaching. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 202-214). Cambridge: Cambridge University press.

Bell, G. L. (2001). *Reflective journal writing in an inquiry-based science course for elementary preservice teachers.* Paper presented at the Annual International Meeting of the National Association for Research in Science Teaching, St. Louis, MO. Retrieved from http://webspirs4.silverplatter.com:8300/c111

Bean, T.W., & Zulich, J. (1989). Using dialogue journals to foster reflective practice with preservice, content-area teachers. *Teacher Education Quarterly,* 16 (1), 33-40.

Bennett, C. (1996). Teacher perspectives: Strengthening reflective teacher education. *Teaching Education*, 8 (1), 3-12. https://doi.org/10.1080/1047621960080102

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36, 81-109. https://doi.org/10.1017/S0261444803001903

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

Brock, M., Yu, B., & Wang, M. (1992). Journaling together; collaborative diary-keeping and teacher development. In J. Flowerdew, M. Brock, & S. Hsia (Eds.), *Perspectives on second language teacher education* (pp.295-307). Hong Kong: City Polytechnic of Hong Kong.

Burns, S., & Bulman, C. (Eds.) (2000). *Reflective Practice in Nursing: The Growth of the Professional Practitioner* (2nd Ed.). Oxford: Blackwell Scientific Publications.

Dewey, J. (1910). *How we think*. London: D. C. Heath. https://doi.org/10.1037/10903-000

Dewey, J. (1993). *How We Think*. Madison, WI: University of Wisconsin Press.

Farrell, T. S. C (1998). ESL/EFL teacher development through journal writing. *RELC Journal,* 29 (1), 92–109. https://doi.org/10.1177/003368829802900106

Farrell, T. S. C. (2007). *Reflective language teaching. From theory to practice*. London and New York: Continuum.

Farrell, T. S. C. (2014). *Reflective practice in ESL teacher development groups: from practices to principles*. Basingstoke, UK: Palgrave.

Fedicheva (2009*). Reflective teaching in ELT*. Retrieved from www.rostov-language.ru/help-67.html.

Ferraro, J. (1999). *Reflective practice and professional development.* Retrieved from Eric digests and publications website: http://www.ericsp.org/pages/digests/reflective_practice.html

Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. *Language Teaching*, 35, 1-13. https://doi.org/10.1017/S0261444801001720

Grant, C., & Zeichner, R, K. (2014). On becoming a reflective teacher. In C. Grant (Ed.), *Preparing for reflective teaching* (pp.1-18). Boston: Allyn & Bacon.

Graves, K. (2002). Developing a reflective practice through disciplined collaboration. *The Language Teacher*, 26 (7), 19-21.

Gün, B. (2011). Quality self-reflection through reflection training. *ELT Journal*, 65(2), 126-135. https://doi.org/10.1093/elt/ccq040

Halliday, J. (1998). Techncisim, reflective practice and authenticity in teacher education. *Teaching and teacher education*, 14 (6), 597- 605. https://doi.org/10.1016/S0742-051X(98)00010-9

Hampe N (2013) *Reflective practice and writing: a guide to getting started*. Retrieved from http://www.alia.org.au/sites/default/files/documents/Reflective.Practice.Writing. Guide20130409JB.pdf.

Harmer, J. (2007). *How to teach English.* Essex: Pearson Longman.

Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education*, 11(1), 33-49. https://doi.org/10.1016/0742-051X(94)00012-U

Johnson, K.E. (Ed.) (2000). *Teacher education*. Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL).

Johnson, K.E. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly*, 40 (1), 235-257. https://doi.org/10.2307/40264518

Kerka, S. (1996). *Journal writing and adult learning.* Retrieved from Eric digests and publications website: http://www.ed.gov/databases/ERIC_Digests/ed399413.html.

Kettle, B., & Sellars, N. (1996). The development of student teachers practical theory of teaching, *Teaching and Teacher Education*, 12(1), 1-24. https://doi.org/10.1016/0742-051X(95)00016-D

Killion, J., & Todnem. G. (1991). A process of personal theory building. *Educational Leadership*, 48 (6), 14-16.

Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New Haven and London: Yale University Press.

Maarof, N. (2007). Telling his or her story through reflective journals, *International Education Journal,* 8(1), 205-220.

McDonough, J. (1994). A teacher looks at teachers' diaries. *English Language Teaching Journal*, 18, 57-65. Meijer, P. C., Verloop, N., & Beijaard, D. (2002) Examining teachers' interactive cognitions using insights from research on teachers' practical knowledge. In C. Sugrue & C. Day (Eds.), *Developing teachers and teaching practice* (pp. 162-178). London: Routledge. https://doi.org/10.1093/elt/48.1.57

Munby, H. (2012). Reflection-in-action and reflection-on-action. *Education and Culture*, 9 (1), 31-41.

Murphy, J. M. (2001). Reflective teaching in ELT. In M. Celce-Murcia. (Ed.), *Teaching English as a second or foreign language* (3rd Ed.) (pp. 499-514). Boston: Heinle and Heinle.

Munby, H., & Russell, T. (1990). Metaphor in the Study of Teachers' Professional Knowledge. *Theory into Practice*, 29 (2),116–121. https://doi.org/10.1080/00405849009543441

Ojanen, S. (1993) *How to become professional in teacher education*. In L. Luukkainen (Ed.), *How to become a good teacher*. Helsinki: WSOY.

Pickett, A. (1996). *Reflective teaching practices and academic skills instruction.* Retrieved from http://www.indiana.edu/~1506/pickett.html

Powell, J. P. (1985) Autobiographical learning, in D. Boud, R. Keogh, & Walker, D. (Eds.), *Reflection: Turning Experience Into Learning* (pp. 41-51). London: Kogan Page.

Quirke, P., Burton, J., Daloglu, A., Lipp, E., Mlynarczyk, R.W., Peyton, J.K., & Trites, L. (2004). *Journaling in teacher education around the world*. Colloquium presented at TESOL 2004, San Antonio, Texas.Burton, J., Quirke, P., Reichmann, C., Peyton, J.K. (Eds.).(2009). *Reflective writing: a way to lifelong teacher Learning* (e-book). TESL-EJ Publications.

Richards, C. (1990). The teacher as self-observer. In J. C. Richards, *The Language Teaching Matrix* (pp. 118-143). New York: Cambridge University Press. https://doi.org/10.1017/CBO9780511667152.009

Richards, J. C. (1991). Towards reflective teaching. *The teacher trainer Journal*, 5 (3), 267-271.

Richards, J. C. (2008). Second language teacher education today, *RELC Journal*, 39 (2), 158-177. https://doi.org/10.1177/0033688208092182

Richards, J., & Farrell, T. (2005). *Professional development for language teachers; strategies for teacher learning*. Cambridge: Cambridge University Press https://doi.org/10.1017/CBO9780511667237

Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9780511667169

Salmani-Nodoushan , M.,A., (2006) Language Teaching: State of the Art. *The reading matrix,* 6 (2), 125-140.

Saslow, J., & Ascher, A. (2006). *Top Notch 3A: Student Book*. US: Pearson Education.

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

Schön, D. A. (1987). *Educating the Reflective Practitioner*. New York: Basic Books.

Scrivener, J. (1994) *Learning Teaching: a guidebook for English language teachers* . Oxford: Heinemann.

Tedick, D.J. (Ed.) (2004). *Second Language Teacher Education: International Perspectives.* Mahwah, NJ: Lawrence Erlbaum Associates.

Thonus, T. (2001). Journal writing in the language learning component of a teacher education course. In J. Burton and M. Carroll (Eds.), *Journal writing* (pp. 101–112). Alexandria, VA: TESOL Publications, Inc.

Tice, J. (2002). *Reflective teaching: Exploring our own classroom practice*. BBC/ British Council Teaching English. Retrieved on May 15, 2007 from http://teachingenglish.org.uk/ think/ methodology/ reflection/ html.

Trites, L. (2001). Journals as self-evaluative, reflective classroom tools with advanced ESL graduate students. In J. Burton & M. Carroll, (Eds.), *Journal writing* (pp. 59–70). Alexandria, VA: TESOL Publications, Inc.

Tsui, A. B. M. (1996). Learning how to teach ESL writing. In D. Freeman & J. C. Richards (Eds.), *Teacher Learning in Language Teaching* (pp. 97-119). Cambridge: Cambridge University Press.

Tsui, A. B. M. (2003). *Understanding expertise in teaching*. Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9781139524698

Walberg, H. (1977). Decision and perception: New constructs for research on teaching effects. *Cambridge Journal of Education*, 31, 453-518. https://doi.org/10.1080/0305764770070105

Wellington, B. (1991). The promise of reflective practice. *Educational Leadership,* 48 (6), 4-5.

Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.

Woods, D. (1996). *Teacher cognition in language teaching*. Cambridge: Cambridge University Press.

Appendix

The main publications used in preparing the course material on reflective teaching are as follows:

Bailey, K. M. (1990) The use of diary studies in teacher education programs. In J. C. Richards & D. Nunan (Eds.), *Second Language Teacher Education* (pp. 215-226). New York: Cambridge University Press.

Bailey, K. M. (1997). Reflective teaching: Situating our stories. *Asian Journal of English Language Teaching,* 1(7), 1-19.

Bean, T.W., & Zulich, J. (1989). Using dialogue journals to foster reflective practice with preservice, content-area teachers. *Teacher Education Quarterly,* 16 (1), 33-40.

Brock, M., Yu, B., & Wang, M. (1992). Journaling together; collaborative diary-keeping and teacher development. In J. Flowerdew, M. Brock, & S. Hsia (Eds.), *Perspectives on second language teacher education* (pp.295-307). Hong Kong: City Polytechnic of Hong Kong.

Farrell, T. S. C. (2007). *Reflective language teaching. From theory to practice*. London and New York: Continuum.

Gün, B. (2011). Quality self-reflection through reflection training. *ELT Journal*, 65(2), 126-135.

Maarof, N. (2007). Telling his or her story through reflective journals, *International Education Journal,* 8(1), 205-220.

Richards, C. (1990). The teacher as self-observer. In J. C. Richards, *The Language Teaching Matrix* (pp. 118-143). New York: Cambridge University Press .

Richards, J. C. (1991). Towards reflective teaching. *The teacher trainer Journal*, 5 (3), 267-271.

Richards, J. C. (2008). Second language teacher education today, *RELC Journal*, 39 (2), 158-177.

Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.

The main publications used in preparing the general teaching points on effective teaching are as follows:

Harmer, J. (2007). *How to teach English.* Essex: Pearson Longman.

Scrivener, J. (1994) *Learning Teaching: a guidebook for English language teachers* . Oxford: Heinemann.