EFL Teachers' Reflective Practices: A Holistic Approach to Reflective Practice Perception and Implementing Tools of EFL Teachers

İngilizce Öğretmenlerinin Yansıtıcı Uygulamaları: İngilizce Öğretmenlerinin Yansıtıcı Uygulama Algısına ve Uygulama Araçlarına Bütüncül Bir Yaklaşım

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ABSTRACT

The aim of this qualitative study is to find out the tools state and private school teachers use to develop themselves, how much self-awereness they have in self evaluation, to what extent they are awere of reflective practice and its tools and the obstacles they have in applying reflective practice. In this respect, the study explored 8 EFL teachers who volunteered from private sector and 8 from state schools in Tokat province. The interviews were held through zoom software because of Covid19. The data was collected through a semi-structured interview form. All the qualitative data gathered through interviews was transcribed and analyzed according to thematic analysis. Data analysis was conducted manually. At the end of the study, the results revealed a relatively low level of reflection with the teachers under study tending to rely more on their own rationality in teaching and evaluating. Teachers are evaluating themselves or their classes mostly by taking the students in the center and they don't have a systematic approach. On the other hand there is a slightly meaningful result showing private sector teachers are more careful about reflective practice because of other dynamics like parents and management and they do more to evaluate and improve themselves. The tools both groups use for reflective practice are variable and there are challenges related with teacher, education system and students that teachers show as an excuse for not implementing reflective practice. It is argued that teachers to develop desirable levels of pedagogic integrity, they should involve themselves more in exploring themselves, their students' learning styles and critical aspects of the teaching context.

Keywords: Reflective practices, reflective practice perception of efl teachers, reflective practice tools, reflective practice challenges.

ÖZ

Bu nitel çalışmanın amacı, devlet ve özel okul öğretmenlerinin kendilerini geliştirmek için kullandıkları araçları, öz değerlendirmelerinde ne kadar öz farkındalığa sahip olduklarını, yansıtıcı uygulama ve araçlara ilişkin ne kadar bilgi sahibi olduklarını ve yansıtıcı uygulamayı uygulamada karşılaştıkları engelleri ortaya çıkarmaktır. Bu bağlamda, araştırmaya Tokat ilindeki özel sektörden ve devlet okullarından gönüllü olan toplam 16 İngilizce öğretmen katılmıştır. Görüşmeler, Covid19 nedeniyle zoom yazılımı üzerinden

gerçekleştirilmiştir. Veriler yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Görüşmeler yoluyla toplanan tüm nitel veriler yazıya dökülmüş ve tematik analize göre analiz edilmiştir. Veri analizi manuel olarak yapılmıştır. Araştırmanın sonunda sonuçlar, incelenen öğretmenlerin öğretme ve değerlendirmede daha çok kendi rasyonelliklerine güvenme eğiliminde oldukları için nispeten düşük bir yansıtma düzeyini ortaya çıkarmıştır. Öğretmenler kendilerini veya da sınıf içindeki öğretim performanslarını değerlendirirken çoğunlukla öğrencileri merkeze alan doğaçlama bir değerlendirme yapmaktadılar, objektif bir değerlendirmeyi ele alan sistematik bir değerlendirme yöntemleri yoktur. Özel sektörde çalışan öğretmenler, kendilerini değerlendirme ve buna bağlı olarak kendilerini geliştirme konusunda veli ve okul yönetimleri gibi dinamiklerin etkisiyle daha fazla çalışma yaptıklarına dair anlamlı sonuçlara varılmıştır. Her iki öğretmen grubunun da yansıtıcı uygulamalar için kullandıkları araçlar çeşitlilik göstermektedir. Ancak öğretmenler, programlarının yoğunluğu, eğitim sisteminin karmaşıklığı ve öğrencilerle ilgili zorlukları bahane ederek yansıtıcı uygulamaları yapmaktan kaçınmaktadırlar. Öğretmenlerin istenilen pedagojik bütünlüğe ulaşabilmeleri için, kendilerini, öğrencilerinin öğrenme stillerini ve öğretim ortamının önemli yönlerini keşfetmeleri gerektiği tartışılmaktadır.

Anahtar Kelimeler: Yansıtıcı uygulamalar, İngilizce öğretmenlerinin yansıtıcı uygulama algıları, yansıtıcı uygulama araçları, yansıtıcı uygulama zorlukları.

INTRODUCTION

Behind the growing popularity of the concept of lifelong learning, there is a need for development and transformation in this era. As in all areas, this transformation must exist in the field of education continuously (UNESCO, 2023). The dynamic structure of education is directly proportional to the quality of education. Since the phenomenon of teaching is based on human relations, it is an interactive activity that requires the presence of quality teachers, and teachers are seen as the key to the education system (Ashraf & Zolfaghari, 2018). In this context, the personal and professional development of teachers directly affects the quality of education and the competencies of the generations raised.

Language proficiency is an important competence among the 21st-century skills that require English teachers to develop themselves professionally. According to Campbell (2000), the teacher is one of the most prominent elements in the process of language teaching and learning. The concept of reflective practice (RP) plays a crucial role in the individual professional development of teachers and it is a skill that helps teachers relate to theory and practice and contributes to their professional development (South, 2008). After starting the profession, a teacher's development and improvement wish generally depends on the individual wish (Hamlin, 2022). Since there is no personal mechanism to control the teaching effectiveness of teachers, personal approaches are not mostly seen as the cause of failure. In this context, in Türkiye, which has the rank of 32nd of 33 countries in Europe in foreign language proficiency (Education First-EPI, 2020), it is critical that foreign language teachers evaluate themselves based on RP to improve their professional development and teaching. The fact that teachers who question their own teaching models tend to always look for the best in their classroom performance will directly affect the students' foreign language success, as it will lead to different methods according to the students.

RP has become one of the issues dominating teacher education globally (Lee, 2007). Emphasizing that theory teaching doesn't compensate with unknown classroom settings, Crandall (2000) states teachers' own questioning and reflection play a crucial role in the improvement of EFL theory and pre-service teacher training. Murphy (2001) notes the purposes of RP as to widen the understanding of the learning and teaching process, to find out more strategic options, and to develop well-designed learning environments in a language classroom. The importance and necessity of RP has been ignored in English language teaching (Johnson, 2006). There is no tool to compensate for the lack of university curriculums on evaluation and development of English teachers during their own in-service period (Borg & Edmett, 2018). There is not an evaluation

tool dealing with self-evaluation during the teaching period and there aren't many studies in the literature in Türkiye on this topic. Leaving the quality to teachers' own can't bring the desired outcome most of the time (Farrell, 2022). So it is crucial that a language teacher be able to evaluate what is happening there by his / her own reflections. As cited in Chitpin (2006) according to, individuals do not learn from experience but they learn from reflective thoughts over experiences. So when a teacher experiences a low-level lesson he needs to evaluate the experience itself first. RP requires a process that provides continuity in the effectiveness of teachers' own teaching techniques and methods (Farrell, 2022). Teachers from this point of view improve their teaching abilities by analyzing their own performances and constantly reorganizing the process (Alp & Taşkın, 2008). With reflective practices, in-curricular activities are evaluated in detail outside the course and it is possible to prevent similar mistakes from being made again (Godínez Martínez, 2021). According to Qing (2009) experienced teachers may overcome the daily needs of teaching; however this routine may prevent them to improve in their profession, reflecting on one's own teaching may be a solution for this wearing off.

Although the RP is a popular topic in teaching education, the definitions seem not to have been unified. The theoretical foundations of reflective practice are based on the studies of Dewey and Schon. In his book 'How we think: a restatement of the relation of reflective thinking to the educational process' Dewey (1933/1993), in the light of the grounds that support it, gives the explanation of reflective thinking as "the active, persistent and careful consideration of any belief or supposed form of knowledge " (p.9) and he described reflective teachers as those who have "the ability to look back critically and imaginatively, to do cause-effect thinking, to derive explanatory principles, to do task analysis, also to look forward, and to do anticipatory planning" (p. 13). Similarly, Zwodiak-Myer (2018) suggests that reflective practice involves a mindset of inquiry. This process helps students, new teachers, and experienced educators to organize or reorganize their actions, beliefs, knowledge, and theories that guide teaching, aiming for professional growth. This practice encourages an ongoing cycle of reflective actions to enhance teachers' self-awareness. Reflective practice requires English teachers to methodically examine their actions, methods, reasons, and the outcomes related to student learning. They then decide on future actions based on this comprehensive understanding. Therefore, combining experience with systematic reflection fosters professional development, enabling us to become more effective language teachers (Farrell, 2019). It not only improves the quality of their knowledge but also fosters positive social change for both teachers and individual students through thorough and regular reflection (Farrell, 2018). These definitions indicate that reflective practice is a transformative activity that allows educators to continually connect practice and theory, enabling them to scrutinize their own beliefs and improve their teaching methods. Reflective practices in teaching activities are highly recommended to be based on teachers' instructional practices and student test outcomes (Nurkamto & Sarosa, 2020).

So a reflective teacher needs to critically examine his / her practices, to have some ideas as how to raise his performance to strengthen students' learning, and puts these ideas into application (Akbari et al., 2010). Another important contributor to the term, Schon (1983) states that reflective thinking is a cycle of inquiry-based on the perception of discomfort and the two main structures of reflection are "reflection in action" and "reflection on action". While reflection-in-action is the real-life, online reflection that teachers get engaged in as they confront a problem in the classroom personally while teaching, reflection-on-action is a kind of reflection made after the event and generally in groups (Akbari et al., 2010). Farrell (2007) adds one more level, as a reflection for action. He points out the need for reflection for future action in the same settings. In some studies, as cited in Yeşilbursa (2011), such as those by Akbari (2007), Fendler (2003), and Stanley (1998), it is pointed out that the aim of RP should be to prepare for future events. From this point, we can deduce that reflection is the process of thinking towards revealing positive and negative situations related to the learning-teaching process and solving problems on action or pre-action. Many researchers' definitions unify at one point that RP contains the learning and

professional development during and after the classroom events (Brookfield, 2017; Zeichner & Liston, 1996).

According to Qing (2009), Richards and Lockhart (1996), Tosriadi and Asib (2018) some common RP tools are students' feedback, action research, coaching, video/audio recording, observation, teaching journal, mentoring, etc. These tools are a kind of mirroring way of teaching in the classroom. Surely the benefits of these have been discussed above but applying those may sometimes be demanding. Kumaravadivelu (2006), Akbari (2008), Sunra and Nur (2020) focused on some hardships like the way of ELT teachers curriculum shapes, bureaucratic and cultural features, teachers characteristics, insufficient knowledge, squeezed programs of teachers. Personal reasons may come forward out of these. As the RP has been on the agenda in EFL classrooms just recently, for most of the experienced teachers the main challenge is to perceive how to react and being unable to get out of routine. Over the years, the things teachers do inside and outside the classroom turn into a routine and they do not feel the need to go beyond it, they become more conservative in their teaching methods and unknowingly experience a professional regression. Gu (2017) discussed how teachers' practices can become routine over time, leading to a lack of innovation and professional stagnation. Being conservative in the way of teaching may seem applicable and sustainable for these teachers but it will not be productive enough for the students. Another problematic issue seems to be in the design of RP tools bearing three sub-problems in it which are the insufficient collaboration features, overly dependence on written forms, and not paying attention to context (Ünlü & Külekçi, 2011). In this respect, the usage of RP tools correctly by paying attention to the time and context is significant (Walsh & Mann, 2015).

Reflective practice has become a cornerstone in the field of English as a Foreign Language (EFL) globally, fostering professional growth and improving instructional quality. In Japan, teachers have embraced reflective journals to critically assess their teaching methods and student interactions, leading to significant improvements in classroom dynamics and learner outcomes (Nunan & Lamb, 1996). In the United States, the use of video recordings for self-evaluation has provided EFL teachers with insights into their instructional techniques, promoting a deeper understanding of their teaching efficacy and areas for development (Farrell, 2022). In Chile, collaborative reflective practice among EFL teachers has led to a shared understanding and implementation of best practices, significantly improving student performance and teacher satisfaction (Avalos, 2011). In South Korea, peer observation and feedback have become integral components of reflective practice, encouraging teachers to adopt innovative teaching approaches and refine their instructional methods (Park & So, 2014). Additionally, in the United Arab Emirates, reflective practice workshops have been instrumental in helping EFL teachers adapt to diverse classroom environments and effectively address the varying needs of their students (Sibahi, 2016). These applications of reflective practice highlight its crucial role in fostering continuous professional development and elevating the quality of EFL education worldwide.

When we search in the literatüre, we see that most of the studies on RP have focused on both pre-service and in-service teachers. There were not many studies on teachers' own reflective thoughts and how they perceive themselves (Kabilan, 2007; Richert, 1990). However, recently this doesn't seem to be the case. It maybe more important to investigate in-service teachers as by the years fossilization occurs. For a sustainable learning and development process, in service teachers need to learn and know their own weaknesses and strengths. RP is an inquiring approach to teaching that includes a personal desire for continuous learning and development (York-Barr et al., 2001).

According to the results of the study by Anani Sarab and Mardian (2022), which can give an insight on the literatüre on RP and which systematically reviewed a collection of data sources including 92 published papers, (a) current definitions of teacher reflection are general and descriptive, (b) the focus is largely on in-service teaching contexts, (c) there is a growing interest

in qualitative methodological approaches and a strong need for principled mixed methods research, (d) there is a significant emphasis on reflection-on-action approaches, and (e) most of the studies portray reflection at descriptive and comparative levels, failing to encourage teachers at a critical level. The findings also suggest that the benefits of reflection should be applied and extended to different real-life contexts where teachers work, and that new research orientations are needed to address the complex dynamics of teacher reflection.

When the other studies are investigated, focusing on RP of in-service teachers, the scope and results seem similar. The results of Hashim and Yusoff (2021) study showed that English language teachers used reflective practice to prepare and deliver effective lessons. They reviewed past accomplishments and identified constructive guidelines for future teaching success. They made changes based on reflections on instruction quality, instructional levels, student motivation, and time management. Godínez Martínez (2021) found that teachers who were open to confronting inconsistencies, gaps, and even fears in their teaching attitudes and practices were also inclined to engage in reflective actions. These actions were driven by critical inquiry, collaboration with researchers, and the practices modeled by their colleagues. This openness facilitated teachers' effective participation in reflective procedures and supported their ongoing personal professional development processes. Amalia et al. (2020) examined how teacher educators in a doctoral program engage in reflective practice, specifically focusing on how they reflect on their experiences in lesson planning. This reflection spans from their initial years of teaching to their future aspirations. Rahmati et al. (2019) offer a different perspective in their research, concluding that reflective practice, as adopted by the participants, should be an integrated endeavor involving reflection on personal, sociocultural, and educational factors rather than being limited to practice alone. In their study, Rozimela and Tiarina (2018) wanted to show the impact of RP on prospective teachers and findings show that RP reduces the problems and difficulties during teaching in a real context. Similarly, a study by Hussain et al. (2011) demonstrates RP is helpful for pre-service students for finding a solution in their own course of teaching. On the other hand, they also mentioned that insufficient mentoring, supplies and time may be the reason for some barriers in front of an evolving reflective practitioner.

There are also valuable studies in Turkish context in RP, mostly focusing on pre-service teachers. Taşdemir and Gümüşok's (2023) study on pre-service teachers found that pre-service EFL teachers primarily focused their reflections on instructional processes. They also considered learner motivation and engagement, their own teaching identity, and classroom management in their self-evaluations. In his case study, Orakçı (2021) discussed that the participant teachers reflected on various aspects, including teaching methods and techniques, activities and materials, student motivation, classroom atmosphere, and ensuring student participation in the lessons. The study also highlighted the importance of the effectiveness of assessment tools and the necessity of designing these tools to align with learning objectives. Kış and Yükselir (2021) presented a critical review of existing research on the concept of reflective practice in the professional preparation of English teacher candidates in Türkiye. Based on the findings, the study revealed that most of the examined articles remained at a basic level in their approach to reflective practices. Öztürk's (2021) study found that incorporating reflective practice into pre-service teaching experiences enhanced prospective teachers' self-awareness of their teaching abilities, critical thinking about their practices, understanding of the school environment, and attitudes towards professional development. Another study focuses on pre-service EFL teachers by Kırmızı and Tosuncuoglu (2019) tried to show the emerging RPs and concluded that there are some critical areas of RP like material use and planning, the use of L1, the pace and atmosphere of the lesson , correction of errors, content and grading, and classroom management. Özbek and Köse (2018) showed that target, content, educational status, and test status are enhancing factors reflective thinking of pre-service teachers. Focusing on a similar topic but on in-service teachers, Dilekli and Orakçı (2019) mention that school type, gender, education level or branches of teachers can affect the reflective thinking level. Akbaş and Dikilitaş (2019) discussed the importance of pre-

service language teachers developing critical reflection practices through reflective writing in the research book, *Inquiry and Research Skills for Language Teachers*. They emphasize that reflective writing is crucial for deepening reflection and enhancing the teacher learning process. Additionally, they address the value of writing about research experiences by exploring, unpacking, stepping back, and understanding research challenges. Kayapınar (2018) proposed a model called the Reflective Practitioner Development Model (RPDM) aimed at enhancing the professional development of teachers. This model focuses on principles of reflection and measures the growth of teachers' reflective abilities and self-efficacy. Kömür and Gün (2016), by using English Language Teaching Reflection Inventory (ELTRI) developed by Akbari et al. (2010), found out that ELT teachers are actively engaged in reflective teaching.

As can be seen, research in Türkiye has particularly focused on pre-service teachers, and there is almost no study on in-service teachers with the emphasis on institutional differences. Thus the aim of this study is to reveal the reflective practice awareness levels of English teachers, their reflective practice tools and their barriers to self-reflection. In addition, the research is applied to teacher groups with two different institutional cultures, to show the differences (if there is any) and similarities in both awareness and practice among teachers working in different institutions on reflective practice.

Having revised the literature, most of the study on RP are focusing on the pre-service period in Türkiye and there seems a gap of a study focusing on in-service EFL teachers' level of RP knowledge and differences of perception and practices between the private institute and state school EFL teachers. This study is important as it sheds light on the situation in real in-service teaching period about RP and it is the only study conducted on the possible differences of teachers' perception from different institutional groups to RP;

Accordingly research questions:

1. Ragarding self-development, what are the tools of state school and private school teachers to evaluate and develop themselves.
2. How much self-awareness and evaluation of teaching performance do EFL teachers have?
3. To what extent EFL teachers in state and private school aware of reflective practice and its tools.
4. What kind of challenges do the state school teachers and private school teachers have for implementing reflective practice.

METHOD

2.1. Research Design

This study is shaped using a qualitative method, which aims to understand the experiences of individuals by utilizing their perspectives and narrating their stories from their viewpoints (Constantinou, 2009). Frankel and Wallen (2006) describe such studies that examine the quality of relationships, activities, situations, or materials as qualitative studies. Qualitative research provides more in-depth information about psychological measurements and social phenomena than quantitative research methods and is essential for answering questions that are difficult to express with traditional research methods (Büyüköztürk et al., 2010). This study was implemented using a case study, a type of qualitative research. A case study involves an in-depth examination of one or more events, social groups, settings, programs, or other interconnected systems (McMillian, 2000). According to Dörnyei (2007), a case can be almost anything if it comprises a unique entity with clear boundaries. In this study, multiple cases with embedded units—private education institutes (schools, courses, etc.) and state schools—were utilized. This

approach allows for a comprehensive understanding of different administrative structures and their impact on reflective practice.

Multiple case studies involve studying multiple cases to understand a phenomenon, population, or general condition better. Yin (2014) argues that multiple case studies offer more compelling evidence and are considered more robust than single case studies. By examining multiple cases, researchers can compare and contrast findings across different contexts, enhancing the study's validity and reliability.

In this study, the division into private institutes and state schools was intentional, as these institutions have distinct administrative and operational differences that may influence the reflective practices of English teachers. By employing a multiple case study approach, the research gains the ability to explore these differences in depth and provide a richer, more nuanced understanding of how institutional contexts affect reflective practices. Dörnyei (2007) notes that multiple case studies not only offer satisfactory face validity due to their comparative nature but also present rich and deep views that no other method can provide. This methodology allows the researcher to discern recurring patterns and themes across different cases, as well as those unique to particular contexts. It offers a thorough examination of the intricacies and variations within and among various educational environments. Additionally, Baxter and Jack (2008) emphasize that multiple case studies enable an in-depth investigation of a phenomenon within its real-life context, especially when the distinction between the phenomenon and the context is not clearly defined. This is particularly pertinent to this study, which aims to explore how diverse institutional cultures affect the reflective practices of English teachers. Employing a multiple case study approach enables this research to deliver a comprehensive analysis of the elements that either facilitate or impede reflective practices across different educational settings. Moreover, it fosters the development of a broader understanding of the phenomenon, which can be applied to other contexts or utilized to inform educational policy and practice.

2.2. Participants

In this study, 16 EFL teachers (8 from state schools, 8 from private educational institutions) were examined.

Table 1

Details of Interviewed Participants

Participants	Gender	Private or State	Experience	Code
1	M	State	10-15	S.K.
2	M	Private	5-10	P.O.
3	M	Private	0-5	P.O1.
4	F	Private	0-5	P.B2.
5	M	State	5-10	S.M1.
6	M	State	5-10	S.T.
7	M	Private	5-10	P.C.
8	M	Private	0-5	P.B1.
9	M	Private	0-5	P.M.
10	M	Private	5-10	P.S.
11	F	State	5-10	S.M2.
12	F	Private	5-10	P.Y.
13	M	State	10-15	S.C.
14	F	State	10-15	S.D.
15	M	State	10-15	S.R.
16	F	State	10-15	S.A.

As can be seen from Table 1 the 11 of the participants are male and 5 of them are female. Their experiences range from 0-5 years to 10-15 years. Considering that the participants are more exposed to professional deformation over the years, an age grouping was made. This grouping has been determined as those who are in the first years of their profession (0-5), those who are in a productive age by gaining experience in their profession (5-10), and those who are close to professional wear off (10-15).

The study utilized criterion sampling, a type of purposeful sampling method, to select its sample. In criterion sampling, the sample is chosen based on specific, predetermined criteria (Yıldırım & Şimşek, 2013). Consequently, the study's sample comprised 16 volunteer teachers from 5 different private schools and 9 different state schools located in the city center of Tokat during the 2020-2021 academic year.

2.3. Data Collection Instruments

Semi-structured 9 interview questions developed by the researcher with the help of related literature (Akbari, 2010) were used in this study. The opinions of 4 assistant professors, 4 EFL teachers and 1 assessment and evaluation expert about the suitability of the questions for the purpose, the correct comprehension by the target audience and the absence of a single answer were obtained and corrections were made on the questions and the content validity was ensured. Two different teachers were interviewed for trial to see the process. One minor correction was done in the personal information section. The interview form used as data collection tool consists of 3 parts; declaration of consent, personal information and interview questions. There are 2 questions measuring teachers' personal development ways, 3 questions focusing on teachers' self-evaluation, 3 questions focusing on their perceptions of RP, and 1 question focusing on challenges regarding RP, and all of these questions are open-ended.

2.4. Data Collection

The ethical approval from Amasya University Social Sciences Ethics Committee with the letter dated 12.05.2021 and numbered E-30640013-108.01-20422 was granted at first. The data collection process was planned to occur in two phases. Phase 1: First Interviews, Phase 2: Follow-up Interviews with the same group "if needed". After gathering data it is thought to be satisfying as the given answers were in detail and the themes and codes were clear enough to make judgements so follow-up interviews weren't conducted after the analysis of first interviews. Due to the restrictions, the interviews were held on Zoom software. Participants were asked 9 questions which took around 25-30 minutes long. Each participants consent was recorded and then the interviews were started.

2.5. Analysis Process

All interviews were done with participants' consent, following ethical guidelines. The qualitative data collected from these interviews were carefully transcribed and analyzed using Braun and Clarke's (2006) thematic analysis method. The data analysis was done manually in several stages to ensure thoroughness and reliability. The data analysis was carried out manually and involved multiple stages to ensure thoroughness and reliability. Initially, the data were divided into two groups: private institutions and public schools. The data were coded in two stages. In the first stage, open coding was performed to capture all potential themes. During the second stage, these codes were reviewed and refined to extract the most significant data. This process involved constant comparison and cross-referencing to ensure consistency and depth. The codes were then organized into larger themes, which were continuously reviewed and refined through repeated cycles of analysis. During this process, member checking was performed to ensure the accuracy of both the transcriptions and the identified themes. Furthermore, the background of the participants and the institutions was considered to enhance the analysis. Efforts

were made to address challenges like protecting participant anonymity and preserving data integrity to maintain ethical standards.

FINDINGS

In this section, as a result of the interviews and their thematic analysis, the themes that form the titles and the codes that constitute these themes are examined. Since the research was approached with a holistic RP perspective, these findings were obtained by examining the self-evaluations of EFL teachers from different aspects.

3.1. The findings of RQ1 on Personal Development Ways of EFL Teachers

When the interview data is examined, the codes and related themes showing that EFL teachers generally act in line with their individual efforts and wishes regarding personal development are given in the table below.

Table 2

How EFL Teachers Handle Their Personal Development

Theme	Codes	State	Private	Frequency	Extracts
Individual Efforts	Reading Written Materials	2	5	7	There are some sites where I only follow the news ...making translation(P.O.) … on this blog this guy new technological devices new apps to integrate into lessons.(P.B1.)
	Online ways/materials/Technology	4	5	9	…. I talk to foreign teachers on skype to be more competent in such matters. …new technological devices new apps to integrate into lessons.(P.O1.)
	Attending Seminars	2	1	3	…during the pandemic, I tried to attend seminars a lot(P.M1.)
	Getting Help From Colleagues	2	2	4	…what I do while I'm working is to observe my other experienced teachers(P.O.)
	Shaping according to the students	1	2	3	…areas of interest that children will love, and draw games or topics here to make children talk.(S.K.)

As Table 2 shows, individual efforts theme is formed by 6 different codes. From these codes reading materials and online ways seem to be the most frequent one.

3.1.1. Individual efforts

When the answers given are analyzed, it is seen that EFL teachers are in an unsystematic effort to improve themselves individually, in line with their own wishes and desires. The code, in which these methods are most concentrated, is shaped in a haphazard way on online ways as P.O. states. P.O. works completely as a result of his own will. He states that he sometimes forces himself to translate and improve in this way. Being active in his field in general is seen as a form of personal self-development. P.B.1. who is in the first year of his profession, thinks that he should keep himself up to date and states that he should do this based on technology. Being aware of the fact that always being in the classroom with something new will increase the quality of teaching. A study by Troung and Murray (2019) on EFL teachers participating in an online professional development (oTPD) program found that online options were the most feasible due to their flexibility and ability to fit into teachers' schedules. The study emphasized that technology played a significant role in motivating teachers to start and stay engaged in the course, showing a clear preference for online professional development modes. P.O. on the other hand, attaches importance to the contribution of colleagues and stated that the guidance of experienced teachers is beneficial in personal development. It is seen that S.K. conducts research to change the content and form of education according to student interests and prefers visual tools in this regard. S.C., on the other hand, has focused more on productive skills for self-development.

In general, it can be deduced from the codes and speech contents that make up this theme, although EFL teachers are open and willing to develop in both state schools and private institutions, it is seen that they do not have a specific system and make random and daily evaluations. On the other hand, their efforts to develop themselves individually show that they make implicit reflection. Instant reflections are working on professional development without resorting to any method. They do these works sometimes out of necessity and sometimes for pleasure. It is seen that teachers working in state schools and private institutions do not differ much in the way they handle their own development.

P.C. ''... so we are forced to work. There is also the economic side of the matter. We have to do these works to ensure ourselves economically.''

However, as can be understood from the excerpt of P.C. below, the dynamics of teachers working in private schools to evaluate themselves and to carry out improvement studies accordingly may be different from their colleagues working in state schools.

3.2. The findings of RQ2 on Self-Awareness and Evaluating Teaching Performance

This section opens to discussion questions such as whether there is a connection between teachers' performance and self-evaluation, if they feel such a necessity, if they go into questioning between both the effectiveness of the course and their perceptions of teaching. The themes and codes that emerged in the research on how EFL teachers measure their self-awareness and classroom performance are shown in Tables 3 and 4.

Table 3

The Ways of EFL Teachers Learn About Themselves

Theme	Codes	State	Private	Frequency
Weaknesses	Being too close to students	5	7	12
	Professional insufficiencies	5	6	11
Strengths	Professional skills	3	5	8
	Having good personal and	7	7	14
Ways of	No concrete way/Feedback from	4	3	7
	Self Evaluation	2	7	9

As shown in Table 3, the codes created from the answers provided three themes, including weaknesses, strengths, and teachers' getting an idea about themselves. A super code was created by combining codes that are under the same category to such as technology insufficiency, time management and lack of evaluation (Professional insufficiencies). While the answers of EFL teachers especially about their own strengths were concentrated, formal relationship with the student, professional inadequacies and lack of evaluation, as a result of the detailed examination of the interviews, not much data could be reached about their strengths. About their weaknesses and Self-Learning ways, we can have some ideas from the table.

3.2.1. Weaknesses

The first theme that emerged as a result of the answers given by the participants covers the weaknesses of the participants. This theme shows that EFL teachers working in both state schools and private institutions have some weaknesses that they are aware of. Especially on 'being too close to students' item seems a bit more serious in private schools.

Table 4

Weaknesses of State and Private School Teachers

Theme	Codes	State	Private	Frequency	Extracts
Weaknesses	Being too sincere with students	5	7	12	… they sometimes see me as a student or a friend rather than a teacher. (P.S.) … Sometimes there are places where teacher authority is needed… (S.C.) … there's a thin line making students comfortable and losing them.(P.B1.)
	Technology	2	1	3	...at the moment, my weak point is technology(S.D.)
	Time Management	2	1	3	…I think my weak point is time management…(S.R.)
	Lack of Evaluation	2	3	5	…I sometimes don't feel like I evaluate correctly with what I use.(P.O.) …in English teaching classes right way of evaluation is not always easy to find…we should evaluate every step and skills but personally I cant.(S.M1.)

According to P.S., EFL teachers need to be different from other branches and be more sincere. This situation indicates that the relationship between student and teacher developed differently than it should be. S.C. emphasized that this over friendly atmosphere created problems during the lesson and in grading. He also argues that the teacher's authority should sometimes be in the classroom. Similarly, P.B1. stated that some of the activities done in the classroom there is a very thin balance between making students feel comfortable and losing control of the classroom, and stated that he is trying to be better in this regard. S.D. thinks that she is deficient in technology and that she thinks that she should be better on it and states that she is trying to fill the gap by getting help from his groups and colleagues. S.R. He stated that he suffered from incompatibility in time management, both over the course and over the annual curriculum and plans.

In general, they stated that EFL learners were deficient in student-teacher relations and pedagogical approaches. However, they did not state whether they have carried out a study to fill the gap on these issues. Similar to the findings above, these findings also shows that teachers have a random approach in self-evaluation and they answered with generalizations.

P.Ö. ''… again, I don't have a specific method, I mean, I don't have any method I use to reveal my weaknesses and strengths.''

The fact that the participants know their own weak points shows that they reflect themselves professionally, but they may also make superficial inferences without questioning the source of the main problem. For example, it is not known whether the main reason for the differentiation of the level of relationship with the students is being too close to the students or the lack of necessary pedagogical knowledge.

3.2.2. Strengths

From the answers received, coding indicating the strengths of the participants were obtained and formed this theme. This theme details the strengths of both EFL teacher groups.

Table 5

Strengths of State and Private School Teachers

Theme	Codes	State	Private	Frequency	Extracts
Strenght	Good communication	3	7	10	… My strong side is my communication with students. (S.R.) …I criticize myself and find my mistakes and correct them.(P.S.)
	Flexible Teaching	3	1	4	…I also adjust the time and content according to students'…(P.Y.)
	Reaching the Levels/ Adapting	2	1	3	…I can get down to the level of children (S.K.)
	Being Understanding	2	3	5	…we should see the reasons behind their behavious, they are young people and they get through so much things.(P.B2.)

P.S. stated that he has an inquisitive nature, especially regarding the inability of students to learn, and that he has a flexible teaching style according to the reasons for inefficiency. Participants P.B2 and S.R. think that they are good in communication skills, which should be an important feature for EFL teachers. With the improvements of technology, its usage in classes has risen according to S.K. and he thinks he can integrate it into EFL classes.

3.2.3. Self - Learning

In this theme, it was focused on how the participants evaluated themselves. With this theme, it is aimed to show EFL teachers ways of evaluating themselves individually. Some extracts about the methods used by the teachers are as follows.

Table 6

Self-Learning Styles of State and Private School Teachers

Theme	Codes	State	Private	Frequency	Extracts
Self-Learning	Having self-evaluation	2	4	6	…I criticize myself and find my mistakes and correct them.(P.S.)
	No Criticism or Students' Based	4	3	6	… student can know and show this…. (P.O.) … I don't think that I do this self-criticism or criticism most of the time.(S.M1.)
	Comparing with other teachers	0	1	1	…here in private school we tend to compare ourselves wşth others.(P.Y.)
	Learning while teaching	0	1	1	…for example while teaching a specific topic, I suddenly find another way to teach which I have never thought of.(P.M.)
	Having deductions after school	0	1	1	Experience is a very important factor… (P.B1.)

P.O. Regarding self-evaluation, he thinks that it can be done through students, just like a few other participants (P.O., P.S., S.C., S.A.), but he has no experience in this matter. Teachers state that they shape their teaching according to the feedback they receive. S.M1. stated that he generally did not make an evaluation about the course. Similarly, there are teachers who say that they do not make a concrete evaluation about the course or about themselves. (P.M., S.T., S.K.). P.B1. emphasized a different aspect from the other participants and stated that besides the exams, their own evaluation could be made with experience. In other words, the teacher's experience is a factor that facilitates self-perception and evaluation did not make a connection between participants their personal evaluations and weaknesses. Participants' self-evaluation was mostly based on students and themselves.

The inquiries in this section are mostly designed as an introduction to the concept of reflective practice and a preliminary data analysis. R.P. methods and tools used by teachers will be discussed in more detail below.

In the table below, data on how EFL teachers measure their in-class performance, other than written exams, are categorized and themes are extracted.

Table 7

The Ways of EFL Teachers Measuring Their Class Performance

Theme	Codes	State	Private	Frequency	Extracts
Observing Students	Watching students reactions	5	4	8	… if he gets excited about me, about the lesson…(P.S.)
	Students using the language out of the class/ Deduction after class	3	4	7	If a student speaks English with his friends…(P.O.)
	Students being active in the class	3	1	4	..any written, verbal and emotional feedback I receive from my students and their willingness…(S.A.)
Students Involvement	Giving assignments	2	2	4	…by giving assignments I can see my performance.(S.C.)
	Getting feedback	1	2	3	…students' talking directly with me is precious…(S.M.)
	Students productions	1	2	3	…ask students to write the things they remember on the board.(P.Y.)
	Having quizzes	1	1	2	…I assign quizzes time to time to see the progess(P.S.)
	Asking students/Drills	0	2	2	…in some situations drama and in some situations speaking drills…(P.M.)

This table, presents various methods employed by teachers to measure their class performance. The table is organized into two primary themes: Observing Students and Students Involvement, each containing specific codes representing different assessment strategies, along with the number of participants who mentioned each method and corresponding extracts from the interviews.

3.2.4. Observing Students

In this theme, as a result of the codes extracted from the way teachers measure their in-class performance, firstly, it was focused on observing students. This theme was created as a result of codes related to how teachers measure their course performance without exams. P.S. stated that the students' reactions during the lesson were important to him. Similarly, participants with the code P.C, P.B, S.K., P.B2., S.D., S.M2., SR. stated that they evaluated the process by observing students from different angles during and after the lesson. At the same time, it is also used as a kind of measurement that the teachers themselves enjoy the lesson.

Teachers often rely on visual and emotional cues from students to see if they're engaged and interested in the lesson. Since so many teachers use this approach, it seems both common and effective. Watching how students use language outside the classroom shows whether they remember what they've learned and can apply it in real life, indicating the lessons' lasting impact. Active participation in class activities is an immediate sign that students are engaged and understanding the material, giving teachers direct feedback.

3.2.5. Students Involvement

This theme was created as a result of the coding, which is considered as the applications that the students themselves contribute to how the teachers measure the teaching activity apart from the exams, and contains more concrete data than the theme above.

According to the table, assignments allow teachers to assess students' understanding and application of the material over time, offering concrete evidence of their teaching effectiveness. Direct feedback from students is valued for its immediacy and personal insight, helping teachers adjust their methods based on student needs and perceptions. Student-created content, such as board work, showcases their ability to recall and articulate what they've learned, reflecting the teacher's success in delivering the material. Quizzes provide formal and structured assessment opportunities, giving teachers measurable data on student progress and areas needing improvement. Interactive methods like drama and speaking drills engage students in active learning, allowing teachers to observe language use in dynamic and practical scenarios.

While P.O. especially focused on what the students did about speaking skill, which shows language ability, some participants like P.S. stated that the normal exam causes anxiety and stated that he made concrete evaluations in the form of implicit activities. Participants such as P.M., S.R., P.Y. stated that they were using similar methods. S.T. On the other hand, although he does not make a concrete measurement on the topic like some other participants, he questions himself in terms of the lecture he delivers. S.A. summing up this topic, she stated that all kinds of feedback from students are important in terms of seeing the effectiveness of the lesson.

Teachers' self-evaluations above and their course evaluations are actually not far from each other. In other words, teachers' learning about themselves and their learning about the effectiveness of the lesson work in parallel. Teachers' self-assessment and self-perception work on students, just as they evaluate teaching performance. In fact, this includes a correlation similar to the positive acceleration in success between students' love of the lesson and the teacher and the lesson. The success and effectiveness of the students in the lesson is a driving force for the teacher's self-evaluation. The fact that the participants (P.Y., P.B2., P.M., P.O1., S.D., S.K., P.S., S.C., S.M1., S.A.) differentiate the course according to the students' situation or are positively affected by positive feedback and apply what they do in different classes is a kind of implicit reflect on action implementation. They do this on the basis of students' failure, but this is a loop.

In order to further elaborate on this connection, teachers were also asked to make course evaluations during the interviews, and the main theme that emerged as a result of the coding emerged as individual observations and feelings. The coding raw data that make up this are detailed in table 8 below.

Table 8

Post-Class Evaluation Ways of EFL Teachers

Theme	Codes	Extracts
Observing Own Self and Feelings Post Class	Self-questioning Smiling after the class Observing her own feelings Feeling of effective class makes happy Using no criteria Caring sts reactions Emphasizing with the sts Feeling obligation Thinking about the class Needing for change Evaluating by himself Having bad classes makes bad effect Feeling insufficient on some topics Wishing Satisfying class Feeling satisfaction Thinking about the activities Students using the language out of the class/ Deduction after class Students being active in the class	…. Was it efficient or not? … A question runs through my heart and brain.(P.Y.) ….if I liked that course myself …(P.S.) ….In terms of where I work, we are supposed to do it (P.Ö.) … I have to observe the lessons I do and write etudes accordingly. (P.O.) … It's like this Checklist when you get out of class. So I was able to give that word? Is this gain possible? (S.C.) Again, I make inferences because I took a good lesson and a fun lesson. (S.M1.) … You must be satisfied after your classes.(S.D.)

As Table 8 shows, for post-class evaluations with wide range of codes the theme of observing own self and feelings was created.

3.2.6. Observing Own Self and Feelings

This theme was obtained as a result of the analysis of the post-lesson evaluations of the teachers. The purpose of this theme is to show that teachers' evaluations of post lesson are usually based on their own ideas and feelings. Inferences have been made about whether the lesson is efficient or not, especially on enjoying the lesson or not. In general, almost all the interviewed teachers stated that they evaluated that lesson in some way at the end of the lesson, and some of them (P.Y., P.S., S.C., P.C., P.B2., P.M.) stated that they took supportive actions such as repeating the lesson, presenting a summary, writing a study at the end of this evaluation. This situation enables them to make inferences about their own teaching and they can reflect their teaching indirectly. Contrary to other themes, we can see that teachers working in private institutions and state schools differ slightly in terms of the reason for the evaluation and taking action after the evaluation.

P.O1. and P.O. stated that they should make a more concrete assessment since they work in a private institution. But still P.O. As stated by, there is no criteria or system for any evaluation. The findings so far have shown that teachers often do not explain their work with the concept of 'Reflective Practice'. They are mostly doing some evaluation without any concrete tool, just thinking and feeling and this shows us they are doing implicit reflection.

It is debatable whether the evaluations made with a non-systemic structure can give healthy results. The findings of both private institution teachers and teachers working in public schools are close to each other (*f*s=8, *f*p=7) and no significant difference was found between each other

in terms of self-development and evaluation. Therefore, a separate tabulation or data analysis process was not applied.

Figure 1

The Relationship of Implicit Reflection
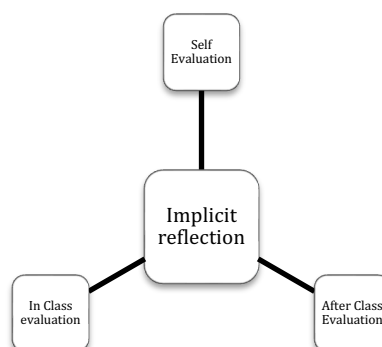
The research data so far have shown that EFL teachers do somewhat unsystematic work on their own assessment. However, since these are not systematic studies, a study based on reflection has not been done much. These independent evaluations made by the teachers are related to each other as seen in Figure 1 and can be examined within the scope of implicit reflection and this lead us to question the teachers R.P. perception. From this point of view, EFL teachers' perception of R.P., its tools and challenges are discussed in a detailed analysis in the following sections.

3.3. The findings of RQ3 on the Perception of Reflective Practice and Tools Used by EFL Teachers

To the question of what is RP, which was first asked to EFL teachers, 15 of 16 teachers stated that they did not have any knowledge. Only 1 of the teachers stated that he had knowledge about it and that he had previous readings on the topic. At the same time, it is understood that he has knowledge about the methods that can be used.

S.T. ''It's a term that I've heard, especially one whose importance I embrace. I know that the Reflective Practice teacher should take the form of self-evaluation from time to time and, if possible, an external eye's self-evaluation.''
S.A. ''I can't make a clear definition at the moment, but I can say as what the teacher gives to the teaching environment and what she takes from them.''

In order to make the terminological expression, which remains a bit abstract for teachers, a little more understandable and to associate it with their teaching, various sample cases are given more detailed answers.

Figure 2

Tools Used by EFL Teachers
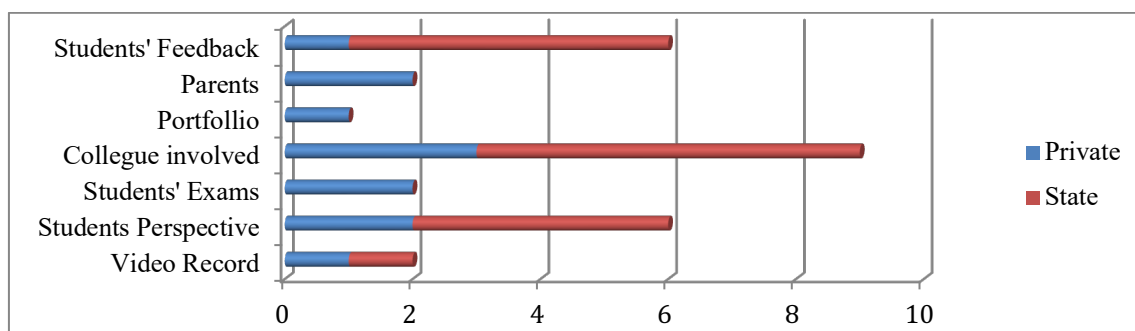
As seen in the figure, the teachers mostly preferred to make colleague-based applications as RP tools. Apart from this, similar to the findings in the first chapter, student-oriented studies were heavily coded. Again, as we can deduct from the figure, the variety of tools used by public school teachers is less than their counterparts. This theme, which was created about the tools that enable the systematic application of RP, was extracted from the answer codes in the interview data and how the teachers responded to the problem. To elaborate:

P.S. ''Yes, I used to do this in my classes before online education, to keep video recording of the lessons. At the moment, I record every lesson in the online lesson, then I watch the recordings again and see what I am doing ... especially in speaking lessons. ... I saw that I was doing some things wrong. I corrected in a way that students can understand.''

Among the teachers interviewed, P.S. is the only one who uses video recording as a concrete tool for full self-evaluation. Recording video was seen as a feasible application by many participants. There were different teachers (P.Y., S.R., S.D., S.A., S.M2.) who performed this action by video recording the lesson or activity, but when the answers are analyzed, it is seen that the purpose is not self-evaluation. Therefore, they were not considered as meaningful data because they were not made for RP purposes.

P.O. ''Actually, I thought of doing all of what you said, but I guess I couldn't find the time…there is an autobiography that I actively use. It made a great contribution to me and I had the chance to see the path I took, ...I did not do any of the things you mentioned, but of course, video recording is something that can be done very logically. ...But the others never occurred to me.''

Among participants using a different tools in particular, he stated how the tool he used recorded his professional life and that it was useful. He also stated that video recording can yield useful and logical results.

S.T. ''...(inviting a teacher to the class) maybe making this preliminary preparation or refraining from doing it may have been the reason of the question why I don't use it while I believe its effectiveness. ...no I didn't (video) I think it's a different dimension than inviting friends to the lesson. Getting permission from the students, getting permission from the administration, etc., this type of recording can sometimes be risky. A student's complaint can take the case to different dimensions. That's why I stay away from it.''

S.T. ,on the other hand, focused on the shortcomings of video recording and peer viewing, which were generally found useful by teachers. Instead, he thinks that his own application is also efficient.

P.B1. ''By the way I also sometimes do this evaluation reports. I want my students do this, it is like a questionnaire. I also keep in touch with school managers to see the reactions of the parents, their opinions about my class. I think this is something that state schools don't have. I mean we always evaluate ourselves so that parents are glad about what we are doing in the school....''

In addition to the fact that P.B1. uses tools such as evaluation reports, etc. from the students like some other teachers, as an effect of working in a private school, he also cared about getting the opinions of parents and administration about the teaching process, and also stated that this is not the case in state schools.

S.D. ''I also attach great importance to discussion groups. We talk a lot. I see where we are lacking something through this, but I do not use the others.''

As a result of the analysis, the data about colleagues was the code that teachers focused on the most. However, in this code, it is not clear whether the teachers are really evaluating themselves or they are making an effort for their professional development. Having these findings this result in the first part of the findings in the theme of how teachers improve themselves strengthens this possibility.

S.M1. ''I mean, I always criticize my own methods and techniques, but I don't use any tools to reveal it. ... Nothing concrete, mostly based on observation.''

Similar to S.M.1. the majority (fs=6, fp=7) of the teachers also stated that the tools used for RP were either over the student or only by student observation. This finding coincides with the evaluations in different fields above, and it can be said that teachers generally design a student-centered professional development. This may yield to no development at all as in some kind of schools, students are not demanding.

S.A. ''In short, we can say that the student makes the teacher work. Because despite all your efforts, you can stop teaching English to an audience that comes to class and sleeps and has no expectations from life, and start to think about what I can do while preparing them for life.''

Figure 3

Students Factor in Self Evaluation
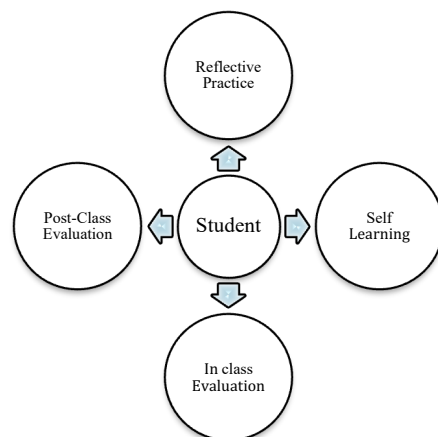
It is seen that EFL teachers working in both private institution and state schools do not differ much in terms of RP perception. The fact that only one of the participants knew the concept of RP and its content indicates that the conceptual framework was not formed in both groups; However, the findings in the first part and the second part of the study did not differ much in terms of individual evaluation. Again, the teachers made comments by keeping the student at the

main point. In this sense, private institutions and state schools do not differ much. However, it can be said that teachers in private schools use more various tools for self-development and evaluation. On the other hand, both groups are unsystematic about RP. These differences and their anticipated causes will be detailed below.

3.4. The Findings of RQ4 on Challenges

Another theme that emerged in the analysis of the data is that EFL teachers have some challenges in using RP tools. This theme aims to examine the raw data from which the codes were generated on what these challenges might be. The reasons that are thought to be important for teachers to remain student-centered in evaluating themselves and their professional characteristics are explained under this theme.

Table 9

Challenges for Reflective Practices

Theme	Codes	Private	State	Frequency	Extracts
Teacher-related	Lack of Knowledge of RP and guidance	10	12	22	..I never thought that the tools you just mentioned could be made for such evaluations.(P.Y.) I don't know much about action research (S.R.) I don't even remember if I had any training on it.(S.D.) the reason why I do not do these is because I do not have knowledge…(S.R.)
	Thinking Tools unnecessary and ineffective	1	3	4	So I honestly don't know how much this will help me… …I don't have a single idea about its functionality.(S.C.)
	Wrong ideas about own-self	2	1	3	Self-awareness seems essential …They are unaware of themselves, not only as human beings, but also as teachers.(P.B2.)
	Lack of motivation and feeling no need	4	2	6	…I guess I didn't really need it.(P.M.) …people do not do anything unless it is compulsory(S.A.)
	Experience and Prof. Worn out	2	1	3	... I see that as we got older, we started to give the same education that was applied to us.(S.K.)
Education system-related	Extensive Curriculum and workload	5	2	7	…I think 30 hours is too much for a teacher's performance(S.K.) As it is a private school, the workload is a lot.(P.M.)
	Limited Time	1	6	7	… but I guess I didn't find the time(P.O.) …. Let's not say I don't need it, time may be limited(S.M2.)
	Teacher salaries		2	2	…the payment seems low to spend all these time(S.M1.)
	No control during in-service		2	2	…we just sat at the classrooms and went back most of the time(P.C.) …However, I think it is a bit related to being a member of 657* .(S.M1.)
	Procedural Problems		2	2	…you can't take videos of students, you need permissions…(S.T.) …When we record the lesson, this naturalness breaks a little.(P.O1.)
Student-related	Students' motivation and different profiles	4	2	2	…you don't get anything from students to make you do these.(S.A.)

From the table it is clear that both group of participants have low level of RP and tools and this makes up the main challenge. Intensive course load and curriculum and, accordingly, time constraints show parallelism between the two groups. However, the fact that the two groups mentioned different barriers may indicate that institutionally RP perception and evaluation styles may differ. The fact that teachers in public schools concentrate on the answers related to the education system and the frequency of RP tools is more intense than the teachers of private institutions shows that the focus points are different for the two groups. S.K. Comparing with Europe, he actually criticizes the wage and employment policies of teachers.

It is seen that being in a private school has a two-way effect. EFL teachers in private schools need to keep themselves up to date for different reasons, but on the other hand, they cannot see how they are performing due to the heavy workload.

Teachers self-awareness plays an important role in professional improvement. As indicated by P.B2. some teachers may think that they have enough skills to teach well without having self-questioning. And also the main discussion here should be that do the teachers feel the need to question themselves? In the tools section, as referred to S.T., although the video recording looks like a good RP tool, the concern that it will spoil the naturalness can be shown as the reason for not using it. Another important data is that while some teachers are positive towards individual development and evaluation, they think that some tools that can be used for RP are not effective enough. S.A. ,in particular, stated that she did not know that such tools could be used in this type of RP, and that many teachers did not know about this subject. She explained that the teacher culture in the Ministry of National Education in particular pushes her to stay away from such practices. S.M1., on the other hand, stated with a more realistic interpretation that being in National Education makes teachers lazy and does not need such practices. S.D. and S.R. like other teachers (S.A., S.M1., S.M2., P.Y., P.C.) stated that they didn't have any idea about the tools and RP.

As a result of the interviews and analyses, the most important challenge in not having Reflective Practice applications is related to time and workload. Both state and private institution teachers expressed parallel views on this issue. Another important finding is that teachers do not have much knowledge and experience on the subject. In addition to the fact that there was no one who gave an example about RP practices especially from their university years, they also made self-evaluation in random and non-systematic ways during teaching. Another problem related to RP practices is that teachers do not see this as necessary and do not feel the need for such evaluations. The reason for this is that they generally think that what they have is sufficient for the audience they are addressing. The most important difference between the two groups is that EFL teachers in public schools do not do RP compared to their colleagues in private institutions, due to a variety of reasons. While teachers in private institutions generally emphasize time, those working in the state also presented challenge in many different aspects such as ignorance, unnecessariness, impracticality, workload, laziness, national education culture, as well as time emphasis.

As S.K. stated over the years, teachers' professional worn out prevents them from evaluating and renewing without external intervention. This is due to the fact that the English teachers working in private schools are younger and have less experience, and the teachers working in the Ministry of National Education are more secure in terms of work.

3.5. Comparison of State and Private

This theme was created by analyzing the codes in order to examine how the factors developed on the reflective practice practices of English teachers in private education institutions and teachers working in the Ministry of National Education, which is an important dimension of the research.

P.S. ''… Of course, I put myself in the parents' shoes. Because we are in a private school, parents expect a lot from us, since it is a private school, you know, parents expect a little more attention. They're right, I put myself in the place of the parents in this regard.''

P.S states that parents expect more from them compared to regular public schools. Therefore, he stated that he should think like a student's parent in his actions. This means that it adds another perspective on self-evaluation. Of course, this is also the case for teachers working in public schools, but the level of effectiveness of parents can be understood from the analysis.

P.B1. ''I think the reflective practice will be different when you are in state school. You are kinda free. You don't have to think about your parents reactions. I think I will be lazier, I will just have to think about what I did, I wouldn't think much about how to improve myself.''

P.B1. he thought that his own projection in public school might be different. He expressed his opinion that the comfort in the public school could make him a little lazier. He also mentioned the necessity of being in contact with the parents.

P.B1. ''I sometimes record my online lessons so that we can show these videos to the parents or School Managers and by doing this I also have the opportunity see myself.''

P.B1. states that sometimes the main purpose of recording his lessons is to show the parents and the school administration, and that this also gives him the opportunity to see himself. At the same time, he stated that private schools gave more importance to English lessons and a better English education was given because families could get the required materials.

P.C. ''Since I work in a private school, we often think about the things you asked, especially the teacher-parent dialogue is a little more. …we have a very busy working order in private school both inside and outside the classroom. So we are forced to work. There is also an economic side, and we have to do this work to ensure ourselves economically.''

P.C. Emphasized the effect of private school on self-evaluation and stated that they evaluate themselves more within the scope of Reflective Practice. While emphasizing both the school administration and the parents' side of this, he also stated that he had to evaluate himself economically and work more.

When the data is examined, the constant emphasis of teachers working in private institutions on parents, school management, student satisfaction, etc. shows that they are affected by different dynamics in terms of thinking than their other colleagues. This influence unconsciously causes self-questioning, providing an implicit reflection and they are relatively more active in keeping themselves updated.

DISCUSSION, CONCLUSION AND IMPLICATIONS

Looking at the research findings, it was seen that in the first place, most of the participants did not follow a system in terms of self-improvement and used general judgments. In general, they resorted to strategies including online sources, friend counselling or general judgments, but they do not do this according to a plan or a deficiency. They have different reasons to have self-improvement, while state school teachers do it juts to be effective in the class, private institutions teachers have other concerns as well such as parent, management and economic. This haphazard approach cannot ensure effective and continuous improvement. In this context, it is important for them to be aware of themselves and their teaching in the classroom so that a development plan can be created accordingly. Especially in state schools, the teacher's irresponsibility to others or to himself / herself about his / her actions will cause it to persist for years if a mistake is made. That's why every teacher needs a mechanism that can reveal their strengths and weaknesses and not just go through the students.

Language teaching teachers have to improve themselves individually throughout their professional lives (Richards & Farrell, 2005). Recent studies in language teaching show that reflective meaningful practice is the best method to reorganize knowledge, make it and continuously improve (Farrell, 2015; 2017). Teachers' positive views on the use of RP throughout the study are the same as Conford's (2002) teachers' positive attitudes towards the use of RP for self-improvement. However, using these RP applications with a continuous mechanism will yield more effective results for personal development (Rozimela, 2013).

As it can be understood, RP helps teachers understand what is good and what is bad in their own performance. RP helps teachers not to make similar mistakes by drawing necessary lessons from mistakes in previous lessons and performances, which improves teachers positively. Participants' perception of RP as an evaluation tool is consistent with the studies of Glasswell and Ryan (2017). According to them, reflection is being able to measure teachers' daily work, professional life and whether their teaching meets standards. Although both group of participants mentioned that they don't have any knowledge about the term of RP before, they all had similar definitions by themselves.

As a form of measurement, teachers' RP practices should measure their teaching styles, professional knowledge and lesson planning. EFL teachers in general rarely realize that by measuring teaching performance, RP helps them find their shortcomings and find alternative solutions to solving problems. Similarly, participants' post-lesson evaluations and general self-assessments remain implicit and descriptive and do not pass into critical reflection (Mannen, 1997; Moon, 2004) in both of the groups. Reflection is not just thinking about actions, but also critically examining experiences, questioning the reasons behind events, and thinking about the consequences of actions from a broader perspective. It is seen that the participants do not follow such a way of reflecting themselves, and more superficial actions are taken. For this reason, it can be said that both participant groups do not have extensive knowledge about RP.

As stated in the relevant section, the participants are not very familiar with the term 'reflective practice'. A similar finding emerges in the research conducted by Sunra (2020), and the ignorance of the participants about RP emerges as the most important challenge. Although the participants stated that they made some personal in and out class performance evaluations, they stated that they did this randomly, not within the scope of RP, and we can attribute the low level of this type of reflection to the insufficient guidance and lack of training on RP.

When the studies are examined, it is determined that teachers take into account the student characteristics and the objectives of the course when making decisions about planning the lesson and choosing the content (Koç & Yıldız, 2012; Köksal & Demirel, 2008). In the first part of the study, the teacher's self-perception and in-class, out-of-class evaluation mechanisms manifested themselves in non-continuous forms based on student and personal feelings. Therefore, the forms of assessment were mostly similar to each other and concentrated on student observation. EFL teachers' perceptions of RP become important here. The participants are mostly ignorant about this concept, which includes the practices that the teacher mirrors and reflects. In this study, it has also been concluded that the plans of the previous lesson are effective in making the arrangement decisions related to reaching the objectives of the lesson and that the student characteristics and the objectives of the lesson are taken into account in the decisions about the content of the lesson, especially by the private institutions teachers, and this supports the conclusions reached in other studies. In addition, the general formation of internal reflection requests is student-oriented. This result is also similar to the results that the factors that cause the onset of reflection are the factors such as feeling helplessness, conflict in the event of unplanned situations (Clarke, 1995). The results of the research show that the reflection tools used by the teachers are mostly in the form of student feedback and colleague interviews, and RP is not at the maximum level.

They say that they do not know that the tools used in this context can mostly be used for self-evaluation. Here, it can be said that EFL teachers generally design a student-centered development. However, their involvement in cognitive processes related to their own teaching shows that they have an awareness of responsibility as an educator. Mathew et al. (2017) suggest that student feedback can bring a new perspective to the teaching and learning process. This study also reached similar findings in terms of revealing that EFL teachers design courses and programs according to the feedback they receive from students.

The research reveals that teachers give importance to the opinions of other EFL teachers as well. While this happens in the form of improving oneself by learning the experiences of early ones in private institutions, in state schools teachers tend to exchange information about the classes. Both groups of the participants don't use colleagues as a way of RP by inviting them into their lessons. However, the subject of listening and feedback from another EFL teacher contradicts the studies of Zacharias (2012) and Weston (2015) that include the benefits of peer observation. According to the result obtained from the research group, it was deducted from the statements that the teacher whose lesson is observed will come to the class prepared and this will cause the observation to be unnatural and not an accurate reflection. In addition, it was observed that none of the participants did not engage in a practice such as peer coaching.

Although the participants agree that the video recording of the lesson will be beneficial, there is only one teacher who uses this tool and he does not make personal evaluations and shares. Farrell (2021) explained in his study in which he introduces 120 different RP application that very strong feedback can be obtained by recording the lesson as a video recording and sharing it with other teachers. In this sense, although the research findings do not give much data on this subject, there is a participant who uses it and that it is useful to watch the course records of others.

In line with this study, Godínez Martínez (2018) demonstrated that teachers are capable of critical reflection on their teaching practices when the necessary conditions for Reflective Practice (RP) are met. These conditions include having sufficient opportunities, time, and support from others. However, these elements are often missing in daily teaching environments, traditional evaluative classroom observations, and standard teacher education programs. These deficiencies serve as significant barriers to effective reflective practice. As a result of the thematic analysis, three main obstacles related to RP have been identified: teacher related, student related, education system related. Other than the lack of awareness of RP, the stated difficulties related to the education system have the highest frequency. In the content of this, obstacles such as curriculum, time constraints, examination system, teacher salaries emerged as difficulties at the macro level. At the micro level, the physical conditions of the school and issues such as permission appear as obstacles.

In line with this research, previous studies have also highlighted issues such as curriculum, time constraints, crowded classrooms, institutional expectations, etc. related to the education system (Mälkki & Lindblom-Ylänne, 2012; Sangani & Stelma, 2011). In the research findings, the participants stated that lack of time was one of the biggest obstacles and this is mentioned by the state teachers more, but Zeichner (1996) stated that although extra time was allocated for RP in some schools, this was not done effectively. Therefore, it can be questioned whether this obstacle is a realistic one.

Another prominent hindering factor is related to the teachers themselves. These factors can be detailed as teachers' lack of knowledge about RP in general, seeing some tools as useless and unnecessary, financial concerns, and lack of motivation. The state school teachers see RP tools will be in more effective, although almost none of them have tried those before. Sangani and Stelma (2011) state that especially in developing countries, financial problems, having second job negatively affect RP and personal development. Akbari (2008) likens teachers to factory workers because of their long working hours, low income and poor working environment. He states that

teachers are not willing to RP due to financial problems and time constraints. From this point of view, as a result of the research, it can be supported when teachers are financially comfortable, especially in Turkish conditions, they do not prefer to attend many classes, and they may be more willing to evaluate and improve themselves.

The teachers' lack of knowledge about RP is also a hindering factor. Almost all of the participants stated that they did not know this method in terms of terms. Although most of the participants use certain reflection methods, they do not do it consciously and systematically. These findings are harmonious with the findings of Korthagen and Wubbels (1995) and Walsh (2011) that RP is mostly not done systematically, although there are some exceptions. Some participants expressed a negative opinion about the functionality and necessity of the mentioned tools. This finding is also similar to Aliakbari and Adibpour's (2018) studies explaining teachers' barriers to RP, and they attribute this to the lack of adequate studies and training on RP during undergraduate (Alsuhaibani, 2019) and internship periods.

The last of the important inhibitory categories was related to students. Motivation, readiness and expectations of students also have a shaping effect on whether teachers evaluate themselves or not. In this context, Minnot (2010) states that the weak and reluctant attitudes of the students are an obstacle to the teacher's RP. Mälkki and Lindblom-Ylänne (2012), on the other hand, state that students' expectations are a hindering factor. When teachers have low level of students, they don't aim to improve more and they stay on the same routine. This is the case for both groups but it can be said the state school teachers have slightly more tendency in getting into routine.

Although there are no deep differences between private institutions and public schools, teachers in private schools seem to be less excused and more trying. In self-evaluation and development, there is a necessity rather than personal desires. They have a more active professional life due to the high expectation of parents. While all the teachers emphasized the importance of self-evaluation, state school teachers also stated that the implementation of RP formally and systematically by the MoNE would be more practical and fruitful than leaving it to personal desires.

It is an undeniable fact that language teaching is not easy in Turkish conditions. Regarding English teaching the MoNE has been making different curriculum and program changes over the years, changing the books and organizing different in-service trainings. There is always a teacher at one end of these well-intentioned studies. The fact that the teachers are self-trained and talented will make the studies a little more meaningful. Professional development of teachers who are not willing to stop improvement because the supervision mechanism is not provided after graduation and teaching begins. This situation they experience is naturally reflected in their courses. In order to prevent this, the teaching process should be active. One of the dynamic processes that keeps teachers motivated and active is RP. This research aimed to reveal elements such as EFL teachers' working in private institutions and state schools, their own perceptions, ways of improvement in teaching, perceptions of RP, whether there are differences between groups, the tools and methods they use for evaluation, the difficulties encountered, etc., through a holistic perspective. It may be necessary for teachers to systematize their own assessment methods.

Teachers should be supported to reflect on themselves by using different tools (action research, portfolio, autobiography, mentor, diary, discussion group, evaluation reports, video recording, personal development plans etc.) so that they can better understand the complexity of the teaching process. In order to train stronger and self-sufficient teachers, necessary information and training should be given about the importance and application of RP in undergraduate teacher training and in-service activities. Accordingly, RP applications should be considered as an important output both in the undergraduate period and in in-service training.

The results of the research show that important initiatives should be taken on RP both at the level of national education and in university education. The fact that the participants agreed on the development of a central program on RP, shows that the national education is weak in this regard. Offering teachers in-service training courses on topics such as thinking skills, problem-solving and decision-making techniques, and risk and crisis management is believed to help them address their shortcomings and mistakes. These courses are expected to enhance their reflective thinking skills. It is important for the national education to develop a policy in this regard. More effective and accurate approaches can be realized if RP is presented as a part of the teaching profession rather than an extra duty and when a separate timetable is created and a fee is provided for this process. The fact that the guidance teachers assigned to the teachers during the internship period give constructive feedback with a critical point of view is also an element that requires close follow-up by National Education. Other than the possible national level practices, to enhance reflective practices among teachers, several practical and supportive practices at the schools can be implemented as suggested below:

➢ Weekly Reflection Sessions: Having a 30-minute reflection session every week can give teachers a dedicated time to talk about their experiences, what challenges they faced, and what successes they had. Using tools like Zoom or Google Meet, these sessions can include teachers from both private and state schools, creating a supportive community. This helps promote ongoing reflection and allows teachers to share insights and learn from one another.

➢ Peer Observation and Feedback: Additionally, pairing teachers for monthly peer observations can provide valuable insights into various teaching methods. Each teacher can observe a colleague's class and offer constructive feedback on areas like student engagement and classroom management. This promotes collaboration and helps teachers improve continuously.

➢ Reflective Journals: Making the teachers to keep reflective journals by their own motivation can greatly help their self-assessment. By documenting weekly experiences, challenges, and reflections, teachers can identify patterns and areas for improvement. Providing guidelines on what to include, such as key observations and student interactions, helps structure these reflections.

➢ Monthly Reflective Workshops: Organizing monthly workshops focused on different aspects of reflective practice can equip teachers with practical tools for self-assessment. These workshops can cover topics like self-assessment techniques, using student feedback effectively, and integrating reflection into lesson planning. Bringing in experienced educators to conduct these workshops ensures they are practical and interactive.

➢ Student Feedback Integration: Incorporating student feedback can give teachers direct insights into their teaching effectiveness. Developing short, anonymous feedback forms for students to fill out at the end of each term can provide valuable perspectives on their learning experiences. Analyzing this feedback and sharing key insights with teachers helps them adjust their strategies to better meet student needs.

➢ Reflective Practice Support Group: Establishing a support group where teachers can openly discuss their reflective practices can cultivate a feeling of community and shared development. Regular gatherings, whether online or face-to-face, offer a space for exchanging experiences, providing mutual assistance, and addressing challenges.

Utilizing communication tools like WhatsApp or Slack can encourage ongoing interaction and support among group members.

➢ Incorporating Reflective Practice in Professional Development Plans: Incorporating reflective practices into professional development plans ensures they receive acknowledgment and backing. By integrating reflective activities with defined objectives into these plans and obtaining support from school management, teachers can actively participate in ongoing reflection as an integral part of their professional advancement.

➢ Developing Reflective Practice Resources: Making reflective practice resources readily available to teachers can aid their self-assessment efforts. Offering a toolkit that includes articles, templates, and guides on reflective practices ensures that teachers possess the necessary knowledge and tools.

➢ Short-Term Reflective Practice Projects: Creating small-scale projects that motivate teachers to try and reflect on new teaching strategies can foster the practical use of reflective practices. These projects can be short-term, like a month-long exploration of a new teaching method, featuring regular check-ins and a concluding reflection session to discuss the results. This approach allows teachers to experience the concrete advantages of reflective practices.

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GENİŞLETİLMİŞ ÖZET

Giriş

Yansıtıcı uygulama (YU) kavramı, öğretmenlerin bireysel mesleki gelişimlerinde çok önemli bir rol oynar ve öğretmenlerin teori ve uygulama arasında ilişki kurmalarına yardımcı olan ve mesleki gelişimlerine katkı sağlayan bir beceridir. Bir öğretmenin mesleğe başladıktan sonra gelişme ve gelişme isteği genellikle bireysel isteğe bağlıdır. Öğretmenlerin öğretim etkinliğini kontrol edecek kişisel bir mekanizma bulunmadığından, kişisel yaklaşımlar çoğunlukla başarısızlığın nedeni olarak görülmemektedir.

YU, küresel olarak öğretmen eğitimine egemen olan konulardan biri haline gelmiştir (Lee, 2007). Crandall (2000), teori öğretiminin bilinmeyen sınıf ortamlarını telafi etmediğini vurgulayarak, öğretmenlerin kendi sorgulama ve yansıtmalarının İngilizce yabancı dil teorisinin geliştirilmesinde ve hizmet öncesi öğretmen eğitiminde çok önemli bir rol oynadığını belirtmektedir. Murphy (2001), YU'nun amaçlarını, öğrenme ve öğretme sürecinin anlaşılmasını genişletmek, daha stratejik seçenekler bulmak ve bir dil sınıfında iyi tasarlanmış öğrenme ortamları geliştirmek olarak belirtmektedir. İngilizce öğretmenlerinin kendi hizmet süreleri boyunca değerlendirilmesi ve geliştirilmesi konusunda üniversite müfredatlarının eksikliğini telafi edecek bir araç yoktur. Öğretim sürecinde öz değerlendirmeyi ele alan bir değerlendirme aracı yoktur ve Türkiye'de literatürde bu konuda çok fazla çalışma bulunmamaktadır. Kaliteli öğretimi öğretmenlere bırakmak çoğu zaman istenilen sonucu getirmez. Dolayısıyla bir dil öğretmeninin orada olup bitenleri kendi yansımalarıyla değerlendirebilmesi çok önemlidir. Chitpin'de (2006) belirtildiği gibi Dewey'e göre bireyler deneyimlerden değil, deneyimler üzerinden yansıtıcı düşüncelerden öğrenirler. Bu nedenle, bir öğretmen düşük seviyeli bir ders deneyimlediğinde, önce deneyimin kendisini değerlendirmesi gerekir.

Qing (2009), Richards ve Lockhart (1996), Tosriadi ve Asib'e (2018) göre bazı yaygın YU araçları öğrencilerin geribildirimi, eylem araştırması, koçluk, video/ses kaydı, gözlem, öğretim günlüğü, menterlüktür. Elbette bunların faydaları yukarıda tartışılmıştır ancak bunları uygulamak bazen zahmetli olabilir. Kumaravadivelu (2006), Akbari (2008), Sunra ve Nur (2020), İngilizce Öğretmenliği öğretmenlerinin izledikleri müfredat biçimleri, bürokratik ve kültürel özellikler, öğretmen özellikleri, yetersiz bilgi, öğretmenlerin sıkışık programları gibi bazı zorluklara odaklanmışlardır. YU son zamanlarda deneyimli öğretmenlerin çoğu için EFL müfredatlarında gündemde olduğundan, asıl zorluk nasıl tepki verileceğini algılamak ve rutinin dışına çıkamamaktır. Öğretme biçiminde muhafazakar olmak bu öğretmenler için uygulanabilir ve sürdürülebilir görünebilir ancak öğrenciler için yeterince verimli olmayacaktır.

YU üzerine yapılan bu nitel çalışma, devlet ve özel okul öğretmenlerinin kendilerini geliştirmek için kullandıkları araçları, öz değerlendirmelerinde ne kadar öz farkındalığa sahip olduklarını, yansıtıcı uygulama ve araçlara ilişkin ne kadar bilgi sahibi olduklarını ve yansıtıcı uygulamayı uygulamada karşılaştıkları engelleri, hem devlet hem de özel kurumlarda öğretmenlik yapan öğretmenlerle yapılan görüşmeler ışığında ortaya çıkarmak için gerçekleştirilmiştir.

Yöntem

Bu çalışma nitel bir çalışmadır ve nitel araştırma türlerinden biri olan vaka analizi kullanılarak gerçekleştirilmiştir. Bu çalışmada, gömülü birimlerle (özel eğitim kurumları (okullar, kurslar vb.) ve devlet okulları) çoklu vaka analizi kullanılmıştır. Farklı yönetimlere sahip oldukları için özel okullar ve devlet okulları olarak ayrılmanın daha iyi olduğu gerekçesiyle bu yöntem tercih edilmiştir.

Bu çalışmada Tokat il merkezinden 16 İngilizce öğretmeni (8 devlet okullarından, 8 özel eğitim kurumlarından) incelenmiştir. Bu katılımcılar, farklı özel eğitim sektörü ve devlet okullarından kasıtlı örneklem yöntemi ile seçilmiştir.

Bu araştırmada, araştırmacı tarafından ilgili literatürden yararlanılarak geliştirilen yarı yapılandırılmış 9 görüşme sorusu (Akbari, 2010) kullanılmıştır. 4 yardımcı doçent, 4 İngilizce öğretmeni ve 1 ölçme ve değerlendirme uzmanının soruların amaca uygunluğu, hedef kitle tarafından doğru anlaşılması ve tek bir cevabın olmamasına ilişkin görüşleri alınmış ve sorular üzerinde düzeltmeler yapılmış, iki İngilizce öğretmeniyle deneme görüşmesi yapılmış ve kapsam geçerliliği sağlanmıştır.

Veri toplama süreci iki aşamalı planlanmıştır. 1. Aşama: İlk Mülakatlar, 2. Aşama: Aynı grupla "gerekirse" izleme görüşmeleri. Veriler topladıktan sonra, verilerin detay ve anahtar ifadeler açısından tatmin edici olduğu düşünüldüğünden, ilk görüşmelerin analizinden sonra takip görüşmeleri yapılmamıştır. Covid-19 kısıtlamaları nedeniyle görüşmeler Zoom yazılımında gerçekleştirilmiştir. Katılımcılara yaklaşık 25-30 dakika süren 9 soru sorulmuştur.

Tüm görüşmeler, katılımcıların onayı ile kayıt altına alınmıştır. Görüşmeler yoluyla toplanan tüm nitel veriler yazıya dökülmüş ve Braun ve Clarke'ın (2006) tematik analizine göre analiz edilmiştir. Veri analizleri manuel olarak yapılmıştır. Veriler toplandıktan sonra özel kurumlar ve devlet okulları olarak iki gruba ayrılmıştır. Veriler iki aşamada kodlanmış ve en önemli veriler ikinci kodlamada çıkarılmıştır. Bu kodlamalar temalar oluşturacak şekilde gruplandırılmış ve ham veriler bu temalara göre değerlendirilmiştir.

Bulgular

Araştırmanın sonunda katılımcıların çoğu, kişisel gelişim için sistematik bir yaklaşım izlememiş ve genel yargılara dayanmıştır. Çevrimiçi kaynaklar, arkadaş danışmanlığı veya genel yargılar gibi stratejileri bir plan olmadan veya belirli eksiklikleri ele almadan kullandıkları gözlemlenmiştir. Devlet okulu öğretmenleri sınıfta etkili olmayı hedeflerken, özel kurum öğretmenlerinin veli, yönetim, ekonomik faktörler gibi ek kaygıları vardır. Etkili ve sürekli gelişim, öğretmenlerin kendi öğretimlerinin farkında olmalarını ve buna göre bir gelişim planı oluşturmalarını gerektirmektedir. Devlet okullarındaki öğretmenlerin vicdanları dışında farklı otoritelere sorumluluklarının eksikliği, kendini yenileyen hatalara sebep olacağı düşünülmektedir. Sürdürülebilir bir gelişim için sadece öğrenci geri bildirimlerini değil, öğretmenlerin güçlü ve zayıf yönlerini ortaya çıkaracak bir mekanizmaya ihtiyaç vardır. Öğretmenler, Conford (2002) gibi diğer çalışmalarla tutarlı olarak, kişisel gelişim için yansıtıcı uygulamanın kullanılması konusunda olumlu görüşlere sahiptirler ancak bunun nasıl olacağı ile ilgili YU konusunda alt yapı eksikliğinden dolayı tam bir görüş birliği yoktur. Etkili YU için fırsat, zaman ve destek gibi gerekli koşullar, günlük öğretim ortamlarında, geleneksel değerlendirici sınıf gözlemlerinde ve standart öğretmen eğitimi programlarında yetersiz olduğu görülmektedir. Buna paralel olarak öğretmenle ilgili olarak; YU hakkında bilgi eksikliği, bazı araçları işe yaramaz olarak görme, mali kaygılar ve motivasyon eksikliği, öğrenciyle ilgili olarak; öğretmenlerin öz değerlendirme çabalarını etkileyen öğrenci motivasyonu, hazırbulunuşluğu ve beklentileri, eğitim Sistemiyle ilgili olarak müfredat, zaman kısıtlamaları, sınav sistemleri, öğretmen maaşları ve okulların fiziki koşulları gibi problemler öne çıkmıştır. Katılımcılar YU uygulamaları arasında video kayıt derslerinin faydaları konusunda fikir birliğine varırken, kişisel değerlendirme ve paylaşım yapmadan sadece bir öğretmenin bu aracı aktif olarak kullandığı ortaya çıkmıştır. Ayrıca özel okullardaki öğretmenler, yüksek ebeveyn beklentileri nedeniyle YU konusunda daha az mazeret gösterebildiklerini belirtmişler ve öz değerlendirmede daha aktif oldukları görülmüştür. Devlet okulu öğretmenleri, YU'nun kişisel isteklere bağlı kalmak yerine, Milli Eğitim Bakanlığı (MEB) tarafından resmi ve sistemli bir şekilde uygulanmasını önermektedir.

Tartışma, Sonuç ve Öneriler

Araştırma sonuçları, hem Milli Eğitim düzeyinde hem de üniversite eğitiminde YU konusunda önemli girişimlerde bulunulması gerektiğini göstermektedir. Katılımcıların YU konusunda merkezi bir program geliştirilmesi konusunda hemfikir olmaları, Milli Eğitimin bu

konuda zayıf olduğunu göstermektedir. Milli Eğitimin bu konuda bir politika geliştirmesi önemlidir. YU'nun ekstra bir görevden ziyade öğretmenlik mesleğinin bir parçası olarak sunulması ve bu süreç için ayrı bir zaman çizelgesi oluşturulup ücret verilmesi durumunda daha etkili ve doğru yaklaşımlar gerçekleştirilebilir. Staj döneminde öğretmenlere atanan rehber öğretmenlerin eleştirel bir bakış açısıyla yapıcı dönütler vermesi de Milli Eğitim tarafından yakından takip edilmesi gereken bir unsurdur. Ayrıca pratikte bireysel olarak akran değerlendirmesi, haftalık raporlar, kısa dönemli YU projeleri ve YU destek grupları gibi okul içi öğretmenlerin bireysel uygulayabileceği teknikler de önerilmektedir.

Bu çalışma Tokat ilinde özel sektör ve devlet okullarında görev yapan İngilizce öğretmenleri ile sınırlıdır. Farklı bağlamlarda farklı sonuçlar verebilir.