Promoting Structured Reflectivity in Teacher Education: An Innovative Approach

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Abstract
Although reflectivity has gained an important place today, it has not been practiced in teacher education programmes successfully.   Structured reflectivity can be an attempt to deal with this situation. Therefore, this study aims to investigate to what extent student teachers are able reflect on contextualised lessons used as a structured form of reflection during teaching practice. The contextualised lessons will not only provide student teachers a framework for planning their teaching but also an opportunity to reflect on their practice. The participants were 26 student teachers studying teaching English at university. During the 10-week School Experience phase, they were observed with an inventory form developed by the researchers. They also kept a diary. The findings revealed that student teachers reflected mostly on their practical performances but they failed to reflect on reflection. The diary analysis indicated that student teachers were not able to do critical reflection on the use of contextualisation strategies. Therefore, it is necessary to emphasise the significance of reflection during the teacher education pro**cess** and create opportunities where the student teachers can reflect on their practices.

Keywords: English language teaching, pre-service teacher education, reflective teaching, contextualisation

Introduction

Reflection has always been regarded as one of the most significant issues in teacher education programmes and it is seen as an important contribution. As Korthagen (2001) confirmed this concept has been appreciated more by programme designers in order to help teachers keep up with the changing times. Thus, it was possible to prepare the teachers who were more conscious about their practices and their effect on the learners. Calderhead (1987) related reflection to the attempts to professionalize teaching, underlining that reflective practice has gained a vital role in the development of professional skills, like in any other profession.

The current study aims to emphasise the significance of teaching reflection to future teachers of English in Turkish context. Similarly, Peacock's (2009) teacher education programme evaluation model underlined the idea of 'promoting the skill of ref-

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lection and self evaluation as a teacher' in teacher education programmes (p.263). Likewise, being reflective has been regarded as an essential asset for a teacher or student teacher (ST) since it enables them to learn from their mistakes, consider their own practices, evaluate them and change them when necessary. Schön (1983) emphasized the importance of reflection in action as a tool to develop reflective practitioners who dealt with multi-faceted classroom problems.

Reflectivity

Reflectivity in ELT teacher education is defined as 'the teachers' thinking about what happens in classroom lessons and thinking about alternative means of achieving goals and aims' (Cruickshank & Applegate,1981, p. 4). Wallace (1998) argues that developing a critical and analytical look at their practices will help teachers improve themselves professionally. However, it seems that teaching how to be reflective professionals has been neglected during the process of teacher education programmes (Calderhead, 1992; Wallace, 1998; Russell, 2006).

It is particularly important in educational contexts such as Turkey where reflection is not within the cultural tradition. Turkish learners come from a very test focused educational system which is the practice of centrally governed education (Yavuz, 2007). They do not learn to use the language but learn about the language to pass the tests. The English language competence of over 90% of students studying in Turkish state schools is described as 'rudimentary' according to British Council and TEPAV 2013 Report. That is, above everything the student teachers (henceforth, STs) themselves need to go through an awareness raising phase about the significance of how meaning is created and communicated within a context. For this reason, it is important to make STs aware of their role in improving their teaching and to promote reflective thinking in Turkish teacher education.

There are some studies carried out on the place of reflection in Turkey, for example, Önel (1998) examined the effect of action research on teachers' reflective skills. The results revealed that teachers improved their reflective skills through action research. Moreover, Oruç (2000) investigated the effects of a reflective teacher training program on the high school teachers. She aimed to examine the results of a 9-week Reflective Teacher Training program on the teachers' perception of the classroom environment and their attitude toward teaching profession. The results showed that the program increased the creativity level perceived by teachers in their classroom environment.

In addition, Zeyrek (2001) carried out a diary study with fourth-year ELT students doing their practicum. Her purpose was to find out about the students' feelings and attitudes towards various aspects of teaching. Moreover, she aimed to give students an opportunity for self-exploration and reflection on professional growth.

Köksal and Demirel (2008) studied the effects of the development of the pre-ser-

vice teachers' reflective thinking skills to the planning, implementation and the evaluation process of teaching. The study is conducted with the 12 fourth grade students of Hacettepe University Faculty of Education Department of Classroom Teaching. Observation notes, camera recordings, interview form, self evaluation form, participant journals and lesson plans were used as a data collection tool for the evaluation of the curriculum planning. The findings revealed that reflective thinking training fostered pre-service teachers' planning, implementation and the evaluation process of teaching.

As it has been realised, integrating reflectivity to teacher education programmes enabled STs to improve their professional skills and develop positive attitudes towards the profession itself. It is possible to foster reflectivity by encouraging STs to collect information about their classroom experience, and then to analyse and evaluate this information (Russell 2006). This way, they are able to explore their underlying beliefs. Reflective thinking is expected to lead to changes and improvements in their teaching. It is usually described as a cyclic process which helps them become decision makers who can formulate their own teaching methods and strategies appropriate to their specific educational context (Wallace, 1998; Kumaravadivelu, 2001). It is expected that the entire process of reflection will help teachers develop professionally. However, since teachers have difficulty in reflecting on thir practice, it is necessary to provide them with a 'structured reflection' (Wallace, 1998 p.14) framework. Wallace (1998) sees this as solution to deal with professional problems.

In order to make sure that STs understand how critical reflective thinking differs from our everyday sense of reflection, they should be provided with an explicit structure by means of which they focus on particular aspects of teaching and reflection. Russell (2005) emphasises the importance of providing this kind of guidance.

Fostering reflective practice requires far more than telling people to reflect and then simply hoping for the best. I now believe that reflective practice can and should be taught-explicitly, directly, thoughtfully and patiently (p.203).

In a study on student teachers' reflection during practicum, Zhu (2011) used a useful framework proposed by Van Mannen (1991) to examine types of reflection. Van Mannen (1991) claimed that STs were to 'reflect on the meaning, purpose and significance of the educational experiences of students (p. 100)' so that the teachers get a way from the mechanical act of teaching. He described four levels of systematic reflection with an order of hierarchically increasing analytical complexity. Since Van Mannen never labelled these levels, the study will be using the labels created by Zhu (2011) for practicality. Van Mannen suggested that the first level of reflective thinking was to be thinking about what teachers actually do in practice. Zhu referred to this as 'technical rationality'. As Van Mannen suggested, the second level was the time when we put our experience into language and give accounts of our actions. Zhu labelled this as 'practical action'. The third level which was labelled as 'critical reflection' includes 'using personal and other individuals' experiences to systematically examine a phenomenon'

(Van Mannen 1991, 100). The final level was 'reflection on reflection' where teacher reflected on the way they reflect.

Contextualisation

Contextualisation strategies are consiredered as an important form of presenting the language in relation to the learners' experiences (Hadley 2003). In this sense,

Contextualisation is described as the meaningful use of language for real communicative purposes. It helps students understand how language users construct language in a given context (Opp-Beckman & Klinghammer, 2006, 13).

The term 'contextualisation strategies' are described by Karatepe and Yılmaz (2010) who compiled various teaching ideas from different resources.

1- Personalisation (Harmer, 2006; Thornbury, 1999) refers to the process of making content of a material or part of a lesson relevant to learners' interest and education needs.

2- Individualisation (McDonough, Shaw & Masuhara, 2013) refers to learning styles of individuals and groups.

3- Localisation (McDonough, Shaw & Masuhara, 2013; Schneider 2005) is relocating topic of the lesson within the learners' geographic area and events taking place.

4- The next one is Modernisation (McDonough, Shaw & Masuhara, 2013) which is updating information included in textbooks and teaching materials.

5- The last is one Immediate Context (Harmer 2006) which is defined as learners' physical surroundings.

STs are expected to plan and present their lessons by considering these strategies to relate language to students' lives and experiences.

The Significance of the Study

The purpose of this study has got two dimensions: first, to see whether STs are able to plan and present their lessons in a context; and the second, to investigate to what extent STs are able reflect on these lessons in a systematic and structured way. The reason for using 'contextualisation strategies' (Yılmaz & Karatepe, 2013) as a framework for reflectivity is to provide STs with a structured form of reflection.

Although many studies have been conducted on ST reflection, none of these studies investigate structured reflection on contextualisation specifically. STs' ability to reflect on this particular aspect of classroom practices has been neglected to the best of our knowledge. This specific study is an attempt to contribute to the field of language teacher education. In this sense, this study is rather an innovative one.

Within this perspective, this study aims to answer the following research questions:

1- What kind of contextualisation strategies do the STs use in their lessons?

2- What is the frequency of the use of contextualisation strategies by each ST?

3- At what level can STs reflect on their own and peers' contextualised lessons?

Methodology

Context of the Study

The participants were 26 final year STs studying at the English language teaching programme of a large state-run university in the southern Marmara region of Turkey. STs went through the School Experience phase which took place in the final year. In this course they were required to attend one- hour weekly theoretical course and 4 hours practical sessions in specific primary schools for 10 weeks during which they observe classes and plan and perform lessons under the supervision of practising teachers. They were also supervised by a faculty member with whom they communicated regularly.

The Treatment

In the process of School Experience phase, STs were specifically given a training on both planning contextualised lessons and reflectivity in one-hour weekly theoretical lessons. In fact, they were informed about the significance of contextualisation and reflectivity in their previous year courses such as Teaching Language Skills and Teaching Young Learners. During this training, STs were asked to prepare the lesson plans and materials which they were going to use in their practice school and worked on them as a group and tried to improve them. In the process STs were asked to suggest ideas for the use of contextualisation strategies. After they performed and observed those lessons, they were expected to reflect on their own and peers' lessons by using the inventory form the researchers had developed. In addition, STs were also required to a keep diary where they shared their own personal thoughts and experience on contextualised practice. Moreover, STs were given an opportunity to reflect on every aspect of these lessons by means of diary keeping.

Data Collection

This case study attempted to explore a very specific educational situation which required STs whose reflections were structured by a framework based on contextualisation strategies. In this respect, this study was an innovative one. This study was carried out using the qualitative research design and data collection methodologies (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2009).

In this study, data was collected by means of two different tools: the inventory form mentioned before and STs' diaries. These were used not only as part of the treatment but also as a data collection tool.

Inventory. They were observed with the help of the contextualisation inventory

form developed by the researchers during their practice sessions. The observation inventory has been based on two sources of information. The first one was documented in Karatepe and Yılmaz (2010). In this study, the researchers analysed the STs' lesson reports where they described their practical ideas for an imaginary lesson. These ideas were content analysed and the emerged themes were categorised. Those emerging themes appeared to match up with the teaching strategies mentioned in Harmer (2006) and McDonough, Shaw and Masuhara (2013). The terms were originally adapted from categories presented in McDonough, Shaw and Masuhara (2013). This inventory was used to carry out a further study (Yılmaz & Karatepe, 2013) which examined to what extent a group of STs could contextualise their lessons in the real classroom practice. This study revealed that the contextualisation strategies in the inventory worked efficiently.

This inventory has been used in the present study by the researchers to collect data on STs' performances. All the entries for each category on the inventory were counted to find out the frequency of use of the contextualisation strategies.

Diary. It was used as a tool for reflecting on STs' practice. They received regular feedback which kept them on track for the use contextualisation. They were also provided with a list of guiding questions such as if they considered the context in which they presented the language point, and to what extent this context is related to students' lives, and whether the context was supported with the appropriate materials.

Diaries were also used as a data collection tool. STs kept their diaries in English. The entries given in the Findings section were taken originally from the STs' diaries. Thus, these may contain some language mistakes.

Diary entries were analysed to elicit information for two different purposes. First, the researchers gained information about the frequency of the use of contextualisation strategies by each ST and by their peers. Second, they gained an insight into the reasons why STs preferred to use specific strategies and the level of awareness. Thus, they were able to see to what extent STs were able to reflect on their use of contextualisation strategies.

Findings

This section presents the elicited data by means of inventory entries which is supported with diary data. These entries provide us with the information about to what extent STs could reflect on their own and their peers' lessons. In the inventory analysis, the contextualisation strategies used by each one of STs were counted according to their category. Details about how and why a particular strategy has been used come from diary entries. Those parts which are thought having of some sort of significance in terms of diary entry interpretation are italicised. In this section results of the analysis of diary entries written by 26 STs will be presented in four levels of reflection by following Van Mannen (1991) and using Zhu's (2011) terminology which has been

described in the Studies on Reflectivity section.

While the first three levels will be presented under the categories of contextualisation strategies, the fourth level will be presented separately at the end of the findings. Diary entries at level four did not occur at all during term. When STs were specifically asked to reflect on the entire process, some of them were able to reflect on their reflection. Therefore, it was not possible to connect this reflection to any category of contextualisation strategies.

Personalisation: Use of visual materials

Personalisation strategy was the most frequently used strategy in the data. Its use usually required the use of concrete teaching materials, such as relia, visuals and stories.

Table 1.
Personalisation: Use of Visual Materials

Categories	Number of instances
Pictures (photos, pictures. map)	14
Real objects (clothes, TV frame)	12
Animations (film)	2
Flashcards	3
Audio-visual (video, CD)	5

Our STs seem to like using a variety of visuals and relia rather than audio-visual material. This is also praised by the practising teacher. When we look at the matter of reflectivity, we see that their reflection is limited to reporting events in detail without commenting much on the practices in question, which can be observed in the following diary extracts.

At the technical rationality level, the diary entry below was restricted to reporting what happened in detail. However, it does not make any evaluation of the adequacy of the practice in question.

At the beginning of the lesson, teacher had the pupils watch a video in which a pumpkin described itself saying the sentences 'I have one nose, I have two eyes…'. After they watched the video, the teacher asked them to describe themselves like the pumkin in the video. (A.A 53)

At practical action level, the practising teacher's positive comments helped the ST realise that her performance worked well. This made her very happy and motivated. However, she has got limited insight into this particular practice.

After our introduction of clothes topic with two puppets and their clothing items, the class teacher asked some questions related to this topic and

pupils gave correct answers. Then, she turned to me and said, 'what you have done seemed to work'. And I felt so good. (Ç. S.)

At critical reflection level, the use of expressions such as 'if I were him [her peer, a male ST], I would…', is considered as an indication of a more analytical and critical reflection. The ST was able to consider an alternative way of teaching though it was still limited in content.

> If I were him I would do a longer presentation part and use pupils belongings and pupils themselves as visual materials. (Ö. D. 27)

Personalisation: Exploiting story
The STs made use of either real stories about their own lives or stories from literature and films. Moreover, they used simulated stories with created characters and situations. It is obvious that STs have preferred using made-up stories, created situations which were appreciated by their learners more (see Table 2).

In STs' diary entries, they mentioned how they used real stories. For example, this ST is one of the few who prefers to use a real story. She reasons the use of her and her classmate's decision to use a real story. However, her report is limited to description of what they do in ordinary practice. At technical rationality level, a student teacher reported an incidence of use of a real story.

> We used a real story about extraordinary creatures to take the pupils attention. The reason we created a context by using this story was the fact that pupils were very much interested in such stories. (S. K.)

Table 2.
Personalisation: Exploiting a Story

Categories	Number of instances
Real story (their experience, celebrities)	7
Simulated story (created characters and situation)	11
Eliciting student's story	8
Appealing to students' interest	7

At practical action level, the aim was to draw pupils' attention to the text entitled 'Sherlock Holmes'. Then they read the text. The teacher wrote the following questions on the board:

> How do crime stories usually begin? How do crime stories usually end? A few pupils made an attempt to answer but they failed. Then the teacher asked 'Which one do you prefer- reading or watching stories?' These were good to encourage pupils to speak in English. (T.G. 78)

Here the ST reports about her observation of the use of a story by the practicing teacher. She also adds her positive comment on the practise.

At critical reflection level, one ST offers her own ideas by using a particular language structure 'could have been' which are thought to signal critical reflection in her diary. The STs were actually given instruction to express their critical stance this way. She appears to have the potential to develop a critical perspective for teaching.

> As seen these sentences [the sentences used by her peer] did not form a context. They included unknown 'he' and 'grandpa' references. Instead of doing this, these sentences could have been based on a context of situation. For example, in the previous week, we had a religious festival. The context of religious festival could have been used. For example, 'On that day, we are kissing our grandpa's hand.'.The story could have been supported with a few visuals. (Ş. C. 37)

In their diaries STs also explained how they used simulated stories. One of the STs described what she did to teach body parts with help of a simulated story. At technical rationality level, a student teacher reported what she did while teaching.

> I wore an apron with a robot picture on. I was holding a toy robot in one hand, and a hammer in the other. I told pupils that we were in a robot making workshop. And I told I was going to make new robots. (H. Ö.:53)

At practical action level, one of the STs told a story about aliens coming down the Earth and visiting our houses. Students were very much interested in this story since it is about their own lives.

> The story helped her to create an interest into the topic and participate in the lesson fully. (Ö. G.:p.46)

The ST is able to evaluate the results of her peer's practice and observes the positive effect on pupils.

At critical reflection level, the student teacher observes her peer and is able to reflect on her practise critically.

> In the warm-up part, the teacher started the lesson with a question: 'I am too fat. What should I do?' But there was little pupil response. Pupils did not understand what they were supposed to say. Here the problem was the teacher's inadequate question. I think it was wrong to begin the lesson without creating a context. When the pupils remained silent, she did not assist them to speak. They had learned how to give advice in the 6th grade. If I were her, I would give a story from my life. This way I would personalise the lesson. For example, Iwould have explained that I had a tooth ache all night and had been to the dentist's and asked him 'What should I do to keep

my teeth healthy'. The dentist would say 'You should brush your teeth carefully.' This way I would teach the use of 'should'. Because I think we need to present grammar in context. (D. K. 10)

In this entry we observe a richer expression of reflection since the ST is not content with her peer's performance, she offers an alternative practice of making suggestions in a contextualised way.

Individualisation

STs failed to use individualisation strategy though they seem to be aware of its importance.

Table 3.
Use of Individualisation

Categories	Number of instances
Organising group/ individual work	5
Role play activities	3
Uses written materials	+4

Diary analysis showed that STs failed to use individualisation strategy. The following diary entry showed that this particular ST was at least aware of the requirement for addresing individual needs though she admitted that they failed to do so.

At technical rationality level, this ST reported that she was aware of problems related to addressing to individual differences in the classroom.

We were not able to address individual differences. But in 40 mins we had to do a lot of activities and we were short of time. And we did not enough time for individualisation.

At practical action level, there is an evaluative statement about the use of materials in order to deal with individual differences in one of the diaries.

Here our aim is to individualise the lesson by using not only audio materials but also audio-visual materials because some of the pupils could not understand what the character 'couch potato' said. But when they saw him / her they better understood. (E. S. 28)

At critical reflection level, here 'If I were her [her ST peer] I would ask…' appeared to show signals of critical reflection since the ST was able to consider an alternative way of teaching.

If I were her, I would ask the pupils to write down correct answers on their notebooks. This way, at least they would have learned while writing. (E. S. 13).

Localisation

Localisation is another strategy which was not used as often as it could have been. We observe that STs preferred to refer to learners' schemata about life in Turkey rather than referring to local schemata, as can be seen in the diary extracts.

Table 4.
Use of Localisation

Categories	Number of instances
Present schema about Bursa	2
Present Schema about Turkey	6

At technical rationality level one of the STs reported how she related the subject to pupils' popular culture in her diary.

We adapted the Turkish TV serial 'KavakYelleri' by using the Localisation strategy. (Ş. C. p. 55).

At practical action level, the ST connected the topic of clothes with the events and elements in pupils' lives.

The teacher asked pupils what type of clothes they bought for the Eid (religious festival). Then, she asked them whether they had gone to the local shopping center Korupark to do shopping for the Eid celebrations. Then, she told students to imagine the board as Korupark. She stuck pictures of clothes on the board. She wrote English labels for each clothing item below the picture) …. The presentation was clear and well organised… The overall context was shopping. So it was relevant to pupils' lives who had a Bayram (Eid) Holiday. (A. A. p.38)

At critical reflection level, the ST offered an alternative way of teaching giving and asking directions by using Localisation strategy.

The class teacher asked the pupils to list some different ways of asking direction. In fact, the teacher could have provided pupils with an opportunity to practise by asking questions through a role-play activity. So they would have understood the subject matter better. The teacher could have used familiar places around the school such as cafes, markets and parks to ask them to describe the way from school to these places. In that way, she could have contextualised the topic by means of the Localisation strategy. (Ş.C. p.16)

The Use of Immediate Context

As can be seen in Table 5, STs could use the immediate context in particular cases with success. However, they were expected to use this strategy more often. As they

state in their diaries they either used their own belongings, namely clothes or the learners' physical attributes.

Table 5.
The Use of Immediate Context

Categories	Number of instances
Use of objects in the classroom	13

The following entries from the STs diaries show that they are able to use immediate context when appropriate.

At technical rationality level, this particular ST seem to have presented a description of the lesson about physical charateristics.

> I had the entire class stand up and chose a pupil, and I named an attribute such as brown hair. All pupils with brown hair remained standing while others sat down. Then I chose another attribute and game went on this way. (A. A. : 52-53)

At practical action and at critical reflection levels, the following entry is composed of two parts, the first of which is in the 'Practical Action' category. The second one is in 'the Critical Reflection' category. In the first one, the ST reported a classroom practice which could have exploited the immediate context. In the second part, the ST suggested the use of the immediate context strategy. She offered a very pragmatic one which would not have offended anybody.

The teacher asked two female pupils to come to the board and asked these questions 'Who is more beautiful' and 'Who is more generous?'. Meanwhile one particular girl was labelled as beautiful and the other one was labelled as generous. Then, she did something stupendious which shocked us (STs). By referring to the second girl she said that she had got only generousity indicating that she was not beautiful. This is something I cannot understand. How does a teacher fail to see the detrimental effect of her practice on these pupils? Even if the teacher does not have any extra materials, there are always some relia by means of which we can teach adjectives tall-short and big-small. Even a small piece of chalk and a big piece of chalk would suffice.

In addition to Zhu's (2011) reflection levels, data analysis revealed that STs were able to reflect on their reflection which was actually emphasised by Van Mannen (1991) as the last level of reflection in the literature. In our data this has been observed in the last entries in the diaries. The STs were asked to reflect on the entire experience. These examples are observed in two different types, the entries related to reflectivity in general and others related to contextualisation. For example, one of the STs developed positive attitudes towards writing a reflective diary. She saw the importance of this process as she commented that it had improved her self-confidence.

I gained the habit of reflective thinking as a result of writing diary en-
tries. This is one of the important qualifications of a teacher. Looking back
at his/her lesson will provide a teacher very valuable information about his /
her teaching practice. While writing diary entries, I was not only able to do
self criticism, but also realise my strengths as a teacher. This has increased
my self-confidence (Ö.D: 51).

Moreover, some entries presented ST reflections on contextualisation. For exam-
ple, this ST reported that she found out what contextualisation meant and how it helped
her to improve her practice.

In the process, I realised that contextualising a lesson means being able
to creating a single context, presenting the stages of the lesson within this
context providing smooth transitions among the activities. For this end, I
learned to use personalisation, localisation and individualisation. (Ö. D. 51)

This ST was happy to have learned about the importance of presenting the lesson
topics within a meaningful context.

During this practice the most important benefit I gained is the ability to
contextualise the lesson and be able to present the activities in a meaningful
sequence. And most importantly, I learned that the lesson topics should be
related to students's lives with the help of contextulisation strategies (S. G.
67)

Discussion
Discussion of the results of the study will be presented in two sections because
the study has got two main components: the STs' ability to reflect on their practicum
experience and the ability to contextualise their lessons.

Contextualisation
The results of this study indicated that the STs seem to have understood the im-
portance of contextualisation in teaching. It was observed that they were able to create
different types of contexts by using different contextualization strategies. STs did not
seem to have many problems with creating contexts. They had an idea about how to
contextualise a lesson by using strategies of Personalisation and Localisation.They
could also offer an alternative way of use of a particular strategy in a certain instance.
However, they had problems with putting specific strategies into practice such as indi-
vidualisation. Details of this matter will be discussed in the following section.
STs used a limited number of personalization strategies even though the subject
matter of the lessons required the use of such strategies. Although it was still the most
frequently used contextualization strategy, the number of occurrences of its use could
have been higher. However, STs were able to appeal to the young learners' character-

istics by means of personalisation via audio-visual materials.

Although they were aware of the importance of appealing to individual needs, it was observed that this awareness fell short for these needs. Due to the nature of the School Experience course, STs spent limited time in the school. Consequently, they did not have chance to get to know their learners and their capabilities, their learning styles and preferences, or individual differences among the learners. In fact, Nunan and Lamb (1996) recognised this as a challenge for STs to overcome during planning for teaching.

Even though they could have used this strategy more frequently and effectively with the support of visual materials by referring to learners' actual lives, they missed the opportunity to relate the subject matter of their lessons to the pupils' experiences. It was observed that they picked up the cultural elements of schemata about Turkey in general while ignoring the local context, namely the city of Bursa and the school neighbourhood.

Reflectivity

The diary data analysis was based on Van Mannen's (1991) four levels of systematic reflection in data analysis: Technical Rationality, Practical Action, Critical Reflection, and Reflection on Reflection.The results show that STs have a strong tendency to describe what has taken place in the classroom in detail. This happens in technical rationality level mostly. However, they seem to have failed to focus on their own learning and pupils' learning with a critical stance. These findings are in line with those of Chamosa, Caceres and Azcarate (2012) and Zhu (2011) who have found that novice teachers seemed to give more importance to teaching methodology and strategies but not to the extent that would make an impact. Likewise, in a study carried out in a Turkish university, Erginel (2006) found out that 'the pre-service teachers reflected predominantly at Van Manen's (1991) 'technical level,' focusing on instructional processes, learner motivation, and on classroom management, while giving emphasis to achieving effectiveness and efficiency in teaching' (p.171).

However, in this study, some STs were able to consider the underlining reasons for their own practice or the practices they observed more critically and analytically which were in line with thinking required at practical action level. Critical thinking which was required at critical reflection level had been observed in some of the diary entries but in rare occasions.

STs failed to reflect on reflection although they did not have much difficulty in reflecting at the first three levels. However, this did not mean that they were unable to do so because when they were asked to evaluate the whole process at least some of them, who were fully committed to the whole School Experience, did it successfully.

The reasons for their failure to develop analytical perspective towards teaching practice can be listed down as follows. Firstly, in our study STs appear to base their

practices and their perspective of teaching on their deep-rooted habits which they have developed over the years as pupils.

Secondly, during the planning and preparation phase, our STs appear to focus on how they need to prepare the pupils for the general placement test which is centrally authorised. Therefore, they seem to disregard meaningful language for interation. Ward and McCotter (2004) complain that when the teachers are within education system, they have to deal with the pressures of 'standard-driven curriculum and closely examined student outcomes' (p. 244). They continue with the argument that while single-minded attention to high-stakes tests may undermine the reflective process, a rigorous emphasis on student learning offers an opportunity for broadening the reflective focus preservice teacher. Accomplishing this, however, means resisting the temptation to only ask the simplistic question, ''Did students do well on the test?'' (p. 245).

In our study, STs appear to have been more concerned about pupils' success in tests. Because practising teachers at the schools tend to give importance to test results. Besides, STs already have passed many tests. Therefore, it was quite natural that they were more concerned with pupils' achievement in tests. Ward and McCotter (2004) argue that putting student learning in the centre can support reflective focus for teachers; however, paying too much attention on the test results will lead teachers to loose sight of their concern, namely critical reflection.

Researchers think that STs need more guidance on how to reflect systematically and in-depth. In fact, Erginel (2006) concluded that 'guidance in the form of constructive feedback has an important influence on helping pre-service teachers become more reflective. This process encourages self-awareness and contributes to the construction of professional identity of pre-service teachers' (p.171).

On the other hand, Hatton and Smith (1995) explained that reflectivity was "deliberate thinking about action with a view to its improvement". One way of dealing with this situation is finding a more controlled and structured way by developing reflective checklist. This could be used to enhance reflectivity by providing a framework for feedback and to evaluate teacher reflection.

Conclusion

This study investigated to what extent STs were able to reflect on their and their peers' contextualised lessons in a systematic and structured way. The results showed that student teachers used a limited variety of contextualisation strategies with the help of the programme they went through. However, they could have used a more variety of strategies and the delivery of these could have been more effective.

The findings of this study indicated that STs could reflect on particular aspects of teaching. However, they demonstrated limited reflective skills in general. According to Van Mannen's (1991) four levels of systematic reflection, our STs failed to show an in-depth look at their and peers' performance. It was only when they were asked to

make an overall evaluation of the entire experience; some students were able to make critical analysis of the process. It can be concluded that in order to encourage more critical reflection, STs need more support during their education. Teaching reflectivity should not be delayed until the last year of their education. It can be introduced to the programme in the earlier phases. This introduction should be at both theoretical and practical level. Some courses such as Teaching Skills, Teaching Young Learners, and Presentation Skills can enable STs reflect on any kind of practice. Using different kinds of tools such as checklists, question forms, feedback sessions, video-recording sessions, diary keeping can be integrated to different courses. Obviously, lecturers are expected to be aware of the significance of reflectivity and ready to spare time and effort to foster reflectivity.

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