

Gediz University-NILE ELT Conference

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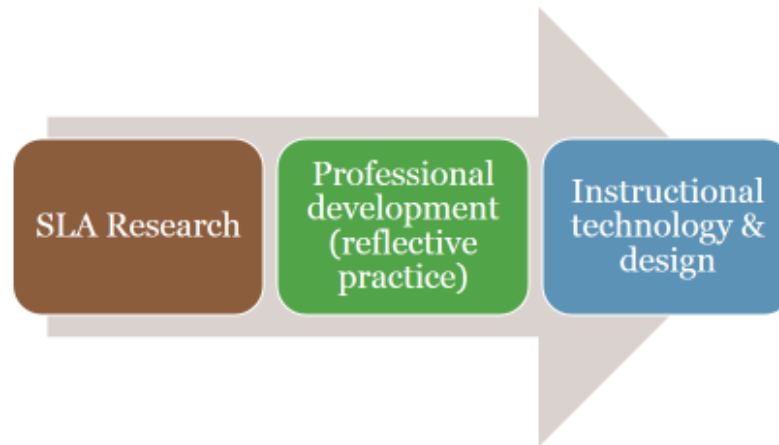
This presentation is supported by a European Commission, Marie Curie Career Integration Grant titled
“Revitalizing EFL Teachers’ Professional Development in Europe through Innovative Programs”

Agenda

- Reasons of picking this one among the other 10 talks
- Reflect on the word “reflection” (depending on the # of attendees → come up with a metaphor)
- Fill out questionnaires on reflective teaching
- What is reflection?
- What are some ways of engaging in reflective practice?

About the Marie Curie Project

An interdisciplinary approach...



Some Participant Demographics

- 820 teachers (81% F; 19% M)

	Frequency	Percentage
1953-1960	15	2
1961-1970	122	15
1971-1975	118	14
1976-1980	216	26
1981-1985	257	31
1986-1993	88	11
	816	

	Frequency	Percentage
Public School	702	86
Private School	45	6
Public University	63	8
Private University	8	1
	818	

	Frequency	Percentage
TEFL	526	64
English Language and Lit	151	18
American Culture and Lit	49	6
Interpreting	27	3
English Philology	20	2
Others	47	6
	820	100

Likert Scale

Adverbs of Frequency

Always (1)

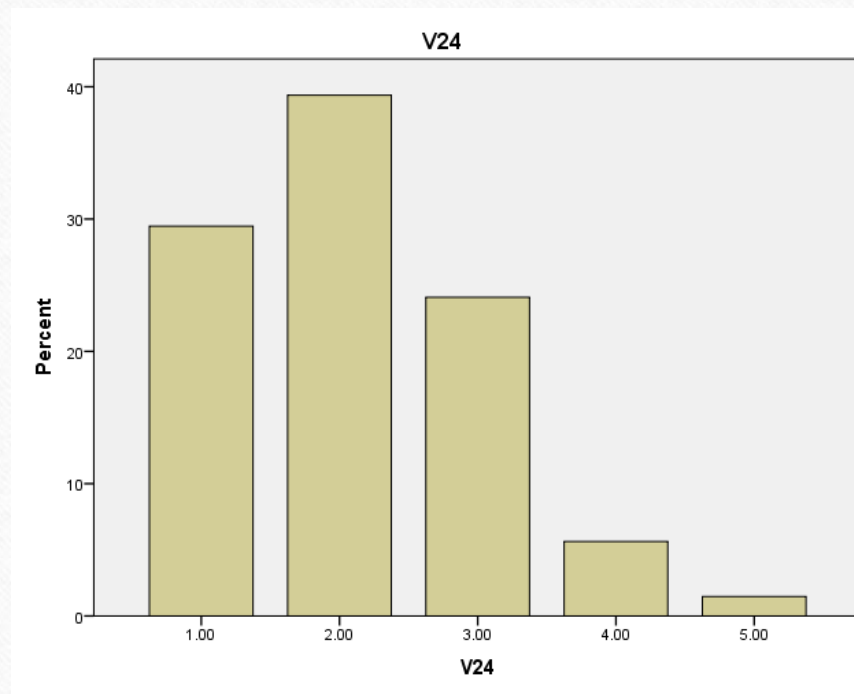
Often (2)

Sometimes (3)

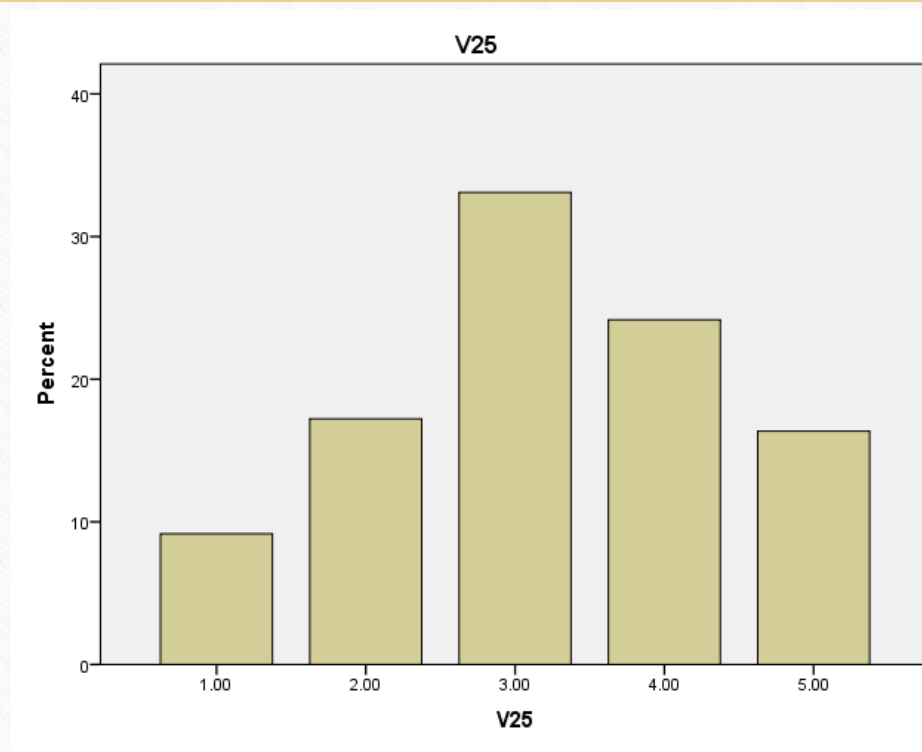
Rarely (4)

Never (5)

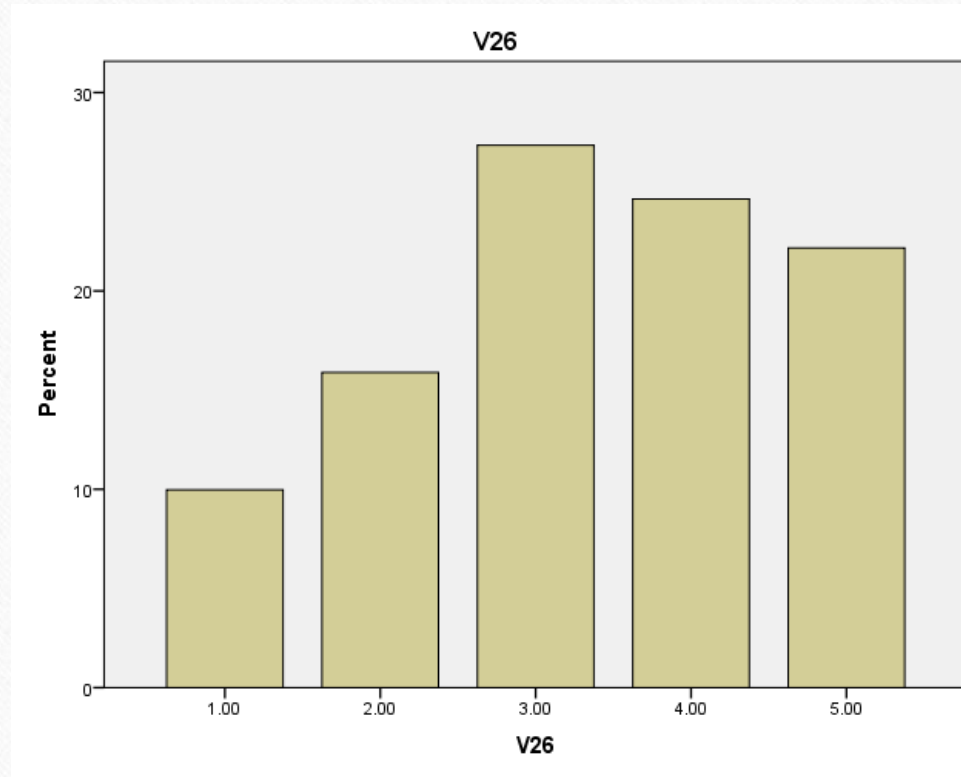
I exchange ideas with my colleagues regarding teaching English.



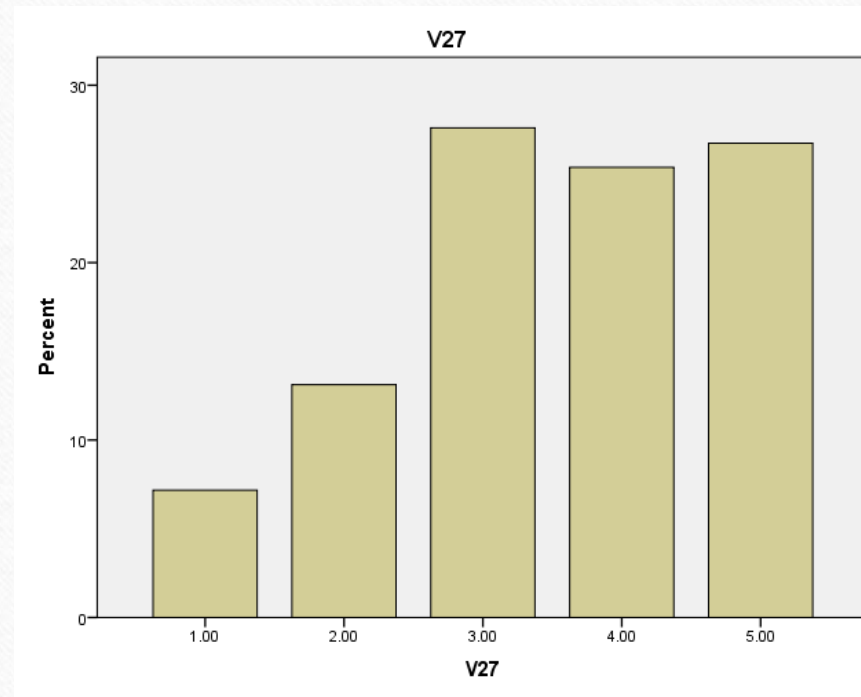
I get feedback towards my professional development through class observations.



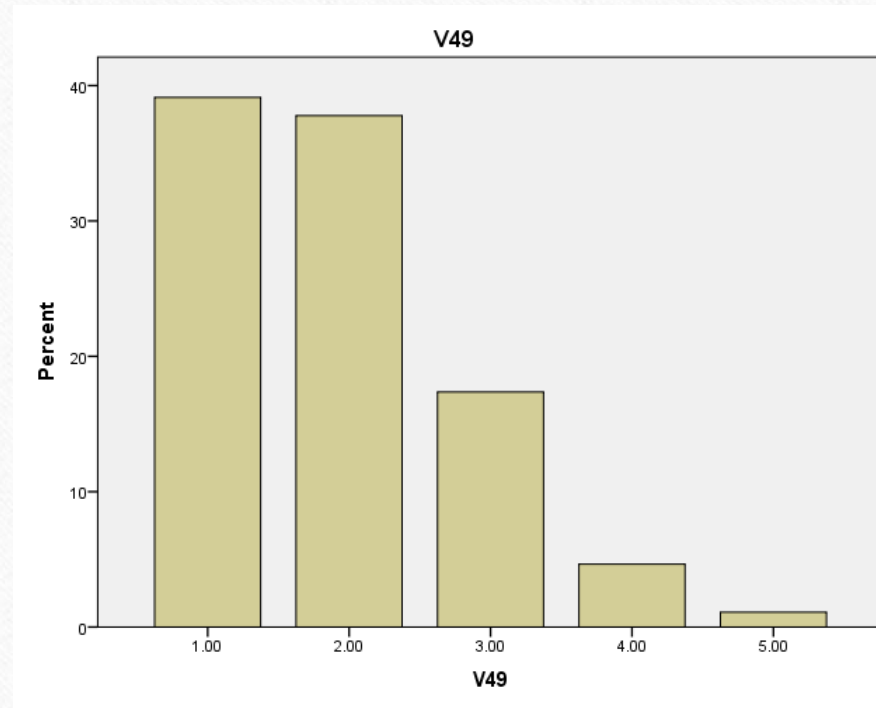
I benefit from European Language Portfolio in teaching English.



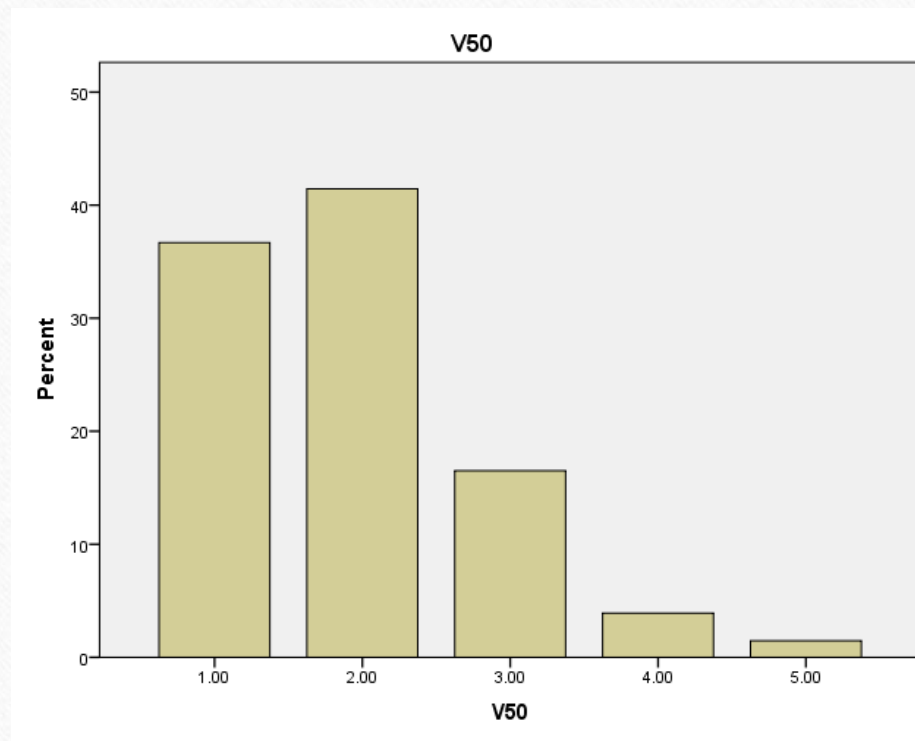
I evaluate my own English by using the European Language Portfolio.



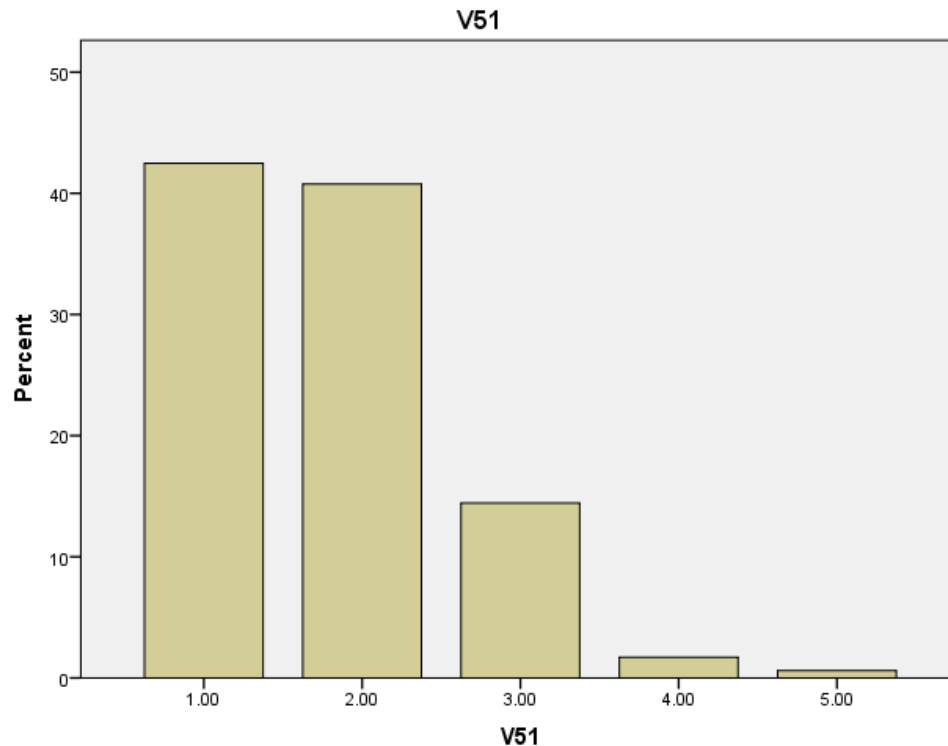
My sharings with my colleagues towards teaching English would contribute to my professional development.



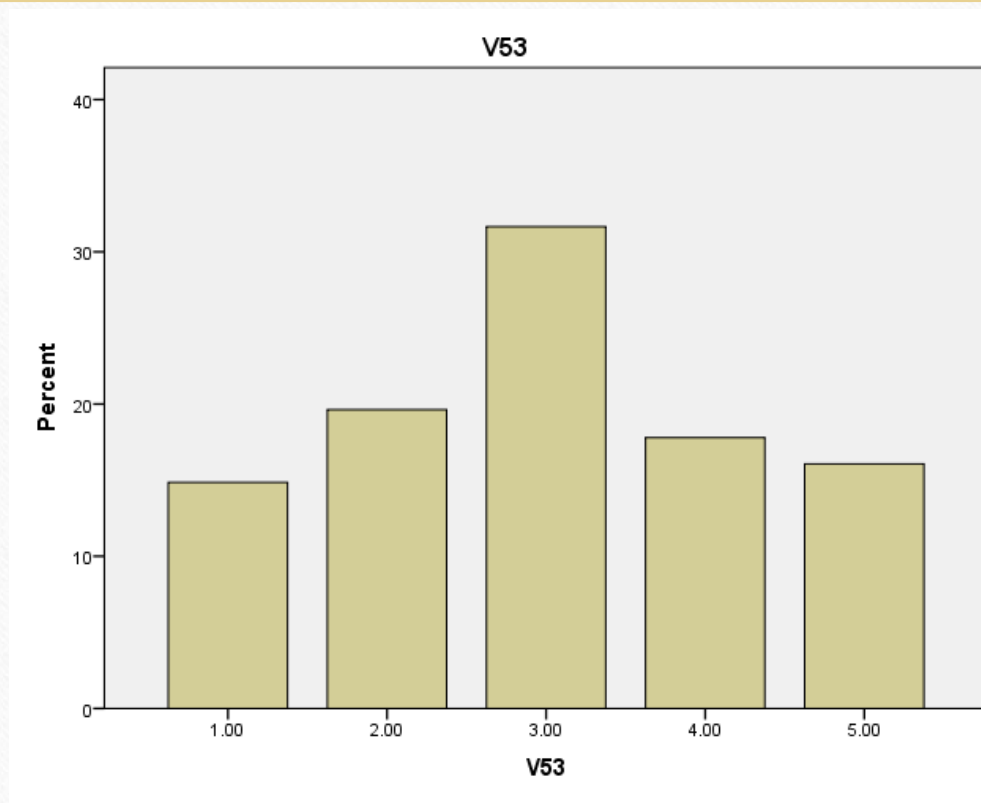
My students' feedback would contribute to my professional development.



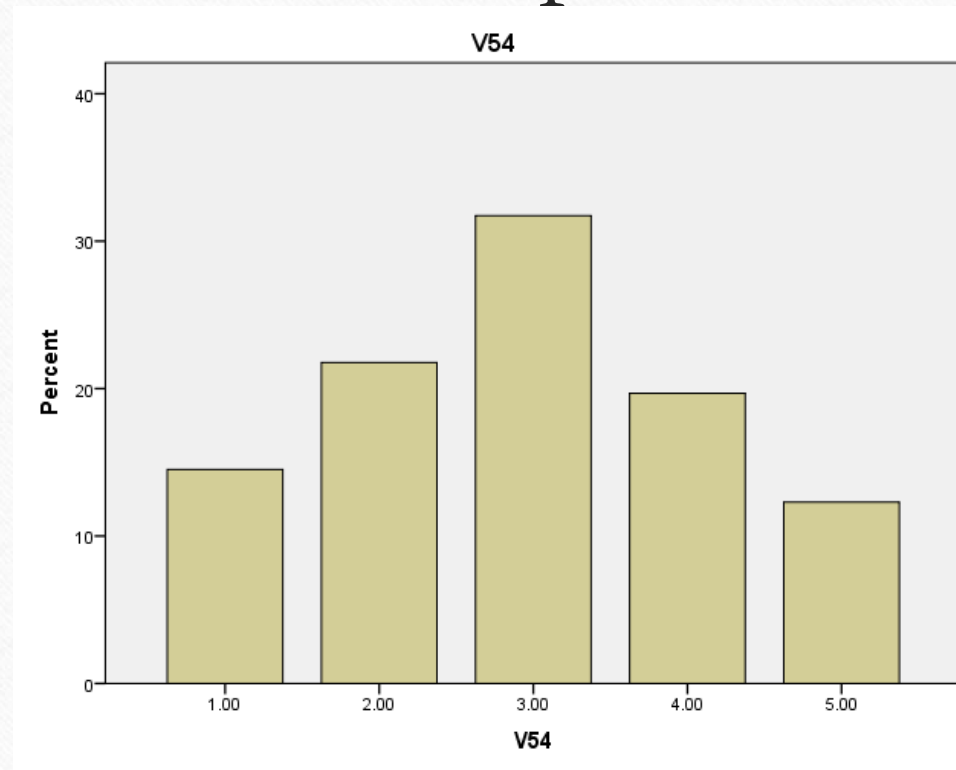
I encourage my students to give feedback regarding my class.



That my classes are being observed would contribute to my professional development.



Observing other teachers who work at my institution would contribute to my professional development.



Reflection

- Dewey's (1933) early conception of reflection has provided a foundation for many current definitions: *“Reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of grounds supporting it and future conclusions to which it tends”*
- Loughran (2002) reveals that “...reflection continually emerges as a suggested way of helping practitioners better understand what they know and do as they develop their knowledge of practice through reconsidering what they learn in practice.” (p. 34).
- Farrell (2015): conscious thinking about what we are doing and why we are doing it

More on Reflection

- Farrell (2015) Encourages teachers to avoid making instructional decisions based on impulse or routine → more informed decisions with data
- Not just the classroom but the general society that impact teaching practices

Thinking vs Reflecting

- Zeichner (1996b) “There is no such thing as an unreflective teacher” (p.207).
- Korthagen and Vasalos (2005), “Systematic reflection often differs from what teachers are accustomed to doing” (p.48).
- Rodgers (2002) suggests a four-phase reflective cycle,
 - presence in experience,
 - description of experience,
 - analysis of experience, and
 - experimentation.

What do we need to become a reflective teacher?

- John Dewey, *How We Think*, (1933) “attitudes”
- 3 words...

What do we need to become a reflective teacher?

- Open-minded
- Responsible
- Wholehearted

What can I do to become a reflective teacher?

- Self-monitoring
 - Lesson reports (written directly after a lesson)
 - Audio and Video Recording
- Journal writing
- Classroom observations
- Action research

What can I do to become a reflective teacher?

- Critical friendships
 - Stand-alone arrangements
 - Team teaching
 - Peer coaching
- Teacher reflection groups
- Teaching portfolio

Journal Writing

- A built-in reflective mechanism
- A teaching practice, event in the classroom, questions to ask:
 - What happened before this incident?
 - What happened after it?
 - Why was this incident important?
 - What does this incident tell me about myself as a teacher?
- Main point is to review our writing constantly and look for emerging patterns

Classroom Observations

- Awareness/effective – ineffective classroom practices
- Alone or in pairs or groups
- Pre – during -post observation discussions
- Use an observation protocol

Action Research

- Steps:
- Identify an issue
- Review literature on issue and ask questions to narrow focus of issue
- Choose method of data collection
- Collect, analyze, and interpret information
- Develop, implement, and monitor action plan

Critical Friendships

- Two teachers, as a friend not critic
 - Stand-alone arrangements (being heard and hearing someone else's voice)
 - Team teaching (equal partners/leader and participant/mentor and apprentice/advanced speaker and less advanced speaker)
 - Collaborate
 - All phases of lesson planning, evaluating
 - Peer coaching
 - No evaluation or supervising; scaffolding, one teacher acts as the coach
 - Pre-observation discussion/classroom visit/post-visit discussion/general review of the process

Teacher Reflection Groups

- To get empowered
- In the school
- Outside the school
- Online

Teaching Portfolio

- Working
- Showcase

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Thank you!

- “Experience is not what happens to you; it is what you *do* with what happens to you” Aldous Huxley

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