

TURKISH REPUBLIC
TRAKYA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
FOREIGN LANGUAGES TEACHING DEPARTMENT
DIVISION OF ENGLISH LANGUAGE TEACHING
A MASTER'S THESIS



**THE IMPACT OF TEACHER PORTFOLIOS
ON PROMOTING PROFESSIONAL
DEVELOPMENT: A CASE STUDY AT NAMIK
KEMAL UNIVERSITY**

Seda TAŞ

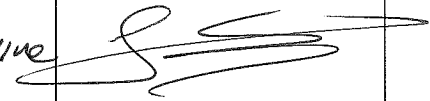

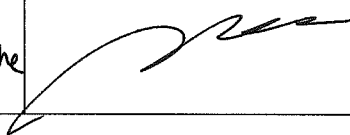
ADVISOR

ASSIST. PROF. DR. LÜTFİYE CENGİZHAN

EDİRNE 2011

T.C.
TRAKYA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI
YÜKSEK LİSANS TEZİ

SEDA TAŞ tarafından hazırlanan **THE IMPACT OF TEACHER PORTFOLIOS ON PROMOTING PROFESSIONAL DEVELOPMENT: A CASE STUDY AT NAMIK KEMAL UNIVERSITY (Öğretmen Portföylerinin Mesleki Gelişimi Arttırmaya Etkisi: Namık Kemal Üniversitesinde Bir Örnek Olay Çalışması)** konulu **YÜKSEK LİSANS** Tezinin Sınavı, Trakya Üniversitesi Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 12.-13. Maddeleri uyarınca **24.06.2011 Cuma** günü saat **11.00'de** yapılmış olup, tezin* **KABUL EDİLMESİNE OYBİRLİĞİ** ile karar verilmiştir.

JÜRİ ÜYELERİ	KANAAT	İMZA
Yrd. Doç. Dr. Lütfiye CENGİZHAN (DANIŞMAN)	Kabul edilmesine	
Yrd. Doç. Dr. Cem ÇUHADAR	Kabul edilmesine	
Yrd. Doç. Dr. Muhlise C. ÖGEYİK	Kabul edilmesine	

* Jüri üyelerinin, tezle ilgili kanaat açıklaması kısmında "Kabul Edilmesine /Reddine" seçeneklerinden birini tercih etmeleri gerekir.

T.C
YÜKSEKÖĞRETİM KURULU
ULUSAL TEZ MERKEZİ

TEZ VERİ GİRİŞİ VE YAYIMLAMA İZİN FORMU

Referans No	405473
Yazar Adı / Soyadı	Seda TAŞ
Uyruğu / T.C.Kimlik No	T.C. 28591954564
Telefon / Cep Telefonu	05336294668
e-Posta	stone.seda@gmail.com
Tezin Dili	İngilizce
Tezin Özgün Adı	The Impact of Teacher Portfolios on Promoting Professional Development: A Case Study at Namık Kemal University
Tezin Tercümesi	Öğretmen Portföylerinin Mesleki Gelişimi Arttırmaya Etkisi: Namık Kemal Üniversitesinde Bir Örnek Olay Çalışması
Konu Başlıkları	
Üniversite	Trakya Üniversitesi
Enstitü / Hastane	Sosyal Bilimler Enstitüsü
Bölüm	
Anabilim Dalı	Yabancı Diller Anabilim Dalı
Bilim Dalı / Bölüm	İngiliz Dili Eğitimi Bilim Dalı
Tez Türü	Yüksek Lisans
Yılı	2011
Sayfa	179
Tez Danışmanları	Yrd. Doç. Dr. Lütfiye CENGİZHAN
Dizin Terimleri	Mesleki gelişme=Professional development Yansıtıcı öğretim=Reflective teaching
Önerilen Dizin Terimleri	Teacher Portfolio= Öğretmen Portföyü
Yayımlama İzni	<input type="checkbox"/> Tezimin yayımlanmasına izin veriyorum <input checked="" type="checkbox"/> Ertelemesini istiyorum [3 Yıl]

b. Tezimin Yükseköğretim Kurulu Tez Merkezi tarafından çoğaltılması veya yayımının **04.07.2014** tarihine kadar ertelenmesini talep ediyorum. Bu tarihten sonra tezimin, internet dahil olmak üzere her türlü ortamda çoğaltılması, ödünç verilmesi, dağıtım ve yayımı için, tezimle ilgili fikri mülkiyet haklarım saklı kalmak üzere hiçbir ücret (royalty) talep etmeksizin izin verdiğimi beyan ederim.
NOT: (Erteleme süresi formun imzalandığı tarihten itibaren en fazla 3 (üç) yıldır.)

05.07.2011

İmza:.....

Yazdır

ACKNOWLEDGEMENTS

The thesis process has been long and full of many challenges. I would like to thank a number of people who made it possible. First, I would like to express my deep appreciation for the teachers working in the School of Foreign Languages, Namık Kemal University who made this research happen. Their cooperation and willingness during this process was invaluable to me.

Second, I want to thank my advisor Assist. Prof. Dr. Lütfiye CENGİZHAN who is always there when needed. I greatly appreciate her patience, caring and encouragement in helping me out from the beginning of this research. I extend my respect and gratitude to Assist. Prof. Dr. Muhlise C. ÖGEYİK who gave support and suggestions for my work. She has shared her wisdom and experience with me over two years at Trakya University. I also would like to thank Assist. Prof. Dr. Cem ÇUHADAR for his support and insightful comments on my thesis. His advice and direction enabled me to develop this research.

I extend a special thank you to Cazibe YİĞİT for her priceless friendship, support and kind loving heart. She is the best present that life brought to me. A special thank you to Dudu Bal ÖZBEK for her endless patience, continuous guidance and encouragement. I also wish to acknowledge Deniz ATEŞOK and Kaine GULOZER who kindly devoted their time and effort to help me through data collection procedures of this study.

Finally, my great gratitude goes to my parents, Semiha and Malik TAŞ, for their love and care since my childhood. My father gave me his love, confidence, and strength. I send my thanks for his emphasis on the value of a good education. My mother's hard work and diligence allowed me to develop into a person capable of completing this study. Their belief in me and support for me gave me strength

throughout my education. I am truly grateful to Eda and İskender KAĞAN, and their little prince, Doruk whose smile gave me the energy and patience to continue this work. I am sure that without the emotional support of my parents, I wouldn't have completed this work.

Başlık : Öğretmen Portföylerinin Mesleki Gelişimi Arttırmaya Etkisi: Namık Kemal Üniversitesinde Bir Örnek Olay Çalışması

Yazar: Seda TAŞ

ÖZET

Bu çalışmanın temel amacı, öğretmen portföylerinin mesleki gelişimi arttırmaya etkisini araştırmaktır. Diğer amaç ise, öğretmen portföyü oluşturma sürecinin zorluklarına ve katkılarına odaklanarak, öğretmen portföyü kullanımı yoluyla öğretmenlerin mesleki gelişimlerini belirlemektir. Ayrıca, bu çalışma öğretmenlerin eylemlerini haklı çıkarmak için kullandıkları yansıtma düzeylerini öğrenmeyi de amaçlamıştır.

Bu çalışmaya, Namık Kemal Üniversitesi Yabancı Diller Yüksekokulu'ndan sekiz İngilizce okutmanı katılmıştır. Katılımcılar, 2010-2011 öğretim yılı süresi boyunca INTASC standartlarını kullanarak, öğretmen portföylerini oluşturmuşlardır. Ön ve son görüşmelerden, öğretmen portföylerinden ve öğretmen portföyü değerlendirme rubriğinden elde edilen verileri analiz etmek için, nitel bir örnek çalışma yöntemi kullanılmıştır. Sonuçlar, alternatif bir değerlendirme yöntemi olarak, öğretmen portföylerinin etkili olduğunu göstermiştir. Diğer yandan, mülakatlar öğretmen portföylerinin a) organizasyon ve planlama, b) öz-farkındalık, c) kendini yansıtma ve öz-değerlendirme, d) sürekli öğretmen mesleki gelişimi, e) öğrenci motivasyonu, f) güven ve iş doyumunu açısından, öğretmenlerin mesleki gelişimi üzerinde büyük bir etkiye sahip olduğunu göstermiştir. Bununla birlikte, katılımcılar portföy oluşturma sürecinde zaman, rehberlik ve kanıt eksikliğinin başlıca engeller olduğunu vurgulamışlardır. Ayrıca, öğretmenlerin yansıtma düzeyleri hiyerarşik bir sıralamayı takip etmiştir. Öğretmen portföyleri, öğrenme ve değerlendirme aracı olarak, öğretmenlerin öğretim uygulamaları üzerine yansıtma düzeylerine olanak sağlamış ve öğretmenlere mesleki gelişim adına alternatif bir yol sunmuştur.

Anahtar Sözcükler: Öğretmen Portföyü, Mesleki Gelişim, Yansıtıcı Düşünme

Title: The Impact of Teacher Portfolios on Promoting Professional Development: A Case Study at Namık Kemal University

Author: Seda TAŞ

ABSTRACT

The main aim of this current study was to explore the impact of teacher portfolios on promoting professional development of teachers. Another aim was to identify the professional development of teachers through the use of teacher portfolios with a focus on the contributions and difficulties of portfolio construction process. Additionally, this study aimed to find out the reflectivity levels teachers use to justify their actions.

Eight English teachers from Namık Kemal University, School of Foreign Languages participated in this study. Participants constructed teacher portfolios using INTASC standards during 2010-2011 school year. A qualitative case study research method was applied to analyze the data gathered from pre- and post- interviews, teacher portfolios and evaluation rubric. The results showed that teacher portfolios, as an alternative assessment way, were very effective. On the other hand, interviews indicated that teacher portfolios had an immense impact on professional development of teachers in terms of a) organization and planning, b) self-awareness, c) self-reflection and self-evaluation, d) continuous teacher professional development, e) student motivation, f) confidence and professional satisfaction. However, the participants emphasized that lack of time, guidance and evidence were the main hindrances in the portfolio construction process. Moreover, the reflectivity levels of teachers followed a hierarchical order. Teacher portfolios, as learning and assessment tools, allowed teachers to reflect upon their teaching practices and provided teachers an alternative pathway for professional development.

Key Words: Teacher Portfolios, Professional Development, Reflective Thinking

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
TURKISH ABSTRACT	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
CHAPTER 1: INTRODUCTION	1
1.1. Introduction	1
1.2. Statement of the Problem	3
1.3. Aim and Scope of the Study	4
1.4. Significance of the Study	5
1.5. Assumptions	5
1.6. Limitations	6
1.7. Key Terminology	6
1.8. Abbreviations	8
CHAPTER 2: LITERATURE REVIEW	9
2.1. Theories of Learning and Their implications for Teacher Development.....	10
2.1.1. Constructivism and Teacher Education.....	10
2.1.2. The Role of Constructivism on Teacher Education	18
2.2. Reflection and Teacher Education	21
2.2.1. Reflective Thinking and Reflective Practice.....	21
2.2.2. Reflective Practice for Teacher Education and Professional Development	26
2.2.3. The Need for Reflective Practice and Professional Development in Language Teaching	30
2.3.4. Relevant Research on Reflective Practice.....	35

2.3.	Teacher Portfolios as Reflective Tools and Their Role on Professional Development	38
2.3.1.	What is a Teacher Portfolio?	39
2.3.2.	The Need for Teacher Portfolios	42
2.3.3.	The Content of a Teacher Portfolio	44
2.3.4.	The Assessment of a Teacher Portfolio.....	47
2.3.5.	The Uses and Benefits of Teacher Portfolios.....	49
2.3.6.	Relevant Research on Teacher Portfolios	52
CHAPTER 3: METHOD OF THE STUDY		58
3.1.	The Rationale for Qualitative Research	58
3.2.	The Rationale for Case Research	59
3.3.	The Role of the Researcher	61
3.4.	Research Questions	61
3.5.	Setting and Sampling	62
3.6.	Data Collection Procedures.....	68
3.6.1.	Initial Teacher Questionnaire.....	69
3.6.2.	Pre Interviews.....	69
3.6.3.	Teacher Portfolios	70
3.6.4.	Post Interview	71
3.6.5.	Teacher Portfolio Evaluation Rubric	71
3.7.	Data Analysis	72
CHAPTER 4: RESULTS AND DISCUSSION		77
4.1.	Results of the First Question	78
4.1.1.	Findings of the Pre Interviews	81
4.1.2.	Findings of the Post Interviews	85
4.2.	Results of the Second Question	95
4.3.	Summary	108

CHAPTER 5: CONCLUSION AND SUGGESTIONS	110
5.1. Introduction.....	110
5.1.1. Conclusions for the Study.....	110
5.1.2. Implications and Suggestions for Future Research.....	116
REFERENCES	118
APPENDICES	130
Appendix A: Informed Consent Form	131
Appendix B : Initial Teacher Questionnaire	133
Appendix C: Participant Interview Consent Form	136
Appendix D: Pre-interview Questions	137
Appendix E: INTASC Standards.....	138
Appendix F: Post Interview Questions	139
Appendix G: Teacher Portfolio Evaluation Rubric	140
Appendix H: Hatson and Smith Reflectivity Criteria.....	142
Appendix I: Research Events and Time Line	144
Appendix J: Sample Teacher Portfolio.....	145

THE LIST OF TABLES

Table 1:	Types of Teaching Portfolios	40
Table 2:	Personal Background of Participants	63
Table 3:	Courses or Training Taken on Reflective Teaching	64
Table 4:	Reflective Teaching Forms Used	64
Table 5:	Participation in Professional Development Activities	65
Table 6:	Days of Participation in Professional Development Activities.....	66
Table 7:	The Need for Professional Development	67
Table 8:	Frequencies of Reflectivity Levels in Teacher Portfolios.....	96

CHAPTER 1

INTRODUCTION

1.1. Introduction

Throughout history, many approaches and teaching methods have been used in teacher education. However, in recent years there is a growing interest among educators and researchers towards how teachers construct their own learning, perceive themselves and reflect their skills and perceptions upon the teaching-learning process. This interest has led to many changes in teacher development and also brought the paradigm shift from behaviourism towards constructivism. In doing so, more teacher focused approaches in which teachers constantly construct and reshape their learning have been adopted. One of these approaches is constructivist learning theory and the other is reflective teaching. They both focus on teacher and student as active learners. Richards, J. C. and Lockhart, C (1996) stated that:

“A recent trend in second language teaching is a movement away from “methods” and other “external” or “top down” views of teaching towards an approach that seeks to understand teaching in its own terms. Such an approach often starts with the instructors themselves and the actual teaching process, and seeks to gain a better understanding of these processes by exploring with teachers what they do and why they do it. The result is the construction of an “internal” or “bottom up” view of teaching. The approach is often teacher initiated and directed because it involves instructors observing themselves, collecting data about their own classrooms and their roles

within them, and using that data as a basis for self-evaluation, for change, and hence for professional growth” (p. ix).

Reflective teaching has become one of the prominent themes of professional teacher development. Richards and Lockhart (1994) defined reflective approach to teaching as "one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching" (p.1). According to Valli (1997), reflection or reflective practice in teaching occurs when teachers link theory to practice by using varied sources of information, examine their own practice and school policies in order to become better teachers, analyze problems from multiple perspectives, and use new evidence to reassess decisions. Therefore, reflective practice has been a pathway for filling the gap between theory and practice by supporting teachers' professional development. Moreover, Valverde (1982) defined it as a process in which a teacher examines the effectiveness of his/her behavior and practices within his/her given teaching situation. In these terms reflective practice can function as a mirror by allowing teachers to see their own teaching process and gain better understanding of their weaknesses and strengths as teachers.

Teachers always need to mirror themselves, think about what they do in classrooms and have guidance as well as support to gain insights into their own teaching and professional development. Therefore, constructivist learning theory and reflective teaching have currently become two of the mostly addressed ways for fostering teachers' teaching skills, raising their awareness towards teaching and leading teachers to professional development. However, the use of reflective forms such as diaries, journals, portfolios is not common among teachers in Turkey while they have been widespread in many countries. Studies applied in Turkey about reflective teaching have also indicated that there is a lack of understanding towards reflective teaching among pre service and in service teachers. Therefore, teacher portfolios as reflective tools have been utilized in this study.

Teachers can develop portfolios at any stages of their career. McNelly (2002) states that portfolios can be used to gauge teacher effectiveness and student achievement, changing teacher evaluation process from narrow to broad and deep. They may be useful in unpacking the complexity of teaching and provide the teachers deeper understanding of the process of teaching and learning. Besides, some researchers (Zubizarret, 1994; Curry, 2000) had noticed that many educational institutions experimented or tested the portfolio to reform the teaching profession, and to determine some applicable criteria in the professional development of teachers in their workplaces. Thus, it is essential to investigate whether the implementation of “teacher portfolios” is an effective way for self reflection and fostering professional development of in-service teachers.

1.2. Statement of the Problem

English teachers in Turkey have little familiarity with the notion of reflective practice and inquiry since keeping a teacher journal, portfolio or diary as a reflective form is not widely seen among teachers. In her Master’s thesis which analyzes the awareness levels of the state school EFL teachers on reflective teaching, Özmen (2007) found that although teachers had positive attitudes towards using reflective practice, it was not common for them to use reflective forms such as portfolios, journals, diaries. Furthermore, pre service and in service teacher training programs are not frequently provided with activities which create continuous professional development for teachers. Accordingly, in this study whether teacher portfolios, as a form of reflective teaching, promote professional development of teachers who have 1-3 years of teaching experience has been investigated. As Danielson (2007) states that accurate reflection is a learned skill that new teachers have not yet acquired. Hence, the implementation of teacher portfolios is crucial in terms of introducing reflective practice and providing opportunity such as self evaluation and continuous teacher development to in service teachers.

Moreover, in the current educational systems supervision and observation for evaluating teachers' teaching abilities seem to be traditional and inadequate because classroom observations and short visits are considered subjective and ineffective on teacher development. In these sense, teacher portoflios may offer teachers an alternative assessment way. They may also enhance teachers to assess their needs of professional development through the process of reflection, which enable them learn from their own experience. With these in mind, this study explores the probable impact of teacher portfolios on professional development of teachers. Additionally, it aims to identify teacher portfolio contributions to teachers' professional development as well as the challenges teachers face while keeping them. Thus, this study can shed light on many aspects of teacher portfolio implementation.

1.3. Aim and Scope of the Study

The main reason behind this study is to identify the impact of teacher portfolios on promoting professional development of teachers. There are many studies which investigate English teachers' knowledge and awareness towards reflective teaching and its practices in order to provide better teaching practices for teachers. However, there isn't much research on implementation of teacher portfolios for teachers and specifically for in-service teachers. With these ideas in mind, in this study the impact of teacher portfolios in teacher development has been tried to identify. The research questions of this study are:

1. How do teacher portfolios promote professional development of EFL teachers?
 - (1a) What kind of contributions do EFL teachers get from the teacher portfolio preparation?
 - (1b) What kind of challenges do the teachers face while keeping the teacher portfolios?

2. What types of reflection do the teachers use in their teacher portfolios to foster their professional development?

1.4. Significance of the Study

The identification of the impact of teacher portfolios on promoting professional development through reflective thinking may have several contributions to teachers' professional development and the exploration of teachers' understanding their practices. The results of this study may also give a general impression about status quo of teacher education in Turkey. Therefore, this study may be beneficial by leading to the changes and developments in the education systems of universities, specifically teacher education departments; by suggesting to provide many opportunities such as teacher portfolios for teachers in order to enable continuous professional development. Moreover, this study hopes to inform the teachers and educators about teacher portfolio, its implementation and benefits as well as suggesting ways to use portfolios for teacher development.

1.5. Assumptions

In this study, the followings are the necessary assumptions:

1. The participants of this study have 1-3 years of teaching experience. Therefore, it is thought that they are aware of reflective teaching and its practices.
2. Participants are honest in writing their reflections.
3. Participants honestly respond to the questions of the interviews.
4. Participants trust the researcher.

1.6. Limitations

Gaining awareness and knowledge on reflection and implementation of a reflective teaching tool which is “teacher portfolio” probably require longer time than the allocated time for this study. Since pedagogical practices and philosophical changes such as attitudes and awareness occur as a consequence of a lifetime of experience, the short duration of this study which includes the implementation of “teacher portfolio” for almost eight months can be considered as a limitation of this study.

Another limitation of this study is generalizability which is an important factor for the research studies. This study cannot offer generalizability due to the nature of the research for the researcher adopted the qualitative case research and the purposive sampling procedure. This is also because the participants in this study were novice teachers who had 1-3 years of teaching experience and they cannot be the representatives of the present language teacher education. Therefore, this study is limited to the teachers of Preparatory School of Foreign Languages, Namık Kemal University and it is restricted to fall/spring terms of academic year 2010-2011.

1.7. Key Terminology

Reflective teaching: An approach to teaching and to teacher education which is based on the assumption that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experiences (Richards, J. C., Schmidt, R., 2002).

Reflective practice: “A deliberate pause to assume an open perspective, to allow for higher-level thinking processes. Practitioners use these processes for examining beliefs, goals, and practices, to gain new or deeper understanding that lead to actions that improve learning for students. These actions could involve changes in behavior,

skills, attitudes, or perspectives within an individual, partner, small group, or school” (York-Barr, Sommers, Ghore, & Montie, 2001).

Teacher development: The professional growth a teacher achieves as a result of gaining increased experience and knowledge and examining his or her teaching systematically (Richards, J. C., Schmidt, R., 2002).

Teacher education (Teacher training): The field of study which deals with the preparation and professional development of teachers. Within the field of teacher education, a distinction is sometimes made between teacher training and teacher development (Richards, J. C., Schmidt, R., 2002).

Teacher self-evaluation: The evaluation by a teacher of his or her own teaching. Procedures used in self-evaluation include the video or audio-recording of a teacher’s lesson for the purpose of subsequent analysis or evaluation, the use of self-report forms on which a teacher records information about a lesson after it was taught, as well as the keeping of journal or diary accounts of lessons in which a teacher records information about teaching which is then used for reflection and development (Richards, J. C., Schmidt, R., 2002).

Artifact: Any evidence that teachers use to document or support how they meet the teaching standards (Painter, 2001).

Teacher Portfolio: A documented history of a teacher’s learning process against a set of teaching standards. It is an individualized portrait of the teacher as a professional, reflecting on his or her philosophy and practice. This portrait is fully realized through the teacher’s deliberate selection of artifacts and thoughtful reflections on those artifacts which provide insight into teacher’s growth (Painter, 2001).

1.8. Abbreviations

ELT	: English Language Teaching
EFL	: English as a Foreign Language
SPSS	: Statistical Package for the Social Sciences
NBPTS	: The National Board for Professional Teaching Standards
INTASC	: Interstate New Teacher Assessment and Support Consortium
T-1	: Teacher One
T-2	: Teacher Two
T-3	: Teacher Three
T-4	: Teacher Four
T-5	: Teacher Five
T-6	: Teacher Six
T-7	: Teacher Seven
T-8	: Teacher Eight

CHAPTER 2

LITERATURE REVIEW

Introduction

This chapter includes a discussion of the theories related to teacher education and development. It also presents teacher portfolios as professional development and assessment tools for teacher development and includes the studies based on the use of teacher portfolios. A framework for understanding the context of reflection in teacher development and teacher portfolios to promote professional development of teachers is provided for the purposes of this study. This review of literature presents a summary of four related topics. The first section presents an overview of the theories of learning and their implications for teacher education. This section examines the paradigm shift from behaviorism towards constructivism in the field of education including important principles for the learning and teaching process. The second section presents reflection and teacher development. This section outlines models of reflective thinking and reflective teaching practices used in teacher education. The third section discusses teacher portfolios as reflective tools and their role on teacher professional development. Moreover, this section provides the rationale and factors to consider related to the implementation of teacher portfolios in detail. Besides, this section examines the studies conducted about teacher portfolios in order to emphasize the prominence and the need for this study. Broadly, this chapter summarizes the significance of the theories related to teacher education and the teacher portfolio implementation for teacher professional development.

2.1.Theories of Learning and Their Implications for Teacher Development

The issue of “learning” has been of interest for many educators and researchers for ages. This notion has led to the development of different learning theories. They all have attempted to define the learning-teaching process from different perspectives and also provided coherent theoretical frameworks to guide and improve “learning” as well as “performance.”

The rise of one theory has caused the other one to be disfavoured which led to the paradigm shifts. However, while limitations of theories have given way to the evolution of the other theories, they have been not only affected but also benefited from each other. In this sense, they are not independent from each other as they have similarities as well as distinctions. Thus, theories of learning tend to center around one of several perspectives or paradigms such as behaviorism, cognitivism and constructivism.

In recent years, “constructivism” has received considerable attention in educational platforms and it has been the foremost learning theory today. Understanding this dominant theory can be provided best with its relation to behaviorism and cognitivism.

2.1.1. Constructivism and Teacher Education

Constructivism has been heavily influential on education practices lately. It is based on the promise that people construct their own perspective of the world through individual experiences. In other words, learners actively construct their learning and understanding. However, the meanings attributed to constructivism may

vary according to different perspectives because the roots of constructivism come from the works of various people such as John Dewey, Jean Piaget, Lev Vygotsky and many others.

Constructivism has emerged as a reaction to the shortcomings of the previous learning theories in the 20th century. For this reason, it is crucial to understand how it evolved from the other learning theories.

Throughout much of the 20th century, theorists and educators have followed behaviorist theories of learning which mainly focuses on the presentation of knowledge by teacher and repetition of it by learner practice. The learning of behaviorism goes back to the studies of Pavlov, Thorndike and Watson. However, the implementation of this theory to many disciplines and fields has its roots on the studies of B.F. Skinner.

Skinner's theory highly relies on observable behavior which is viewed as a response to stimuli. The main goal of his theory is to transform the learners' behavior into a desired behavior by imitation, repetition, and positive or negative reinforcement in the form of rewards and punishment which is known as operant conditioning. According to Jacobsen (2003), the behaviorist or stimulus-response learning theories often promote the view of how people learn as a three-step process:

1. Establishing a bond or connection between a stimulus and a response.
2. Promoting an attachment between the response (desired outcome) and the appropriate stimulus.
3. Manipulating the learning environment to increase the probability of the response (desired outcome) (p. 296).

Moreover, Freiberg (1999) states that behaviorist theory objects to internal mental states by focusing on only the external and observable stimuli. What

constitutes valid knowledge is publically observable, and as such, behaviorists believe that the concept of mental states can be discarded.

Various education fields are inspired by behaviorist learning view and it provides several behaviorist principles as the temple for the approaches and practices. In language education, audio-lingual method, curriculum design approaches, model-based learning such as micro-teaching for teacher education and competency-based teacher education are the foremost examples of behaviorist learning theory.

Audio-lingualism is a distinctive method in language teaching which comprises the basic principles of this learning theory such as pattern drilling, habit formation, repetition, memorization and reinforcement by immediate correction of errors and praise of success. However, it requires little active thought of the learners and gives no chance to learners for using creativity.

Another prominent example of behaviorist learning is an approach for the curriculum design. This approach aims to divide complex tasks into sub-behaviors in order to present the learning and teaching process in a planned and step by step design. In this approach, learning is realized by the imitation of sub-behaviors and proceeding of the sub competencies in a well-planned way. Although it is still one of the prevalent and effective approaches for curriculum designs, its emphasis on the imitation of behaviors disregards active learning and learner factors in the process of learning and teaching.

In teacher education, model based learning which places behaviorist principles on its bases has been a part of teacher education for many years. Classical micro teaching is considered to be a model based learning. It offers teaching opportunities as “micro” settings to student teachers for a certain period of time. Opportunities to practice teaching behaviors are probably amongst the most valuable

training experiences for teachers. On the one hand, the micro teaching model allows student teachers to gain an understanding of teacher roles and supplies them a learning opportunity of general educational skills which is a way of linking theory to practice. On the other hand, the student teachers are given a limited predetermined list of objectives to reach. In addition to this, the observation and imitation of a model teacher may create an unreal life situation which leads to the simplification of this model in turn. Moreover, the short period of time allocated for this model and the possibility of ineffective feedback have been a question to be discussed.

The other trend of model based learning is competency-based teacher education. The roots of competency based teacher education were established in behavioral psychology and learning theories (McDonald, 1974). The main focus of this model is the teachers' acquisition of specific competencies. According to McDonald (1974), all competency based programs share four characteristics which are: (i) the organization of what is to be learned into independent components; (ii) the precise specification of what is to be learned; (iii) the provision of feedback during learning sequence; and (iv) the insertion of models of the performance to be learned into the learning sequence (in programs applying what has been learned about modeling and imitative behavior).

Objections to behaviorist learning theory involves the notions about the ignorance of innate mental processes because it is a theory of learning that only focuses on objectively observable behaviors and discounts mental activities. Theorists of behaviorism define learning as nothing more than the acquisition of new behavior.

“The criticism of behaviorism normally comes from those who say it is too narrow, mechanical, and not humanistic” (Pulliam & Patten, 1999, p.170). Since behavioristic learning is the mechanization of the desired behavior, the transfer of the learned behavior to different conditions seems rare to occur. In addition to this, the

ignorance to the individual differences, learners' beliefs, values and experiences makes learning superficial and the imitation of single model undermines active learning and creativity. Ozmon and Craver (1995) emphasizes that "Skinner was a strong advocate of education, although many critics argue that what he meant by education is not education but training" (p.223).

Behaviorist learning theory lacks some of the important issues such as the human as a social being who has self-determination, self-expression and thinking. It offers no opportunity of self-direction and opportunity for personal change as it sees learners as "machines". In response to these limitations, cognitivism emerged in the 1950's as a different dimension to the theories of learning which gives importance to "mind" and "human".

Cognitivist theories of learning are more widely accepted than behaviorist ones because cognitivists theories are concerned not so much with behavioral responses, but rather with how people learn. In other words, cognitivism focuses on the thought process behind the behaviour.

According to Ormrod (2000), cognitivism may be defined as a theoretical perspective that focuses on the mental processes underlying human behavior. Cognitivism focuses on the internal processes and connections that take place during learning. It places emphasis on how the information is received, organised, stored and retrieved by mind. Good and Brophy (1990) states that:

"Cognitive theorists recognize that much learning involves associations established through contiguity and repetition. They also acknowledge the importance of reinforcement, although they stress its role in providing feedback about the correctness of responses over its role as a motivator. However, even while accepting such behavioristic concepts, cognitive theorists view learning as involving the acquisition

or reorganization of the cognitive structures through which humans process and store information" (pp. 187).

Memory in cognitivism is prominent because cognitivists regard memory as the result of learning. It is classified as sensory register, short-term memory, and long-term memory by how information is stored.

Cognitivists also give a lot of importance to complex cognitive processes such as thinking, problem solving, language, concept formation and information processing. For this, learners need to develop deeper understandings in cognitivist education, not just produce or repeat the right behaviour. They should integrate their previous learnings and experiences with their own developing mental models to foster their learning. In this sense, teachers should teach their students how to learn, remember and think themselves. Furthermore, cognitivist teachers should instruct their students using teaching strategies to help them acquire knowledge more effectively. Teachers should also develop rich environments to help students produce and deepen their learnings. In these terms, the role of teacher in a cognitivist educational setting is to;

- (1) Understand that individuals bring various learning experiences to the learning situation which can impact experiences to the learning situation which can impact learning outcomes,
- (2) Determine the most effective manner in which to organize and structure new information to tap the learners' previously acquired knowledge, abilities, and experiences, and
- (3) Arrange practice with feedback so that the new information is effectively and efficiently assimilated within the learner's cognitive structure.

(Stepich and Newby, 1988).

Moreover, cognitivist theories see humans as actively making sense of the environment. Environmental factors only function to facilitate learning in the process. People develop their mental models of the world and act on the basis of these models, not simply in response to reinforcements.

Following cognitivist theories of learning, another profound learning theory which is “constructivism” evolved. Constructivism has been considered as a more natural, productive, relevant and empowering theory because although it has similarities to behaviorism and cognitivism in terms of being objectivistic, constructivism is more learner centered.

According to Brooks & Brooks, (1993) “constructivism is not a theory about teaching...it is a theory about knowledge and learning... the theory defines knowledge as temporary, developmental, socially and culturally mediated, and thus, nonobjective” (p. vii). In other words, knowledge is actively constructed by the learners in the process of seeking to find meaning for their own experience as Williams and Burden (1997, as cited in Roberts, J. 1998) state the core principle of constructivism is that people will make their own sense of the ideas with which they are presented in ways that are personal to them and that each individual constructs his or her own reality. This is the defining difference between constructivism and the previous learning theories.

Constructivism consists of a family of theories based on the notion that we operate with mental representations of the world which are our knowledge, and which change as we learn: ‘ all learning takes place when an individual constructs a mental representation of an object, event or idea. (Bell and Gibert,1995: 44; as cited in Roberts, J. 1998). Thus, learning is constructed by individuals themselves, not by copying the others. This means that there is not a single shared reality. Every individual has their own perspectives and learning.

Within the theories of constructivism, there are various interpretations of it. In the teacher educational field, two of these interpretations can be found mostly as psychological or cognitive constructivism and social constructivism. Two major issues shape these interpretations: (1) education for individual development versus education for social transformation and (2) the degree of influence that social context has on individual cognitive development (Richardson, 1997; Vadeboncoeur, 1997).

a) Cognitive Constructivism

Jean Piaget's research in the area of child development led him come to the conclusion that people construct their knowledge as a result of sharing ideas and feelings with the others and also interacting with the environment that is surrounding them.

Its effects on educational field have been numerous with respect to teacher development. This approach primarily focuses on the characteristics, beliefs and ideas of the students. Thus, it requires teachers to revise and modify their materials, syllabus and their teaching style taking into account the learner differences. In doing so, teachers can generate new ways to combine their prior knowledge with the current experience and ensure better learning by providing different learning opportunities. However, this approach assumes the development as the same for all individuals without considering age, gender, class, social and cultural context.

b) Social Constructivism

Social constructivism which is also called as Vygotskian constructivism emphasizes the importance of culture and social context for cognitive development. This approach mainly focuses on the construction of the meaning in social interactions and uses culture and language as tools for knowledge creation. Individual development can not be developed without social interactions within

which cultural meanings are shared by the group and eventually internalized by the individual. Ernest (1991) identified key features of social constructivism. According to him, knowledge is actively constructed based on experiences and previous knowledge. Moreover, interaction with the physical and social world often leads to the development of future actions. Thus, knowledge is constructed while it is socially negotiated between the members of a community who are able to share meanings and social perspectives of a common life world.

In sum, while social constructivism discusses “learning” as intimately connected with the social and cultural context, cognitive constructivism focuses on internal development of learners as the main objective of teaching. On the other hand, whether social or cognitive constructivism, the goal of the teaching-learning process is necessarily to enable learning by providing change for learners to shape their own learning. For this, both Piaget and Vygotsky suggest that the teacher should encourage the students to search, solve problems and make their own decisions (Phillips, 1997, cited in Erdem, 2001).

2.1.2. The Role of Constructivism on Teacher Education

In recent years, many teacher educators have focused on the ways in which constructivist principles provide a framework for teacher education programs to foster student teachers’ thinking and professional development.

Constructivism, as the dominant learning theory of 20th century, replaced the teacher as the center of the knowledge with the learner. Thus, the role of teachers has changed. Furthermore, as constructivism continues to evolve, its effects on pre-service and in service teacher education have increased to a great extent. In language teacher education, instead of using traditional methods in which teachers are viewed as knowledge providers that are fully equipped with theories, constructivism suggesting interaction between teachers and students to construct and reconstruct

meaning with practice has begun to take its place. Johnson (1997) points out the traditional view of teaching and emphasizes the problems with it and says that second language teacher education programs tend to present teachers with a quantifiable amount of knowledge, usually in the form of general theories and methods that are characterized as being applicable to any language learning or teaching context. He also states that this knowledge tends to be oversimplified, decontextualized, compartmentalized into separate course offerings, and transmitted through passive instructional strategies such as course readings, lectures, exams, and term papers.

These problems have provided teacher education programs with a more realistic way of seeing teacher as a “person” who is affected by the past experiences, practices, beliefs, ideas, students and people and also as a person that affects the environment and the others surrounding her/him. As a result of these views, teacher education programs have revised their instructional strategies and have shifted them with more interactive, creative and personal ones on the bases of constructivist learning theory.

These instructional strategies can be told as simulations, strategy and role-playing games, multimedia learning environments, intentional learning environments, story-telling structures, case studies, coaching and scaffolding, learning by design, learning by teaching, group / cooperative / collaborative learning and holistic psycho technologies. These strategies can be utilized as alternative to the traditional strategies in constructivist learning environments.

Journal writing, keeping portfolios, micro-teaching, peer coaching and consultation, dramatization, hands-on and heads-on learning activities, doing assignments and projects, discussions, problem or case-based learning, library research, discovery learning, brainstorming and use of concept maps and diagrams are the other instructional strategies that are conducive to constructivist learning.

These strategies may develop students' high order and complex thinking skills such as reflection, analysis, synthesis, comparison and evaluation. Teachers' role should be helping students find knowledge and discover. This may also lead teachers to be more active and motivated towards learning and be responsible for their own learning. In other words, teachers may become more independent and autonomous. Furthermore, teachers may be more open to novelty as different strategies create opportunity for exploration, experimentation, risk and change which form the essence of the constructivist learning theory. Additionally, reflection, dialogue, collaboration and interaction between student-student and student-teacher may increase as a result of bringing diverse instructional techniques and strategies into classroom.

On the other hand, teachers also need to have intentions to facilitate learning and create a more innovative and constructivist classroom for their students. Such facilitation takes place in an attempt to encourage active or social engagement that is geared towards enhancing learning, discovery of new knowledge, and an increase in personal insight (Perkins, 1999). For this, teachers should be willing to practice and put some effort in it. Moreover, they should take a constructivist stance to their teaching so as to question, hypothesize, examine, seek out data, synthesize, find answers for occurring problems and reshape the teaching and learning environments with a purpose of teaching well. If a teachers doesn't attempt to create constructivist teaching environment, expecting students to develop greater internalization and deeper understanding is pointless.

Brooks and Brooks (1993) summarized major characteristics of a constructivist teacher. He stated that a constructivist teacher should encourage and accept student autonomy and initiative; use raw data and primary sources, along with manipulative, interactive, and physical materials; allow student responses to drive lessons, shift instructional strategies, and alter content. Additionally, a constructivist teacher should inquire about students' understanding of concepts before sharing their

own understandings of those concepts and encourage students to engage in dialogue, both with the teacher and with one another.

All in all, to be able to create constructivist classroom, teachers need to have a view of constructivism towards their way of teaching and their professional growth. This requires them to evaluate their teaching, to decide which aspects of their own teaching could be changed, to reflect critically upon them, to develop strategies for novelty, to analyze the results of implementing these strategies. In essence, these constructivist viewpoints share a common focal as “reflective thinking” and “reflective practice” in which teachers engaged in for enhancing learners’ language learning and their own opportunities for professional growth and development.

2.2. Reflection and Teacher Development

The meaning and role of reflection vary according to different theories and context of ELT. However, when it comes to teacher development, the purpose of reflection is obviously to uncover current routines and modes of thinking and identify the need for change in terms of their utility to teachers’ teaching objectives. In other words, reflection in teacher education has a significant role on promoting self-inquiry, and self-evaluation as a means of professional development.

2.2.1. Reflective Thinking and Reflective Practice

Reflection is not a new idea for educational fields. It is derived from John Dewey’s theoretical framework which provides the bases for many reflective approaches. Moreover, this view still continues to guide the current education systems.

In the 1930s, John Dewey defined reflection as a proactive, ongoing examination of beliefs and practices, their origins, and their impacts (Stanley, 1998). Dewey (1933) then characterized reflective thinking as “Reflective thinking, in distinction from other operations to which we apply the name of thought, involves (1) a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and (2) an act of searching, hunting, inquiring, to find material that will resolve the doubt, settle and dispose of the perplexity” (p. 12).

Furthermore, Dewey (1933) made a distinction between reflective action and routine action. Routine action is guided by past judgements, traditions and customs. Thus, routine action doesn’t produce a reflective stance because an unreflective teacher follows the traditions and commonly accepted ideas and has a tendency to think routines in general.

In contrast to routine action, reflective action requires “willingness to sustain and protract the state of doubt which is the stimulus thorough inquiry, so as not to accept an idea or make a positive assertion of a belief until justifying reasons have been found (Dewey, 1933, p. 16). Therefore, a reflective teacher should be a curious and investigative person who seeks for the other alternatives and examines different perspectives.

Moreover, Dewey (1933) identified three attitudes that are fundamental to reflective action. These dispositions are open-mindedness, responsibility and whole-heartedness which are necessary to adopt for the teachers who examine their teaching critically and engage in reflective practice.

a) Open-mindedness

As Dewey (1933) defined it, open mindedness is “an active desire to listen to more sides than one, to give heed to facts from whatever source they come, to give

full attention to alternative possibilities, to recognize the possibility of error even in the beliefs which are dearest to us” (p.29).

Being willing to reflect upon practices and having an attempt to question assumptions and prejudices as well as ideologies require teachers to be open minded. Open minded teachers accept their strengths and weaknesses. Additionally, they listen to more sides than one and think about other possible alternatives.

On the other hand questioning, taking a step towards new ways of seeing and also accepting the consequences of the evolving issues require teachers to be responsible. Dewey (1933) saw this attitude of “responsibility” as a prerequisite to reflective process.

b) Responsibility

According to Dewey (1933) “responsibility” which he called as “intellectual responsibility” means “to consider the consequences of a projected step; it means to be willing to adopt these consequences when they follow reasonably....Intellectual responsibility secures integrity” (p.30).

In other words, teachers need to examine their practices and think carefully about their actions. Moreover, they may need to commit themselves to a time-consuming and challenging process of deep thinking in order to take a responsible stance towards their own teaching. Hence, having a reasonable self-awareness, curiosity and enthusiasm about one’s subject matter is crucial so as to place this deep consideration. Dewey put this into words as “wholeheartedness”.

c) Wholeheartedness

Dewey (1933) suggested that teachers should be energetic, enthusiastic and dedicated in order to accomplish their subjects. As he pointed out “there is no greater enemy of effective thinking than divided interest.....A genuine enthusiasm is an attitude that operates an intellectual force. When a person is absorbed, the subject carries him on” (p.30).

In summary, wholeheartedness, together with open mindedness and responsibility should be central components of teachers’ professional life in order to push teachers towards a critical examination of their teaching and take actions towards better teaching. Appropriately, the teachers who engage in reflective practice should have several attitudes such as being active, persistent, investigative, systematic, dedicated, open and responsible. Bartlett (1990) developed the following principles necessary for the educator engaging in reflective practices:

1. The issue upon which the teacher reflects must occur in the social context where teaching occurs.
2. The teacher must be interested in the problem to be resolved.
3. The issue must be owned by the teacher - that is, derived from his or her own practice.
4. Reflection on the issue involves problem solving from the teaching situation in which the teacher is located.
5. Ownership of the identified issue and its solution is vested in the teacher.
6. Systematic procedures are necessary.
7. Information (observations) about the issues must be derived from the teacher's experience of teaching.
8. The teacher's ideas need to be tested through the practice of teaching.
9. Ideas about teaching, once tested through practice, must lead to some course of action. There is a tension between idea and action which is reflexive; once it is tested the action rebounds back on the idea which informed it.
10. Hence, reflective action may be transformed into new understandings and refined practice in teaching” (p. 207-8).

Furthermore, Van Manen's (1977) ideas about reflective teaching also have been influential. He identified three levels of reflection as (1) technical, (2) practical and (3) critical.

The first level of reflection, technical reflection, concerns with the technical applications of the knowledge in order to reach predetermined outcomes. The second level of reflection, practical reflection focuses on the examination of assumptions, perceptions, principles and goals underlying practical actions. The teacher analyzes the teaching-learning process to see if and how the goals are met. The third level, critical reflection, entails questioning moral and social issues and bringing these issues into classroom by making connections between them.

Van Manen (1977) also argued that no level is better than another, but they are important in conjunction with one another. What carries significance is the value of knowledge.

Additionally, Donald Schön (1983) made major contributions to the concept of reflective teaching. In his book, "Reflective Practitioner", Schön (1983) characterizes reflection as reflection on action which means contemplating events in a retrospective attitude and reflection in action that occurs during the process of teaching.

Regarding reflection in action, Schön (1983) states that "Our knowing is ordinarily tacit, implicit in our patterns of action and in our feel for the stuff with which we are dealing. It seems right to say our knowing is "*in* our action" (p. 49). This necessitates teachers to adjust their instructions for the unexpected events and perceptions during the action of teaching. This also requires teachers think about their teaching, frame the problems and then solve them while teaching.

In contrast to reflection in action, reflective on action represents another concept. Schön (1983) noted that reflection can occur before and after an action. In teaching, it occurs as teachers plan their lessons before the class, give their instructions, examine their lesson after the class and modify it.

All in all, though definitions and interpretations of reflection vary to a great deal, its value lies in teachers' having awareness towards their motives and intentions and also taking a critical stance towards their teaching practices so as to create better learning-teaching environments. These notions have recently increased the significance as well as the scope of reflection in teacher education and development. Especially, since teaching requires multifaceted thinking and taking instant decisions for actions, a keen insight on the place of reflection is crucial for teacher development which is described by Richards and Farrell (2005) as "general growth that serves a long-term goal and seeks to facilitate teachers' understanding of their teaching and of themselves as teachers" (p. 4). Therefore, examining the effects of reflective practice in teacher education and development carries utmost importance.

2.2.2. Reflective Practice for Teacher Education and Professional Development

We live in a time of rapid change where change itself is changing and becoming faster. It is clear that the development of any society depends upon the dynamic nature of its education systems. Thus, teachers can be manipulated to make education system developed. With respect to this point of view, teacher education systems have followed this necessity for change and adjustment. As a result, the scope of professionalism in teaching has undergone major changes in recent years. Following these changes, the notions that teachers should teach the students various skills and also they should take instant decisions, face classroom challenges and follow the developments in their field have become prevalent in educational fields. Most of the traditional methods which regard teachers as mechanic knowledge

providers or main sources for learning are disfavoured by many educators and as a result, reflective thinking and reflective practice which deal with teaching itself in its own terms have become widespread.

Knowing what to do and when to do it is an important characteristic of effective teaching. When teachers start to examine their profession critically and reflectively, they may build a sense of awareness towards their teaching. However, this process of examination and reflection should be thought to teachers during their education. In relation to this need, the preparation of reflective teachers has moved to the forefront of teacher education (Calderhead, 1989).

Pultorak (1993) stated that “the preparation of reflective teachers is paramount to teacher education. Education programs need to prepare teachers who are autonomous models of intellectual independence for their students, teachers who are able to reflect about their own behavior and surroundings in order to make valid decisions.” (p. 288). Because of this, reflective practice has taken a wide place in teacher education and gained great importance not only for pre-service teacher education but also in service teacher education. Teacher reflection has recently become one of the most popular issues within both pre-service and in-service teacher education. In addition to this, Reiman and Thies-Sprinthall (1998) also consider reflective practice as an essential skill both for pre-service and in-service teachers to acquire:

“Reflection or reflective teaching must be a central part of the teacher/learning process. Reflecting on one’s experiences permits new learning to occur. In its absence one runs the risk of relying on routinized teaching and... not developing as a teacher or as a person....Fortunately, it can be developed. Just as instruction can be adapted to the different needs of students, so reflection can be differentiated and guided by the mentor according to the needs of the adult learner” (pp. 262-263).

There are numerous reasons of integrating reflective practice to teacher education as a main component. Brookfield (1995) pointed out the prominence of reflective practice focusing on two reasons. First, it offers teachers a variety of ways to examine, research and question teachers' assumptions and beliefs about their own practices. He states that:

“We can learn about, and start experimenting with, different approaches to assumption hunting. Many of these approaches are well suited to unearthing assumptions of power and hegemony . . . [and] they also outline ways in which a program for the encouragement of reflective practice in others can be systematically developed” (pp. 218-219).

Second, it provides opportunities for teachers to understand their own practices and compare their practices with the other teachers by increasing the collaboration for solving the problems. Brookfield (1995) states that it is very helpful for teachers to;

“realize that what we thought were idiosyncratic features of our own critically reflective efforts are paralleled in the experiences of many of our colleagues. We discover that what we thought was our own idiosyncratic difficulty is actually an example of a wider structural problem or cultural contradiction” (p. 219).

When pre-service teacher education is considered, it is obvious that their needs for reflective practice vary. Alexander (1990) points out the importance of reflective practice by focusing on some reasons:

“While pre service teachers are concerned about the matters of survival, they often go into school settings without any understanding of classroom dynamics because they mainly depend on the theories

they learned which are not helpful when they encounter with a problem during the learning and teaching process. Additionally, very often, pre-service teachers are “young adults still in the process of establishing their personal identities and independence, frequently insecure and vulnerable” (p. 66).

Most pre service teachers get into difficulty about classroom management and planning because when they encounter a problem, they generally trust in their knowledge of methodology and try to apply exactly what they learnt. However, teaching is an active and dynamic process and it may not be possible to find answers for every problem in the methodology books. Therefore, pre service teachers need to have the abilities of analyzing, synthesizing and making decisions about their teaching which form the core of reflective teaching. In other words, pre-service teachers should engage in reflective thinking which help them understand classroom dynamics and students better in order to create solutions for occurring problems. Also, Risko, Roskos, and Vukelich (2002) explain:

“Requesting future teachers to engage in reflective thought within the context of their coursework provides them with an opportunity to generate connections between theory and practice, come to deeper understandings about their personal beliefs while adopting new perspectives, and learn how to use reflective inquiry to inform their instructional decisions” (p. 149).

Furthermore, pre service teachers bring their own beliefs to the teaching stage as well as their attitudes and ideas about the teaching process. However, they are in need of questioning themselves so as to change and adapt themselves for achieving better learning outcomes. Valli (1993) states that “personal reflection helps teacher candidates develop a professional sense of self and use that knowledge to create humane classroom environments” (p.15). In other words, teachers should gain self-awareness which is very important for teacher growth. This constitutes the first

step of a teacher's professional development because if a teacher doesn't know himself, his strengths and weaknesses as "a teacher", then it may be impossible to expect him develop accordingly. Hence, the significance of school based practicum for pre-service teachers is emphasized more often concerning the need for the classroom practice, classroom management and the planning of teaching because the school-based practicum is a link between theory and practice and has the potential to become most acutely apparent to pre-service teachers.

Furthermore, pre-service teacher education programs have integrated different methods into their programs to promote reflective practice among pre service teachers such as collaborative teaching groups, portfolios, teaching journals, teacher narratives, structured dialogs, teaching philosophies, class observations, peer evaluation, mentoring.

2.2.3. The Need for Reflective Practice and Professional Development in Language Teaching

To compete with the growing demands of this century, regarding teaching of English as professionalism rather than a job has become extremely important. For over three decades, this issue has taken place in educational platforms because it has been clearly understood that teaching English is not merely teaching of English texts or some linguistic competences. On the contrary, it is a multifaceted profession which requires teachers to help their students develop a wide range of skills such as communicative, analytical and logical skills. Because of this, reflective practice has emerged in order to help English teachers and student teachers adapt themselves and meet the requirements of fast changing global world.

When teaching of English is considered together with all these demands, professional development can be seen as a priority for English teachers because learning/teaching process requires both teachers and students to be active, dynamic

and reflective. These features compose essential parts of the learning-teaching process. With these reasons, the notion of teacher professional development should be understood deeply to be able to identify its place and significance in teaching context.

In general, professional development refers to the development of a person in his or her professional role. When it comes to the teaching, Glatthorn (1995) summarizes teacher development as "the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (p.41).

Nevertheless, teacher development can be approached from two different sides as formal experiences and informal experiences. From these, the first one may include workshops, seminars and conferences, mentoring while the later one may comprise publication of articles, following online networks or journals about an academic discipline. Therefore, it can be incomplete to name teacher development just as "career development" or "staff development" because Glatthorn (1995) defines "career development" as the growth that occurs as the teacher moves through the professional career cycle and he outlines "staff development" as the provision of organized in-service programs designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development. To this respect, career development and staff development should be seen as two sides of the same coin which is professional development.

Professional development of teachers has several characteristics. Firstly, it is based on the theory of "constructivism" which regards teachers as "active learners" that continuously observe, evaluate, change themselves and engage in reflective practice. Moreover, this is a collaborative process which is formed by sharing and discussing the ideas with the other teachers in order to reshape their understanding, knowledge and perspectives. Secondly, it is a long term process that occurs in a certain context because learning and changing is a time-taking process which can't

be limited to a short period of time. Research shows that teacher learning and changes in teaching practice involve a recursive and continual process that takes place over time (King and Newmann, 2004; Lieberman and Pointer Mace, 2008). Thirdly, a teacher is conceived as a reflective practitioner, someone who enters the profession with a certain knowledge base, and who will acquire new knowledge and experiences based on that prior knowledge (Lieberman, 1994). For this reason, reflective practice lies at the heart of professional development and this makes it as the mostly preferred way for developing teachers' expertise in the field.

The reasons for participating in professional development activities are highly related to teachers' needs as professionals. One of the most obvious reasons for teachers to participate in these opportunities is to get support for solving a particular problem or searching for new ideas on a certain academic discipline. For example, considering the novice teachers, although their enthusiasm and desire for teaching is intensive, they often find themselves in the classroom without necessary experience and filled with methodology knowledge which is insufficient when facing a problem. They often lack the ability to apply practical and reflective decision making to the context of their actual teaching (Babion and Shea, 2005). Therefore, novice teachers try to take part in these professional development activities so as to pursue professional growth and compensate their needs. Additionally, many teachers may want to learn new techniques and methods to apply in their classrooms and acquire new skills and knowledge. Both experienced and novice teachers may participate in these programs to upgrade their skills to meet the needs of different students.

Another reason for engaging in professional development is the organizational change or enforcement because some institutions may prefer teachers that can cope with educational and societal changes. Therefore, before or after hiring teachers, completing a significant training program or holding several certifications are required in line with the institutions' objectives. Thus, teachers attend professional

development which is designed to address the learning needs of specific schools, classrooms, grade levels, and teachers (Quick, Holtzman and Chaney, 2009).

However, some teachers may engage in professional development not only for increasing their knowledge about their subject but also for improving themselves as “professionals”. On the other hand, they may want to fulfill their responsibilities towards their students, colleagues and institutions. Teachers deem professional development relevant when it directly addresses their specific needs and concerns (Guskey, 1995). This kind of professional development makes teachers more powerful and controlled in their lives because once they feel that they grow as a teacher, they may feel more self-confident, motivated and excited in their profession. Also, such professional development opportunities may direct them towards critical reflection and so they may have the chance to understand themselves better with all their strengths and weaknesses. This way, they may know themselves better as “teachers” and be more effective in improving student learning outcomes because undoubtedly, the ultimate goal of professional development is to increase student achievement (Mundry, 2005).

For some teachers, it is also a way for socialization and collaboration. As Lortie (1975) claims that teaching is an “egg carton profession” because when the classroom doors are closed, teachers are alone and they are relatively isolated from their colloquies. In contrast, effective professional development is interactive when it engages teachers socially through regular opportunities to share problems, ideas, and viewpoints, and work together toward solutions (Guskey, 1995). By participating in professional development opportunities such as workshops and conferences, teachers meet people who have the same problems or experiences and they share ideas. Research shows that teachers value opportunities to learn from and with one another (Lieberman and Pointer Mace, 2008) toward common goals such as planning instruction, analyzing student work, and peer observations (Mundry, 2005). In these opportunities, teachers may not only have the chance to observe the other teachers but also learn from them which are important parts of reflective practice.

Additionally, they may overcome the feeling of isolation and discover a new understanding towards their profession which can lead to more positive feelings in the long run.

Lastly, engaging in private professional development opportunities such as reading new books or journal articles can help teachers expand their conceptual understanding of teaching and their vocabulary for discussing that knowledge (Bailey, Curtis and Nunan, 2001) because it is extremely important for teachers to be able to express themselves and speak about their field with their peers, coordinators and managers. Also, keeping a teacher portfolio or journal, following some academic journals are just some of the alternative professional development activities that can foster relations and collaboration among teachers. In this manner, teachers may gain more respect as professionals and they may feel more competent and effective in their profession.

There are abundant ways for engaging in professional development activities. However, there should be some characteristics in relation to the quality or the effectiveness of these professional development activities. Darling-Hammond (1995) pointed out several characteristics of an effective pre-service and in-service teacher professional development. First, it must engage teachers in concrete tasks of teaching, assessment, observation and reflection that show the process of learning and development. Second, it must be based on inquiry, reflection and experimentation that are participant-driven. Third, it must be collaborative, involving a sharing of knowledge among educators and a focus on teachers' communities of practice rather than on individual teachers. Lastly, it must be sustained, ongoing, intensive, and supportive by modeling, coaching and collective solving of specific problems of practice.

In summary, professional development is an inseparable part of teaching, so teacher professional development programs should integrate both reflective practice and the theory of constructivism as the main components because they provide a

number of benefits both for teachers and students. Firstly, professional development has an undeniable impact on teachers' beliefs and behaviors as well as attitudes. It motivates and makes teachers active, open to novelty and eager to change. Also, it may increase teacher autonomy allowing teachers to be more controlled and competent in their teaching. Secondly, it may increase teachers' efficacy and teaching effectiveness by enabling to observe, criticize and understand their teaching with the help of reflective thinking. Thirdly, it may have numerous effects on the improvement of teachers' practices which influence students' development and achievement in turn because teacher development and learner development can be seen as two sides of the same coin, the development of the former leading to the development of the latter, and vice versa.

2.2.4. Relevant Research on Reflective Practice

A lot of research has been conducted about these methods which may lead to the growth of knowledge about reflection. However, much of the research on reflection in pre-service teachers, including those by Francis (1995), Hoover (1994) has focused on writing as the vehicle for reflection and discussed various forms of reflective writing such as logs, journal, diaries, and portfolios. For instance, Hatton and Smith (1995) investigated the reflection in teaching in order to identify specific types of reflection and determine the extent to which writing tasks encouraged reflective thinking. The participants were student teachers at the University of Sdney. They were given different types of strategies to promote reflective thinking and self-evaluations to analyze their own educational philosophies. As a result of this study, Hatton and Smith (1995) identified four different stages of reflectivity: (1) descriptive writing, (2) descriptive reflection, (3) dialogic reflection and (4) critical reflection.

Descriptive writing was characterized by the description of the events without giving any reason or explanation while descriptive reflection involved

description of the events together with justifications and explanations. On the other hand, dialogic reflection involved a type of discourse with one self or internal dialogue whereas critical reflection found to be the highest reflection type which took into consideration the social, cultural and political contexts. Among these types of reflection, the researcher found that descriptive reflection was evidenced highly (60-70%) in the writing reports of the student teachers. He found that reflection stages follow a hierarchical path from descriptive writing towards critical reflection and beginner teachers tend to use descriptive reflection as they don't have enough teaching experience.

Another important issue is that although various forms are used for increasing self-awareness and reflection of pre-service teachers, they may not reflect the natural teaching process as pre-service teachers' teaching experience is just limited to practicum and necessary feedback may not be provided to the teachers.

On the other hand, in service teacher education programs are inevitably affected by the changes in teacher education and the emphasis on "reflective practice" for in service teacher education programs has increased rapidly since they provide numerous opportunities for the novice and experienced teachers to change, adapt and develop themselves professionally. Teaching-learning networks, teacher portfolios and journals, teacher narratives, study groups, face to face or online teacher training courses, seminars, workshops and supervisions are most common ways for in service teachers. Some of these ways can be regarded as formal or externally organized such as attending courses or conferences while opportunities like keeping a teacher journal or portfolio can be regarded as more informal for they are more private, reflective and highly dependent on the desire of teachers for participating.

Many studies have been conducted to examine the effects of reflective practice on professional development of in service teachers and benefits of reflective practice have been tried to determine by using diverse reflective tools. One of these

studies was conducted by Laura L. Aten (2003) in The University of Texas. The researcher examined the use of prompt-guided journals as a means of fostering reflective practice and professional judgement among teachers. Sixteen teachers were required to write journals to two prompt per week for a period of ten weeks and data collection included the analysis of written journals, questionnaires and interviews. Findings indicated that keeping a journal fostered reflection including critical reflection and professional judgment. However, there wasn't any statistically significant difference related to critical thinking while participant teachers found professional value in keeping reflective journals.

Another study was conducted by Amy E. Sharpe (2006) at the University of Wisconsin-Madison and the study examined the role of reflection in teachers' professional development. Participants were asked to enroll an ESL methods course and also shift their current teaching practices to implement effective teaching pedagogies during the course. The findings revealed that teachers engaged in reflective process via list serves and class discussions which helped them build a community of learners to interact and develop professionally while some teachers also exhibited resistance to reflective process. In addition to this, findings showed that reflective process helped teachers change their beliefs and practices about effective language pedagogies which promoted teachers' professional development.

Many other studies indicate that reflective practice also creates flexibility, practicality, continuous professionalism and sustainability for the teachers because in reflective practice, practitioners engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners (Brookfield, 1995). Moreover, teachers gain autonomy, creativity and the ability to reflect critically on the classroom practices and this opens alternative ways for teacher and student growth. For this reason, York-Barr et al. (2001) believe "a reflective educator is one who is committed to continuous improvement, assumes responsibility for his or her own learning, demonstrates awareness of self, others, and the surrounding context, develops the

thinking skills for effective inquiry, and takes action that aligns with new understandings” (p. 10).

Artzt (2002) states that great teachers are not born, they are made. Beginning teachers become accomplished teachers, and skilled teachers become great teachers, by thinking hard about their teaching and finding ways to improve it. Therefore, almost all of the teacher development programs and studies about teachers’ professional development focus on teacher empowerment and reflectivity by improving teachers’ understanding of themselves, classroom practices as well as ways of thinking, skills, practices and knowledge. In the light of them, professional development and reflective practice should be regarded as a “must” both for a pre-service and in service teacher development in order to meet the requirements of an effective teaching-learning process.

In summary, taking these benefits into account, the teacher portfolios have emerged in teaching/learning context as an alternative strategy for teacher reflection and professional development.

2.3. Teacher Portfolios As Reflective Tools and Their Role on Teacher Professional Development

Teacher portfolios have been proposed as an effective tool for teacher learning and professional development in the last twenty years. In educational settings, their importance in relation to teacher assessment, performance, effectiveness, professional development and reflective thinking has brought them to a remarkable place of interest for educators and researchers. Despite being widely known tools, the debate about their types, content and assessment still remains as a significant issue.

2.3.1. What is a “Teacher Portfolio”?

Adapted from professions such as art, photography, fashion, advertising, and architecture, portfolios have historically been comprised of “best practice” samples of professional work, organized and stored in folders, notebooks, and attaché cases (Bird, 1990). In teaching context, it contains gathered samples of lesson plans, units of study, certificates, awards and professional development that show the knowledge, skills and style of teachers. For Seldin (1991), it is a factual description of a teacher’s strengths and teaching achievements. Wolf (1996) also defines the portfolio as a collection of work produced by teachers that highlights and demonstrates their knowledge and skills in teaching. Additionally, Painter (2001) describes teacher portfolio as a documented history of a teacher’s learning process against a set of teaching standards. It is an individualized portrait of the teacher as a professional, reflecting on his or her philosophy and practice. This portrait is fully realized through the teacher’s deliberate selection of artifacts and thoughtful reflections on those artifacts which provide insight into teacher’s growth.

A fuller description of the nature and the quality of portfolio use is directly related to the critical examination of portfolio kinds and purposes. In literature, there are several kinds of teacher portfolios depending on different purposes and contexts. For example, if the purpose of a teaching portfolio is to enable student teachers self-inquiry process and document the improvement, then this type of portfolio, frequently referred to as a “learning portfolio” (Wolf and Dietz, 1998) and it is often used in pre service teacher education. There are many other kinds of teaching portfolios. Wray (2008) summarized types of teaching portfolios and table 1 illustrates these types including their purpose and suggestions for content.

Table 1: Types of Teaching Portfolios

Name	Purpose	Content
Entrance portfolio (Zeichner, 1997)	Used to inform program admission decisions Used to evaluate students' readiness to begin student teaching.	Work samples representing students' previous coursework and professional experiences Documents speaking to students' qualifications. (i.e., transcripts)
Developmental/ learning portfolio (Barton and Collins, 1993)	Documents student learning, growth, and development over time.	
Inquiry-based portfolio (Grant and Huebner, 1998)	Focus is on self-designed pedagogical questions.	Primarily self-selected evidence: journal entries, observation notes, classroom artifacts including lesson plans, reports, course assignments, assessment tools, and video/ audiotaped lesson instruction.
Thematic portfolio (Dollase, 1998; Scanlan and Heiden, 1996)	Narrow focus on one main concept, area of interest, discipline, or issue.	Primarily self-selected evidence: journal entries, observation notes, classroom artifacts including lesson plans, reports, course assignments assessment tools, and video/ audiotaped lesson instruction.
Reflective portfolio (Lyons, 1998; Snyder, Lippincott, and Bower, 1998)	Inclusive of the teacher's process of thinking through connections between prior and new knowledge and	Primarily self-selected evidence: journal entries, observation notes, classroom artifacts including lesson plans, reports, course assignments, assessment tools,

	experiences.	and video/ audiotaped lesson instruction.
<p>Certification/ assessment portfolio</p> <p>(Ryan and Kuhs, 1993; Snyder, Lippincott, and Bower, 1998; Wolf and Dietz, 1998)</p>	<p>Establishes pre service teachers' readiness to receive a course/program grade or certification</p> <p>Coupled with local, state, and national standards and criteria.</p> <p>also can inform programmatic and institutional assessment</p>	<p>Contents are dependent on purpose and institutional requirements and goals.</p> <p>Combination of self-selected and prescribed evidence: best practice work examples including lesson plans, assessment tools, educational philosophy statements, video/ audiotape of classroom interactions, formal evaluations, and recommendations from university and school supervisors.</p>
<p>Employment portfolio</p> <p>(Montgomery, 1997; Wolf and Dietz, 1998)</p>	<p>Illustrates a teacher's strengths, abilities, qualifications, and experiences to prospective employer.</p>	<p>Self-selected evidence representing best practices with documentation similar to certification portfolio. Course transcripts and curriculum vitae may also be included.</p>
<p>Professional portfolio</p> <p>(Montgomery, 1997)</p>	<p>Informs promotion, relicensure, and national certification of in-service teachers. Representative of a teacher's professional capabilities, responsibilities, and professional development.</p>	<p>Evidence selected reflects local, state, and national requirements.</p> <p>Combination of prescribed and self-selected evidence including lesson plans, assessment tools, video/ audiotape of classroom interactions, reflection statements, formal evaluations, and recommendations from school supervisors.</p>

Increasingly, many of these portfolio kinds become a regular feature of educational programs. Especially, most of the professional literature has focused on their use with pre service teachers (Lyons, 1998; Wolf & Dietz, 1998). Yet, the use of portfolios for in service teachers is not prevalent. On a few occasions when efforts were made to move the use of teaching portfolios beyond pre service years, the studies were limited to either a group of new teachers (Bartell, Kaye, & Morin, 1998; Perez, Swain, & Hartsough, 1997) or a few volunteering experienced teachers (Teitel et al., 1998; Wagenen & Hibbard, 1998). Thus, this study seeks to fill in this need and makes use of a professional type of teacher portfolio since it aims to mirror in service teachers' professional capabilities, responsibilities and development over a period of time through the construction of teacher portfolios.

2.3.2. The Need for Teacher Portfolios

Understanding the need for “teacher portfolios” is highly related to understanding the nature of teaching process because teaching is a complex and demanding process which changes according to diverse contexts. A method applied or a technique utilized for an activity in one classroom could be completely ineffective with another. Hence, teachers need to think about their teaching in detail, make necessary changes or get professional help when necessary. In doing so, teaching experiences and discussions increase and teachers grow as professionals. In these terms, creating a “teacher portfolio” may offer teachers an alternative pathway and supply them with innumerable opportunities because it may not only allow teachers to engage in self-assessment but also offer a way of learning. Furthermore, it may enable teachers to rethink their lessons or classroom activities leading to discussions and collaboration among teachers.

In recent years, “teacher portfolios” have been widely-used in pre service teacher education and also in service education programs. The construction of a

teacher portfolio by the student in a teacher education program is now universally regarded as an essential step in the process of teacher certification. With the teacher portfolio being regarded as a tool of immense value for professional development, more and more in-service teachers and professors in teacher education programs are engaged in their own career long portfolio-building. Kinnard (2007) states that at many universities, the teacher portfolio is now a tool used for promotion and tenure across all disciplines.

The evolution of “teacher portfolios” started as a result of the researches conducted by Lee Shulman who was a professor at Michigan University. In 1970s, competency based teacher preparation programs emerged (Bullock, A., Hwak, P., 2001) and they brought several teacher testing ways. These were the tests with multiple-choice questions assessing basic literacy, professional knowledge, and subject matter knowledge (Haertel, 1991). They were generally teacher centered and could evaluate a teacher’s performance by giving percentages. So in theory, these standardized tests could show whether a teacher is good or not, according to “ a set of previously determined good teaching behaviours or skills”. Teacher portfolios came as an opposition to this idea that teaching was a combination of skilled behaviour or a process that leads to certain expected results.

Kinnard (2007) states that to Shulman, teaching was the free creative exercise of deciding how best to present a topic given the students’ level of preparation, materials available, and any other immediate conditions within which learning needed to happen. As a result, in 1970s, an educational reform which is characterized by a lifelong, active, student-centered, self-directed and constructivist process started to be widely accepted.

The starting point of this educational reform led to the raise for standards in teacher certification. Rather than using test scores for assessing teachers’ performance, a better way that ushers professional respectability of teachers was searched because a new way or a tool which is more contextualized, situational,

interactive and creative was the urgent need. According to Lyons (1998), this new tool would be the teacher portfolio. Kinnard (2007) states that the work of pioneers such as Shulman and newly created organizations such as the National Board for Professional Teaching Standards (NBPTS) and the Interstate New Teacher Assessment and Support Consortium (INTASC) in examining new and improved criteria for teacher certification led to the adoption of teacher portfolios as a viable teacher assessment methodology.

Also, increased focus on quality of education and the need for a method for development, assessment and documentation of teachers' pedagogical competencies have given rise to the notion of "teacher portfolio". This idea of building a teacher portfolio may offer a more complex and richer mean for teacher assessment and professional development rather than merely performing a set of prescribed behaviors. This is clearly illustrated in Lee Shulman's words:

"I no longer think of assessment of teachers as an activity involving a single test or even a battery of tests. I envision a process that unfolds and extends over time, in which written tests of knowledge, systematic documentation or accomplishments, formal attestations by colleagues and supervisors and analyses of performance in assessment centers and in the workplace are combined and integrated in a variety of ways to achieve a representation of a candidate's pedagogical capacities" (Schulman 1987, as cited in Bullock, A. A and Hawk, P. P., 2005, p.7).

2.3.3. The Content of a Teacher Portfolio

What is actually included and related to portfolio contents is a complex issue because there are different contents with respect to the kinds of portfolios. Wolf (1996) describes the contents as a "collection of information about teacher practice and should carefully and thoroughly document a set of accomplishments attained

over an extended period of time” (p.34). However, a portfolio is not just a record of accomplishments; it is a combination of evidences of a teacher’s skills, beliefs and knowledge. Therefore, portfolio contents should be documented within the contexts which such performances take place (Gelfer et al. 2004).

Although many institutions that employ portfolios for evaluation or developmental reasons set guidelines for the content of portfolios, it is the teachers who choose the materials that reflect the quality of profession. Thus, the choices of teachers remain very important. Perkins and Gek (1993) suggest that teachers choose material that documents efficacy in areas such as the following:

- Knowledge of content and curriculum
- Providing appropriate learning experiences for students
- Appropriate planning
- Management of the environment and students' behaviors
- Human relationship and communication skills
- Recording and evaluating students' behaviors
- Use of available resources
- Fulfillment of professional responsibilities (p. 236).

Taking these into account, it is possible to suggest some materials so as to add into a portfolio such as teacher background, class or school description, a personal statement of teaching philosophy and goals, written examinations or tests, documentation of effort to improve one's teaching, seminars, programs, certificates, awards, list of books, lesson plans, handouts and field notes, training courses, student tests, quizzes and class projects, observation records, learning resources, photographs of bulletin boards, chalkboards or projects, family letters, video/audio tape of classroom lessons, peer or supervisor visits, analyses, written reflections on teaching.

The selection of these materials is optional for a teacher. Yet, this may lead to disorganization or confusion. Curry (2000) suggests that there should be guidelines for a teacher to facilitate the process portfolio development. Thus, adaptation of some guidelines or standards has crucial importance in showing the way for preparation of the portfolio and supplying an understanding of portfolio process. In line with this point of view, many universities around the world, specifically in USA, have used INTASC standards as a template for their teacher portfolios. The INTASC standards consist of ten items. These items include teaching areas which are content pedagogy, student development, diverse learners, motivation and management, communication and technology, planning, assessment, reflective practice and professional growth and lastly school- community involvement.

INTASC standards are developed with the aim of providing a framework or standardization for the beginning teachers in their preparation of teacher portfolios by the Council of Chief State School Officers in 1987. These standards outline good teaching principles for any teacher at any stage in his or her career. Teachers are required to supply evidence for each standard so that the progress of the teacher can be evaluated. They also write reflections which emphasize a description of the evidence and the impact of them on students' learning. Thus, the teacher's portfolio is used as one method to document his performance based on effective teaching standards (Sickle et al. 2005).

The INTASC approach requires beginning teachers to demonstrate entry-level competencies of teaching through the development of a portfolio. In this study, with respect to the participants' experience in teaching (ranging from 0-3 years), INTASC standards have been chosen for teacher portfolio implementation. However, the focus of this study is not to ensure standardization. The use of standards aims to define expectations about the necessary skills, knowledge and practices of an in service teacher and also set a guideline for the teachers who has met the notion of "teacher portfolio" for the first time.

2.3.4. The Assessment of a Teacher Portfolio

The assessment of teacher portfolios is an important issue that is mostly related to the needs for teacher portfolios because the emergence of teacher portfolios was a reaction to the traditional ways of assessing teacher performance. These traditional ways were mainly based on an observation made by a supervisor or an evaluation questionnaire given to the students so as to evaluate their teachers according to a set of “approved criteria”. However, in this process, teachers may remain silent and inactive. Instead of such methods, teacher portfolios came as an alternative method that may allow teachers to have an active voice in their own evaluation and use the results obtained as a professional development tool. In doing so, teacher portfolios may serve many purposes such as evaluation, professional development and teacher empowerment. Hunter (1998) states that this can result in teachers having a sense of control as they use their portfolios to gain a new perspective on their teaching, to promote self-assessment and reflection, to investigate effective practices, and to enhance student learning and their own professional development. Thus, assessing portfolios has been an important step in teacher professional development.

Portfolio evaluation is also considered to be a controversial issue leading to many questions such as “How should the teacher portfolio be evaluated? Who should evaluate it? What type of evaluation (formative or summative) should be used? Should we use grades or standards to assess the teacher performance? ” Thomasenia (1995) believes that some other issues are related to portfolio evaluation such as; “Why the teacher should be assessed? How should educators use the evaluation results? What should be part of the portfolio? How should educators evaluate the portfolio contents? “

On the other hand, there are many ways to assess teacher portfolios such as presentations, written evaluations, rubrics or checklists. Presentations are usually done in front of the faculty and peers and they serve as an assessment method for

overviewing portfolios. Written evaluations are the other alternative ways that summarize the content of the portfolio or analyze teachers' view about the documentation or the process. Checklists and rubrics are usually developed according to specific criteria to measure the performance of teachers and they are mostly related to the specific purposes of the portfolio implementation. They are widely used with the aim of grading portfolios.

Among these alternative assessment methods, checklists and rubrics are the most common assessment methods used for teacher portfolio evaluation. There is some evidence that rubrics facilitate reflection on teaching for practicing teachers. Kerrins and Cushing (1997) pointed out that rubrics used during professional learning opportunities enhanced practicing teachers' ability to critique their professional growth and recognize how their own beliefs and practices had moderated.

There are two predominant types of rubrics as holistic and analytical rubrics. Holistic rubrics assess teacher portfolios in general terms or as a whole while analytical rubrics provide a more detailed assessment way focusing on different teacher skills or performance separately. Whether analytical or holistic, rubrics have the potential to provide a powerful cognitive tool for extending professional learning, identifying gaps in teachers' instructional skills and monitoring progress toward identified goals.

Several studies have been experimented with rubrics with the aim of assessing pre service and in service teachers. In her study, Thibodeau (1999) investigated the effect of a rubric on the portfolio assessment process. This study was conducted at the University of Southern Maine in the Extended Teacher Education Program. Participants were sixteen interns and two coordinators who used a rubric to rate the portfolios. The sixteen interns constructed their portfolios according to identified indicators that were based on the Extended Teacher Education Program outcomes and INTASC standards. Data was gathered through individual interviews

and a focus group interview with the sixteen interns, two coordinators, three members who acted as jury in order to understand teachers' views concerning the use of rubric in the portfolio assessment process. Also participants were asked to write one page long evaluative summary of each intern as a teacher. Data analysis showed that concerning the analysis and written summaries, there was a high degree of inter-rater reliability among the coordinators. According to the interviews' analysis, the interns found the rubric useful as it guided them during the portfolio construction. The rubric provided consistency in judgments. On the other hand, the scale of the rubric was seen as highly interpretive by the interns, thus revealing the subjectivity of rating portfolios.

Evaluating the professional competence by constructing portfolios based on valid and reliable standards is very crucial. For this reason, using a rubric to assess teacher portfolios according to identified goals or standards like INTASC has become a frequently utilized teacher assessment tool.

2.3.5. The Uses and Benefits of Teacher Portfolios

Teacher portfolios are educational tools that have mainly two uses having abundant benefits to the improvement of teachers' teaching abilities and professional development. One of the uses is to assess the effectiveness of a teacher for licensure or employment reasons. This use of portfolios frequently refers to pre-service teachers as it aims to train pre-service teachers and help them connect the theory and the practice meaningfully. The other use is to increase teachers' learning through reflection and enabling professional development. This use is often associated with in service teachers. It is gained through exchanging the knowledge among teachers, supervisors and even institutions, increasing the quality of teaching as well as enhancing professional development. Thus, teacher portfolios not only provide teachers the tools for self-assessment, but also serve as tools for teachers' own professional development (Wilcox, 1997).

As a form of assessment and professional development, teacher portfolios are used for many other reasons and numerous educative benefits have been related to the construction of a teacher portfolio in literature. Firstly, portfolios give teaching a context because the teaching-learning process differs according to various situations. Yet, a teacher portfolio lets a teacher define good teaching in a specific context (Green, James E. and Sheryl O. Smyser, 1996).

Secondly, portfolios can accommodate diversity because teachers and students are all different. Teachers may have the opportunity to display their methodology and techniques for diverse contexts. Portfolios can be means for reflecting this diversity and explaining how the teachers manage to teach for a particular school, class or student.

Thirdly, portfolios are employed to encourage teachers to capitalize on strengths and allow them to self-identify areas of improvement. The first step for teachers in professional development is to identify their needs, weaknesses and strengths. In doing so, teachers can dwell on their strengths and become more controlled and competent in teaching. On the other hand, when they are aware of their deficiencies and needs, they may search for better ways to develop themselves or fulfill their needs. Thus, teacher portfolios can serve as a very useful tool for teacher development.

Fourthly, portfolios are pathways to empower teachers by making them reflective and encouraging them for professional dialogue. Teacher portfolios can provide means for the reflective practice because it allows teachers to criticize their own teaching style and learn from their experiences. Lyons (1998) describes the portfolio as serving as scaffolding for reflective teacher learning. Moreover, several studies cite the increase of reflective thinking on teaching as a primary benefit of teaching portfolios (Berry, Kisch, Ryan and Uphoff, 1991; Biddle and Lasley, 1991; Richert, 1990; cited in Green, James E. and Sheryl O. Smyser, 1996). Wilcox (1996) refers that the portfolios are based on constructivism which assume that learning is a

developmental process that resulted from re-organizing the experience and reflection, and the process of developing a portfolio supports this type of in-depth thinking.

Additionally, Drake and McBride (2000) also state that portfolios provide the teacher with an “opportunity to assess his/her performance as a school-teacher and to grow through the process of self-reflection. Moreover, portfolios may contribute in developing the personal satisfaction and teaching practices renewal. Once teachers engage in self- reflection, they may gain insights into their own teaching and take responsibility. This way, they have the opportunity to increase their professional satisfaction and autonomy. On the other hand, they revise their teaching practices considering students and make necessary changes which may increase students’ learning outcomes. Furthermore, as teachers practice their profession in isolation, it is hard to enable teacher dialogue. However, when working on a portfolio, teachers need to think deeply about their own teaching style and criticize themselves and also talk to their colleagues or supervisors besides discussing about their teaching and classrooms with them. This may facilitate professional interaction among teachers. Similarly, Richert (1990) state that the novice teachers cite the opportunity to engage in conversations about teaching with colleagues as a particularly helpful means of encouraging growth during the first year of teaching.

Lastly, portfolios can be used to integrate all aspects of teaching during teacher evaluation because supervising or mentoring may be limited to single or several hours of observation while through teacher portfolio it is possible to integrate all aspects of teaching such as personal experiences and beliefs related to teaching, creativity, planning, organizing, management and evaluation skills as well as classroom environment.

According to Hawk (1996), portfolios have two distinct advantages over testing and classroom observations. First, portfolios build a professional model of assessment, not a bureaucratic model. They enable the teacher to be more “in charge”

of his or her evaluation. Second, though teachers find portfolios time-consuming to compile, they report experiencing considerable professional growth from the process.

Seldin (1991) also points out some other important benefits of portfolios as providing self-reflection on teaching goals, teacher-student relationships, effectiveness of teaching strategies and alternative methods for teaching and assessing teaching. According to him, a teacher portfolio is a showcase which includes a teacher's skills, growth and range as well as a documentation of teaching and its effectiveness over time. Moreover, he describes teacher portfolios as promising tools to enhance awareness of teaching methods and promote professional dialogue about teaching and growth towards an active teaching environment.

2.3.6. Relevant Research on Teacher Portfolios

Many studies have been conducted in order to gain a deeper understanding about the teacher portfolios. These studies investigated different aspects of teacher portfolios. One of them is a doctoral study conducted by Sylvia Meniones-Henderson (1999) who focused on the usefulness of beginning teacher portfolios in the hiring process. The study also searched the views of administrators regarding the important components of a portfolio and the time spent in reviewing them. Participants included 57 superintendents, personnel administrators, principals and assistant principals. Data were gathered via a survey instrument and the results showed that portfolios were seen as more useful by school level personal than the district level personnel. The most important elements of a portfolio were identified as professional resume, letters of recommendation, and evaluation from internship, unit and lesson plans student discipline policy statement and evidence of skill with computer technology. Teacher portfolios were found to be effective in the hiring process.

Additionally, Andrejko (1999) conducted a study to assess teacher and principal perceptions of the use of the teacher portfolio in facilitating growth-

oriented teacher evaluation. The study explored the use of portfolios for promoting change in teaching behaviors and attitudes, clarification of teaching standards and goals, and the role of teacher evaluation. The portfolios were examined due to the time spent on portfolio preparation, the level of difficulty and its value in reflective teaching. Participants were volunteer teachers from 14 public schools and they were divided into three groups as a traditional group which utilized traditional method, an experimental group which used traditional method and teacher portfolios and another experimental group using portfolios only. The data were gathered through structured interviews and “The Teacher Evaluation Profile” which was used as pre and post test design. The results of the study indicated that teacher portfolios can be used as a basis for teacher reflective teaching. Both principals and teachers found that teacher portfolios are beneficial in showing a teacher’s skills and knowledge besides providing means for professional growth. Administrators saw teacher portfolios as an alternative assessment model to supervision and a way to monitor professional development. Moreover, the implementation of teacher portfolios provided evidence not only on teacher performance but also on the changing teacher teaching behaviors.

Similarly, Pisano (2000) reported greater change on teaching practices of teachers as a result of using teacher portfolios in his doctoral study. The researcher explored the impact of developing portfolios on the professional development of science teachers. Sixty-three science teachers in Los Angeles attended a summer professional development institute and they were provided with materials and goals about portfolio process. The data were collected through the pre/post questionnaires and a follow up questionnaire which was designed as a five point Likert scale. Additionally, a separate questionnaire was administered to assess teacher motivation to learn. However, only 27 teachers completed their portfolios whereas 36 teachers didn’t turn in their portfolios. The researcher compared the results of the portfolio group with the other group who didn’t complete portfolios. He found that pre and post questionnaire showed no significant differences while follow up questionnaire showed that the portfolio group found to be higher on their interdisciplinary intervention, instructional strategies, assessment techniques and reforming

terminology. Moreover, according to motivation questionnaire, the portfolio group had more positive attitudes toward science and teaching science. Furthermore, they felt more control over their learning.

Miller (2002) also conducted a qualitative case study in order to examine the portfolio construction process in terms of reflective practice and its impact on teachers at Nova Center. This study included an eighteen hour workshop and six participants. Data were gathered using interviews, observations and artifacts. Content analysis was used to examine the data. The results indicated that workshops and portfolios weren't so much effective on teacher practices. On the other hand, Miller concluded that several themes emerged from this study and these are: "1) teachers begin constructing their portfolios by gathering material that represents past success; 2) examining philosophies of education, writing a personal narrative and sharing with colloquies stimulates reflective practice; 3) teachers have difficulty expressing their personal beliefs about education; 4) creating a reflective portfolio is a constructivist process that encourages divergent products; 5) teachers initially do not recognize a strong connection between constructing a portfolio and improving their work; and 6) constructing a portfolio may be an inside-out approach to educational reform" (p.121).

Other researchers dealt with the perception of the participants regarding the teacher portfolios. For instance, in his study, Huff (2006) investigated teachers' perception of the teacher portfolio process. Eighteen teachers participated in this study. The data were collected through focus group, interviews which were conducted using a methodological approach known as "think alouds" and document analysis. One of the major findings of this study indicated that teachers saw writing of philosophy of educational statement as valuable. These teachers described the writing the philosophy of educational statement as "enabling them to locate themselves in their practice and providing a foundation upon which they could begin to "frame" and examine their practice and assumptions and beliefs about themselves

as teachers and learners“ (p.147). Shortly, according to the researcher, the portfolio process provided teachers with the ways to examine and learn from their practice.

When it comes to foreign language profession, the studies considering the use of teacher portfolios among in service teachers are limited to a few researches. One of them was conducted by Bond (1999) among in service teachers in order to investigate the issues related to teacher portfolios. This qualitative study included six foreign language teachers and one principal at Oakwood Middle School. Teachers were presented with the goals and steps of implementing a teacher portfolio during the meetings. Teachers identified their weakness and their needs with the help of the discussions with the principals. Afterwards, they set their goals and prepared their portfolios accordingly. Their portfolio artifacts contained lesson plans, instructional materials, student work, peer evaluation and personal reflection. Teachers were interviewed twice during the portfolio process. Observations and analyses of portfolios were the other sources of data. The findings of the study provided significant themes. First, teacher portfolios were effective in facilitating collaboration. Second, teachers developed a deeper understanding of their professional practices. Third, developing teacher autonomy in relation to constructive criticism, personal responsibility, time and caution was found be an important issue.

A number of studies has noted the benefits of the teacher portfolio implementation for teacher and student development. On the other hand several studies showed that teacher portfolios don't have any impact on teacher professional development if the necessary guidance and support are not provided. For example, a qualitative study was conducted by Moore and Bond (2002) to investigate the use of teacher portfolios as an alternative to state appraisal system. Six foreign language teachers at middle school took part in the study. Teachers were required to keep their portfolios over an 18 week semester and they added an artifact for each week. The portfolios contained five language skills as culture, listening, reading, speaking, writing and also a part including personal goals to achieve. The findings of the study showed that the implementation of portfolios didn't facilitate collaboration between

teachers. Additionally, the chosen artifacts for the portfolios weren't necessarily related to student work or professional development. On the contrary, they seemed to be added with the purpose of fulfilling the requirements. The portfolios didn't contain the evidence of language teaching as much as expected. The researcher concluded that the support of administrative or colleagues was the preliminary need for a successful teacher portfolio development process.

In another study, Denison (2008) tried to identify the perceived value of teacher portfolios by the new teachers. Teacher portfolios were used in Utah State University as a requirement for the evaluation of professional development of new teacher licensing which is called "the Early Year's Enhancement" program. Data were gathered by means of telephone interviews and teacher surveys developed by Tucker, Stronge and Gareis were adapted. According to the research findings, "the teacher portfolio, as part of a multidimensional evaluation method, is seen as having only a slightly favorable value by teachers" (p.86). Moreover, the impact of teacher portfolio process on encouraging change and promoting good teaching was found to be little. Self-reflection was advantageous for teachers but to allocate time was considered as a foremost problem.

In summary, research on teacher portfolios includes many aspects of teacher portfolios. They comprise a wide range of issues such as the investigation of the portfolio implementation process, portfolio use as a tool for reflection, perspectives of the teachers about the portfolios, benefits of them to teacher professional development and portfolios as a teacher assessment tool or self-evaluation method. On the other hand, while most of them focused on the use of teacher portfolios in pre service teacher education and some of them were conducted about the use of portfolios among in service teachers. However, what carries utmost importance is the purpose of the teacher who constructs teacher portfolio. In the field of education, teachers use different portfolios for three main purposes: to provide a framework for professional development and reflection, to evaluate their teaching skills and accomplishments, and for employment (Retallick, 2000). Considering these

purposes, there has been an emerging acceptance of teacher portfolios by many educators for they constitute a constructivist approach in which teachers engage in a continuous learning process via reflection and evaluation. In this respect, this study employs a constructivist view and seeks the impact of teacher portfolios on the teacher professional development.

CHAPTER 3

METHODOLOGY

Introduction

The impetus for conducting this qualitative case study was to identify the impact of teacher portfolios on promoting professional development of teachers. This intent has given way to the development of the research questions and the purposes of this study, which were to determine the benefits teacher get by means of teacher portfolios as well as the challenges they experienced during the portfolio process. It also tries to determine how teacher portfolios promote professional development and to identify the reflectivity of teachers and their professional development.

Proposing answers for the research questions carry utmost significance. For this reason, the researcher should choose the best method to apply and gather the necessary data in accordance with the research questions and objectives. This study employs a qualitative case study because of its research questions. Thus, the rationale for choosing a qualitative case study has been provided in this chapter. Additionally, the participants and procedures used in the course of this case study have been described. This chapter has also incorporated a section on setting and sampling, data collection and data analysis.

3.1. The Rationale for Qualitative Research

Meriam (1998) explains that qualitative research is an umbrella concept covering several forms of inquiry that help us (investigate), understand and explain the meaning of a social phenomena with as little disruption of the natural setting as

possible. This study employed a qualitative research because the major aim of this study is to be able to depict the teacher portfolio process which is a new phenomenon for most teachers and understand the difficulties it may create as well as benefits of it for teacher professional development. Thus, qualitative research has been the most appropriate methodology to examine this new concept in detail as Creswell (2007) states that qualitative research is conducted when a problem or issue needs to be explored, or when silenced voices need to be heard; it may also be used when we need a complex, detailed understanding of the issue, the context in which this problem occurs, or to empower individuals to share their stories.

Moreover, Miles and Huberman (1994) point out that “a particular strength of qualitative research is that it is the best methodology to aid in discovery, exploring a new area, (or for) developing a hypothesis” (p.10), especially when there are gaps or deficiencies in existing research literature. Since Van Wageningen & Hibbard (1998) state that there is comparatively little research on the use of portfolios for in-service teachers, this study seeks to fill in this gap by examining the impact of teacher portfolio implementation on teacher professional development. Thus, the qualitative inquiry has been the most applicable methodology for this study so as to explore, describe and interpret a particular phenomenon which is “teacher portfolio process”.

3.2. The Rationale for Case Research

This study utilized a case research for a number of reasons. First of these; case studies take the form of stories formed by personal experiences and thoughts. Thus, this study seeks to understand teachers’ ideas and experiences related to teacher portfolio implementation by means of using case study research. Merriam (1998) also expresses that most commonly, though, case study research in education is conducted so that specific issues and problems of practice can be identified and explained.

Secondly, Merriam (1998) states that educational processes, problems, and programs can be examined to bring about understanding that in turn can affect and perhaps even improve practice. In the course of this study, teacher portfolios have been examined in terms of their effects on teacher learning and development.

Thirdly, Velez-Rendon (2002) summarize that “a key shift in second-language teacher education toward qualitative-oriented research approaches, stating that qualitative-oriented methods, such as ethnographies, case studies, and action research, "have been found particularly well suited to exploring teachers' ways of knowing and the contexts in which they work" (p. 457). Uncovering teachers' ways of knowing and thinking requires an in-dept investigation and identification of all interactions and influences which can't be provided by means of statistical studies. For this reason, case study is the most appropriate methodology for this study to employ in order to present a detailed account of teacher portfolio construction process.

Lastly, according to Robert Yin (2003b), “In general, case studies are the preferred strategy when ‘how’ or ‘why’ questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context (p.1).”

All in all, this study carries the features of a qualitative case study which is described by Merriam (1998) as an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit. Hence, qualitative case study has been the most appropriate methodology in order to carry out an intensive investigation of teacher portfolio process.

3.3. The Role of the Researcher

The case researcher plays different roles and these roles may change within the course of the study. The roles include teacher, participant, observer, advocate, evaluator, biographer, interpreter and others (Stake, 1995). The researcher acted either as an observer or non-participant with the aim of not affecting the participants' ideas. The researcher also stood as an evaluator when analyzing the teacher portfolios and the written reflections because the researcher needed to focus on the context and the details so as to evaluate them. The researcher was more of an interpreter and advocate when she interpreted the data and explained how the findings of the study accommodated theoretical discourse and provided quotations from the teacher portfolios.

The researcher also tried to exclude her personal experience and insight in order to ensure objectivity. When interpreting the data, the researcher took a neutral nonjudgemental stance. Data analysis was checked by another field expert immediately after the researcher completed her analysis. In the cases of discrepancies, the ideas of a more experienced expert were taken.

3.4. Research Questions

This study aims to answer the following questions:

1. How do teacher portfolios promote professional development of EFL teachers?
 - (1a) What kind of contributions do EFL teachers get from the teacher portfolio preparation?
 - (1b) What kind of challenges do the teachers face while keeping the teacher portfolios?

2. What types of reflection do the teachers use in their teacher portfolios to foster their professional development?

3.5. Setting and Sampling

A group of eight EFL teachers were recruited for this study. Participant teachers were teaching English in the Preparatory School of Foreign Languages, Namık Kemal University. The goals of this study were clearly explained to all participants and emphasized that this study would explore an educational practice that is lacking in research literature. It was previously told that this study would include having teacher participants respond to an initial teacher questionnaire, participate in pre and post interviews with the researcher, prepare a teacher portfolio for almost eighth months. Also, teachers were informed about the requirements of teacher portfolio process such as writing reflection, teaching philosophy and identifying their future learning goals. Teachers who expressed interest were provided with a copy of agreement entitled “Informed Consent Form” (see **Appendix A**).

The selection of the participants were purposive rather than random because generally, in qualitative inquiry, studies typically focus in depth on small samples, sometime even on single cases, selected purposefully (Patton, 2002). In this study, a purposeful sampling was chosen to shed light on the questions under the study. Participants were chosen among voluntary English teachers according to their age, gender, college degree, major and years of experience. Personal information was gathered through “Initial Teacher Questionnaire” (see **Appendix B**). Participants’ personal information is shown in Table 2.

Table 2. Personal Background of Participants

Participant	Age/ Range	Gender	College Degree	Major	Teaching experience in years
T-1	21-24	Female	B.A.	English Teaching	0-3 years
T-2	21-24	Female	B.A.	English Teaching	0-3 years
T-3	21-24	Male	B.A.	English Teaching	0-3 years
T-4	21-24	Female	B.A.	Spanish Teaching	0-3 years
T-5	21-24	Female	B.A.	English Teaching	0-3 years
T-6	21-24	Female	B.A.	English Literature	0-3 years
T-7	21-24	Female	B.A.	Translation and Interpretation	0-3 years
T-8	21-24	Female	B.A.	English Teaching	0-3 years

Moreover, the sample in this study was criterion based as Merriam (1998) stated that criterion-based samples would best enable researchers to identify a sample that could most effectively provide insights that would illuminate the research focus within a study. In this study, there were several criteria for the selection of the participants. First, each participants were asked to keep a teacher portfolio which was based on INTASC standards for almost two semesters. INTASC standards are used for preservice teachers and beginning teachers who have little experience of teaching. For these reasons, teachers who have less experience than three years were selected. Second, participant teachers were asked to include an artifact and write reflections for each standard. To achieve this, teachers needed to have knowledge of reflective thinking, experience of writing reflections and desire for professional development. Therefore, the “Initial Teacher Questionnaire” (see **Appendix B**) were given to the EFL teachers in Preparatory School of Foreign Languages, Namık Kemal University and participants were chosen among the teachers who have experience of reflective practice, know how to write reflectively and are willing to

engage in professional development. Participant information related to knowledge of reflective teaching and practices is shown in Table 3 and Table 4.

Table 3. Courses or Training Taken on Reflective Teaching

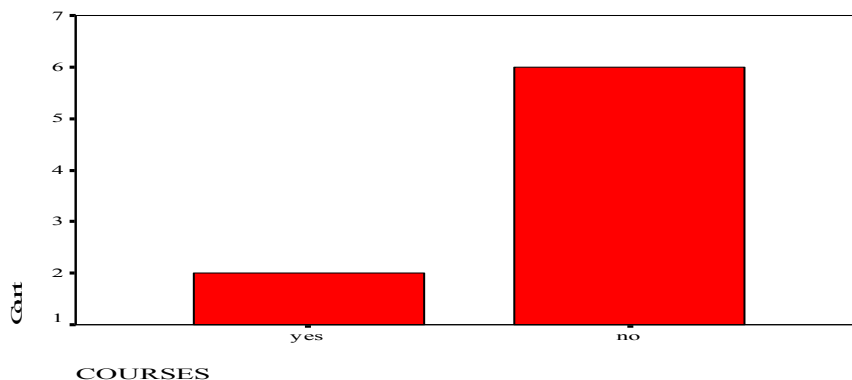
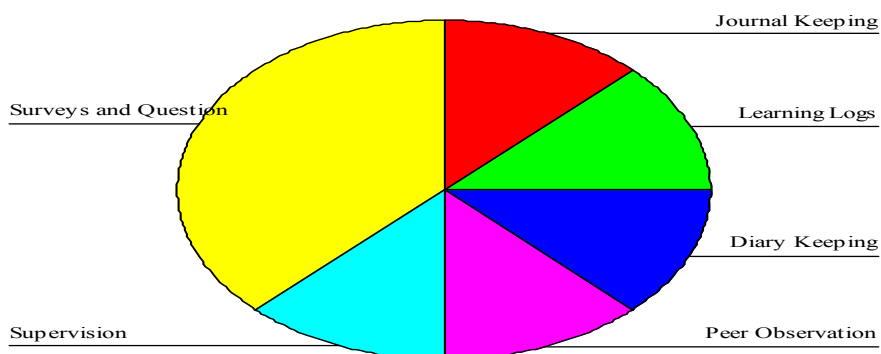


Table 3 clearly shows that only some of the participants attended courses or took training about reflective teaching and practices while most of them didn't participate in any courses or have any training. However, gaining awareness or experience doesn't always occur as a result of deliberate learning. Therefore, it is necessary to consider whether participant teachers have utilized any of the reflective forms.

Table 4. Reflective Teaching Forms Used



When it comes to the reflective teaching forms teachers used or experienced before, it can be seen that surveys and questionnaires were the mostly used reflective forms among the participants whereas journal keeping, learning logs, peer observation, supervision, diary keeping were also other reflective forms participant teachers used. Therefore, it is clear that although some teachers didn't have any training or take courses, all the participant teachers were aware of reflective thinking and teaching because they engaged in reflective teaching and practice through the use of various reflective forms.

Moreover, the attitudes of the participants towards professional development have been searched in order to understand their need and desire for professional development in detail (see **Appendix B**). Tables 5, 6 and 7 provide participant information related to professional development.

Table 5. Participation in Professional Development Activities

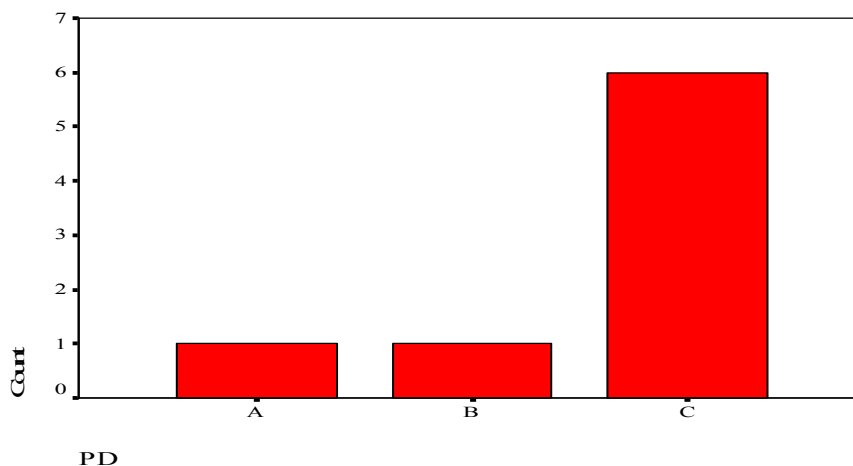
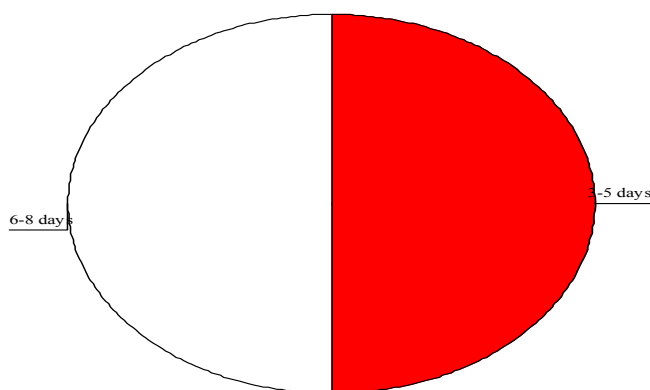


Table 5 shows the professional development activities participant teachers mostly participated. It can be seen that teachers mostly engaged in informal dialogue with their colleagues (**C**) on how to improve their teaching. While a small number of the participant teachers participated in network of teachers (**B**) formed specifically for the professional development of teachers, the same number of them attended

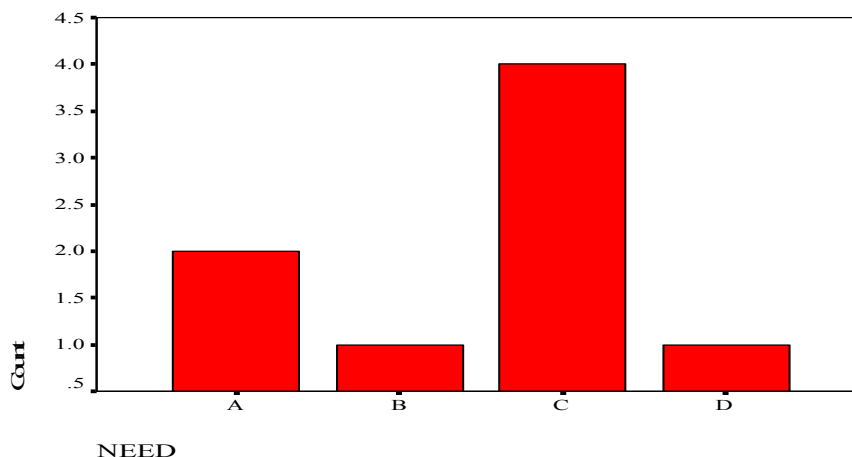
education conferences or seminars (A) where teachers and/or researchers presented their research results and discussed educational problems. This shows that participant teachers have tried to engage in professional development through different activities.

Table 6. Days of Participation in Professional Development Activities



Moreover, for how many days teachers attended professional development activities is crucial in order to understand teachers' need and desire for professional development. According to findings, half of the participant teachers attended 3-5 of days activities whereas half of them participated in 6-8 days of activities. This indicates that participant teachers attend these activities for a limited period of time which may not be enough for professional development.

Participant teachers were also asked whether they attended the professional development activities voluntarily or compulsorily. All of the teachers participated in these activities voluntarily. This is because participant teachers were willing to engage in professional development activities.

Table 7. The Need for Professional Development

Identifying the needs of participant teachers for professional development is highly important to understand whether keeping teacher portfolio may have any impact on their professional development or not. As Table 7 shows, more than half of the participant teachers expressed that they need to have knowledge and understanding of instructional practices (C) while some of the participants need to have knowledge and understanding of their main subject field (A). A relatively small number of participants need to develop themselves on the use of technology (B) while some of the participants need to improve themselves about student discipline and behavior problems (D). Therefore, it is clearly seen that teachers may have the opportunity to improve themselves through teacher portfolios because keeping a teacher portfolio with INTASC standards require them go through a self-inquiry process by trying to examine their teaching in detail and provide evidence for their development in several areas such as content pedagogy, student development, diverse learners, instructional strategies, motivation and management, communication and technology.

Furthermore, all of the participant teachers want to attend professional development activities in the future. Therefore, as a form of professional

development activities, “teacher portfolios” may offer teachers a different pathway to develop themselves professionally.

3.6. Data Collection Procedures

In a qualitative study, “data collection is about asking, watching and reviewing and typically includes gathering quotes from people about their experiences, opinions, feelings and knowledge obtained through interviews; detailed description of people’s activities, behaviours, actions recorded in observations; and excerpts, quotations, or entire passages extracted from various types of documents” (Merriam, 1998, p.69).

The collection of several kinds of information is the main necessity of a qualitative study with an emphasis on case study. In this qualitative case study primary data sources were initial teacher questionnaire, pre and post interviews, teacher portfolios and teacher portfolio evaluation rubric the researcher developed. In the beginning of this study, the researcher planned to make classroom observations which are mostly used data sources in qualitative studies. In doing so, the researcher aimed to see whether teacher portfolios and teacher classroom practices match or not. However, as the researcher has been one of the colleagues of the participant teachers, classroom observations were not welcomed by the participants. Therefore, the researcher developed a teacher portfolio evaluation rubric in order to evaluate teacher professional development using submitted teacher portfolios.

This research occurred during 2010-2011 school year. The research events and time line are listed. (see **Appendix I**). The research procedures includes;

- a) sending an informed consent form for the possible participant teachers,
- b) a group session in order to inform teacher participants about the study and the requirements of teacher portfolio,

- c) sending participant consent form for interviews,
- d) pre-interviews,
- e) beginning of portfolio implementation,
- f) a group session about the teacher portfolio process,
- g) submission of teacher portfolios,
- h) post interviews,
- i) analysis of teacher portfolios about teachers' reflectivity,
- j) evaluation of teacher portfolios with the help of teacher portfolio evaluation rubric

3.6.1. Initial Teacher Questionnaire

The first data source was “The Initial Teacher Questionnaire” (see **Appendix B**) which was designed so as to gain information about the participants. The design of the questionnaire was guided by the theoretical considerations discussed throughout the literature review of this study. In order to ensure validity of the questionnaire, the views of a field expert and a teacher trainer were taken. As a result, some corrections were made on questions and several of the questions were omitted.

This questionnaire contains three parts. First part seeks demographic information related to participant teachers such as age, gender and college degree. Second part asks questions in order to identify participants' reflective teaching practices and the use of reflective forms. Third part deals with the professional development of teachers regarding their needs and desire for it.

3.6.2. Pre Interviews

The next source of data was the interviews. Miller and Crabtree (2004) describe an interview as “a research-gathering approach that seeks to create a

listening space where meaning is constructed through an interexchange/cocreation of verbal viewpoints in the interest of scientific knowing” (p.185). Furthermore, interviewing is an activity that Holstein and Gubrium (1997) describe as “undoubtedly the most widely applied technique for conducting systematic social inquiry, as sociologists, psychologists, anthropologists, psychiatrists, clinicians, administrators, politicians, and pollsters treat interviews as their ‘windows on the world’” (p. 113).

Merriam (1998) says that “pilot interviews are crucial for trying out questions and that doing so will lead to improved questions that will ultimately yield more accurate data” (p. 75-76). Therefore, in the beginning of this study, interview questions were piloted with a small number of volunteer teachers who didn’t participate in the research. They were asked if there was any ambiguous or confusing question and any suggestion for additional questions.

All participant teachers were sent a participant interview consent form (**see Appendix C**) before the interview process began. The main purpose of this form was to inform the participants about the interview process and its confidentiality. Next, all pre-interviews (**see Appendix D**) were conducted in person. Each interview lasted almost thirty minutes and they were recorded using a digital audio recorder. Then, they were transcribed. These interviews were mainly geared to seek teachers’ initial ideas about professional development, reflective teaching and teacher portfolio.

3.6.3. The Teacher Portfolios

The other source of data was “Teacher Portfolios” (**see Appendix J**). After conducting pre-interviews, the researcher organized a group session which lasted almost thirty minutes in order to identify starting date and deadline for the submission of the teacher portfolios. In this session, the standards and the portfolio process were the foremost issues. Additionally, writing reflections and providing

evidence for the INTASC standards were discussed with the participant teachers. The INTASC standards were found to be applicable and useful as a guideline by the teachers for the process of teacher portfolio implementation. Some adaptations were made for the tenth INTASC standard as it doesn't appeal to adult learners (see **Appendix E**). The length of the teacher portfolio was decided not to be less than 15 pages or more than 60 pages.

Participant teachers began to keep their portfolios on the 20th of September in 2010. However, another short group session was held three months after the implementation started in order to discuss the process and clarify any misunderstandings.

3.6.4. Post Interviews

Post interviews were conducted after the participant teachers had submitted their portfolios during the first week of May. The participant teachers were interviewed about their ideas and beliefs about teacher portfolio process. To be able to answer the research questions of this study, the participant teachers were mainly interviewed about their acquirements from this study regarding professional development and their opinions about teacher portfolio process.

3.6.5. Teacher Portfolio Evaluation Rubric

Portfolios can be evaluated through the use of several ways such as interviews, presentations, written evaluations, self-assessment forms, checklists and rubrics. Since the teacher portfolios constructed for this study were based on the INTASC standards, the use of scoring rubrics was found to be the most applicable way to assess teacher performance and development.

In education assessment, a rubric is defined as a scoring guide that indicates the criteria to be used and several levels of performance (Glatthorn, 1998a). Rubrics and scoring criteria are the core elements of portfolio assessment. Teachers may need to have standards in the form of rating scales and rubrics in order to clarify their learning outcomes. Thus, a teacher portfolio evaluation rubric was utilized in this study (see **Appendix G**).

The teacher evaluation rubric was developed by the researcher as a result of a detailed investigation of the rubrics used in teacher development programs that use teacher portfolios as assessment tools. Then, a rating scale was formed as;

Exceptional=4, Proficient=3, Basic=2, Unacceptable=1

This rating scale was mainly based on the assessment of the provided evidence, written reflections and the understanding of the related standard. Moreover, the teacher competency and professional development were the main consideration in the assessment procedures.

In the rubric development process, for the general frame of the rubric and scoring rates, the researcher benefited from “The Periodic Student Teaching Report: INTASC Standards” prepared by teacher education unit in Minot University. The necessary permission was taken in order to make changes and adaptations. Afterwards, the opinions of two teacher trainers who are familiar with teacher portfolio process were taken in order to ensure validity and reliability. Some changes were made in the content and outline of the rubric.

3.7. Data Analysis

This section will describe the data analysis procedures for the research questions of this study. The research questions are:

1. How do teacher portfolios promote professional development of EFL teachers?
 - (1a) What kind of contributions do EFL teachers get from the teacher portfolio preparation?
 - (1b) What kind of challenges do the teachers face while keeping the teacher portfolios?
2. What types of reflection do the teachers use in their teacher portfolios to foster their professional development?

To find answers for the research questions, data mainly included pre /post interviews, analysis and evaluation of the teacher portfolios. Also, initial teacher questionnaire was utilized as an additional data because for a case study, analysis consists of making a detailed description of the case and its setting (Creswell, 2007). Thus, gathering participants' personal information formed the bases of this study.

To answer the first main question which sought to understand whether teacher portfolios promote professional development or not, the teacher portfolio evaluation rubric was used. The rubric evaluated teacher portfolios according to four ratings as exceptional, proficient, basic and unacceptable.

Following the first main question, the sub questions (1a and 1b) regarding the challenges and the advantages of the portfolio implementation process were answered by using Miles and Huberman's (1994) content analysis model. This model aims to identify conceptual themes occurred in the interviews. According to John Creswell (2007), data analysis in qualitative research consists of preparing and organizing the data for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, and discussion. Therefore, first the interviews were transcribed and then, conceptual themes were identified according to reoccurring words and ideas. Afterwards, each conceptual theme was coded in order to form possible categories.

Lastly, these categories were placed under related sub questions and supporting quotes from each participant were provided and discussed.

In order to answer the second research question which sought types of reflections participant teachers use in their portfolios to justify their behaviors and professional development, teacher portfolios were analyzed by using Hatton and Smith's (1995) reflectivity criteria (see **Appendix H**). As mentioned in the literature review, Hatton and Smith developed this criteria to measure different stages of reflectivity by engaging student teachers in performing a writing task. It contains four stages as descriptive writing, descriptive reflection, dialogic reflection and critical reflection.

“Descriptive writing” involves description of the events without any explanation or justification. This stage doesn't involve reasons and the use of personal indicators such as “I believe” or “I understand”. For example,

“ The students finished the exercises and ”

“ The lesson had three objectives ”

When this description involves reasons and justifications, it is defined as “descriptive reflection”. Recognition that there are alternative (re)actions or paths possible to achieve some goal, and being able to justify the choice of one constitutes descriptive reflection (Hatton and Smith, 1995). Hatton and Smith (1995) report that descriptive reflection is often used by individuals to describe the context of the situation and the reasons, based on personal judgement, for taking that action. It is then used to give personal explanations. For instance,

“ I won't use this activity again because it is ”

“ because the video was funny, the students wanted to write ”

“Dialogic reflection” is described as internal dialog which is characterized by mulling over reasons and exploring alternative ways. Hatton and Smith (1995) assert that “such reflection is analytical or/and integrative of factors and perspectives and may recognise inconsistencies in attempting to provide rationales and critique” (p. 49). The examples of dialogic writing were:

“...This was quite possibly due to ...Alternatively ...”

“...the problem here, I believe, was the fact that ...”

“... while it may be true that ...”

“...one the one hand, ..., yet on the other ...”

“...in thinking back, ..., On reflection ...”

“I guess that being in a school like X has made me aware of ...” (Hatton and Smith, 1995, p. 42)

Critical reflection, considered the highest form of reflection (Hatton and Smith, 1995). Hatton and Smith (1995) describe critical reflection as “involving moral and ethical criteria, making judgements about whether professional activity is equitable, just and respectful of persons or not” (p.35). Additionally, this type of reflection takes into account the social and political contexts. For example,

“ In our society teaching is viewed as.....”

“ I think teachers have a role in solving problems occur in society”

In order to analyze these reflectivity stages found in teacher portfolios, a coding sheme was used as;

“Dw = Descriptive Writing, Dr = Descriptive Reflection, Id = Dialogic Reflection, Cr= Critical Reflection.”

The frequencies of these codes were counted and then tabulated using SPSS in order to show what types of reflection teachers do while justifying their ideas and professional development. In addition, quotations were given so as to provide descriptive data.

Lastly, a field expert identified and coded the reflection types found in the teacher portfolios by using the same coding scheme to ensure validity of the relevant data. Then, the researcher and the expert compared their coding schemes to see if there was any difference. However, there wasn't any discrepancy.

CHAPTER 4

RESULTS AND DISCUSSION

This study was conducted to examine the impact of teacher portfolios on promoting professional development of the teachers. By studying the impact of teacher portfolios, some insights were found that may be helpful for the other institutions when implementing teacher portfolios.

A primary objective of this study was to determine how the teacher portfolios foster professional development. More specifically, this study tried to identify what contributions teachers may get and what difficulties they may face while constructing the teacher portfolios. Another purpose of this study was to identify reflectivity levels of the teachers through the teacher portfolios. In line with these objectives, the research questions of this study were:

1. How do teacher portfolios promote professional development of EFL teachers?
 - (1a) What kind of contributions do EFL teachers get from the teacher portfolio preparation?
 - (1b) What kind of challenges do the teachers face while keeping the teacher portfolios?
2. What types of reflection do the teachers use in their teacher portfolios to foster their professional development?

This chapter presents detailed descriptions of the data obtained through the teacher portfolios, interviews and the teacher portfolio evaluation rubric in order to

answer the research questions. It also provides data analysis for each research question.

4.1. Results of the First Question

This study emphasizes the notion that evaluation is one of the most important components of successful teaching learning process. In order to be effective in their profession, teachers need to engage in a continuous evaluation process. This is because once they are involved in this process, they can see the steps better for taking action. Thus, in search of answer to the first question how teacher portfolios promote professional development of teachers, a rubric was used to evaluate teacher portfolios (see Appendix G).

Rubric included a rating scale which had ratings as *“Exceptional=4, Proficient=3, Basic=2, Unacceptable=1”*. First, the researcher evaluated the portfolios and second, another experienced teacher rated the portfolios. Ratings were compared and discussed.

According to the findings, five of the participant teachers’ portfolios were found basic as they showed a limited understanding of the relevant standards and their reflections lacked clarity most of the time. Their reflections generally included descriptions of the teaching materials and activities as well as classroom atmosphere. Critical reflection was rare as they didn’t tend to criticize the teaching learning context from various aspects. Their reflections weren’t mindful of the context, purpose and audience as expected.

Although their artifacts for the standards were abundant, they didn’t always address the issues teachers were talking. They showed a very little effectiveness of teachers’ teaching abilities because teachers added unnecessary and unrelated artifacts into their portfolios. For instance, T-1 described a program used in the

Preparatory School of Foreign Languages to enable the students practice what they learnt daily. Then, as an artifact she added a student progress report which included the hours students spent on certain activities. However, she didn't mention the role or the effectiveness of these reports. What these reports mean for teachers or students remained uncertain.

“Also in Namık Kemal University we are using an interactive program called Clarity English. That is a computer based language learning program and enables students to use some technology accompanied with learning. Some of the weekend home works are given from that website. Students are allowed to use it with the special usernames and codes and also can only do the exercises that are open by the teachers. We can generate reports about their progress.

Artifact: (<http://www.clarityenglish.com/>) *Student Progress Reports.*”

Teachers seemed to have plans for future growth, but they didn't mention them clearly. Moreover, they prepared their teacher portfolios in an organized and presentable way, but they didn't talk about their teaching philosophy. Instead of it, they wrote about general issues of the teaching learning process.

However, three of the participant teachers' portfolios were very well prepared and organized. They were found to be proficient. They included their understanding of the INTASC standards since their reflections were clear and mindful of the context, purpose and audience. Reflections showed the awareness teachers' developed for language learning because they engaged in critical reflection more than the other teachers. They criticized themselves as teachers, the school atmosphere and the value of education constantly. For instance, T-6 stated that:

“Thinking about Gardner's Theory of Multiple Intelligences, as teachers we should be aware of its implications for teachers in terms

of classroom instruction. The theory states that all seven intelligences are needed to productively function in society. We, as teachers, therefore, should think of all intelligences as equally important to build a better society. We should also value higher order thinking skills because I believe that they prepare students for the challenges of adult work and daily life and advanced academic work. Going to classes without preparation and only with teaching books can't serve such purposes."

These teachers also identified their future learning goals. Their portfolios included their teaching philosophy which explains their understanding of the issues or problems related to their field. Instead of adding too many evidence into their portfolios, they put what they did in the classroom and wrote reflections about them. The evidence showed their knowledge and abilities to analyze themselves in a critical way and written reflections aimed to improve their teaching knowledge and skills.

The findings revealed that considering professional development, some teachers benefited from this study more than the others. However, during the post interviews, teachers often mentioned that they would like to construct better portfolios as they highly benefited from the process. On the one hand teacher portfolio construction process was their first experience, on the other hand the process was something different for them. That could be the main reason why some teachers portfolios were basic and the others were proficient. Additionally, in their post interviews, they expressed that although they were aware that they couldn't construct their best portfolios, they felt that they developed themselves professionally.

In order to answer the sub questions (1a) and (1b) which aimed to determine the contributions teachers got from the teacher portfolio construction and to depict challenges they faced while keeping teacher portfolios, interviews were conducted

before and after the portfolio implementation process. A content analysis by using Miles and Huberman's model (1994) was used to identify conceptual themes.

4.1.1. Findings of Pre Interviews

Before the teachers start to construct their portfolios, pre-interviews were conducted in the beginning of the first semester. First, the participants were asked several questions about reflective teaching and professional development. Second, what teacher portfolio meant for them was searched. Following them, their opinions about the contributions of teacher portfolios and challenges that could be faced during construction of teacher portfolios were taken.

Pre-interviews revealed that all of the participant teachers were aware of reflective teaching and its necessity for teachers which overlapped with the results of initial teacher questionnaire. When asked what reflective teaching was and if it was necessary for teachers or not, they explained reflective teaching from various ways. For instance, T-1 told that *"Reflective teaching is kind of analyzing what you have learnt from your classroom experience and making judgements about your students and the future."* T-2 also supported her view and said that *"It is analyzing and making judgements about what you do. Considering your teaching in detail. I mean it is thinking about why, how, when aspects of teaching."* T-6 gave a more detailed description saying that *"Thinking about teaching philosophy. It is being critical of your teaching and taking into account every face of teaching."* Eda also pointed out its significance for teachers:

"Teaching is something different from working with a machine. We are working with the human beings who think, criticize and make decisions. So we need to question our job, our ideas, beliefs and our teaching. Reflective thinking is the first step for realizing this."

Furthermore, pre-interviews clearly showed that the participant teachers knew the significance of professional development for them. For example, T-1 pointed out this developmental process saying that *“Professional development is like growing from being a baby to being an adult.”* Eda also saw professional development as “a multifaced process” that helps teachers be good in their profession. She said that *“Professional development is trying to develop your understanding, your teaching, your knowledge about the teaching practices. I mean it is trying every way to be a good teacher.”*

Additionally, in pre-interviews what teachers know about teacher portfolios was explored. When asked what teacher portfolio meant for them, teachers thought that teacher portfolios were similar to student portfolios, but teacher portfolios were constructed with professional development purposes while student portfolios were used for supporting student development. For instance, T-8 told that:

“My students use student portfolios and I give some feedback to their writings. I try to be positive to motive them so I don’t correct every mistake but just the most important ones. I feel that it is parallel to their advancement. It is supportive of their development. It is an opportunity for them to be more independent and autonomous learners. Maybe it will even improve their research skills as they have to create good work to get high marks. I guess teacher portfolios will be similar though I am not sure about it.”

Another teacher described student portfolio as a showcase which includes all of the works student do. Then, she came up with the idea that teacher portfolios would be the same as student portfolios.

“I haven’t used any portfolios before. My students use writing portfolios. They have their writing papers in it as first, second and the final draft. They also have their worksheets, weekend homework,

quizzes and vocabulary notes in it. I suppose teacher portfolios will be the same. We may keep the best materials we have prepared and it can motivate us. “

1) Contributions of Teacher Portfolios:

When the participant teachers were asked what the contributions of teacher portfolios may be for them, they mostly talked about self-reflection and self evaluation. Additionally, they saw teacher portfolio as a part of professional development.

a) Self-reflection and Self-evaluation:

Almost all of the participant teachers saw self-reflection and self evaluation interrelated to each other. Firstly, they mentioned about self-reflection. Secondly, they saw self reflection as a step that goes through self- evaluation.

“Writing reflections can make us be aware of the things we are doing. When you have such a chance to observe yourself or compare the things that you are doing in the classroom, you automatically improve yourself. I haven’t kept one yet. I don’t know about it but I guess it will really give us a chance to evaluate ourselves.”

Some of the teachers pointed out that reflections would provide a way of self-awareness for them. They also talked about getting professional satisfaction as a result of self-evaluation. For instance:

“You may have a better understanding about yourself. You can realize whether you are happy or not with your teaching. You can also feel

better as it is actually a way of self-evaluation and you can see yourself like in a mirror.”

b) Continuous Teacher Professional Development

Participant teachers thought that teacher portfolios could be supportive of their professional development. For instance, while discussing about the contributions of teacher portfolio, T-6 said:

“Both for novice teachers and for the ones who are working, teacher portfolios may create an opportunity for professional development. Thus, it can be good to use to increase teacher growth. When you look back on, maybe you discover your original teaching philosophy and hopefully, I can imagine that this will increase teaching skills. I don’t know for sure.. It can help us understand our students better and so, teacher effectiveness can increase though this is very hard with so many students.”

Clearly, she believed that teacher portfolios were important for teacher effectiveness and particularly for professional development. However, she wasn’t sure about how this would be as she had many students and a lot of workload. T-4 also indicated that teacher portfolio could be an encouragement and motivation for professional development. She said that:

“Teacher portfolio is professional development. I mean it may lead to personal growth. Possibly, it will lead me research about the school and department. It can also make me curious and far more interested in learning. In these terms it can provide encouragement for professional development. “

2) Challenges of Teacher Portfolios:

a) Time

When talking about challenges, the first thing every teacher mentioned was “lack of time”. They were aware that portfolio construction process would be really difficult with so much workload. One teacher told that:

“The number of the students may not enable us to carry out appropriate activities and then write the reflections about them as this can take much time. Also getting feedback from students and considering every aspect of teaching can be time consuming because time is never enough for us.”

b) Writing Reflection

Another challenge teachers mentioned was the idea of writing reflection as T-6 pointed out *“Sometimes you don’t want to reflect or think because you want to separate your school life and personal life.”* Like T-6, T-1 reported that *“It could be a little bit boring to sit down and write things.”* She also indicated that this process could be a frustration for her as she said *“We are human beings. When I see negative things about myself, I can feel depressed or stressed. You open your inner world and it can be difficult to open yourself to others.”* Moreover, a teacher expressed her fear about writing saying that *“I can get lost while I am writing. I fear from this.”*

4.1.2. Findings of Post Interviews

Post interviews were conducted through the end of second semester. Shortly after teachers submitted their portfolios, their opinions and experiences in

relation to portfolio process were asked. The analysis of these interviews were made by an experienced teacher and the researcher. In general, the findings were collected under two headings as contributions teachers got from this process and challenges they faced during the process.

1) Contributions of Teacher Portfolios:

The analysis of portfolios revealed several contributions of teacher portfolios for teachers: organization and planning, self-awareness, self-reflection and self-evaluation, continuous teacher professional development, student development, confidence and professional satisfaction.

a) Organization and Planning

In post interviews, most frequent notion the teachers talked was organization and planning. They generally indicated that with so much workload, they sometimes forgot planning and organizing their lessons, their materials and even their offices. With the help of teacher portfolio, they started to take specific notes about classes or students and as a result, they began to plan their lessons better. Also, this led them to be more competent teachers as T-4 pointed out:

“In terms of organization and planning, it definitely helped me. I was little intimidated at the beginning of the semester because I don’t speak the same languages as students. It was inherently a problem. The portfolio helped me think things through and I guess the portfolio forced me to make plans and organize things. For instance when I got into class, I had the list of things I was doing and saying. I could look at them and solve the problems. They helped me be more organized and be more sure of myself. That was the best thing I got out of it.”

Moreover, teachers became aware of the importance of planning. Some teachers felt that as a result of planning and organization, they felt more effective in their teaching. For instance, T-2 said that:

“If you are prepared or organized in the classroom, you feel more confident. I mean ready for the class. I had prepared worksheets and I knew that this students would like it because I had used student questionnaires. Thus, I knew whether they would like it or not. The lesson went successfully. This made me more competent and controlled teacher while teaching.”

Furthermore, one teacher stated that she used to forget keeping the materials she had prepared. When she wanted to use them, she had difficulty in finding them again. While keeping teacher portfolio, she started to keep her materials in different folders in an organized way because she thought that she might put them into her portfolio. She said that *“I learnt that I have to be more organized because I have kept the materials I prepared in different places and I used to lose them.”* Another teacher expressed that she started to make more careful lesson plans which made her more effective. She told that *“I have learnt that I have to make more careful lesson plans. Actually I can sometimes be careless and while keeping teacher portfolios, I paid more attention to my plans and I prepared more effective plans.”*

b) Self-awareness

Self-awareness was really significant for teachers because as they grew in self-awareness, they understood themselves and their profession better. Self-awareness provided opportunities to analyze themselves and change things they don't like about themselves and their way of teaching. For example, T-7 told that *“The teacher portfolio made me learn from my teaching practices. I became more*

aware of my teaching. I know now what I am good at and in what areas I should improve myself.”

Self- awareness also helped them understand how important their profession. This made them respect their profession and be more critical about it. For example, T-3 told that *“I started to approach my job more professionally. I am more aware of what I am doing now.”* Similarly, T-8 said:

“I realize that we are doing a really difficult job. You know you do lots of things in the classroom without thinking. I realized the smallest points are very meaningful in our profession. I started to criticize myself and my teaching. Now I can understand my strenghts and weaknesses as a teacher better.”

c) Self-reflection and Self-evaluation

Through reflection, teachers found the chance to analyze their teaching practices and learn from their own experiences. While they engaged in reflection, they also learnt to make instant decisions. As T-4 told:

“Reflection and looking back, especially after the bad lessons, had a great impact on my instructions. I run the same classes so many times. Thus, being sure that I understand the problem and how to fix it before I do it again was a great help.”

Thinking about their instructional practices, teachers underwent a self-reflection process. One teacher talked about the feedback she got from her students at the end of the first semester and this provided a way of evaluation for her development. She stated that *“I saw how my students see me. This was very interesting because they wrote about my weaknesses and strengths. I understand*

myself and my teaching better, now. I mean I can evaluate myself.” T-1 also mentioned that:

“With the help of teacher portfolio, I had the chance to observe myself as objectively as I can. I realized that I have some lacks that I have to work on to improve them. For sure, I will try to be a more friendly teacher to create an accepting atmosphere in the class. Teacher portfolio was a way of learning about myself and classroom dynamics.”

Some teachers stated that that was a very good way of self-evaluation. They said that they felt frustrated when a head manager or teacher came to observe them. They thought that an evaluation which is merely done in a limited time may not show a teacher’s teaching abilities. Also, through teacher portfolio they had a chance to say something on their own evaluation. For example, T-3 pointed out that:

“Instead of being observed by the others which is quite disturbing for me, I prefer to do it myself through teacher portfolio. Doing something on my own makes me feel better. Because if somebody comes to observe and write something about yourself, you don’t have any voice in your evaluation. I want to say something about my own evaluation.”

d) Continuous Teacher Development

Teaching demands a continuous development of knowledge and ability because education is changing rapidly and teachers need to follow the changes and keep the pace. Participant teachers were aware of this need. T-6 said in her post interview *“As a teacher I have learnt that teaching is constantly evolving, instead of*

a fixed set of skills. I realized how far I came and how much I need to develop myself as a teacher.” Similarly, Pinar said:

“I realized that learning is a life long process. There is no end for what you can learn because it is endless. I think teacher portfolio provokes life long learning which is crucial especially for my field because new methods or techniques appear everyday and we shouldn’t fall behind.”

In their post interviews, some teachers also realized that they need to update their knowledge in order to cope with the problems. For this reason, during portfolio construction phase, they tended to research more about their own field. As T-3 stated *“Keeping teacher portfolio made me more interested in ELT. I realized that I should do more research and read more as I am a novice teacher.”* Another teacher said that *“I developed my holistic teaching philosophy as a result of following online teacher blogs and reading teacher journals.”*

Constructing a portfolio has been a demanding process for the teachers because they have to find evidence for each artifact. However, preparing a portfolio enhanced their research skills and it led them search alternative ways to develop themselves professionally in turn. T-7 pointed out that *“Teacher portfolio made me search for the ways or opportunities like conferences or workshops to develop myself. It opened me some different doors leading to professional development.”*

e) Student Motivation

As the ability of teachers to analyze their teaching practices increases, their ability to organize and manage student behavior can grow. As a result, this brings positive outcomes both for students and teachers. In their post interviews, teachers reported the increase of student attendance and preparation to the class because

students felt that their teachers are trying different ways to be beneficial for them. T-3 stated that *“I could observe that when something bad happens, I could deal with it by approaching from different ways. This time my relation with the students has changed in a positive way. So, I guess their attendance increased.”* Like T-3, T-5 pointed out:

“My point of view is broader now. This is so important for students because they are all different and they learn differently. To be able to find or produce artifacts for the INTASC standards, I brought many activities into the class. This made me more active in the class than before and I feel that they are more motivated to come my classes.”

When discussing about the student development, teachers drew attention to the quality of the lessons. Although they changed small parts of their teaching, they saw that this highly affected their teaching effectiveness. T-4 mentioned that students seemed to be happier and willing to participate in classes because they enjoyed more if their teachers knew their names. She said *“Knowing students’ names was helpful to improve connection with the students.”* Additionally, changing the activities the students didn’t like was very important in terms of understanding the students’ feelings and needs. T-5 told that:

“Sometimes I didn’t think what the student understand or feel about the activity and then my classes became disaster. I started to think about them more and more. I understood that if I brought activities related to their life or needs, there could be variety in the class and student achievement could increase. This was because they could learn and remember enjoyable lessons more if their motivation increased.”

f) Confidence and Professional Satisfaction

Professional satisfaction was extremely important for teachers for a number of reasons such as building confidence as a teacher, involving life-long learning and enhancing the quality of the teaching learning process. As T-2 stated that *“I felt more competent and useful as I constructed my teacher portfolio.”* Similarly T-7 told that *“I realized that I am doing something respectful and also worthy. Thus, I should be more careful.”*

While discussing personal satisfaction, some teachers talked about the benefits of it for them and their students. For example, T-5 said;

“I started to understand how an effective teacher should be. I came to understand that my job was so valuable. To tell the truth, I became proud of myself and more confident in my teaching. This also affected my students positively.”

2) Challenges of Teacher Portfolios:

In the post –interviews they were asked about the challenges they faced and the most challenging part of constructing a teacher portfolio. The most difficult part for them was to arrange time for reflecting upon their teaching practices and organizing their portfolios. Next, finding the relevant evidence and choosing materials in accordance with INTASC standards were overwhelming for teachers. Also, as this was a long process and the first time they were keeping their teacher portfolios, they felt confused and helpless from time to time. In addition to this, whether there was any disadvantage of teacher portfolios or not was questioned. Teachers told that there wasn't any disadvantage. On the other hand, they expressed that if an administrator used their portfolios for evaluational purposes or providing a job, they would be stressed or annoyed.

In general, they were proud of their portfolios though each teacher wanted to emphasize that they knew their portfolios were not as good as they wanted them to be. Yet, they felt happiness as they did their best.

a) Time

The main problem for every teacher was “lack of time” because teacher portfolios entail teachers commit themselves. As teachers have responsibilities in different duties in the university apart from teaching, teacher portfolio construction was regarded as a time consuming process by the participant teachers. For instance, T-1 said that:

“You have to commit yourself to what you are doing and this takes a long time. I have been listening team leader for a long time. My responsibility includes preparing weekly quizzes, mid terms, proficiency exams as well as listening and note taking packs for each term. To be able to cope with all of these, I organize meetings and also do a lot of research. Among these, I can only dedicate some of my time for teacher portfolio.”

Like T-1, T-3 stated that he felt stressful through the process because he had many classes during the week and he had to prepare different plans and worksheets for each class. Therefore, preparing teacher portfolio among so much workload seemed like an extra work which took much of his time. T-4 also summarized this problem clearly saying that *“The demand of teaching, planning, and reflecting and putting it all together required time and this was a real hindrance.”*

b) Guidance

Some of the teachers expressed that although they knew how to write reflections and they were aware of the portfolio process, in some cases they got stuck and they didn't know what to do. This was their first time and this was a little bit challenging for them. In these situations, they needed guidance of an experienced teacher. For instance, one teacher said that *“Of course, this was the first time I was doing it and I didn't know how to do it in a proper way. I had to search a lot and ask lots of questions to my colleagues, particularly experienced teachers.”* T-5 also pointed out the same problem:

“Sometimes I hesitated and asked myself whether I was doing this portfolio in a proper way or not. I had always thought about it. Maybe more guidance would be a solution. A teacher trainer or a highly experienced teacher would be a great help.”

c) Finding Evidence

An important part of constructing teacher portfolios was reflecting upon teaching practices and the other significant part was to provide evidence for them. Teachers had to write reflections for each INTASC standard and find evidence to support their ideas.

Almost all teachers had difficulty in finding the relevant evidence or preparing a good evidence for each INTASC standard. T-8 stated that *“Sometimes I had difficulty in finding materials suitable add into my teacher portfolio because I wanted to collect meaningful materials.”* Another teacher focused on the same problem:

“Lack of the artifacts was the main problem. I started the year without a curriculum and sometimes I didn’t have enough good quality lessons. Thus, though I wanted to add something that I can be proud of, I couldn’t find them.”

T-4 also emphasized the same problem stating that curriculum and the number of the students didn’t enable her to find as many evidence as she hoped. She stated that:

“I have too many students. I would like to make more personalized stuffs for certain classes and individuals and put them into my portfolio. It would have been nice to keep some notes or files for each student and form a part for them in my portfolio, but I fell like curriculum and my workload make this difficult.”

4.2. Results of the Second Question

This study emphasizes the notion that reflection and professional development is vital in teacher education both for learning and teaching; and takes a constructivist stance by means of using teacher portfolios which aims to promote reflectivity of teachers and increase their professional development. In search of the answer to the question about the types of reflection the teachers use in their portfolios to foster their professional development, the teacher portfolios which were kept for almost eight months were analysed using Hatton and Smith reflectivity criteria. In order to analyze the data, the reflectivity stages are coded as:

“Dw = Descriptive Writing, Dr = Descriptive Reflection, Id = Dialogic Reflection, Cr= Critical Reflection”

The frequencies of them were computed and tabulated. Additionally, to support the data, quotations from the teacher portfolios were presented.

Table 8. Frequencies of Reflectivity Levels in Teacher Portfolios

Participant Teacher	Dw	Dr	Id	Cr
T-1	111	56	3	0
T-2	250	122	39	13
T-3	159	58	36	2
T-4	92	39	2	0
T-5	152	36	9	2
T-6	77	30	7	2
T-7	74	71	4	6
T-8	76	54	33	7
Total	991	466	133	32

Table 8 shows the frequencies of reflectivity types found in the teacher portfolios for each teacher and total numbers. According to these findings, descriptive writing outnumbered other types of reflectivity levels. In the teacher portfolios of participant teachers, the total number of descriptive writing was 991, descriptive reflection was 466, dialogic reflection was 133 and critical reflection was only 31. While all the participants engaged in descriptive writing and reflection, a relatively small frequency number of dialogic reflection was seen. Moreover, two teachers didn't make any critical reflection.

Among the participant teachers, T-2 was the teacher who used descriptive writing, descriptive and critical reflection more than the others. Her descriptive writings generally included description of the artifacts she used, her duties in the department, the methods she used during teaching and some details about the workshops she had attended. However, her descriptive reflections mostly contained explanations about the materials or techniques she used in the class and personal judgements for taking action. The eclectic approach was the main pattern found in her teacher portfolio. Additionally, apart from providing evidence and reflection for each standard, she identified her future professional learning goals about the related INTASC standard with pointing out several reasons.

“I use learner contracts. Learning contracts are agreements between a teacher and a learner (or occasionally a group of learners). It is based on the principle of the learners being active partners in the teaching-learning system, rather than recipients of whatever it is that the teacher thinks is good for them.” (Dw)

“This term I am working as the team leader of reading unit. Together with my colleagues we prepare the quizzes, midterms, proficiency exams, reading packs and extra materials for different reading courses. We prepare our exams and materials according to the levels of the students and we make use of a standardized set of criteria which is formed in line with our objectives.” (Dw)

“I believe that using some pictures and graphical representations like PowerPoint add charm and helps my students personalize the presentations in the classroom. I think these are terrific enhancements and there are many benefits in applying them in my lessons because they save time and my students like variety. By the help of them, I don't spend time on writing or cleaning the board. I often use them because

they are different than standard teaching and they motivate my students.” (Dr)

When she talked about the tasks and tutorials she gave to the students, she used dialogic reflection. In several incidents, she mentioned about the qualities of an effective teacher and the learner types. In doing so, with the intention of understanding and improving her teaching, she explored the implications of teaching within its setting that has unique characteristics, opportunities and constraints. In these occasions, she made use of critical reflection.

“Maybe I shouldn’t have wanted my students to write their names. I know them and even notice their hand writing, so I could have told them that it was optional to write their names. I guess I should start to trust them more.” (Id)

“Students think and learn in many different ways. Teachers should have a conceptual framework for organizing lessons for different types of learners, reflecting these on curriculum, assessment and their pedagogical practices. They also should provide a variety of activities to get the interest of these students. This way they might meet the needs of learners in their classroom.” (Cr)

“Classroom management is one of the basics of creating a healthy teaching and learning atmosphere. To overcome this, teachers may prepare a classroom management plan. When preparing this, philosophy of teaching, discipline, how to manage specific situations and social interactions should be deeply considered. Besides this, organization is crucial for classroom management and better teaching.” (Cr)

Another participant teacher who utilized descriptive writing mostly in his teacher portfolio was T-3. His portfolio contained four types of reflection; descriptive writing with a frequency of 159, descriptive reflection with a frequency of 58, dialogic reflection with a frequency of 36 and critical reflection with a frequency of 2. In his reflections he mostly focused on the lessons he delivered, the problems occurred during the teaching process, the materials he used and the classroom atmosphere. Only for two incidents, he criticized the educational system and professional life which revealed critical reflection.

“I taught a text which was entitled as “ Then he kissed me”. It was about falling in love. As a warm up activity, I planned to use a TV commercial of chewing gum. In this commercial, there were several good grammatical structures to use when meeting. Afterwards, I started with a song about love which gave its name to this text.” (Dw)

“On the one hand, I think I am not a bad teacher; on the other hand, of course, I have to admit that I have weaknesses like other teachers because I am a new teacher and I occasionally face difficulties in teaching some structures, dealing with certain problems or bringing authentic materials into the class.” (Id)

Of the participant teachers who had high frequencies of descriptive reflections, T-5's reflections showed; 152 descriptive writing, 36 descriptive reflection and 9 dialogic reflection. Her portfolio included only 2 critical reflection. In general, she tried to describe the materials or lessons she prepared in the past (descriptive writing) and provide reasons and explanations for them (descriptive reflection).

“In one of my lessons I used a slide show while I was teaching the Simple Past Tense. The slide show was about a detective story from Sherlock Holmes.” (Dw)

“I often use slide shows because they are interesting and intriguing. Afterwards, I usually give my students a group project as they help each other and enjoy the opportunity to produce a piece of work together. “ (Dr)

However, when she mentioned about her weaknesses as a teacher, it was obvious that she was engaging in a discourse with herself. She was searching for the reasons of specific events related to her teaching style. In these parts, she engaged in dialogic reflection.

“My students sometimes complain about their homework. This may be due to the difficulty level of the projects I assigned, the deadline set for the submission of the projects or my inability to see the group dynamics when organizing the groups. On the other hand, the complaints may stem from my personality as I can get angry easily if they fail to understand my instructions or some key words. I guess this distract the class atmosphere and demotivate some students.” (Id)

Next, T-5 engaged in critical reflection when she discussed the importance of some techniques in language learning and their benefits for improving students’ skills. For instance, she wrote about group projects, listening podcasts and interactive learning programs.

“I believe that group projects are inevitably effective in language learning because students work and learn together. They cooperate,

brainstorm and also do research. As a result, these projects improve their thinking abilities and cooperation.” (Cr)

Similar to T-5’s portfolio, T-1 had a relatively high frequency of descriptive writing which is 111. Her portfolio analysis revealed; 56 descriptive reflection, 3 dialogic reflection and 0 critical reflection. However, her portfolio begins with a clear description of her teaching philosophy rather than a rough information about her and teaching experiences she had. She composed her portfolio in line with the INTASC standards. Through the portfolio, she described the events occurred during the teaching learning process (descriptive writing), then she provided reason for them (descriptive reflection). Following them she questioned her teaching style and went through a self-inquiry. She explored alternative ways for a specific context. (dialogic reflection)

“Yesterday, I had a problem with a student in one of my classes. He kept coming late though I warned him several times. He came late again without any explanation and didn’t even care for the classroom rules I set in the beginning of the semester. (Dw)

“ I got really angry that I shouted at him because I believe that classroom rules are important part of discipline.”(Dr)

“While it may be true that his manner was quite annoying, later I came to realize that I shouldn’t have treated him in this way because this affected the whole classroom atmosphere badly. The students started to be silent from then on. This wasn’t the way I wanted my students to be, so I could have talked to this student in my office about his distractive manners.” (Id)

Another participant teacher who used descriptive writing and reflection mostly in her teacher portfolio was T-4. Throughout her portfolio, she tried to describe the learning environment, the problems students had while learning, the difficulties she experienced as a result of the differences between the two cultures and how she managed to cope with all of them. However, she was a native speaker who came to work in Turkey as an English teacher via Fullbright Program. She was supposed to run a conversational club and deliver speaking lessons in the university. Additionally, she wasn't provided with any curriculum to follow or any teaching books to use. These might be reasons that the frequency of her descriptive writings was 92 and descriptive reflections was 39. She solely utilized dialogic reflection in two incidents when she tried to prepare lessons in accordance with maincourse lessons. Yet, her portfolio didn't contain any critical reflection.

“My students are of varying age and regional background, they are not familiar with or inspired by specific methods or techniques.(Dw) Working with these learners is sometimes difficult for me because they may feel crippled by their lack of language.” (Dr)

“On the one hand I should try to make each student comfortable, on the other hand I should try to pull them out of their comfort zone. I guess if I make my students preoccupied by the nature of a particular game or activity which is also related to weekly objectives of maincourse lessons, their language may flow much easier. Rather than worrying about the grammatical construction, they may simply say the first thing that comes to their mind.” (Id)

Similarly, T-6's portfolio contained almost the same rate of frequency as T-4 did. It had 77 descriptive writing, 30 descriptive reflection and 7 dialogic reflection. There was only two critical reflection. T-6 was also a native speaker just as T-4. She came from USA via Fullbright program. She was supposed to give speaking classes. In her portfolio, she mostly mentioned about the student problems, how she coped

with certain type of difficulties, curriculum and the materials she prepared for the diverse classes. Like T-4, while she described the planning, organization and management of the classes, she used detailed descriptions. In doing so, she engaged in descriptive writing.

“A-1 is the highest-performing class in the preparatory school of our university. The students have greater facility with the language and are able to use vocabulary and grammar to express more complex ideas. For this class, I usually set classroom debates as final goal.” (Dw)

On the other hand, as she told the events occurred during her teaching, she explained the importance of them for her students. When she emphasized the reasons behind her actions, she used descriptive reflection.

“Yesterday, I stepped back from the front of the classroom because I wanted to let my students be the center of attention and help each other. I also wanted to become a facilitator of the activity and observer of my students and less of the “all-knowing teacher” stereoype.”(Dr)

T-6's portfolio had two critical reflection on the bases of her experience with a classroom wide debate. While she discussed the benefits of it for language learners, she engaged in critical reflection. Additionally, she wanted to teach the differences between her country and Turkey with the aim of showing the students that there are other cultures and perspectives in the world. Obviously, she wanted to raise her students' cultural awareness and prepare them for life by incorpaating different techniques into her lessons. In this instant, she clearly used critical reflection.

“I believe that a classroom wide debate is an excellent way for language learners. It encourages students to consider ideas and

statements from multiple perspectives, plan arguments, deliver speeches, listen to and interpret other students' arguments, and rebut, all in English. My multi-day lesson plans generally contain these classroom debates because I have observed benefits of them for improving my students's English as well as thinking abilities.” (Cr)

“I also present a good amount of discussion of the difference between life in Turkey and life in the United States because I believe that this requires students to think critically about their own culture as they are repeatedly required to explain certain social situations and expectations to their foreign teacher. And, while this may not exactly a debate, I guess it may reinforce, if subtly, that there is not only one way of doing something. As my students' language progresses, I think I should incorporate more of this into my classroom. I would like to be able to hold debates and discussions and to reinforce proper argumentation and polite dissenting technique. I think this way, I might have the opportunity to grow my students as individuals who can criticize, synthesize and make decisions.” (Cr)

Different from T-4, she added her future learning goals for each INTASC standard and she used dialogic reflection to find solutions or search for alternative ways in these parts.

“I'd love to use more Internet-based communication activities but there is no internet access in our classrooms. On the other hand, we have SmartBoards in every classroom. I hope to learn to use them and maybe, this way I can incorporate more computer-focused activities in my classes.” (Id)

“Dancing is fun, but it is not terribly instructive in teaching to speak in English. I should create a list of “last-minute go-to activities” that I

can use when my activities or lessons fail. I guess this can help me solve this problem.” (Id)

Analysis of T-8’s portfolio revealed 76 descriptive writing, 53 descriptive reflection, 33 dialogic reflection and 7 critical reflection. She usually tended to describe the activities and materials she prepared for developing students thinking abilities and despite addressing to different standards, she tried to explain the assessment procedures or curriculum design in her institution (descriptive writing).

“There is a text called “Chocolate”. First, I divided the text into some meaningful parts and then photocopied it according to the number of my students. When I went into the classroom, I asked my students whether they liked chocolate or not. Then, I opened a bar of chocolate and gave each student a piece of it. While they were eating, I asked them questions about its ingredients.” (Dw)

“Student portfolios contain vocabulary journals, weekend homework, worksheets, written works, self-evaluation forms, and projects. There is an assessment criteria for grading them. Students’ learning process is evaluated continuously and they are given immediate feedback for their written work.” (Dw)

While she wrote about the teaching and learning process, she mainly used descriptive writing. However, after these descriptions, she moved to dialogic reflection as she examined her role as a teacher and questioned herself. She was using an internal dialogue. Next, based on these ideas, she explored alternative ways to make her teaching better. Finally, as she talked about the activities she engaged in for her professional development, she attempted to provide reasons for her intentions.

“In a few weeks, this process became a real routine and the students were doing them automatically.(Dw) Thus, I asked myself “If they can do all these things alone; I mean, if they can read the texts, answer comprehension questions and find the meaning of key words, what is my role as a teacher in the classroom? What is my difference from an answer key, then?” (Id) This made me realize that I need to bring some other learning opportunities to make this learning process more active and meaningful. I might bring a related subject, a poster, a material or an additional reading text which can draw their attention and make variety in my class.” (Id)

“While reading articles about ELT, I mostly give priority to the articles that can help me improve myself as a teacher, because they give me some ideas to consider and bring questions into my mind about my own profession. Also, they can provide me with new techniques or activities to use in the class. Additionally, they are generally useful in practice as they aren’t just theoretical frameworks.” (Dr)

There was also evidence of critical reflection in T-8’s portfolio. For instance, she discussed the notions such as classroom management, planning instruction, working with colleagues and using technology in class. In these parts, she criticized the significance of them for the students, teachers and society in general terms.

“Great learning can only happen in a well managed, structured and safe environment. Specific rules and procedures should be made clear on the first day of school and continue to be modelled throughout the entire year. Students should be aware that they have rights as well as responsibilities as a member of the classroom and school community

because this help them be more respectful to each other and grow as responsible individuals.” (Cr)

Analysis of T-7’s portfolio revealed 74 descriptive writing, 53 descriptive reflection, 32 dialogic reflection and 6 critical reflection. Descriptive writings was the most frequent pattern in her portfolio as she constantly talked about the books and materials she used and the assessment procedures she utilized. The following quote shows how she used descriptive writing.

“Student portfolios are a part of our assessment system. Students have to keep vocabulary journals as a requirement of portfolio system. In their vocabulary journals, students use pictures, synonyms, antonyms and example sentences depending on the subjects covered in class.”
(Dw)

For T-7, descriptive writing served as a point of departure for descriptive reflection because it then led her to descriptive reflection in which she tended to give reasons. Additionally, while she took an action, she made personal judgements based on her teaching experience. For instance, in the following quotations from her teacher portfolio, she explained why she found vocabulary journals useful. In the next quotation, she used descriptive reflection to justify why she paid more attention while giving instruction.

“I believe the use of vocabulary journals make my students autonomous and creative learners. This may also improve their critical thinking and problem solving abilities.” **(Dr)**

“After the feedback I got from my supervisor, I am more careful about giving clear instructions and using lower voice. Because I am aware that if I give clear instruction, the students will understand me easily

and be more motivated to do the task successfully. Therefore, there won't be any chaos in the classroom and I won't use my voice so much.” (Dr)

The other pattern found in T-7's portfolio was dialogic reflection. When she thought about her students, she recognized that she should consider learner differences while teaching. In particular, dialogic reflection enabled her to think about her students more and then, through critical reflection, she developed her understanding of language learning. The quotation below clearly demonstrates how she started to think critically about the learning process.

“Before that day, I had always taught that he was just a careless student. However, I have realized that I was wrong, because he was really active with the visual aids. I guess he is a visual learner. I will use some visual materials for him in my tutorials next time.” (ld)

“Language learning should be more student centered and interactive process. Students should be active in the learning process. There should also be interaction between the students and the teacher. I believe the best way of learning is through students' own engagement and participation to the learning process as individuals who are aware of their responsibilities.” (Cr)

4.3. Summary

This chapter demonstrated the results drawn from the analysis of teacher portfolios and interviews in two parts. The first part aimed to answer the first research question of this study “How do teacher portfolios promote professional development of teachers?” with the help of the subquestions “What kinds of contributions do teachers get from teacher preparation?” and “What kind of

challenges teachers face while keeping teacher portfolios?” The analysis of teacher portfolios showed that teacher portfolios promote professional development of teachers with different degrees as some teachers’ portfolios found to be proficient and the others’ were basic. Additionally, preparing teacher portfolios supported teachers’ professional development in terms of organization and planning, self awareness, self-reflection and self-evaluation, continuous teacher development, student motivation, confidence and professional satisfaction. On the other hand teachers had difficulty in relation to the lack of time, guidance and evidence while constructing their portfolios.

The second part tried to find answer to the second research question of this study “What types of reflection do teachers use in their portfolios to foster professional development?” The findings revealed that teachers mostly use descriptive writing, descriptive reflection and dialogic reflection to foster their professional development. In some cases, they can reach critical reflection.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter aims to present conclusions about this study. It also demonstrates implications of the study and suggestions for future research.

5.1. Introduction

The purpose of this study was to investigate the impact of teacher portfolios on promoting professional development of teachers by fostering reflective thinking and professional development through the use of teacher portfolios among teachers from School of Foreign Languages, Namık Kemal University. In order to find answers for the questions of this study, the researcher analyzed teacher portfolios and interviews. In relation to research questions and findings, the conclusions will be presented in this section in detail.

5.1.1. Conclusions for the Study

In this study, a rubric was used to determine the professional development of teachers and interviews were conducted so as to identify the contributions achieved and challenges faced during the portfolio construction process.

The rubric was used as an alternative assessment method which tried to identify the level of development. The evaluation of the teacher portfolios was done in overall. The results indicated that teacher portfolios mostly prepared in a basic level whereas some of them were constructed proficiently. Considering that “construction of teacher portfolios” was a new experience for teachers, their

professional development was found to be risen with the help of teacher portfolio in terms of reflecting upon the teachers' teaching practices, analyzing their teaching philosophy and identifying their future learning goals. The findings of the rubric overlapped with the findings of the interviews and similar studies. In the post interviews, teachers stated that they were aware that their portfolios were not as proficient as they wanted due to several reasons such as lack of time or difficulty in reflecting upon their experiences. However, in spite of these reasons, they expressed that teacher portfolio construction and evaluation through the use of a rubric were helpful to understand their teaching better. This also motivated them towards learning and searching about their profession. Thus, it is evident that teacher portfolio process promoted good teaching and offered teachers a way to monitor their performance and professional development. Similarly, Kerrins and Cushing (1997) noted that rubrics used during professional learning opportunities enhanced practicing teachers' ability to critique their professional growth and recognize how their own beliefs and practices had moderated.

The interviews indicated that teacher portfolios had a number of contributions to teacher professional development. One of them was organization and planning. As a requirements of portfolio preparation process, teachers had to find evidence of their teaching and write reflections upon them regularly. Additionally, they needed to prepare lesson plans and authentic materials in order to present their abilities as teachers. As a consequence of this process, it is apparent that they developed themselves in terms of being organized and planned.

The interviewees also showed that while teachers were constructing their teacher portfolios, they also developed their self-awareness. As the portfolio process urged them to criticize themselves, they saw their strengths and weaknesses as teachers and their understanding of self grew. Similarly, Zubizarreta (1994) refers that collecting portfolio documents supported the teacher practices, and the value of this process was to enhance teachers' self-awareness and abilities.

Another contribution of this process was self-reflection and self-evaluation. During the portfolio process, teachers had an opportunity to think about what they are doing and reflecting upon them. Upon the findings, it can be said that this enabled them develop their reflective thinking skills. Also, as they engaged in reflection, they involved in self-evaluation because this process encouraged teachers to capitalize on their strengths and allowed them to self-identify the areas of improvement. As a result, it presented teachers with an alternative vehicle for continuous teacher development. Similar results were gained from the study conducted by Van Wageningen and Hibard (1998). This study aimed to identify the impact of the portfolio and its use as professional development tool in the State of Connecticut. The results indicated that portfolios were effective on continuous learning through self-assessment and self-regulation to improve teacher performance.

Moreover, throughout the process of portfolio construction, teachers' desire for learning and professional development increased. These findings supported the views of John Dewey (1933) who said that experiences in order to be educative must lead out into an expanding world of subject matter, a subject matter of facts or information and of ideas. This condition is satisfied only as the educator views teaching and learning as a continuous process of reconstruction of experience.

Moreover, student motivation was found to be risen in terms of student participation and teacher-student relation. Teachers improved their instructional skills and created more productive classroom environments as a result of analyzing their teaching practices. Thus, teachers valued the needs of their students which gave way to the increase of student encouragement and motivation in turn.

Confidence and professional satisfaction were the other contributions teachers got from this process. Through the process, teachers deepened their understanding of how to teach in their own fields and improved their skills. While teachers displayed their methodology and teaching skills for different contexts, they engaged in the process as active learners. This is because they prepared lesson plans

and collected various materials, read articles and attended conferences to prove their teaching abilities and to show how further they can increase them. Furthermore, the teacher portfolios offered a way of rethinking their teaching practices and experimenting new strategies without fear of failing. Analyzing their profession critically was effective in leading them to understand the value of their job. As a consequence, their confidence and professional satisfaction grew. Athanases (1994) also found similar results in his study which aimed at identifying the impact of using portfolios on teaching effectiveness and teachers' ability to reflect and learn from experience in the state of California. Results indicated that teachers' performance, their ability to reflect, professional development, self-confidence, and cooperation among teachers were improved through the use of portfolios.

In this study teachers had difficulty in relation to the lack of time, guidance and evidence while keeping their portfolios. In spite of having many benefits, constructing teacher portfolios was seen as additional burden as it required intensive work and particularly a lot of time. Especially, allocating time was the most challenging part for teachers. The findings supported the study conducted by Denison (2008) who tried to identify the perceived value of teacher portfolios by the new teachers. He concluded that though self-reflection was advantageous for teachers, allocating time was considered as a foremost problem.

Regarding guidance, although teachers were familiar with the portfolio process and had the INTASC standards to follow, they needed more help while preparing their portfolios. The results were consistent with the study of Moore and Bond (2002) who investigated the use of teacher portfolios as an alternative to state appraisal system and found that the support of administrative or colleagues was the preliminary need for a successful teacher portfolio development process. Also, finding evidence for each standard was cumbersome since teachers had to provide evidences that could prove their teaching abilities.

The evaluation of the portfolios and the analyzes of the interviews clearly indicated that though teachers encountered some difficulties during the portfolio construction process, they highly benefited from it as it offered a tool to monitor their teaching skills, performance and to encourage professional development.

Teacher reflection is considered important as it is assumed to be closely associated with professional development, efficacy and teaching practices (York-Barr et al. 2001). Upon the analysis of the teacher portfolios, participant teachers were found to use reflection in different levels.

According to the findings, reflectivity found in the teacher portfolios supported the view of Hatton and Smith (1995) in which reflectivity levels follow a hierarchical order beginning from descriptive writing through critical reflection. Participants of this study used more descriptive writing and descriptive reflection. They were followed by dialogic reflection. Only in some incidents, participants tended to engage in critical reflection which is known to be the highest type of reflection.

Although analysis of the teacher portfolios didn't revealed a high frequency of reflection in total, results were consistent with several studies. For example, the studies of Perkins and Gelfer (1993) and Wilcox (1996) indicated that regardless the experience, even in-service teachers are able to develop portfolios which include actual and convincing evidences that represent thinking processes embeded in their interactions and reflections which stimulate their thinking, guide their practices, and enhance their confidence to perform expected tasks such as developing lesson plans, defining teaching objectives, analyzing the curriculum and implementing the most appropriate teaching strategies.

Moreover, participants' main focus while reflecting was the lessons and teaching materials in their portfolios. It was evident that reflective levels were highly

related with the participants' age and experience as Hatton and Smith (1995) stated that younger teachers are mostly concerned about events that occur within the classroom or technical issues whereas experienced teachers are more likely to consider issues beyond the classroom, such as the role and function of a teacher, or the appropriateness of teaching methods from social, ethical and political perspectives. Similarly, Zubizarretta (1994) pointed out in his study that novice teachers inquire how they could develop valuable teaching performance.

Schön's (1983) ideas can also be seen as a medium to relate the occurrence of the reflections in the teacher portfolios. As discussed in literature review, Schön (1983) posits that reflective practitioners are able to reflect both in action and on action. When reflecting back on the particular lesson, participant teachers wrote about the ways they modified or changed what they planned to do because of what was occurring during the lesson at the time. This is described as reflection-on-action. Participants such as T-5, T-2 and T-1 mostly engaged in this kind of reflection when they looked back and tried to approach an incident, a person or an action from different perspectives. They examined the events that happened during their teaching and then, reflected upon them from various points of views.

In considering Dewey's (1933) essential qualities for reflective practice, it was apparent from the teacher portfolios that participants showed open-mindedness by being volunteer to participate in this study. Furthermore, these teachers considered the reasons and the consequences of their actions in their portfolios which indicated the notion of "responsibility". Additionally, participants showed "wholeheartedness" as they were dedicated to improve themselves professionally.

In conclusion, from the analysis of participants' portfolios and the interviews teacher portfolios appear to have encouraged professional development of teachers and supported reflective thinking. They also suggest a promising tool for self-evaluation. In these terms, it can be seen that this study took a constructivist stance in which teachers promoted their development in relation to organization and

planning, self-awareness, self-reflection and self-evaluation, continuous teacher development, student motivation, confidence and professional satisfaction. With these in mind, it is possible to conclude that teacher portfolios are vehicles which offer an alternative way for professional development to the teachers who are eager to improve their teaching skills.

5.1.2. Implications and Sugessions for Future Research

This study demonstrated the impact of teacher portfolios on promoting professional development of teachers. The data showed that teacher portfolios promoted professional development by fostering reflective thinking. Though this study can not be generalized to all teacher education contexts, its contributions to the understanding of professional development and the value of reflective thinking for in-service teachers have been significant. Therefore, this study emphazes this need and sees the integration of teacher portfolios both for pre-service and in-service teacher education as a very crucial step in building the notion of continuous professional teacher development. Hence, the integration of teacher portfolios in teacher education curriculum will allow pre-service and in service teachers to have a better understanding of their teaching and professional development needs.

Though the use of teacher portfolios in teacher education is common in many countries, it is not possible to see their implementation for in service teacher education in Turkey while several applications of them can be found in pre service teacher education. Thus, the application of teacher portfolios will allow teachers and student teachers to foster and monitor their profssional development, to organize their materials for future use, to plan better lessons and improve future learning goals, to provide them opportunities for self awareness, self reflection, self evaluation, confidence and professional satisfaction.

In this study, several defects of teacher portfolios were identified as time, guidance and finding evidence. Considering them, new researchers can conduct studies which allocate a longer period of time. Additionally, while constructing teacher portfolios, the presence of a teacher trainer or a supervisor can be worthful in terms of proving guidance and finding necessary evidence. Moreover, this case study was a small scale one, including the volunteer novice teachers working in Namık Kemal University. Therefore, other research studies may involve more novice and experienced teachers to make comparisons and more generalizations.

REFERENCES

Alexander, R. (1990). *Partnership in Initial Teacher Education: Confronting the Issues*, London: Cassell Educational.

Amy E. Sharp (2006). *The Role of Reflection in Teachers' Professional Development: An Ethnographic Case Study of ESL Methods Course*. Unpublished Doctoral Dissertation, University of Wisconsin-Madison, Wisconsin.

Andrejko L. (1999). *Teacher Portfolios for Growth-oriented Teacher Evaluation*. Unpublished Doctoral Dissertation, Lehigh University, Pennsylvania.

Athanases, S. (1994). "Teachers' Reports of the Effects of Preparing Portfolios of Literacy Instruction", *The Elementary School Journal*. 94 (4), 421-439.

Bullock, Ann Adams, & Hawk, Parmalee P. (2001). *Developing a Teaching Portfolio: A Guide for Preservice and Practicing Teachers*, Upper Saddle River, NJ: Merrill Prentice Hall.

Artzt, A. F., & Armour-Thomas, E. (2002). *Becoming a Reflective Mathematics Teacher*, London: Lawrence Erlbaum Associates.

Babione, C & Shea, C. (2005). "Special Education Mentoring within the Context of Rural Schools", *Aural Special Education Quarterly*, 24, 3-10.

Bailey, K. M., Curis, A., & Nunan, D. (2001). *Pursuing Professional Development: The Self as a Source*. Boston: Heinle & Heinle.

Bartell, C. A., Kaye, C. & Morin, J. A. (1998). "Portfolio Conversation: A Mentored Journey", *Teacher Education Quarterly*, 25, 129-139.

Bartlett, Leo. (1990). *Teacher Development Through Reflective Teaching*. In Richards & Nunan (Eds.), *Second Language Teacher Education*. Cambridge: Cambridge University Press.

Bird, T. (1990). *The Schoolteacher's Portfolio: An Essay on Possibilities*. In J. Millman & L. Darling-Hammond (Eds.), *The New Handbook of Teacher Evaluation: Assessing Elementary and Secondary Teachers* (2nd Ed.). Newbury Park, CA: Sage Publications.

Bichelmeyer, B. & Hsu, Y. (1999). "Individually-Guided Education and Problem-Based Learning: A Comparison of Pedagogical Approaches from Different Epistemological Views." In: *Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology (AECT)* (21st, Houston, TX, February 10–14, 1999). Retrieved April 24, 2011 from http://www.indiana.edu/~learner/articles/individ-guided_ed.pdf

Bond J. N. (1999). *The Use of Portfolios among in Service Teachers: An Exploratory Study*. Unpublished Doctoral Dissertation, University of Texas, Austin

Brooks, J. G. & Brooks, M. G. (1993). *In Search of Understanding: The Case for Constructivist Classrooms*, Alexandria, VA: Association for the Supervision and Curriculum Development.

Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*, San Francisco: Jossey-Bass.

Bullock, A. A & Hawk, P. P. (2005). *Developing a Teaching Portfolio: A Guide for Pre service and Practicing Teachers*. (2nd Ed.) New Jersey: Pearson Education.

Calderhead, J. (1989). "Reflective Teaching and Teacher", *Teacher and Teacher Education*, 3, 43-51.

Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (2nd Ed.). Thousand Oaks, CA: Sage.

Curry, S. (2000). "Portfolio-based Teacher Assessment", *Thrust for Educational Leadership*, 29 (3), 34-38.

Darling-Hammond, L. (1995). "Policies that Support Professional Teacher Development in an Area of Reform", *Phi Delta Kappan*, 76,642-646.

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching* (2nd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Denison T. J. (2008). *The Perceived Value of Teacher Portfolios in the Early Years Enhancement (EYE) Program by Primary and Secondary School Teachers in Utah's Schools*. Unpublished Doctoral Dissertation, Utah University, Logan, Utah.

Dewey, J. (1933). *How we think*. Buffalo, NY: Free Press.

Drake, F. D., & McBride L. W. (2000). "The Summative Teaching Portfolio and the Reflective Practitioner of History", *the History Teacher*, 34 (1), 41-60.

Erdem, E. (2001). *Constructivist Approach in Curriculum Development*. Unpublished Master's Thesis, Hacettepe University, Ankara.

Ernest, P. (1991). *The Philosophy of Mathematics Education*. London: Falmer Press.

Francis, D. (1995). "The Reflective Journal: A Window to Pre service Teachers Practical Knowledge", *Teaching and Teacher Education*, 11 (3), 229-241.

Freiberg, J. (ed.) (1999) *Beyond Behaviorism: Changing the Classroom Management Paradigm*. Boston, MA: Allyn & Bacon.

Gelfer, J; Xu, Y and Perkins, P (2004). "Developing Portfolios to Evaluate Teacher Performance in Early Childhood Education". *Early Childhood Education Journal*, 32 (2) 127-132.

Glatthorn, A. (1995). *Teacher Development*. In: Anderson, L, (Ed.), *International Encyclopedia of Teaching and Teacher Education* (2nd Ed.) London: Pergamon Press.

Glatthorn, A. A. (1998a). *Performance Assessment and Standards-based Curricula: The Assessment Cycle*. Thousand Oaks, CA: Corwin Press.

Good, T. L., Brophy, J. E. (1990). *Educational Psychology: A Realistic Approach*. (4th Ed.). White Plains, NY: Longman.

Green, James E. and Sheryl O. Smyser. (1996). *The Teacher Portfolio: A Strategy for Professional Development and Evaluation*. Lancaster, PA: Technomic Publishing.

Guskey, T.R. (1995). *Professional Development in Education: In Search of the Optimal Mix*. In T. Guskey and M. Huberman (Eds.), *Professional Development in Education: New Paradigms and Practices*. New York: Teachers College Press.

Haertel, E. (1991). "New Forms of Teacher Assessment", *Review of Research in Education*, 17, 3-30.

Hatton, N. and Smith, D. (1995). "Reflection in Teacher Education: Towards Definition and Implementation", *Teaching and Teacher Education*, 11:1, pp. 33 – 49.

Hawk, P. P. (1996). *Performance-based Assessment*. Raleigh, NC: North Carolina Department of Public Instruction.

Holstein, J. A., & Gubrium, J. F. (1997). *Active Interviewing*. In D. Silverman (Ed.), *Qualitative Research: Theory, Method and Practice*. Thousand Oak, CA: Sage.

Huff S. (2006). *Teachers' Perception of the Teacher Portfolio Process*. Unpublished Doctoral Dissertation, State University of New York, Buffalo

Hunter, A. (1998). *The Power, Production, and Promise of Portfolios for Novice and Seasoned Teachers*. In M. McLaughlin, M.E. Vogt, J. Anderson, J. DuMez, M. Peter & A. Hunter, *Professional Portfolio Models: Applications in Education*. Norwood, MA: Christopher-Gordon.

Interstate NewTeacher Assessment and Support Consortium (INTASC) (1992). Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue. Retrieved December 2010, from http://thesciencenetwork.org/docs/BrainsRUs/Model%20Standards%20for%20Beg%20Teaching_Paliokas.pdf.

Jacobsen, David Andrew, (2003). *Philosophy in Classroom Teaching: Bridging the Gap*, (2nd Ed.) Upper Saddle River, New Jersey: Merrill Prentice Hall.

Johnson, K. E. (1997). "The author responds" *TESOL Quarterly* 3, 1, 779-782.

Kerrins, J.A., & Cushing, K.S. (1997). *Extending the Learning: Using Rubrics to Foster Reflection*. A paper presented at the annual meeting of the American Educational Research Association. Chicago.

Kinnard, Jo. (2007). *From Crayons to Cyberspace - Creating a Professional Teaching Portfolio*, Belmont CA: Thompson Wadsworth.

Laura L. A. (2003). *The Use of Prompt-guided Journals as a Means of Fostering Reflective Practice and Professional Judgment in Teachers*. Unpublished Doctoral Dissertation, University of Texas, San Antonio

Liberman, A. (1994). *Teacher Development: Commitment and Challenge*. In: Grimmett, P.P. Neufeld, J. (Ed.), *Teacher Development and the Struggle for Authenticity: Professional Growth and Restructuring in the Context of Change*. New York: Teachers College Press.

Lieberman, A. & Pointer Mace, D. (2008). "Teacher Learning: The Key to Education Reform", *Journal of Teacher Education*, 59 (3), 226-234.

Lortie, D. (1975). *School Teacher*. Chicago, IL: University of Chicago Press.

Lyons, N. (1998). *With Portfolio in Hand: Validating the New Teacher Professionalism*. New York: Teachers College Press.

McNelly, T.A. (2002). "Evaluations that Ensure Growth: Teacher Portfolios" *Principal Leadership*, (Middle-level Ed.) 3(4), 55-61.

McDonald, F. (1974). *The Rational for Competency Based Program*. In W. Houston (Eds). *Exploring Competency- Based Education*. Berkeley: McCutchan.

Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education*, (Revised Ed.), San Francisco, California: Jossey-Bass Publishers.

Miles, M. B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Thousand Oaks, California: Sage Publications.

Miller D. L (2002). *The Teacher Portfolio as a Vehicle for Reflective Practice*. Unpublished Doctoral Dissertation, Florida International University Miami, Florida.

Miller, W. L., & Crabtree, B. F. (2004). *Depth Interviewing*. In S. N. Hesse-Biber & P. Leavy (Eds.), *Approaches to Qualitative Research: A Reader on Theory and Practice*. New York: Oxford University.

Moore, Z. & Bond, N. (2002) "The Use of Portfolios for in Service Teacher Assessment: A Case Study of Foreign Language Middle School Teachers in Texas", *Foreign Language Annals*. 35 (1) 85-92.

Mundry, S. (2005). "Changing Perspectives in Professional Development" *Science Educator*, 14(1), 9-15.

Ormrod, J. E. (2000). *Educational Psychology: Developing Learners (Multimedia edition)* (3rd Ed.). New Jersey: Prentice-Hall, Inc.

Ozmon, H. A., & Craver, S. M. (1992). *Philosophical Foundations of Education*, (5th Ed.). Englewood Cliffs, New Jersey: Prentice Hall, Inc.

Özmen, P. (2007). *An Analysis of the Awareness Levels of the State School EFL Teachers on Reflective Teaching: A Case Study*. Unpublished Master's Thesis, Gazi University, Ankara.

Painter, B. (2001). "Using Teacher Portfolios", *Educational Leadership*, 58, (5), 31-34.

Perkins, P.G. and Gelfer, J.I. (1993). "Portfolio Assessment of Teachers", *The Clearing House*, 66(4), 235-237.

Perkins, D. (1999). "The Many Faces of Constructivism", *Educational Leadership*, 57(3), 6-11.

Patton, M. (2002). *Qualitative Research and Evaluation Methods*. (3rd Ed.) Thousand Oaks, CA: Sage Publications.

Perez, K., Swain, C., & Hartsough, C. S. (1997). "An Analysis of Practices Used to Support New Teachers", *Teacher Education Quarterly*, 25, 41-52.

Periodic Student Teaching Report: The INTASC Standards, Minot State University, USA. Retrieved February 2011 from http://www.minotstateu.edu/teu/pdf/periodic_intasc.pdf.

Pisano J. A. (2000). *The Impact of Portfolios on the Professional Development of Science Teachers*. Unpublished Doctoral Dissertation, University of California, Los Angeles

Pulliam, John D. & Patten, James J. Van (1999). *History of Education in America*, (7th Ed.). Upper Saddle River, New Jersey: Merrill Prentice Hall.

Pultorak, E.G. (1993). "Facilitating Reflective Thought in Novice Teachers", *Journal of Teacher Education*, 44, 288-95.

Quick, H., Holtzman, D. & Chaney, K. (2009). "Professional Development and Instructional Practice: Conceptions and Evidence of Effectiveness", *Journal of Education for Students Placed at Risk (JESPAR)*, 14(1), 45-71.

Reiman, A., & Thies-Sprinthall, L. (1998). *Mentoring and Supervision for Teacher Development*. Toronto, ON: Longman.

Retallick J. (2000). Teacher learning Through Portfolios: International Developments. In: McCulla N, Retallick J (Eds). Initial and Continuing Teacher Professional Development Occasional Papers. NSW Department of Education and Training, Sydney, 12–26.

Richards, J. C. & C. Lockhart. (1994). *Reflective Teaching in Second Language Classroom*. Cambridge: Cambridge University Press.

Richards, J. C. & Lockhart, C (1996). *Reflective Teaching in Second Language Classroom*. USA: Cambridge University Press.

Richards, J. C, & Farrell, T. S. C. (Eds.). (2005). *Professional Development for Language Teachers: Strategies for Teacher Learning*. New York: Cambridge University Press.

Richards, J. C., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching & Applied Linguistics* (3rd Ed.). Harlow: Pearson Education Limited.

Richert, A. E. (1990). “Teaching Teachers to Reflect: A Consideration of Program Structure”, *Journal of Curriculum Studies*, 22, 509-527.

Risko, V. J., Roskos, K., & Vukelich, C. (2002). “Prospective Teachers' Reflections: Strategies, Qualities, and Perceptions in Learning to Teach Reading”, *Reading Research and Instruction*, 41, 149-176.

Roberts, J. (1998). *Language Teacher Education*. London: Arnold.

Rogers, S & Danielson, K. (1996). *Teacher Portfolios: Literacy Artifacts & Themes*. NH: Heinemann.

Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. London: Temple Smith.

Seldin, P. (1991). *Successful Use of Teaching Portfolios*. Bolton, VT: Anker.

Sickle, M., Bogan, M., Kamen, M., Baid, W. & Butcher, C. (2005). "Dilemmas Faced Establishing Portfolios Assessment of Pre-service Teachers in the Southeastern United States", *College Student Journal*, 39 (3), 497-509.

Sylvia Meniones-Henderson (1999). *The Role of Beginning Teacher Portfolios in the Hiring Process*. Unpublished Doctoral Dissertation, Wilmington College, Wilmington.

Stake, R. E. (1995). *The Art of Case Study Research*, Thousand Oaks: Sage Publications.

Stanley, C. (1998). "A Framework for Teacher Reflectivity", *TESOL Quarterly*, 32(3), 584-591.

Stepich, D. A., & Newby, T. J. (1977). "Analogical Instruction within the Information Processing Paradigm: Effective Means to Facilitate Learning", *Instructional Science*, 17, 129-144.

Teitel, L., Ricci, M., & Coogan, J. (1998). *Experienced Teachers Construct Teaching Portfolios: A Culture of Compliance vs. a Culture of Professional Development*. In N. Lyons (Ed.), *With portfolio in hand: Validating the New Teacher Professionalism*. New York: Teachers College Press.

Thibodeau E. H. (1999). *The Effect of a Rubric on the Portfolio Assessment Process*. Unpublished Doctoral Dissertation, Boston University, School of Education, Boston.

Thomasenia, L. (1995). "A Paradigm for Portfolio Assessment in Teacher Education", *Assessment Update*, 12 (5), 568-571.

Valli, L. R. (1993). *Reflective Teacher Education Programs: An Analysis of Case Studies*, in: J. Calderhead & P. Gates (Eds) *Conceptualizing Reflection in Teacher Development*. London: Falmer Press.

Valli, L. (1997). "Listening to Other Voices: A Description of Teacher Reflection in the United States", *Peabody Journal of Education*, 72 (1), 67-88.

Valverde, L. (1982). *The Self-evolving Supervisor*. In T. Serfiovanni (Ed.), *Supervision of Teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

Van Manen, M. (1977). "Linking Ways of Knowing with Ways of Being Practical", *Curriculum Inquiry*, 6.

Van Wagenen, L. & Hibbard, K. M. (1998). "Building Teacher Portfolios", *Educational Leadership*, 20(2), 26-29.

Velez-Rendon, G. (2002). "Second-language Teacher Education: A Review of the Literature", *Foreign Language Annals*, 35(4), 457-467.

Wagenen, L. V., & Hibbard, K. M. (1998). "Building Teacher Portfolios", *Educational Leadership*, 55(5), 26-29.

Wilcox, B. (1996). "Small Portfolios for Teachers in Training", *Journal of Adolescent & Adult Literacy*, 40 (3), 172-180.

Wilcox, L. (1997). "The Teacher's Portfolio: An Essential Tool for Professional Development", *Reading Teacher*, 51 (2), 170-176.

Wolf, K. (1996). "Developing an Effective Teaching Portfolio", *Educational Leadership*, 53 (6) 34-37.

Wolf, K. & Dietz, M. (1998). "Teaching Portfolios: Purposes and Possibilities", *Teacher Education Quarterly*. Winter, 25 (1), 9-22.

Wray, S. (2008). "Swimming Upstream: Shifting the Purpose of an Existing Portfolio Recruitment", *The Professional Educator*, 32(1), 1-16.

Yin, R.K. (1994). *Case Study Research: Design and Methods* (2nd Ed.). Thousand Oaks, CA: Sage.

Yin, Robert K. (2003b). *Applications of Case Study Research* (2nd Ed., Vol. 34). Thousand Oaks: Sage.

York-Barr J., Sommers W.A., Ghere G.S. & Montie J. (2001). *Reflective Practice to Improve Schools: An Action Guide for Educators*. Thousand Oaks, CA: Corwin Press.

Zubizarreta, J. (1994). "Teaching Portfolios and the Beginning Teacher", *Phi Delta Kappan*, 76 (4), 323-327.

APPENDICES

APPENDIX A: INFORMED CONSENT FORM

Dear Teacher:

You have been invited to participate in the thesis study “**The Impact of Teacher Portfolios on Promoting Professional Development: A Case Study at Namık Kemal University.**” This study is being conducted by Seda TAŞ as part of the MA program requirements of Trakya University.

Responsibilities of Participants

You will be engaged in research activities that aim to uncover the Impact of Teacher Portfolios on Promoting Professional Development. Students of teachers in this research will not receive any direct services.

Data Collection Activities and Schedule

You will be asked to participate in the following data collection activities:

- Teachers will be invited to participate in pre-interviews and post interviews that should not last more than 30 minutes.
- Teachers will also be asked to prepare a Teacher Portfolio.
- Each portfolio will be analyzed and evaluated by the researcher

Benefits to Participating Teachers

You will be helping evaluate the impact of Teacher Portfolios on promoting professional development.

Statement of Confidentiality

The researcher will keep your identity and the information supplied confidential. Only the researcher will know the identity of specific teachers. All data will be recorded with an alias name in place of any real name. A data file that links your real name with the corresponding alias name will be kept in a password protected file that can only be accessed by the researcher. When presenting the findings from this study, the researcher will not identify any specific teacher instead the publication of results will use the alias names only (unless otherwise indicated by the participant on the consent form). Therefore, no identifiable information will be shared.

Voluntary Participation

Participation in this study is voluntary. You can withdraw yourself from the study at any time.

For More Information

If you have any questions or concerns about this study, please contact:

Seda TAŞ, Namık Kemal University, School of Foreign Languages, stas@nku.edu.tr

I, (print name in full) _____ in signing this consent form, voluntarily agree to participate in the study, “The Impact of Teacher Portfolios on Promoting Professional Development: A Case Study at Namık Kemal University.” I understand that this evaluation is being conducted by Seda TAŞ, a master student at Trakya University, to study

the impact of teacher portfolios on promoting professional development, and that this study is also the basis of her master thesis.

I understand that the evaluation methods which may involve me are:

1. analysis of the teacher portfolio,
2. pre/post interviews
3. evaluation of teacher portfolios

I grant authorization for the interview to be video and/or tape recorded and transcribed, for the use of the above information to be used by Seda TAŞ for analysis of data. I understand that excerpts from written transcripts and recorded verbal communications with the researcher will be studied and may be quoted in the master thesis and in future papers, journal articles, and books written by the researcher. I grant permission for the evaluation data generated from the above methods to be published in the thesis and future publication(s).

I grant authorization for the use of the above information with the full understanding that my anonymity and confidentiality will be preserved at all times, and that even if this data is subpoenaed, the researcher will make every attempt to maintain confidentiality. I grant permission to use the following:

_____ My first name only _____ Only a pseudonym

I understand that my participation is entirely voluntary and that I may withdraw my permission to participate in this study without explanation at any point up to and including, the last day of research.

Research Participant

Date

APPENDIX B : INITIAL TEACHER QUESTIONNAIRE

Dear Teacher,

It is required to take your personal information as a necessary phase of my Master's thesis which is entitled as **The Impact of Teacher Portfolios on Promoting Professional Development: A Case Study at Namık Kemal University.** This questionnaire form has been prepared to evaluate individuals or institutions in general terms, not one by one. Your answers will be used only for scientific purposes and be kept confidential. Your answers will make great contribution to my study.

This study is voluntary, and you may withdraw at any time without consequences. You can also choose a pseudonym. Thank you for your contribution and co-operation to this questionnaire.

Seda TAŞ
Trakya University Institute of Social Sciences
Foreign Languages Teaching Department
Division of English Language Teaching

PART- 1: PERSONAL INFORMATION

Name and Surname:

1) Your age?

- a) 21-24
 b) 25-28
 c) 28-31
 d) 32-over

2) Your gender?

- a) Female
 b) Male

3) Which college degree do you have?

- a) BA
 b) MA

4) Your experience as a teacher in years?

- a) 0-2 years
 b) 3-5 years
 c) 6-8 years
 d) 9 –more years

5) Your major?

- a) American Culture and Literat
 b) English Language Literature
 c) English Language Teaching
 d) English Linguistics

e) Translation and Interpretation

f) Others (Specify:)

PART- 2: KNOWLEDGE OF REFLECTIVE TEACHING

1) Have you ever taken any courses or training about **reflective teaching and practices**?

- a) Yes
 b) No

2) Which of these reflective teaching/thinking forms have you used before? Please, choose one of them you have used for a long time.

- a) Journal keeping
 b) Learning Logs
 c) Video-Audio Recording
 d) Autobiography
 e) Diary Keeping
 f) Peer observation
 g) Supervision
 h) Mind mapping
 i) Surveys and Questionnaires
 j) Action research
 k) Group discussions
 l) Teacher Portfolio
 m) None

Part-3: PROFESSIONAL DEVELOPMENT

- 1) Choose one of the professional development activities you have mostly participated in as a teacher?
 - a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)
 - b) Face to face or online teacher training programs.
 - c) Individual or collaborative research on a topic of interest to you professionally.
 - d) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)
 - e) Qualification program (e.g. a degree program)
 - f) Observation visits to other schools.
 - g) Participation in a network of teachers formed specifically for the professional development of teachers.
 - h) Mentoring and/or peer observation and coaching, as part of a formal school arrangement
 - i) Reading professional literature (e.g. journals, evidence-based papers, thesis papers)
 - j) Engaging in informal dialogue with your colleagues on how to improve your teaching.
 - k) Others (Please indicate kinds of professional development activities).....
 - l) None.

- 2) If your answer is "None" in the previous question, please choose the best reason for not participating in any professional development activities?
 - a) I did not have necessary requirements to attend. (e.g. qualifications, degree, experience).
 - b) I had no information about the professional development activities.
 - c) Professional development was too expensive/I could not afford it.
 - d) The institutions I work for doesn't support.
 - e) Professional development conflicted with my work schedule.
 - f) I didn't have time because of family responsibilities or workload.
 - g) There was no suitable professional development offered.
 - h) Other (please specify):

- 3) How many days of professional development did you attend as a teacher?
 - a) 1-2
 - b) 3-5
 - c) 6-8
 - d) 8-over

- 4) Were the professional development activities compulsory for you to attend?
 - a) Yes
 - b) No

- 5) What is your professional development need as a teacher? Please, choose one of the areas you mostly feel the need to develop yourself.
 - a) Content and performance standards in my subject field.
 - b) Student assessment practices
 - c) Classroom management
 - d) Curriculum development
 - e) Knowledge and understanding of my main subject field(s)
 - f) Technology use
 - g) Teaching different age groups

- h) Knowledge and understanding of instructional practices.
- i) Communication skills for teaching
- j) Teaching students with special learning needs
- k) Student discipline and behavior problems
- l) School management and administration
- m) Teaching in a multicultural setting
- n) Student counseling
- o) Other academic skills (Please specify) :

.....

.....

6) Do you want to participate in professional development in the future?

- a) **Yes**
- b) **No**

APPENDIX C: PARTICIPANT INTERVIEW CONSENT FORM

I, _____, the undersigned, freely consent to participate in the research entitled: **The Impact of Teacher Portfolios on Promoting Professional Development: A Case Study at Namık Kemal University**", the nature and the procedure of this thesis being as follows:

Purpose: The objective of the project is to identify the impact of teacher portfolios on promoting professional development. The results will help identify the benefits of the teacher portfolios and the challenges teachers face while keeping teacher portfolios and also its effect on promoting reflective thinking.

1. The interviews, which are face-to-face and recorded on audio tape, last approximately half an hour.
2. I understand that, if I wish to withdraw from the study, I may do so at any time, without any explanation and without any repercussions. Any and all data that I provide may be withdrawn at my request.
3. In order to protect the anonymity and confidentiality of responses, the researcher will take the following precautions:
 - Participants' names will not appear on any report;
 - A code will be used on all research documents. Only the present researcher will have access to this code and to the list of participants' names;
 - Only the present researcher will have access to the audio tapes from these interviews. In the case that future researchers are granted access to transcribed versions of these interviews, only the code will appear on the documents.
4. The results of this study will be made available to the participants. A research summary will also be sent to each participant in this study.

This thesis is undertaken by Seda TAŞ, an Ma student at Trakya University. Seda TAŞ may be reached for further information at:

Namık Kemal University, School of Foreign Languages, TEKİRDAĞ email:
stone.seda@gmail.com

Name: _____

Date: _____

Read and signed: _____

Participant's address:

APPENDIX D: PRE-INTERVIEW QUESTIONS

1. What does “reflective thinking “mean to you?
2. Do you thing reflective thinking is necessary for teachers?
 - Why “yes”?
 - Why “no”?
- 3.What is professional development for you?
4. Have you ever used teacher portfolios?
5. What does teacher portfolio mean to you?
6. How do you think teacher portfolios can be used as means of learning and professional development?
7. In what ways do you think teachers may benefit from keeping teacher portfolios?
8. What kind of challenges do you think the teachers may face while keeping teacher portfolio?

APPENDIX E: INTASC STANDARDS

STANDARD 1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

STANDARD 2 The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

STANDARD 3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

STANDARD 4 The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

STANDARD 5 The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

STANDARD 6 The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

STANDARD 7 The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

STANDARD 8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

STANDARD 9 The teacher is a reflective practitioner who continually evaluates the effects his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

STANDARD 10 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (**“parents” is omitted**)

APPENDIX F: POST INTERVIEW QUESTIONS

1. What do you think about the process of portfolio as you have finished constructing it?
2. Are you pleased with the teacher portfolio you have completed?
3. What did you learn as a teacher from keeping a teacher portfolio?
4. Do you think this study has contributed to your professional development? If so, please explain.
5. What kind of challenges did you face while keeping the teacher portfolio?
6. What was the most challenging part of constructing a teacher portfolio, why?
7. Is there any disadvantage of constructing teacher portfolio? If yes, please explain.
8. Do you think that it worth all those efforts and time?
9. Will you continue keeping your teacher portfolio next term?
10. Do you have any suggestions? If yes, please explain them.

APPENDIX G: TEACHER PORTFOLIO EVALUATION RUBRIC

Rubric for Evaluating Teacher Portfolios

Teacher Name: _____

Date: _____

Evaluator Name: _____

Department: _____

Rating Scale: 4 = Exceptional

3 = Proficient

2 = Basic

1 = Unacceptable

√ Rate each of the standards according to provided artifacts, written reflections and the understanding of the standard. Then, give an overall rating for the teacher competency and professional development.

<u>4= Exceptional</u>	<u>3= Proficient</u>	<u>2= Basic</u>	<u>1= Unacceptable</u>
<p>● There is a sophisticated understanding of the relevant standards. The developer meets each part of the standards clearly and consistently. The teaching concepts, processes, reflections, evidence, qualifications made, questions posed, methods used are at an advanced level.</p> <p>● The developer presents reflections in an engaging, clear, thoroughly manner, and is mindful of the context and purpose. There is a clear and achievable detailed plan of action identified for future growth to improve teaching knowledge and skills.</p> <p>● The artifacts provided shows high quality of teaching and provide a clear demonstration of teacher's ability to thoroughly integrate and synthesize the components of reflection and knowledge in teaching.</p>	<p>☑ There is a solid understanding of the relevant standards. The developer meets the standards (overall), but there may be components that are met more clearly than others. The teaching concepts, processes, reflections, evidence, qualifications made, questions posed, methods used are appropriate for addressing the issues or problems.</p> <p>● The developer presents reflections in a clear, thoroughly manner, and shows awareness of the context and purpose. There is a clearly plan of action identified for future growth to improve teaching knowledge and skills.</p> <p>● The artifacts provided show the effectiveness of teaching and provide adequate demonstration of teacher's ability to thoroughly integrate and synthesize the components of reflection and knowledge in teaching.</p>	<p>● There is a limited understanding of the relevant standards. The developer meets the standards partially, but it may not clearly show how the components are met. The teaching concepts, processes, reflections, evidence, qualifications made, questions posed, methods used are mostly simple and inadequate for addressing the issues or problems.</p> <p>● Some of the reflections the developer presents lack clarity. In some cases also there is no evidence whether the context and purpose have been considered. There is a plan of future growth but it lack clarity.</p> <p>● The artifacts provided show a very little effectiveness of teaching and in some case they don't show a clear demonstration of teacher's ability to thoroughly integrate and synthesize the components of reflection and knowledge in teaching.</p>	<p>● There is little apparent understanding of the relevant standards. The developer meets some parts of the standards and the components are not met. The teaching concepts, processes, reflections, evidence, qualifications made, questions posed, methods used are inadequate or inappropriate for addressing the issues or problems.</p> <p>● The developer presents reflections in an unclear manner and provides little consideration of the context and purpose. There is no plan of future growth.</p> <p>● The artifacts provided show the ineffectiveness of teaching and provide insufficient and poor demonstration of teacher's ability to thoroughly integrate and synthesize the components of reflection and knowledge in teaching.</p>

APPENDIX H: HATSON AND SMITH REFLECTIVITY CRITERIA

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

Descriptive writing - Not reflective.

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

Descriptive reflection -Reflective, not only a description of events but some attempt to provide reason/justification for events or actions but in a reportive or descriptive way.

E.g., 'I chose this problem solving activity because I believe that students should be active rather than passive learners'.

- Recognition of alternate viewpoints in the research and literature which are reported.

E.g., 'Tyler (1949), because of the assumptions on which his approach rests suggests that the curriculum process should begin with objectives. Yinger (1979), on the other hand argues that the 'task' is the starting point.'

-Two forms:-

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

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

-Such reflection is analytical or/and integrative of factors and perspectives and may recognize inconsistencies in attempting to provide rationales and critique,

E.g., 'While I had planned to use mainly written text materials I became aware very quickly that a number of students did not respond to these. Thinking about this now there may have been several reasons for this. A number of the students, while reasonably proficient in English, even though they had been NESB learners, may still have lacked some confidence in handling the level of language in the text. Alternatively a number of students may have been visual and tactile learners. In any case I found that I had to employ more concrete activities in my teaching.'

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

Critical reflection - Demonstrates awareness that actions and events are not only located in, and explicable by, reference to multiple perspectives but are located in, and influenced by, multiple historical and socio-political contexts.

E.g., 'What must be recognized, however, is that the issues of student management experienced with this class can only be understood within the wider structural locations of power relationships established between teachers and students in schools as social institutions based upon the principle of control'. (Smith 1992).

APPENDIX I: RESEARCH EVENTS AND TIME LINE

In this research study, an event was an interaction between a participant of this study and the researcher. The main events that took place were group sessions in which the participant teachers and the researcher discussed teacher portfolio implementation process and standards. During this research, the researcher maintained a questionnaire, interviews, deep investigation and evaluation of teacher portfolios (artifacts of teacher portfolios). Table A.1 shows counts of individual these events.

Event	Date	Participants	Pilot Study
Informed Consent form	26.08.2010	All EFL teachers of the university	
Initial teacher questionnaire	02.09.2010	Ten participant teachers	
Participant Consent Form for interviews	04.09.2010	Ten participant teachers	
Pre-interviews	07.09.2010	Ten participant teachers were interviewed for two weeks	05.09.2010
Group session	19.09.2010	Ten volunteer participants attended (the beginning and deadline for the teacher portfolios were discussed).	
Beginning of portfolio implementation	20.09.2010	Two teachers couldn't start due to marriage and job changes. Eight participants began their portfolios.	
Group session	03.01.2011	Eight participants expressed their feelings about the process.	
The submission of teacher portfolios	02.05.2011	Teacher portfolios submitted by teachers during this week.	
Post-interviews	05-09.05.2011	Post interviews were conducted.	
Analyses and evaluation of teacher portfolios	10.05.2011-.....	Eight teacher portfolios analyzed intensively and evaluated for almost ten days.	

APPENDIX J: SAMPLE TEACHER PORTFOLIO

My Teaching Philosophy



I have been teaching for almost two years, so I am not an experienced instructor. The purpose of this portfolio is to think upon my teaching reflectively so that I can become a better and more satisfied instructor and also to be more beneficial for my students.

"I'm not a teacher, only a fellow traveler of whom you asked the way. I pointed ahead, ahead of myself as well as you."

Bernard Shaw

Before I began working as a teacher I never thought teaching would be this much fun and satisfying. Still, I do not see myself as a teacher in classical terms. What I mean here is that I do not see myself as just an information giver but a guide to support the students to learn self-autonomy. Letting them find their own way in a lesson encourages them more and be more competent in communication.

The most important thing I value is to able to communicate in the target language. So, forming small talks in the lesson is of vital importance. Rather than being obedient to the rules of grammar, a student should give the necessary responses in daily talks. That's why I encourage them to speak as much as they can.

Another thing I value is that I expect students to use critical thinking while they learn. In this way, students will not only get the necessary and unavoidable information but also form questions, criticize, judge, decide and solve the problems by themselves. Critical thinking also backs up creativity. In fact, these two concepts always come together with each other and in my opinion it's wrong to separate the two.

Lastly, interaction is one of the aspects I think important. Both the interaction between student -student and student-teacher carry utmost value. As I teach a language

which is a living thing like people, I always try to avoid being monotonous. I require students to take and give opinions rather than just sitting and listening to me. Being dynamic while learning helps them acquire the language rather than learn rules. Of course, rules are not totally avoided in the classes, but with the help of contemporary and authentic materials students get to hear the language used by the natives.

(Appendix I: CV and Activity Report)

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Artifact I: Supervisor Feedback. For this artifact I used my supervisor feedback materials. This helped to reconsider my teaching discipline.

My Reflection: At first, I felt a little nervous, because it was the first time that I was observed as an instructor; but I was looking forward to it. I'm always open to things that I think is useful for my Professional development. I carefully prepared my lesson plan. I chose my materials suitable for my students' developmental and English level. My supervisor observed all the stages of my lesson. And I was ready to get my criticism. She approached really positive.

First, she talked about the things that she liked: well prepared, nice classroom management, positive relationships with students, positive classroom atmosphere, good timing, effective use of board.

The things she thought that might be better: smoother transition between activities, using body language more effectively, be sure that all students understand the instruction. She helped me to see my weaknesses and strengths.

My future professional learning goals for this competency: I am really active and energetic during my lessons. I don't like sitting at all. But maybe because I was a little nervous I couldn't act that much energetic during the observation. I always had trouble making smooth transition between activities. For example, we read a text. It is easy to pass into the grammar because we practice the structures we encountered in the text. But finishing it and starting to a new pronunciation activity can be challenging sometimes. She gave me really beneficial ideas about it. I made plans ahead and think about the nature of the activity and its relation to the other activities. From now on I think I won't have this problem. Also, I prepared a reading quiz to measure the effectiveness of my teaching and to

see if the changes I made was useful or not. (**Appendix II: Reading lesson plan and reading quiz**)

Artifact II: The last seminar that I've been to: 1st Aydin University International ELT Conference the theme "The Past, Present and Future of TEFL: Global Perspectives, Local Issues" on 6th-7th November, 2010.

My reflection: We attended the conference together with my colleagues from Namık Kemal University. I tried to choose sessions with examples and activities that I can use in my class.

-ProFUNciation: This session was prepared by two instructors. It was about some internet sites that can teach pronunciation, stress with fun activities. I liked the session because generally Turkish students don't like pronunciation activities. They find them boring and difficult. I try to make them fun as much as I can. I prepare songs for example. But I didn't use internet for these kind of purposes before. They showed us some amazing websites to use. (**Appendix III**)

-Dictogloss: It is improving listening skills with writing. This session was prepared by an instructor of Istanbul Aydin University. I also enjoyed this session. Dictogloss technique was presented as a listening activity in this session. I made a small research about it and I found out that it can be used as a tool for teaching and testing grammar. Thus, I learnt what is dictogloss and how it can be implemented. (**Appendix III**).

My future professional learning goals for this competency: Because technology is involved, pronunciation activities that they suggested are highly motivating for students. For example, there are Karaoke websites students can listen to and sing a song together. I think using it in my classes will be really enjoyable. Useful websites can bring variety. Also, I am planning to use dictogloss in my class and I can make it as a competition. I am sure it will be fun. But it is difficult to find the suitable text for students' level.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Artifact I: Knowing your students. One of the most important teacher characteristic is to know your students both as a student and as a person. To have a positive relationship we should also know them as individuals. I teach teenagers. This is a difficult group. I am not much older than them, so I think I can understand them and show empathy. At the beginning of the term, I wanted them to fill a Student Information Form. They filled them with their personal information and expectations about English. I think these forms gave the impression that we care for them. I collected and saved them in my files. It is really important for me to know my students so I read them very carefully and knew my students better. **(Appendix IV).**

Artifact II: An article I read about teenagers and how to motivate them. I find it very beneficial. **(Appendix V).**

My reflection: Motivating teenagers, it is an article taken from British council website. The writer talks about the ways to motivate teenagers. He talks about empathy. To emphasize with students is really significant. He suggests learner journals that students keep to reflect upon their learning. I don't make my students keep journals but I want them to write about their personal experiences about different topic every week. This way I learned a lot about them. I know their problems, family situations, weaknesses and strengths.

Another thing that can motivate students is to use authentic materials that they can personalize. I definitely agree with this. I always try to find photos or materials that are authentic and familiar. For example, instead of talking about someone in their course book, I bring them some famous actors' photos that they all know and want them to talk about them.

The article also focuses on the help of using songs and lyrics in the classroom. Every week we listen to some songs that my students choose (suitable ones). I prepare activities. This is one of the best parts of the lesson. **(Appendix VI: A song I prepared)**

My future professional learning goals for this competency: I think that I do my best to get to know my students' weaknesses and strengths. Student information forms are great examples for that. Also after I read the article, I realized that I am good at with the group I am working. But maybe I can find some new and interesting activities suitable for their developmental level.

Artifact III: Action Research Project. I am a fan of technology and so are our students. I like using visual materials in my class. Especially I like power point slides. PowerPoint gives an effectual means to get your ideas across. Slides should be designed in such a way where they are catchy and provide key phrases which will keep listeners attuned and focused on bulleted and the most important points. PowerPoint provides a terrific way to make the presentation memorable if properly used.

My reflection: Using some pictures and graphical representations add charm and help personalize the learning. These are some terrific enhancements and benefits in applying PowerPoint to your discussion. They save class time. I don't spend time on writing on the board or cleaning the board. They are different than standard teaching so they motivate students. Students like using computers and they like variety. They provide visual aids and they are interesting.

My future professional learning goals for this competency: The tools provided within the PowerPoint application are very user friendly and easy to follow step-by-step; even the novice user can sit down and effectively learn how to navigate this program with the helpful templates and tips offered within the program. The application provides you with a variety of layouts to choose from and it's easy to select what kinds of features you want to integrate into your slides which help you create an expert looking slideshow. That's why I will want my students to make 5 minutes presentations using PPTs. They motivate and are fun to prepare. This year I can provide more opportunities for my students to use PPT s more often. And also I can prepare PPTs for other subject matters rather than grammar ones.

Artifact IV: Student Reflections. Student opinions are really important. I care about their ideas and thoughts about my teaching. Each term I want them to write criticism about the lesson. They don't need to write their names because they feel comfortable with me and I don't judge my students. They mostly add their names to their reflections. I ask them to write the things they like most and also they don't like. I want them to share their opinions and ideas with me and I take their opinions seriously.

My reflection: The positive things they wrote until now; my positive attitude, I pay attention to each and every student, the games I prepared, songs we listen to, how I introduce new topic especially grammar structure. They say that they like the way I introduce new vocabulary and grammar. With my positive attitude, they like English more now. However, they complain about the homework that I gave them. But I don't agree with them because I don't assign that much homework. This is because after high school they think that they

won't have any homework in university. In Appendix VIII there are some examples of my student reflection papers both positive and negative ones. I want them to write in their native language because I need them to express their opinions clearly and they need to feel comfortable while writing them.

My future professional learning goals for this competency: I think it is really difficult to know whether they were objective about their criticisms or not. Maybe I shouldn't want them to write names though I say it is optional. However, after some time I even start to notice their writings. I guess I must trust my students.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.



Artifact I.MI theory: I think the artifact that suits best for this principle is talking about multiple intelligence theory.

My reflection: Howard Gardner's theory of multiple intelligences has not been readily accepted within academic psychology. However, I think this theory makes us to think about a lot of different things about our teaching.

“Seven kinds of intelligence would allow seven ways to teach, rather than one. And powerful constraints that exist in the mind can be mobilized to introduce a particular concept (or whole system of thinking) in a way that children are most likely to learn it and least likely to distort it. Paradoxically, constraints can be suggestive and ultimately freeing. (op. cit.)”

Students think and learn in many different ways. It also provides educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of the range of learners in their classrooms. So we should provide variety of activities to get the interest of each student.

My future professional learning goals for this competency: There are great activities that can be used to get the interest of different students. I think I should consider these differences and act accordingly. Here are some activities that I use to reach different intelligences:

- ✓ **Musical:** It is the ability to recognize and communicate using melody, rhythm, and harmony. To gain the attention of my students, I usually start or finish lesson with a tongue twister which is a simple but good idea.

Some examples:

Peter Piper picked a peck of pickled peppers.

-Did Peter Piper pick a peck of pickled peppers?

If Peter Piper picked a peck of pickled peppers,

- where's the peck of pickled peppers Peter Piper picked?

- ✓ **Logical / Mathematical:** It is using of logic and mathematical models to represent and work with ideas. With simple adjustments, I can make lots of activities fun for my students because they like challenge. Here is an example:

Match-Up is a game that helps students review basic sentence structure and match these structures to grammar concepts / structures / forms they have studied throughout the year.

- Split students into groups and ask them to complete the Match-Up! exercise provided below.
- Give each group a name and write the name on the board.
- Once students have finished, go around the room calling on one group at a time. Award a point for each sentence / structure combination correctly matched.
- Once the game has finished, ask students to remain in their groups and use the grammar / structure section of each Match-Up! sentence to write another example of that structure.
- Circulate around the room, checking students' work and correcting / explaining when required.

- Ask students to repeat the exercise at home as homework.

Instructions: Match the sentence halves to make correct sentences. Once you have matched-up the sentences find the correct grammar form and match it to the sentence.

Sentence Beginnings	Sentence Endings
Andy would have enjoyed coming	unless she hurries up!
He's always getting	the concert next week?
How about going to	she telephoned me from her home in Austin.
I might be able to	presentation this time tomorrow.
I wish she had	into trouble at school.
If he were in charge	in on Sundays.
Peter will have	if he had been invited.
She'll be late	he would fire a few people.
She can't have flown to New York because	finished the report by next Friday.
That house is being	decided to stay longer.
They're going to study	computer sciences at university.
We'll be giving the	built by Anderson Inc.
We usually sleep	attend the conference next week.
We would have brunch on Sundays	after going to church.

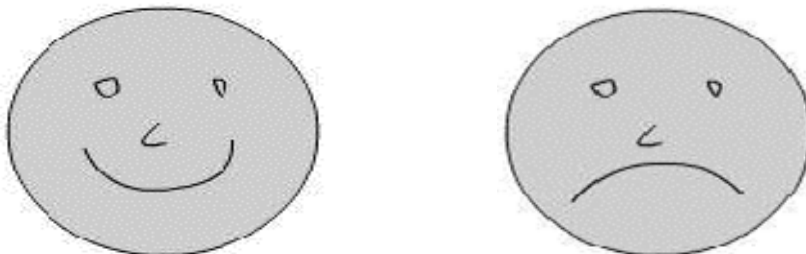
- ✓ **Interpersonal:** It is the ability to get along with others, work with others to accomplish tasks. My students enjoy group activities, they like working with other students, so most of them are interpersonal students. These students always contribute lesson more than intrapersonal students so they are easier to recognize. Here is an example activity I use for them:

"Guilty" is a fun classroom game which encourages students to communicate using past tenses.

- Start by describing a crime which happened last night. Each student pair will be interrogated by the rest of the class and will create alibis to prove they are innocent.
- Have students get into pairs.
- Have the students develop their alibis for where they were when the crime was committed. Encourage them to go into as much detail as possible when discussing their alibis.

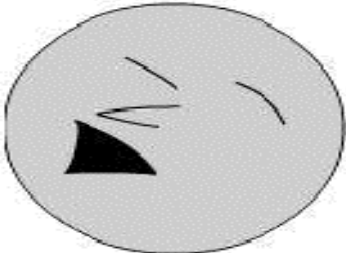

- Go around the classroom getting an alibi statement from each group (e.g. We were away for a weekend trip to the countryside).
 - Write the individual alibis on the board.
 - Once each group has developed their alibis, ask them to write down 3 questions about the other alibis on the board.
 - To begin the game, ask one student from the beginning pair to leave the room. The other students ask the first student the questions.
 - Ask the other student to return to the classroom and have the students ask the same questions. Take note of how many differences there were in the students' responses.
 - Repeat the same with each student pair.
 - The "guilty" pair is the pair with the most discrepancies in their story.
- ✓ **Visual / Spatial:** It is the explanation and comprehension through the use of pictures, graphs, maps, etc. I like using visual aids in my classes because I'm also a visual learner. My students like pictures, colorful things. They like drawing activities. For instance;

Drawing in the Classroom – Expressions



The key to drawing quickly is the fact that humans usually fill in the missing information. The difference between "happy" and "sad" is one simple stroke - the smile or frown. There are basically seven expressions which can be quickly expressed in a few strokes of the marker or piece of chalk and cover quite a wide range of situations.

Here are another two:

<p>Laughing People usually tip their head to one side when laughing and open their mouths in a good chuckle. Example: Why is he laughing? What Joke has he heard?</p> 	<p>Anger Slang the eyebrows down and raise the shoulders, open the mouth in a shout and you have one angry character! Example: What happened to Tom? Why is he so angry?</p> 
--	--

Artifact II. Tutorials: For this artifact I use some Self-Assessment Forms that students fill to evaluate themselves on their weaknesses and strengths. I make use of these forms during our tutorial hours.

My reflection: Some students are better at learning while some struggle. I have 25 students in my class. Their English levels are more or less the same. But some can manage to get good marks without trying, some need to work hard. During the lesson sometimes I cannot focus on students who are slower learners, because I need a schedule to complete. However, I know my students through observation or through self-assessment forms. Using these self-assessment forms helps them to think about their weaknesses and strength about learning English. According to these forms I know which skill to focus while working with students.

My future professional learning goals for this competency: This year I have more students who are slow learners. That's why I think these forms are really effective and beneficial both for the students and for me. Every week I study with some weak students in my tutorial hours, we look at their self-assessment forms and try to find ways to overcome the problematic areas together. But I am not sure the effectiveness of these forms in terms of students' evaluating themselves. I need to search more maybe I can find more detailed forms to use. Here is an example Self -Assessment Form (**Appendix VII**).

SAMPLE APPENDICES OF THIS TEACHER PORTFOLIO

APPENDIX I: CV and Activity Rapport

PERSONAL INFORMATION

Name, Surname :

Place of Birth : Malkara / Tekirdağ

Date of Birth : 16.06.1986

Marital Status : Single

Nationality : TC

Mobile :

E-Mail :

Home Address : TEKİRDAĞ

CAREER PLANS

I want to improve myself in my own field constantly and to apply these knowledge, experiences and skills I gained throughout my all teaching life.

EDUCATION

MA

2008-2009 Fall ---left Eskişehir Anadolu University,
Institute of Education Sciences ,Program in English Language Teaching

Bachelor's degree

2004-2008 Eskişehir Anadolu University, Education Faculty, ELT Department
High school 2000-2004 Tekirdağ Anadolu High School

EXPERIENCE

Training Period

2004-2005 Spring Term: Çamlıca Primary School (Eskişehir)

2007-2008 Fall Term: Cahit Kural Primary School (Eskişehir)

2007-2008 Spring Term: Mimar Sinan Primary School(Eskişehir)

2008 December- 2009 February: Anadolu University, School of Foreign Languages English Instructor:

2009 February- Present: Namık Kemal University, School of Foreign Languages English Instructor:

COMPUTER SKILLS

Microsoft Office; Excel, Word, PowerPoint, Access, Internet

FOREIGN LANGUAGES

English : Advance

SEMINARS PARTICIPATION

23-25 October 2008 : The 12th International INGED ELT Conference: Anadolu University

29 June 2010 : Namık Kemal University, Teresa DOGUELLI: Developing Reading and Writing Skill

05-07 July 2010 : Oxford University Press- In-service Training

Developing Academic Skills

06-07 November 2010: The 1st İstanbul Aydın University International ELT Conference entitled: "The past, Present and Future of TEFL."

ACTIVITY RAPPORT

- **Teaching English Prep:**

- 2010-2011 Academic Year Fall Semester

- Teaching Day: Main Course, Writing

- Secondary Education: Main Course

- 2009-2010 Academic Year Fall and Spring Semester

- Teaching Day: Main Course, Reading, Writing

- Secondary Education: Main Course

- **Hayrabolu Vocational School Teaching:**

- 2008-2009 Academic Year Spring Semester

- Machine: Foreign Language II

- Automotive: Foreign Language II

- Greenhouse: Foreign Language II

- Banking and Insurance: Foreign Language II

- **NAKSEM**

2008-2009 Academic Year Spring Periods: Basic English Course

Tasks in the School of Foreign Languages.

2009-2010 Academic Year Fall and Spring Semester: Writing Team Member

2010-2011 Academic Year Fall Semester: Reading Team Leader

Courses and Seminars:

29 June 2010 : Namik Kemal University, Teresa DOGUELLI: Developing Reading and Writing Skill


05-07 July: 2010 : Oxford University Press- In-service Training Developing Academic Skills

06-07 November 2010 : The 1st İstanbul Aydın University International ELT Conference entitled: "The past, Present and Future of TEFL."

APPENDIX II: Reading Lesson Plan and Reading Quiz

Stage Aims/Timing	Teacher Activity	Student Activity	Materials
<p>The students will;</p> <ul style="list-style-type: none"> - revise previously learned vocab with a small game -talk about teenage problems - read for getting main points of the text - read for getting specific information from the given text -write some teenage problems and some solutions -listen to a song to complete the given task 	<p><u>Warm-up:</u></p> <ul style="list-style-type: none"> - Does a small vocabulary game to revise previously learned vocab. <p><u>Lead-in:</u></p> <ul style="list-style-type: none"> -Does a small discussion about the reasons of teenage depression <p><u>1 VOCABULARY</u></p> <ul style="list-style-type: none"> -Teaches some new vocabulary necessary for the understanding of the text <p><u>2 READING</u></p> <ul style="list-style-type: none"> - Gives time for the students to read the text quickly - Asks what the text is about - Checks answers - Asks students to read the text again and complete the given task - Checks answers by asking students one by one <p><u>3 SPEAKING</u></p> <ul style="list-style-type: none"> - Asks students to discuss how we can help depressed people -Puts students in pairs, gives each student a role play card <p><u>4 WRITING</u></p> <ul style="list-style-type: none"> - Asks students work in pairs and write a new role-play 	<p>Participate the game</p> <p>-Participate the discussion</p> <p>-Matches the words with their definitions</p> <p>-Read the text for general understanding</p> <p>- Tell what they have understood from the text</p> <p>-Read the text for detailed understanding and answers the comprehension questions</p> <p>-Tell their answers</p> <p>- Discuss how people feel when</p>	<p>Vocabulary Cards</p> <ul style="list-style-type: none"> - Pictures -Board marker and white board -Activity worksheet -Reading text -Reading text -Activity worksheet

	<p>situation</p> <ul style="list-style-type: none"> -Get feedback from some pairs - Asks pairs to swap their role-play cards - Asks students to act out the new situation. <p><u>END OF THE LESSON</u></p> <ul style="list-style-type: none"> -Asks students if they have any questions and unknown vocabulary <p>As a homework,</p> <ul style="list-style-type: none"> - Asks students to write a cause or effect paragraph about teenage depression. <p>Then finish the lesson</p> <p><u>EXTRA ACTIVITY</u></p> <ul style="list-style-type: none"> - Gives song hand-out and asks students fill in the blanks while listening (If students complete the activities earlier than expected) 	<p>they are depressed and how they can help</p> <ul style="list-style-type: none"> -Work in pairs, act out the situation - Work in pairs and write their own role-play cards - Swap their role play cards with another pair - Act out the new situation - Listen to the song and fill in the blanks 	<ul style="list-style-type: none"> - Board marker and white board -Role play cards - Empty role-play cards - Role-play cards prepared by the students. - Song
--	---	--	--

	NAMIK KEMAL UNIVERSITY SCHOOL OF FOREIGN LANGUAGES 2010-2011 ACADEMIC YEAR SECOND MIDTERM GRAMMAR PART A CLASSES	Name: Surname: Number:
---	---	---

The Last Great Race

In 1925 in the seaside city of Nome, Alaska, there was a terrible disaster. Nome is in the north of Alaska. It is very far from other cities. In the winter, there is lots of snow, and it is very cold. Years ago there were no railroads, highways, or airplanes there. It was very difficult to travel to Nome. In 1925, a doctor discovered that some of the people were ill with a disease called diphtheria. There was no serum for diphtheria in Nome. The doctor could not vaccinate the people. In the city of Anchorage, people heard about the problem and sent the serum to the doctor. First people carried the medicine by train to the small town of Tanana. Then they wrapped the serum in fur to protect it from the cold. It went by dogsled across the frozen land. It took 170 hours for the serum to reach Nome. Nine teams of dogs pulled the sled at different times. One of the people who drove the sled was a man named Leonhard Seppala. The serum reached Nome in time to save the lives of many people. (I)

When people heard about this race to save lives, they decided to have another race. Two people wanted to start the race again and they were Leonhard Seppala and his wife. In 1967 they began a race called the Iditarod. In this race, dog teams pull sleds. Their drivers, called mushers, run behind the sleds or ride on them. The race is from Anchorage to Nome. The distance is 1,159 miles, 1,932 kilometers. The race takes about eleven days. Many mushers and their dogs start the race, but only a few win and finish it. (II)

Mushers take good care of their dogs. Healthy dogs are an important part of winning the "last great race". The race goes through valleys and over mountains. It crosses frozen rivers. Sometimes snow and high winds can cause problems. Women, as well as men, are mushers. In fact, Susan Butcher has won the race several times. Because of a historical event, today the challenging Iditarod is part of Alaskan culture. (III)

A. Read the passage and answer the questions. (5 pts each = 20 pts)

1. Why did the people send the serum to the doctor?

2. How many hours did it take for the serum to reach Nome?

3. What is "musher"?

4. What can cause problems during the race?

B. What do these words refer to in the text? (5 pts each = 20 pts)

1. "there"(paragraph I, line 3) _____

2. "it" (paragraph I, line 6) _____

3. "their"(paragraph II, line 4) _____

C. Find words/phrases in the text which mean the same as the following. (5 pts each = 20 pts)

1. Very bad (par. I) _____

2. Find about something (par. I) _____

3. Competition (par. II) _____

4. To watch over, look after something or somebody (par. III) _____

D. Complete the sentences with the given words. There are two extra words. (4 pts each = 40 pts)

1. I can't _____ to buy these shoes. They are very expensive.

2. In this hospital, the _____ of nursing staff to doctors is 2:1.

3. Darren didn't _____ to any of her ex-girlfriend's e-mails.

4. Aren't you going to _____ any money to Jack's leaving present?

5. Mark and Allie couldn't _____ on the date of their wedding ceremony.

6. His parents often _____ about how to spend their money.

7. 'I'm going to Germany this weekend.' 'What a _____! I'm going there too.'

8. The winter is close. This good weather won't _____ for a long time.

9. Interestingly, arranged marriages still _____ in many countries.

10. Unfortunately, millions of people all around the world live in _____.

APPENDIX III: Cloze Dictogloss

Cloze dictogloss consists essentially of asking students to reconstruct a dictated text so as to capture as much as possible of its information content in as accurate and acceptable a linguistic form as possible. This technique is especially interesting in that it reconciles the (teacher's) interest in grammar and the need for interactive learning; and the achievement of accuracy through fluency activities.

How it works in class

Classroom procedure can be summarized as follows:

- a. The teacher reads a short text out twice to the students at normal speed.
- b. While this text is being read, the students make notes, e.g. by jotting down familiar words and phrases.
- c. Working in small groups, the learners now pool their notes and strive to reconstruct a version of the text from their shared notes.
- d. Each group of students produces its own reconstructed version, aiming at grammatical accuracy and textual cohesion but not at reproducing the original text.

The four stages in the dictogloss procedure

1. Preparation

- a. Begin by looking out for a suitable dictogloss passage. Any short (4 to 5 sentences or lines), coherent and interesting passage will do.
- b. Prepare your students for the topic with a suitable warm-up. Prepare your students for the vocabulary of the text. Vocabulary should be pre-taught if you suspect that certain items will be unfamiliar or difficult to infer.
- c. Make sure that your learners know what they are expected to do at each stage of the procedure.
- d. Put learners into groups before the dictogloss begins.

2. Dictation

Learners may hear the text twice. The first time, they should not write anything but just listen. Dictate the text at normal speed. Pause between sentences, pauses should be a little longer than usual (I always silently count to five). Try to make the two readings identical.

Sample text:

Chocomania

1. If you did a random check among your friends you might discover an amazing thing. 2. The addiction that affects most people is neither alcohol nor nicotine. 3. It's chocolate. 4. Most people can't resist soft, sweet, fresh chocolate and they eat it quite regularly. 5. Apart from the effect on your pocket and your waistline, the habit is neither harmful nor illegal and most chocolate addicts get away happily with at least one 'fix' a day.

(Wajnryb, Ruth; Grammar Dictation, OUP 1990, p. 66.)

3. Reconstruction

As soon as the second reading is over, students, working in groups, proceed to pool their notes and work on their version of the text. It is useful to appoint a scribe through whom all the suggestions are channeled and who does the writing. When they have finished they check their text for grammar, textual cohesion and logical sense.

4. Analysis and Correction

This can be done in a number of ways. In a classroom with a chalkboard, I did it like this. Using the board, scribes come out in front and write up their groups' versions of the text for all to see and discuss. This is best done on a sentence basis – sentence 1 of each group is analyzed and discussed before moving on to sentence 2 of each group, etc.

Aim of Dictogloss

The main aim is to develop learners' grammatical competence in using the language.

The Value of Dictogloss

- ✓ Learning becomes active involvement.
- ✓ Teaching and testing go hand in hand.
- ✓ This is an exercise based on an information gap
- ✓ It strikes a balance between memory and creativity.
- ✓ It stimulates grammar practice in sentence context.

- ✓ It compromises between grammar (what students think they want) and communicative practice in a task-based, learner-centred context (what teachers want to give them).
- ✓ It stimulates motivation (grammar in response to visible needs).
- ✓ It helps to use language as communication.
- ✓ It caters for individuals and for groups.
- ✓ The text is seen as the unit of language.

APPENDIX VII: Self-Assessment Form

 <p style="font-size: small; margin: 0;">NAMIK KEMAL UNIVERSITY 2006</p>	<p>NAMIK KEMAL UNIVERSITY SCHOOL OF FOREIGN LANGUAGES 2009-2010 SELF-ASSESSMENT / ÖĞRENME SÜRECİ DEĞERLENDİRME FORMU B1 SEVİYESİ</p>	<p>Name :.....</p> <p>Surname:...</p> <p>Class :.....</p>
---	---	--

Aşağıda bu dönem boyunca edinmemiz gereken becerileri değerlendireceğiniz başlıklar hazırlanmıştır. Her bir başlığın altında belirtilen becerilerde kendinizi nasıl bulduğunuzu, neler yapabildiğinizi ve neleri geliştirebileceğinizi dikkatlice düşünüp değerlendirmelerinizi yazınız.

Reading / Okuma

1. Parçanın genel anlamını anlamak için parçayı gözümle tarayarak okuduğumda (skimming)
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
2. Parçanın içinde geçen belirli bilgileri (isim, tarih, yüzde, vs) bulmak için hızlı biçimde tarayarak okuduğumda (scanning)
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
3. Parçayı dikkatli okuyup ilgili soruları yanıtlamada (T/F, Comprehension Questions)
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
4. Parça içinde bilmediğim kelimelerin anlamını parçanın genel anlamından çıkarmakta
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
5. Gazete ya da dergilerde kişisel yorumlar içeren makale ve röportajlar okumakta, yazarın konuyla ilgili temel düşüncelerini anlamakta
 Sıkıntı Çekiyorum İyiyim Çok İyiyim

Writing / Yazma

1. Basit tümceler ve ifadelerle günlük hayatımdaki şeylerden (hobi, okul, aile) bahsetmekte
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
2. Bir olayı anlatırken zamansal sıralamayı doğru yapabilmek için “önce, sonra, son olarak” gibi sözcük ve ifadeleri kullanmakta
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
3. Bir mektupta üzüntü, sevinç, ilgi, paylaşım gibi duygularımı ifade edebilmekte
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
4. Faks, e-posta ya da bir not ile bir konu hakkında bilgi vermekte ve almakta
 Sıkıntı Çekiyorum İyiyim Çok İyiyim

Aşağıdaki konularda 100 kelime civarında kelimeyle kendinizi yazılı olarak anlamlı bir şekilde ifade etmede nasılsınız?

5. Bir insanı tanıtmada / Describing a person
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
6. Bir nesneyi tanıtmada / Describing an object
 Sıkıntı Çekiyorum İyiyim Çok İyiyim

7. Bir yeri tanıtmada / Describing a place
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
8. Bir süreci adım adım anlatmada / Describing a process
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
9. Bir anı ya da hikayeyi yazıya aktarmada / Narratives
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
10. Bir konu hakkındaki fikrimi/düşüncemi belirtmekte/ Opinion
 Sıkıntı Çekiyorum İyiyim Çok İyiyim

Listening / Dinleme

1. Konuşulan dildeki temel telaffuz özelliklerini (yuvarlamaları, vurguları) fark etme ve anlamada
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
2. Kalıp halinde duyduğum kelime gruplarını (I'm so sorry, the next point is that) anlamada
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
3. Dinlediğim metnin genel anlamını, ya da konuşmacıların arasındaki ilişkiyi (formal, informal), içinde buldukları ruh halini (angry, happy) anlamada
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
4. Bir metni dinlerken istenen bilgiyi ayırt edip, bu bilgiyi başka formlara (tablo, şema, liste, boşluk doldurma) aktarabilmekte
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
5. Gerçek yaşamda rastlanan günlük diyalogları (alışverişte, havaalanında, vs) anlamada
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
6. Günlük hayattaki bildik ve tahmin edilebilir konularda yavaş ve belirgin ses kayıtlarını anlamada
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
7. TV'deki değişik olaylarla ilgili haberler görüntülerle desteklendiğinde ana konuyu anlamada
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
8. Yavaş ve belirgin bir biçimde konuşulduğunda günlük hayattaki basit konuşmaları anlamada
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
9. Standart bir dil kullanıldığında uzunca bir konuşmayı ana hatlarıyla anlayabilmekte
 Sıkıntı Çekiyorum İyiyim Çok İyiyim

Speaking / Konuşma

1. Konuşurken doğru telaffuz etmede, vurgulamayı doğru yapmada
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
2. Sınıf içi çalışmalarını, öğretmen ve sınıf arkadaşlarıyla İngilizce olarak yürütmede
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
3. Günlük yaşamla ilgili temel diyalogları (selamlama, alışveriş) gerçekleştirmede
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
4. Bir konuyla ilgili tercihlerimi, sevdiğim ve sevmediğim şeyleri ifade etmekte
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
5. İnsanlar, yerler nesnelere hakkında konuşabilmekte
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
6. Planlarımı, eylemlerimi, duygu ve düşüncelerimi gerekçelendirmekte ve ifade edebilmekte
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
7. Geçmişte olmuş olaylardan geleceğe yönelik planlarımdan konuşabilmekte
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
8. Bir yol tarifi sormada ve harita yardımıyla yol tarif etmede
 Sıkıntı Çekiyorum İyiyim Çok İyiyim

9. Başkalarıyla ne yapabileceğimizi ya da ne nereye gidebileceğimizi konuşmakta ve ne zaman nerede buluşulacağını kararlaştırmakta
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
10. Kişisel olarak karşımdaki konuşmacıyla fikir alışverişinde bulunabilmekte, aynı fikirde olduğumu ya da kibarca aynı fikirde olmadığımı söyleyebilmekte
 Sıkıntı Çekiyorum İyiyim Çok İyiyim

Vocabulary / Kelime Bilgisi

1. Kelime defterimi etkin bir biçimde tutmada
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
2. Yeni öğrendiğim kelimeleri belirli aralıklarla tekrar etmede
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
3. Öğrendiğim kelimeleri yazılı metinler içinde tanıma ve anlamada
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
4. Öğrendiğim kelimeleri dinlediğim metinler içinde tanıma ve anlamada
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
5. Öğrendiğim kelimeleri kendi yazılarımda kullanabilme
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
6. Öğrendiğim kelimeleri sözlü olarak kullanabilme
 Sıkıntı Çekiyorum İyiyim Çok İyiyim

Studying Skills / Çalışma Becerileri

1. Sınıf içindeki bireysel, ikili ve grup çalışmalarına aktif olarak katılma, yardımlaşma ve paylaşmada
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
2. Derslere düzenli olarak gelme, ödevlerimi gereğince ve zamanında yapmada
 Sıkıntı Çekiyorum İyiyim Çok İyiyim
3. Boş zamanlarımda öğrendiğim dili geliştirmeye çalışmada (İngilizce şarkılar dinleyerek, film seyrederek, dergi vb okuyarak)
 Sıkıntı Çekiyorum İyiyim Çok İyiyim

(Adapted from ALTE European Language Portfolio)