

An E-Reflective Hybrid Professional Training for In-Service Teachers

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Abstract

This qualitative case study aims to analyze how an E-Reflective Teaching and Learning Hybrid course is experienced by in-service English language instructors in terms of particular teaching skills, perception, and practice of reflection at the tertiary level. The implementation and evaluation stages of this course involved two different data sources (instructors' opinions and recorded lessons) and six data collection tools (interviews, discussion forum questions, trainer's reflection forms, instructors' reaction forms, instructors' reflection forms, and peer observation forms). The findings showed this course made a noticeable difference in the participants' target teaching skills and the understanding and skill of reflection. This study sets itself up as a model for trainers and instructors who aim to improve themselves through reflective practice.

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Introduction

Professional development is indeed life-long learning, and “reflection is central to all learning” (Bruner, 1960, as cited in Ray & Coulter, 2008, p. 7), which sets an inextricable bond between reflection and professional development. Activities aimed at professional training result in success as long as they allow participants to reflect (Harris, 2016). It is argued that an effective teacher is a reflective teacher (Brandt, 2008; Dinçer, 2022). Thus, reflection has become a mainstream method in many teacher-development programs (Ottesen, 2007), particularly for the development of English language teachers since the early 1990s (Farrell, 2019).

Despite its prominent role in teacher training and education, there is not a standard definition of reflection (Vonti et al., 2023) since what exactly it is composed of is not fully known (Clara, 2015). Some take its literal meaning in Latin (reflectere, that is, look back), downgrading it to a process of merely looking back on what happened in

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the classroom, why it happened, and what else could have been done (Cruickshank & Applegate, 1981); and for some, beyond the classroom experiences, it includes broader components like revealing the tacit pedagogical beliefs of teachers and the moral contexts of schooling (Jay & Johnson, 2002; Quinton & Smallbone, 2010; Ulla, 2022). Rodgers (2002) also considers it a meaning-construction process through which individuals move forward from the trenches of practice to the theoretical comprehension of what they actually do. Procee (2006) attributes this variety to the different philosophical perspectives: pragmatic and critical. For the pragmatists, reflection aims to make an individual aware of his or her actions, and for the critical perspective, it paves the way to question the existing values, beliefs, and practices to free individuals from their settled limits and encourage them to explore the new. Considering the diverse outputs of reflection, many scholars have categorized it in terms of its depth. Farrell (2019), for example, argues that there is a "weak form," which refers to common-sense reflection, and a "strong form," which helps teachers make informed decisions about their teaching. Leijen et al. (2012) also order reflections in terms of their quality: description, justification, critique, and discussion. Descriptive information is at the lowest level, with statements just explaining what happened. In the justification stage, participants explain the reasons for their actions and beliefs. The critique stage consists of both explanation and evaluation. The highest level, discussion, covers all the previous stages and provides novel ideas and solutions to make changes in practice.

Distinguishing the difference between "reflection" and "reflective practice," Bolton (2010) states that reflection is a cognitive process that forms an integral part of practice rather than being viewed as a technique or an element of the curriculum. It is a state of mind that involves a continuous, active evaluation of one's experiences, beliefs, and actions in order to gain insights and improve one's professional development. The practice of reflection, on the other hand, can facilitate learning among practitioners, allowing them to draw insights from their experiences and understand more about themselves, their work, the dynamics of their relationships with significant others, and the broader society and culture in which they operate. The diversity in the interpretations of "reflective practice" and "reflection" demonstrates itself in the professional practices as well. Thus, Farrell (2019) argues that "reflection" and "reflective practice" are used interchangeably in literature as they both refer to the same meaning. Research clearly shows that numerous methods have been employed in professional reflective practice. Some of the methods through which teachers are encouraged to engage in reflective practices are reflective journals (Yee, 2022), anecdotes (Loughran, 2002), narrative inquiries (Johnson & Golombek, 2002), coaching (Mathew et al., 2017), and collaborative diaries (Richards, 2004). Technology also has a role in fostering teachers' reflective practices (Burhan-Horasanlı & Ortaçtepe, 2016). Unlike the traditional written way of reflecting, thanks to the advantages of multimedia instruments, reflective practice has become more convincing, data-led, and concrete (Mann & Walsh, 2015; Nagro, 2022).

Reflective practice in the field of English language teaching (ELT) has become an orthodoxy, and almost no professional would dispute its value (Sarab & Mardian, 2022; Walsh & Walsh, 2015). Ur (1996) underscores the importance of reflection in ELT by stating that teachers with twenty years' experience may be divided into two categories:

those with twenty years' experience and those with one-year experience repeating it twenty times. The numerous benefits of reflective practices such as promoting an action plan, identifying the points to improve, looking from different angles, and attending to moral and ethical issues are also reported in a number of studies (Fakazlı & Gönen, 2017, Purcell & Schmitt, 2023). Through reflection, ELT instructors can also disclose the tacit theoretical sources of their practice, analyze and evaluate their current teaching, and make changes for their following classes (Pacheco, 2005). Yang (2009) believes that it improves critical thinking skills; Graus et al. (2022) and Korthagen (2004) claim that it is a method to help teachers investigate their professional identity; and Bolton and Delderfield (2018) state that it improves the reflexive analysis of instructional settings and boosts students' motivation (Rezapour & Fazilatfar, 2023). Mphahlele and Rampa (2015) state that reflective practice is a solution to increase professional confidence and expertise, and McAlpine et al. (2004) state that it is a reliable instrument for formative evaluation.

The aim of this study was to analyze how in-service English language instructors experience the *E-Reflective Teaching and Learning Hybrid* course in terms of the teaching skills of "managing talking time," "giving and checking instructions," and "making corrections and giving feedback" by reflecting on their teaching in an innovative way that blends reflection with various digital tools. This study also focuses on the participants' perceptions and practices of reflection. It has set both a framework and a roadmap for any English language instructor or trainer who would like to improve their teaching skills by embarking on such a reflective practice.

Method

This is a qualitative case study in which the implementation and evaluation stages of the *E-Reflective Teaching and Learning Hybrid* course were closely analyzed. In this study, the case refers to the given course, the design and development of which are given below in detail, showing the process dimension of the case. With in-depth qualitative data, this research displays a more comprehensive and real picture of the target problem. This study focused on a single case since it is thought that it sets a roadmap for a larger class of cases (Gerring, 2007).

Participants and Context

The type, purpose, and nature of a study determine which sampling scheme is more appropriate (Etikan et al., 2015). Convenience sampling, which is one of the non-probability sampling techniques, was selected considering the accessibility and proximity of the instructors to the researcher.

While the sample size is required to be large, especially in non-experimental studies, for case studies there is no such necessity. The determination of an appropriate sample size was guided by several key factors, including the research design, the number of participants to be concurrently monitored and measured, and the chosen data analysis methods (Büyüköztürk et al., 2018). Since only one researcher was expected to deliver

the course, considering the amount of collected data, the researcher worked with a group of eight instructors in this study taking place at the School of Foreign Languages of a higher education institution in Türkiye. As an invaluable asset to the study, there was a wide variety in the participants in terms of gender, age (between 38 and 55), nationality (two Turkish, two English, two Scottish, one American, and one Italian), and teaching experience (between three and 20 years of experience). This diversity was an invaluable asset to the study. The similarity among the participants was in terms of their experiences in professional development and technology. They had been involved in many professional training events like seminars and workshops, but not in such an intensive course focusing on reflection. None of them had received any training on educational technology, either.

At the university, each class consists of 17–20 students. The instructors can use the learning management system (LMS) of the institution and lecture capture software (LCS) to record every single lesson in high quality. The university has a Teacher Development Unit (TDU), which was established to provide in-service support and development to enable language instructors to achieve their full potential. One of the four trainers of the TDU was one of the authors of this article. All the participants voluntarily took part in this course and gave their consent to the trainer so that all their data from this course could be used for this research only.

Design and Development of the E-Reflective Teaching and Learning Hybrid

Course

Instead of creating a new instructional design model, the MRK Instructional Design Model (Morrison et al., 2011) was adopted. This model provided as a framework to develop knowledge that was systematically obtained from practice and supported by data (Richey & Klein, 2005).

Instructional Problems

Based on the collaborative action involving regular lesson observations and feedback sessions, it was noticed by the TDU and the researcher that many instructors needed to improve certain teaching and reflective skills through a particularly designed teacher training. Three such skills were allocating more time to student communication, giving instructions, and error correction. Morrison et al. (2011) state that a participant who selects one or more options—to illustrate, a workshop or seminar—in fact states an expressed need. They openly expressed their need for this instruction by signing up for the *E-Reflective Teaching and Learning Hybrid* course once the flier for the course was released.

Learner and Context Characteristics

Before the course started, the participants were asked a set of questions to elicit information about their experience in teaching, competency and confidence in using technology, and dedication to the course. The context characteristics of the course

involved the features of both face-to-face and online engagement. That's why, at the very beginning, it was deemed prerequisite to ascertain whether the participants had access to the internet and felt comfortable communicating electronically and participating in online discussions. They were also asked whether they could manage the LMS and lecture capture software of the institution since all the lesson observations and written feedback would be conducted via these online tools.

Task Analysis

Considering the instructional need, the trainer received feedback from all the instructors working in the preparatory program of the institution. Thereby, certain teaching points were prioritized, and the target teaching skills were determined as follows: (1) teacher talking time vs. student talking time; (2) giving and checking instructions; and (3) error correction and providing feedback. Those points are also given priority by the Cambridge University CELTA Program (Certificate in Teaching English to Speakers of Other Languages).

Instructional Objectives

Having determined the task analysis, the trainer worked with the TDU members in order to identify the instructional objectives, which would function both as a roadmap to solve the instructional need and concrete criteria in the assessment process (Dick et al., 2014). Table 1 displays the link between the three main content areas and six performance objectives:

Table 1

Content and Performance Objectives

| Content | Performance Objectives |
|--|--|
| 1. Teacher talking time (TTT) vs. student talking time (STT) | 1. The instructors will be able to <ol style="list-style-type: none"> A. compare the ratio of teacher talking time and student talking time in their lessons to increase student involvement and production. B. demonstrate the awareness of the time allocated for the students in his/her lesson to enhance learning. |
| 2. Giving and checking instructions | 2. The instructor will be able to <ol style="list-style-type: none"> A. demonstrate the knowledge of giving clear instructions in his/her lesson to enable students to complete the tasks as required. B. describe the ways of checking instructions in his/her lesson to ensure the students' roles and responsibilities. |
| 3. Error correction & providing feedback | 3. The instructor will be able to <ol style="list-style-type: none"> A. analyze how they correct learners' mistakes while observing a lesson to increase the quality of student production. B. evaluate the benefits of different strategies used when providing feedback in group discussions to enhance learning. |

Content Sequencing

The order of the tasks was decided based on the natural flow of a lesson. If an instructor keeps on talking (Task 1) throughout a lesson, there could be no tasks for students; therefore, the instructor will not give any instructions (Task 2). If the students are not involved in any learning activities but listen to the instructor only, there will be no student production, which does not require any error corrections (Task 3). That is why the first priority was given to "reducing the teacher's talking time" (Task 1) and giving time for the students to do activities. The following focus was on "instructions" (Task 2). Once the students have started doing activities and exercises in the class, the instructor can get the chance to correct their mistakes and "give feedback on their performance" (Task 3).

Learning Strategies

The instructional need, learner and context characteristics, task analysis, and objectives were taken into consideration when determining the learning strategies. Thus, this course presented the instructors with a variety of learning experiences: reflecting on their lessons twice, receiving written and oral feedback from the trainer and colleagues, observing other instructors' recorded lessons, accessing online resources and discussion forum questions, and joining the face-to-face input and feedback sessions. The instructors were given the chance to reflect on their lessons twice (one just after delivering their lesson and one after watching their recorded lesson). They were also asked to observe each other as of the second week of the course. Pseudonyms were used for the privacy of the participants. The schedule of the instructors watching their colleagues' recorded lessons is given in Table 2.

Table 2

Peer Observation Schedule

| Week 2 | Week 3 | Week 4 |
|--------------------|------------------|-----------------|
| Aleyna ↔ Brian | Aleyna ↔ Linda | Aleyna ↔ Jenny |
| Ata ↔ Linda | Ata ↔ Jenny | Ata ↔ Giovanni |
| Betty ↔ Jenny | Betty ↔ Giovanni | Betty ↔ Brian |
| Matthew ↔ Giovanni | Matthew ↔ Brian | Matthew ↔ Linda |

Once the weekly task was released, it was planned to give access to the resources (articles, videos, webpages, etc.) related to the target point of that week on the LMS of the course. The instructors also answered the online discussion forum questions. The input and feedback sessions were held with all the participants. In those sessions, each instructor had the chance of

- increasing their awareness and knowledge of a particular teaching skill
- widening their perception of 'reflection' and various reflective practices

- sharing their self-reflection on their own lesson
- receiving feedback from the trainer
- receiving feedback from one of their colleagues who also observed his/her lesson
- giving feedback on the lessons they observed
- benefiting from the teaching experiences of their colleagues

Designing the Message

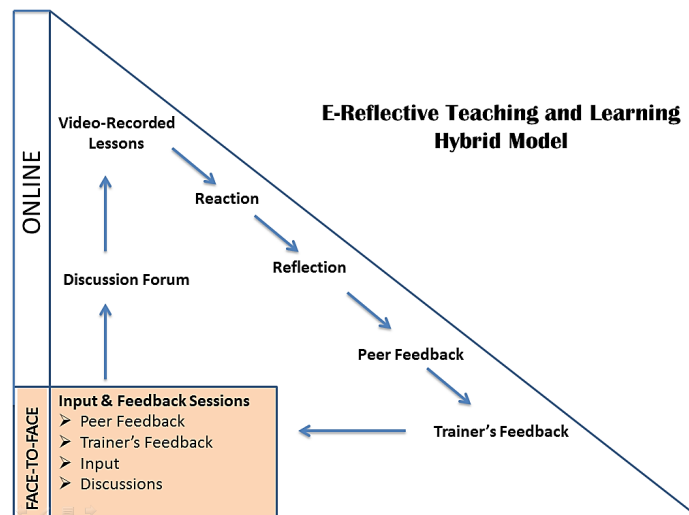
Designing the message is related to both the content and the factors that highlight and elucidate the intended messages by effectively using signal words, images, and graphics (Morrison et al., 2011). The researcher worked with a CELTA tutor and software expert when creating the content of the online course on the LMS and lecture capture folder so as to create manageable chunks on user-friendly platforms.

Instructional Delivery

The hybrid aspect of the course stemmed from the implementation of both online and face-to-face channels. The participants had their input and feedback sessions face-to-face and were totally engaged in online platforms and tools when observing their colleagues' recorded lessons, answering the discussion forum questions, and completing the reaction, reflection, and observation forms. The sequence and main components of the hybrid model in this course are displayed in Figure 1.

Figure 1

E-Reflective Teaching and Learning Hybrid Model



Assessment

The nature of this course required a constructive and socio-constructive approach to the assessment, as there was no fixed solution or answer to the unique experiences or problems the instructors had in their lesson (Roberts, 2016). The trainer was not the source of the knowledge but a mediator between the participants in order to help them make sense of their teaching experiences (Johnson & Golombek, 2002). Another point related to constructivism is that the assignments and questions were open-ended for the participants to make their own interpretations (Çekiç & Korkmazgil, 2022; Fer, 2011).

Data Collection Instruments and Processes

Evaluating the effectiveness of a course is an integral part of the training delivered. In order to evaluate the effectiveness of this course, it is focused on whether or to what extent there is progress in the instructors' perception of reflection and their target teaching skills. To do so,

- the instructors' answers to the discussion forum questions were analyzed.
- their responses in the pre and post course interviews were compared.
- the progress in the instructors' reaction and reflection papers was examined.
- the trainer's reflection papers focusing on the progress of the instructors' target teaching skills in their video-recorded lessons were looked into.

The data sources and data collection instruments are displayed considering the research questions in Table 3.

Table 3

Research Outline

| Research Questions (RQs) | Data Sources | Data Collection Instruments |
|--|-------------------------------|--|
| How is the <i>E-Reflective Teaching and Learning Hybrid course</i> experienced by English language instructors in terms of | Instructors' opinions | Semi-structured Interviews (RQ 2) Discussion Forum Questions (RQ 1 & 2) |
| 1. teaching skills involving | Instructors' recorded lessons | Trainer's Reflection Forms (RQ 1) |
| 1.1. TTT (teacher talking time) and STT (student talking time)? | | Instructors' Reaction Forms (RQ 1 & 2) |
| 1.2. giving and checking instructions? | | Instructors' Reflection Forms (RQ 1 & 2) |
| 1.3. error correction and giving feedback? | | Peer Observation Forms (RQ 1 & 2) |
| 2. perception and practice of 'reflection'? | | |

Semi-Structured Interviews

The participants were asked to answer a set of six questions in a semi-structured interview that was prepared by the trainer and a CELTA tutor. The questions aimed to reveal the instructors' current perception, beliefs, and knowledge of "reflection" at the beginning and end of the study (RQ 2). Some sample questions could be given as follows: "What do you understand by reflection?" and "What value does reflection have for your current or future career or life?" The interviews were recorded and transcribed when analyzing all the data.

Instructors' Reaction Forms

The instructors' reaction form which was prepared by the trainer and other TDU members was the same for all the observations. The instructors completed this form just after delivering their lesson in order to reveal their first impressions and views on their lessons without filtering or focusing on a particular point. Some sample questions can be given as follow: "What went well in the lesson?" and "What changes would you make in the lesson?". The instructors were asked to submit their reaction forms before the reflection form with the purpose of the observation was released. They were not informed in advance about the purpose of the observations as it was aimed to see how they naturally teach. This form presented data for both research questions.

Instructors' Reflection Forms

Once the instructors' reflection form prepared by the trainer and other TDU members was released, the instructors watched their own video-recorded lesson and reflected on their teaching with a particular focus. The template for each reflection form was different based on the observation task of the week (RQ 1) and involved various tasks like checklists, multiple-choice questions, gap filling, and open-ended questions. To illustrate, in the first reflection form, the instructors were provided with a guiding checklist to display who (the instructor or learners) talked and why (to ask a question, praise a student, make an explanation, talk to another learner, etc.) throughout the lesson. They were also asked to answer a set of multiple-choice and open-ended questions to deliberate on the use and amount of TTT and STT. The content of the instructors' reflection forms also displayed their understanding of reflection and the depth of reflective practice (RQ 2). In those forms, rather than searching for specific single answers, the focus was on the quality of reflection that the instructors provided due to the ill-defined structure of the reflection tasks.

Peer Observation Form

The instructors were given the opportunity to take field notes freely when watching their colleagues' lessons, the purpose of which was to give them the chance to focus on other teaching points apart from the task of the week. This helped the instructors have a wider perspective when looking critically at their colleagues' lessons. Peer observations had two functions: one was to share their colleagues' experience in the class vicariously and derive

teaching-wise implications for themselves (RQ 1), and the other was to engage in reflective practice (RQ 2).

Discussion Forum Questions

“It is important to remember that no matter which media formats are used..., the trend is to reduce the ‘amount’ of information delivered and to increase the ‘interactive value’ of the learning experience” (Simonson et al., 2015, p. 134). For that purpose, apart from the face-to-face interactions, the instructors were also encouraged to participate actively in the weekly discussion threads which aimed to reflect their skill of reflection figuratively (RQ 2) and also to evaluate and reflect on their teaching skills from different angles (RQ 1). These discussion forum questions helped the participants to (socio)construct a unique meaning of their own experiences. The weekly discussion forum question in week two was “What analogy can you suggest for your first lesson? And why?”, in week three, “If your lesson was a movie, what kind of movie would it be? Starring who? Happy ending? Why?”, and in week four, “If you had deliberately wanted to deliver a bad lesson, what would you have done differently?”.

Data Analysis

The primary objective of conducting data analysis is to obtain responses to one's research inquiries in a practical manner (Merriam, 2009). A content analysis was conducted when interpreting the qualitative data. In the process of the data analysis, the segments in the data set that were relevant to the two research questions were gathered through the six different data collection instruments. Rather than creating themes, in this study, the data were grouped based on the two research questions with regard to the data collection tools. This instrument-based approach prevented repeating the same or similar findings and presented a clear and convincing picture of the results because each research question was answered with the various data collected through various tools.

As peer debriefing refers to “the review of the data and research process by someone who is familiar with the research” (Creswell & Miller, 2010, p. 129), the researcher shared the data and his interpretations with a CELTA tutor. The tutor collaborated with the trainer of the course in the process of analyzing the reaction and reflection papers and also the participants’ responses to the discussion forum questions. She already knew the process of the course as she took part in its design and also conducted a similar one a year ago. Maxwell (2005) states that the most appropriate way to eliminate any chance of misinterpreting what the participants mean is member checking. The researcher did member checks throughout the research, not merely at the end.

Findings and Discussion

All six different data collection instruments presented findings that could be triangulated through different lenses. The results, which were put into two groups considering the two

research questions, demonstrated how the English language instructors experienced this course in terms of the target teaching skills and their perception and practice of reflection.

Improving Teaching Skills

Simonson et al. (2015) claim that with frequent online tasks, participants are kept alert and on task. In this study, the weekly discussion forum questions helped the instructors focus on their particular teaching skills and identify certain points to work on. This online platform also created dialogic interaction between the instructors and trainers (van Braak et al., 2018). One of the instructors, Giovanni, referred to “*a tennis match*” as the interaction pattern in his first lesson was limited to the teacher and students only. Another instructor, Aleyna, thought the instructions she had given in her second lesson were not clear enough; therefore, as a concrete example, she compared her lesson to “*a movie with subtitles in an unfamiliar language.*” For the last discussion forum question, the instructors modeled what not to do in an ELT class, which, in fact, implies that they learned what to do instead. To illustrate, “*I would have given the materials first and then the instructions. I would have started giving the instructions before attracting everyone’s attention and never used any other instruction-checking questions except for OK? Is it clear?*” (Instructor Betty). “*I would have corrected all the mistakes by myself instantly*” (Instructor Brain). Their responses reflected their progress in those three distinct teaching skills (interaction, giving instructions, and error correction). Choi and Morrison (2014) also suggested in their study that being involved in online discussions on their lessons and reflections fostered the instructors’ professional development.

In order to complete the trainer’s reflection forms, the trainer analyzed the instructors’ reflections and their teaching practices in order to see whether they took their reflections and the feedback they had received on board. As examples, based on the analysis of Instructor Ata’s recorded lessons, it was noticed that the TTT (teacher talking time) in his classes considerably decreased compared to the STT (student talking time) ratio. The TTT ratios were 51%, 47%, and 30%, respectively. It was also observed, both in his reflection forms and recorded lessons, that he managed to add a variety of interaction patterns to his teaching. When Instructor Betty’s lessons were analyzed, it was noted that she had trouble with her boisterous learners, especially in her first lesson. As noted in the trainer’s reflection form, in her first lesson, she did not ask any instruction-checking questions (ICQs). In her second lesson, she asked poorly formulated ones such as “*Do you have 5 minutes right?*” and “*First read your paragraph and then work in pairs. OK?*”. In her third lesson, most of her ICQs were proper and clear, like “*Will you work in pairs or groups?*” and “*How much time?*” which was a sign of progress. The improvements in their teaching were evidence that their reflections were not only on paper but in practice as well, which demonstrated that the instructors had improved the target teaching skills. The trainer’s reflection forms showed that reflective practice improved the instructors’ particular teaching skills as displayed in previous studies (e.g., Gudeta, 2022; Gün, 2011; Nagro, 2022; Rozimela & Tiarina, 2017).

The instructors reflected their progress in the target teaching skills on their reaction, reflection, and peer observation forms. In the first reaction forms, they tended

to give superficial responses like “*I was able to achieve my aims*” (Instructor Brian) and “*The first part of the lesson went well*” (Instructor Ata), which Farrell (2019) refers to as “common sense” reflection as they are examples of weak forms of reflection. Towards the end of the course, thanks to the input and feedback sessions, the instructors gained the knowledge and skill of evaluating their particular teaching skills so that they could move forward to a strong form of reflection and make informed decisions (Farrell, 2019). Apart from becoming more aware of the points they needed to work on, they managed to provide solutions or alternatives such as:

Considering my students’ attempts to do the activity at the beginning, I cannot say that my instructions were clear. Out of habit, I keep on asking Is it clear? Do you understand? This course proved how unreliable the answers to such questions are. Instead, I will definitely ask wh questions like will you work in pairs or alone? How much time do you have? How many words will you write in your paragraphs?
(Instructor Matthew)

For me, providing feedback to students was showing all my learners the accurate statements and correcting their sentences. However, in this course, I learned a new way of error correction and giving feedback: Student-centered error correction.
(Instructor Brian)

The reaction and reflection papers can be regarded as the output of teaching practice and deep thinking on focal teaching points. On these papers, the evidence of whether what the instructors had done in the class worked or not, the alternatives they suggested, and the realization they had achieved clearly showed that the instructors improved their target teaching skills.

Changing Perception and Practice of Reflection

In the interview held at the very beginning of the course, some instructors downgraded reflection to observing themselves without any purpose, justification, or reference to learners or learning contexts, like “*watching myself*” (Instructor Ata) and “*seeing yourself*” (Instructor Aleyna). Some also added the reason behind “watching” themselves, like “*thinking about in detail: the positive and negative effects on my learners*” (Instructor Matthew). Although the video recording reduced the stress caused by the feeling of being observed (Tuncer & Özkan, 2021), all these vague definitions may have brought about a sense of insecurity towards the course as the instructors described their initial feelings towards the course as follows: “*intimidating because you see yourself*” (Instructor Jenny) and “*I didn’t want to do the course because I felt insecure about my personal things like voice and posture that you cannot hide*” (Instructor Linda).

By the end of the course, the instructors had developed a more comprehensive and accurate understanding of what reflection means. In their definitions given in the interviews held at the end of the course, they paid attention to “context,” “learners,” “when to reflect,” and “action plans.” For example, Instructor Ata referred to the holistic analysis of his teaching without limiting it to a single lesson (Farrell, 2019); Instructor Brian emphasized that reflection is a continuous process (Gözüyeşil & Soylu, 2014); and

Instructor Giovanni also focused on the connection between theory and practice in his revised definition (Fazio, 2009).

The scope and breadth of the instructors' reflective skills that progressed throughout the course were noticed in their reaction and reflection forms as well as in their performance in the input and feedback sessions. When the first reflection forms of the instructors and trainer were compared, it was hard to miss the great discrepancy in the pictures taken from the same lessons. The initial reflections of the instructors were limited to mere descriptions: "*I repeated the instructions twice*" (Instructor Jenny) and their personal judgments of the lessons; "*I didn't like that lesson*" (Instructor Ba), without a focus or justifying their responses. The close analysis of their reflections displayed progress since their reflections changed from superficial to in-depth ones (Leijen et al., 2012) throughout the course as they:

- involved the signs of reflection-for action, "*I will definitely avoid asking yes/no questions as ICQs*" (Instructor Linda).
- focused on learners or learning process instead of the instructor himself/herself "*When the students were given the role of a teacher when checking their friends' sentences, classroom management also became much easier*" (Instructor Jenny).
- referred to the previous and future teaching experiences or feedback received earlier, "*Though I had received feedback on it, I again forgot to check my instructions*" (Instructor Ba).
- justified the instructor's decisions and actions in the class, "*I gave the instructions first and then the materials. Otherwise, they would have stopped listening to me*" (Instructor Betty).
- reflected the instructor's critical thinking "*I should stop asking "OK?" many times. That was really annoying*" (Instructor Giovanni).
- provided alternative solutions to the points raised "*Student-centered error correction may work better [as an alternative to the instructor's corrections]*" (Instructor Brian).

As Gün (2011) stated, the instructors gained a more reflective eye as long as it was certain what areas they were expected to focus on when benefiting from the particularly designed reflection tasks and multimodal reflective tools like recorded videos. Those recordings provided multimodal, qualitative, rich, and thick descriptions (Schmid, 2011) in a non-threatening way (Rich & Hannafin, 2009), which increased the quality and depth of the instructors' reflections.

The answers to the discussion forum questions helped the instructors reflect on their lessons figuratively. With the analogies they produced, they added a critical and creative dimension to the self-reflection of their lessons. With the "*tennis match*" analogy, Instructor Giovanni implies his dissatisfaction with the interaction patterns and the ratios of TTT and STT in his first lesson. Instructor Ata likened his second lesson to "*a war*

movie with samurai swords," reflecting how challenging it was for him to give clear instructions and check them with proper ICQs. "Mr. Bean on Holiday" was Aleyna's movie for her third lesson, saying, "*Though I made mistakes, they were not fatal.*" The selection of a comedy also denotes that the instructor does not feel "*nervous*" anymore, as a proof of her changing understanding of reflective practice. Yob (2003) also argues that metaphors serve well when explaining high-level abstract and complicated phenomena, which was also shown in this study as the instructors could reflect on their lessons in a unique way when they were asked to select an analogy to describe their lessons.

Conclusion

All the data demonstrated that the *E-Reflective Teaching and Learning Hybrid* course made a difference in the instructors' target teaching skills and the perception and skill of reflection. The effectiveness and success of this professional development could be attributed to certain facts. First, it was a voluntary and needs-driven (Aydın et al., 2016) reflective practice that took place in an authentic context (McNeil, 2013; Nagro, 2022). Additionally, the instructors were always given continuous support and timely guidance (Glazer et al., 2005) to help them throughout the course (Keengwe & Onchwari, 2009). That help and guidance were also given by their peers in their role as "more knowledgeable others" (Vygotsky, 1978, as cited in Smith, 2013). The role and collaboration of the trainer and peers enabled a collaborative aura in this professional training (Darling-Hammond & Richardson, 2009), and it was based on first-hand experience through learning communities (Paulus et al., 2020). Moreover, the course was in line with the existing pedagogical practices of the participants (Olson, 2000). The six principles of reflective practice stated by Farrell (2019) were also implemented in this study. To illustrate, the course provided tangible proof of progress. (Principle 2: evidence-based), the participants were provided with a high quality of input involving theoretical knowledge and feedback based on their in-class performance and implemented what had been taught. (Principle 4: bridging principles and practices); and they were willing to learn and improve themselves (Principle 6: a way of life).

As in other studies, there may be some potential limitations in this research. First of all, one of the two data sources was the participants' opinions, so the reliability of the results was partly based on the honesty of the participants' responses. Another point is that, regarding the nature of the qualitative approach, this research was highly contextualized and aimed to explore the given case in depth; thus, all the data were collected from a single institution, which may be regarded as a factor reducing the generalizability of the results. Additionally, the participants had to follow the coursebook and syllabus provided by the institution, which means that they did not have the complete freedom to use any instructional material they wanted during the study. Though this course has a flexible structure that can be implemented in other institutions, there are certain recommendations to be followed. The digital infrastructure should not cause a strain on the trainer(s) or participants when reflecting on their teaching. Furthermore, the target teaching skills should be clearly identified, and the reflective practice is expected to focus particularly on those skills. Based on the experiences and findings, the *E-*

Reflective Teaching and Learning Hybrid course could be regarded as a model that can be implemented in many different institutions. With its theoretical foundations, instructional design, clear stages to follow, hybrid format, and formative and summative evaluation aspects, this reflective practice sets itself as a model for English language trainers and instructors who aim to improve themselves through reflective practice.

Code of Ethics

This study has been approved by the Ethical Committee of Izmir University of Economics (Number: B.30.2.İEÜ.0.05.05-020-261).

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Hizmet-içi Öğretmenlere Yönelik Yansıtılmalı Hibrit Mesleki Eğitim

Öz

Bu nitel çalışma, yükseköğretim kurumunda çalışan İngilizce öğretmenlerinin yansıtılmaya yönelik bilgi, beceri ve alguları ile belirli öğretim becerileri üzerine verilen E-Yansıtılmalı Öğretim ve Hibrit Öğrenme dersini nasıl deneyimlediklerini analiz etmeyi hedeflemektedir. Dersin uygulama ve değerlendirme aşamaları iki farklı veri kaynağı (öğretmenlerin düşünceleri ve kayıtlı dersleri) ve altı veri toplama aracını (görüşmeler, tartışma forum soruları, eğitimci yansıtma formu, öğretmen izlenim formu, öğretmen yansıtma formu ve öğretmen ders izleme formu) kapsamaktadır. Bulgular katılımcıların hedef öğretim becerileri ve yansıtılmaya ilişkin bilgi ve uygulamaları üzerinde dikkate değer farklılık oluşturduğunu göstermiştir. Bu çalışma, kendilerini yansıtma uygulamaları ile geliştirmek isteyen öğretmen ve öğretmen-eğitmenleri için bir model olmaktadır.

Anahtar Kelimeler: e-yansıtma uygulaması, hibrit, öğretmen gelişimi