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**METHODS OF REFLECTIVE TEACHING AT SCHOOLS FOR ENGLISH TEACHERS'
PROFESSIONAL DEVELOPMENT (INTERNATIONAL TURKISH PRIVATE SCHOOLS)**

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Extended abstract of Ph.D. dissertation in Education sciences

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Introduction

In recent years, more and more information regarding the concept of reflection in teaching is available. Reflection is a kind of lived experience that makes the educators to switch from one experience to another, apply to new changes, modify the teaching methods and develop a thorough understanding of future developments and improvements in their teaching practices. The constant developing nature of reflective practices is definitely obvious in English Language teaching, which is the main concern of the dissertation.

Reflective teaching is a contemporary and highly approved method that many teachers employ to increase the level of self-awareness. As a part of reflective teaching, 'reflective practice' encompasses the action phase and tends to achieve self-reflection. The term *reflective practice*, coined by Schon (1987), focuses on understanding the people's experiences and responses in the process. According to McGregor and Cartwright, (2011), reflection-on-action 'is probably the most straightforward kind of reflection. It involves considering an experience and thinking about how to improve it next time' (p.13). Reflection-in –action 'is a little bit more sophisticated and will require more on-the-spot responsive thinking' (p.16).

The definition that tailors the nature of the research study isthat the reflection is based on reflective thinking and **'the reflective thinking is the process of making informed and logical decisions on educational matters, then assessing the consequences of those decisions'** (Taggart &Wilson, 1998, p.2) .

Osterman (1990, p.134) wrote that reflection is "the mindful consideration of one's actions, specifically, one's professional action".In other words on which this thesis will rely on, reflection is: **Examining of what is done in the class, realizing why it is done, and determining if it works –it is an action of observation and evaluation.** By gathering the data about what happens in the classroom, and by examining and assessing this data, we determine and discover own methods and tailor our teaching practices.

A number of different reflective teaching methods proved to be successful for individual practice of teachers, even though they have been applied only the last few decades. Throughout the dissertation, I will focus on three types of reflective teaching methods: peer observation, journal

writing and collaborative group work. As the success of video recording was proved by Betul Ayse SAIN (2013), I have not implemented it in my study.

Peer observation refers to 'a teacher or other observer closely watching and monitoring a language lesson or part of a lesson in order to gain an understanding of some aspects of teaching, learning, or classroom interaction '(Richards & Farrell, 2005, p. 85).

Journal writing is 'an ongoing written account of observations, reflections, and other thoughts about teaching, usually in the form of a notebook, book, or electronic mode, which serves as a source of discussion, reflection or evaluation' (Richards & Farrell, 2005, p. 68).

According to Dufour collaborative group work is 'a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement' (cited in Honigsfeld & Dove, 2010, p.90).

These three methods are discussed and analyzed through the technical, contextual and dialectical levels of reflective teaching. On technical level the focus is on valuable and practical use of education in order to achieve the goal; teacher has an intention to examine the usefulness of different methods used in the classroom. The contextual level includes reflections concerning explanation and discussion of basic theories and inclination of classroom experience as well as the results of applied approaches. The dialectical level copes with the inquiring of moralistic and ethical matters connected precisely and obliquely to teaching. The level inspires the teachers to evaluate the effects that school and culture has on them and on their performance; they examine the problematic issues encountered because of disagreement between individual principles and institutional demands.

Collaborative group-work is performed on all three levels of reflective thinking, dialectical, contextual, and technical as reflective teachers probe possible practices; deal with moral, ethical and sociopolitical matters and pay attention to behavior, content, and skills.

Peer observation method is the part of contextual and technical levels of reflective thinking. It probes possible practices; preferences are based on knowledge and it values the responsibility;

content is based on context and students' needs; examination and explanation are involved in this practice.

Journal writing can be identified with dialectical and technical reflective thinking levels. Reflective journal deals with moral, ethical matters; investigation method is organized; the author is personally independent in choosing the focus aspects; also journal writing practitioner pays attention to behavior, content, and skills.

The **goals** of my dissertation are to inquire:

1. The effects of reflective teaching methods on teachers' professional development
2. Whether reflective teaching contributes to the students' academic achievements
3. The Attitude towards the Reflective Teaching Methods in the United States of America, Europe and Turkish International Schools
4. How English Language teachers in Georgia, Egypt and Turkey practice reflective teaching methods
5. How different reflective teaching methods can be implemented at schools in different countries with different cultural and religious backgrounds

The **problem questions** of my dissertation are:

1. What are the most applicable reflective teaching methods in Georgia, Egypt and Turkey?
2. Is a mixed model of peer observation and journal writing more effective than journal writing separately applied to English Language classrooms?

The **hypotheses** of my study are framed through the following issues:

1. The implementation of reflective teaching methods will enhance English language teachers' professionalism and sharpen their teaching skills
2. The implementation of mixed model of peer observation and journal writing as a means of reflective teaching will facilitate the students' learning and improve the English language proficiency
3. The implementation of mixed model of peer observation and journal writing as a means of reflective teaching will increase English language teachers' self-awareness

4. The collaborative group work will be the most powerful and productive reflective teaching tool among English Language teachers in Egypt and Turkey due to their cultural and religious backgrounds

To solve the above-discussed problems I used the following **methods of research:**

- Review and analysis of existing literature on the topic
- Questionnaires
- Interviews
- Observation
- Quasi- experiment
- Qualitative and quantitative analysis of obtained data
- Statistical analysis of the data obtained from the experiment

I have applied to quasi experiment due to fact the experimental and control groups were assigned at random. Its results are reliable, because all variables, except the independent and dependent, are kept under control.

My research is empirical, quantitative and qualitative. The focus countries together with the target groups of teachers and students were chosen to tackle the above stated research questions.

Novelty

While there are lots of studies in the world about reflective teaching practice used in English language teaching in terms of self-observation and and self-evluation, there is **no systematic research considering cultural paculiarities** in Egypt, Turkey and Georgia. The study is innovative due to the fact the reflective teaching methods are tailored in accordance to different cultural and religious backgrounds of different countries. Even though, there are many studies concerning reflective teaching methods in USA and Europe, these teaching experiences do not work properly in other countries, escpecially in Egypt ,Turkey and Georgia. Considerig these teaching peculiarities and traditions, my study introduces a mixed model of peer observation and journal writing as the most productive reflective teaching method in Georgia and collaborative group work in Egypt and Turkey. Furthemore, it is the first study conducted at Turkish International Schools. It's necessary to note that the drawn parallels between Georgia and Egypt are based on author's personal experiences.

The opportunity of working in these countries, enabled author to observe the reflective practice and give some recommenadations to enhance the level of teaching.

Thoeretical value

The dissertation analyzes the effectiveness of reflective teaching methods used as an appropriate tool for professional development and enhancement of learners' academic achievements. The author offers her view on the theoretical issues considering the reflective thinking levels in terms of specific aspects of teaching environment and individual assumptions and suggests mixed model of reflective teaching (journal writing + peer observation).

- Concept of refletive teaching introduced by researchers and philosophers (Minott , 2009; Zeichner& Liston , 1996; Dewey, 1933)
- Ideas and theories about reflective thinking (Bigge&Shermis, 1992; Lasley, 1992; Van Manen, 1977; Taggart & Wilson, 1998)
- The cycle of reflective teaching practice (Kolb, 1975; Gibbs, 1988)
- Three phases of learning from experience, reflection-in- action, reflection-on-action, and knowing-in-action (Schon, 1987)
- Essential "what and why" questions are used fr reflection (Bartlett ,1990)
- The goal-directed evaluation through the observation of teaching and/or learning events with help of the regular practice of data collection and investigation (Bailey, 2001; Hopkins, 2002)
- Types of observation (O'Leary, 2014)
- Assumptions about tension and problematic issues occuring during the classroom observation (Wang & Seth,1998; Bennet,1992; Randall & Thornton, 2001)
- Different types of written reports of teaching practice (Powell, 1985; Pak, 1985; Richards, 1990; Abbs, 1974; Richards & Lockhart, 1996; Brock, Ju& Wong, 1991; McNiff, Lomax & Whitehead, 2003)
- Lesson recording approach (Rich &Hannafin, 2009; Goodlad, 1984; Jay, 2003; Ayers, 2003)
- Students' feedback used for reflection (Moon,1999)
- The usage of collaborative group work and its advantages (Lieberman & Grolnick,1998; Larson& Frank, 1989)

- Merits of refletive teaching practice (Farrell, 2004; Cole, 1997; Calderhead,1992; Elder & Paul, 1994; Halpern,1996; Zeichner& Liston,1996; Markham,1999; Cunningham, 2001)
- Factors which hinder the reflection practice (Johnstone, 1993; Smithers& Robinson, 2003; Maxwell-Jolly, 2000; Long, Frye & Long, 1985)
- The Social communication skills required for reflective practitioners (Jacobs,1998; Gladding, 2000; Switzer, 1986; Belkin, 1988; Feldman, 1997; McCann & Baker, 2001; Hutchins & Vaught, 1997; Henderson ,1992)
- The effective reflective teaching deals with negative factors at school (Posner, 1989; Cole, 1997; Calderhead, 1992; Zeichner& Liston, 1996)
- The concept of Turkish International Schools (Muhammed Cetin, 2012; DoguErgil, 2012; Hunt &Aslandogan, 2007; Gulen, 2006)

The reflective thinking is defined as the process of making informed and logical decisions on educational matters (Taggart &Wilson, 1998, p.2). The reflective teaching methods are performed on different thinking levels. Peer observation is the part of contextual and technical levels and refers to 'a teacher or other observer closely watching and monitoring a language lesson' (Richards & Farrell, 2005, p. 85) and journal writing, the part of dialectical and technical levels, is 'an ongoing written account of observations, reflections, and other thoughts about teaching' (Richards & Farrell, 2005, p. 68). Collaborative group work, identified with dialectical, contextual, and technical levels, is 'a systematic process in which teachers work together to analyze and improve their classroom practice' (cited in Honigsfeld & Dove, 2010, p. 90).

Practical importance of the study

It is widely accepted that reflective teaching has a great impact on both English teachers' professional development and students' academic achievements. The mixed model of peer observation and journal writing could be quite applicable for English language teachers not only at Turkish International Schools, but in other schools as well. The designed observation and evaluation form for peer observation could be used by teachers as well. The recommendations of the dissertation, hopefully, will enable English language teachers, school administrations and policy makers to incorporate reflective teaching methods more effectively.

Structure of dissertation

The dissertation includes the following parts: Introduction, 3 chapters, conclusion, recommendations and 7 appendices. It involves 22 tables and 22 figures.

CHAPTER I- LITERATURE REVIEW- METHODS OF REFLECTIVE TEACHING FOR ENGLISH SCHOOL TEACHERS

The chapter outlines the theoretical background for reflective teaching methods in relation to teachers' professional development. The paper views the teachers are the key players of their own professional development, but the role of the administration is also very important. The needs analysis should be carried out in order to identify the personal and institutional needs of the teachers, provide them with the necessary trainings, workshops and seminars. The key factors in teachers' professional development are analyzed below.

Teachers' Professional Development

FACTORS	CHARACTERISTICS
Content Knowledge	Knowledge of English Language: Productive and Receptive skills
Methodology Knowledge	Knowledge of appropriate teaching methods, approaches and techniques. Ongoing acquisition of teaching skills, teaching strategies for multicultural and different age group classrooms;
Self-perception	Ability to observe their teaching practices; identifies weak and strong points of teaching
Personal development	Ability to enhance the quality of teaching and seek for students' academic achievements
Motivation	Willingness to become a professionally developed teacher

The chapter also provides a thorough analysis of reflective teaching methods in details. The advantages and disadvantages are described below.

Reflective teaching methods

Reflective Teaching Methods	Description	Advantages	Disadvantages

Observation	Peer observation-as a process by which the observer attends one or more classroom sessions, records the practitioner's teaching process and student behavior, and then the observer gets together with the teacher to talk over the observations.	Both, the person being observed and the person observing learn; It can boost a teacher's confidence; Teachers might take feedback better if it comes from other teachers.	It can actually take more management time; Teachers might think they know better than the person who observed; bias; fear of criticism.
Written description of experiences	Written descriptions gives to teacher a chance to make a typical evaluation of what they are doing during the sessions. They are able to inspect to detect to what range their theories about their own teaching are reflected in their exact teaching process. Events and ideas are recorded for the purpose of later reflection.	Detailed information is recorded. Journals are like "windows" to experiences and help teachers to find out management skills, teaching strategies.	It is time consuming and some important points can be forgotten to write.
Collaborative Group-work	It's the process of working collaboratively with a group of people in order to achieve a goal.	It provides collaboration among the team members who share ideas, curriculum, teaching strategies, and find the possible solutions for the problematic issues.	It's time consuming; disagreements may delay decisions and cause hard feelings; one or two group members may dominate discussion; many ideas may be forgotten if no note taking.

The chapter also analyzes reflective thinking process as the process of making cognizant and reasonable conclusions on educational issues with the help of the three influential levels: technical, contextual and dialectical. These three levels are of great importance for teachers' professional development, as they are required to observe and deal with the methodological information in order to approach the problem solving and potential resolutions for outcome efficacy. As the teachers' professional development will be a main concern of my future study, these three leveled reflective thinking processes will be used in necessary data collection. The reflective methods used in this research paper will be based on these levels of reflective thinking.

Reflective thinking levels

Levels of Reflective Thinking	Nature	Teacher Role
Dialectical Level	It deals with moral, ethical and sociopolitical matters; organized investigation; personal independence and self-perception	Teachers maintain their teaching choices and evaluate their ethical indications; they inquire whether the used methods are in agreement with wanted social ends. Teachers are inspired to evaluate the effects that school and culture has on them and on their performance; they examine the problematic issues encountered because of disagreement between individual principles and institutional demands.
Contextual Level	It probes possible practices; preferences based on knowledge and value responsibility; content is based on context and students' needs; examination/explanation;	Teachers shift away from any assumption that there is just one "true" way of instructing and try to use usefulness of many different approaches. They are independent in taking

	validation of principles.	obligations for their choices and responsibilities
Technical Level	It pays attention to behavior/content/skill; descriptions are simple and theoretical; remarks past experiences; teacher competency towards meeting outcomes.	Teacher focuses on valuable and practical use of education in order to achieve the goal; teacher has an intention to examine the usefulness of different methods used in the classroom.

The chapter notes that reflective teaching practice assists educators to determine the connection between what is done and what is planned for the future. The observation on these processes aims to enhance the quality of teaching and increase the professionalism. It makes teachers understand the value of high quality work and support with ideas for development. The major role of reflection is to help the teachers develop their experience. With the help of such practices, people find the connections between emotions, thoughts and actions in teaching process. It's important to note that emotions and feelings control the thoughts and they influence the actions. It could be stated that critical reflection causes broaden understanding of teaching and this kind of approach enables teachers to be more self-confident in testing various alternatives and examining their influence on teaching process. The teachers who know more about their teaching style are able to assess their level of professional development. If teachers sharpen their analytical and intuitive abilities through reflective teaching, this could develop their skills to give the feedback, to evaluate, review, and enforce methods and actions on the dilemma. Characterizing of reflective teaching and summarizing its advantages show its profits and part in supporting practical and adequate teaching and teachers.

CHAPTER 2- PRACTICAL IMPLICATIONS OF REFLECTIVE TEACHING

The main concern of this chapter is to describe the practical implications of reflective teaching methods, which I have analyzed in the literature review, among English language teachers. The chapter deals with the reflective methods that are used by English language teachers in the United States of America, Europe and Turkish International Schools and provides the data about their teaching skills

and strategies. Some practical issues related to these teachers' professional development are analyzed as well.

The first part of the chapter refers to two Turkish International schools: ChaglarNikolozTsereteli International School (CIS) in Tbilisi, Georgia and Salahaldin International School (SIS) in Cairo, Egypt, as the study related to reflective teaching were conducted in both schools. For a thorough comprehension, the second part of the chapter analyzes the American and European experiences in reflective teaching practices

The reflective method of observation used at schools in the United States of America is presented in various models.

Different models of observation(Craig, 2012, p.71)

Characteristic	Evaluation model	Developmental model	Peer review model
Who does it and to whom?	Senior staff observe other staff	Educational developers observe practitioners or expert teachers observe in department	Teachers observe each other
Purpose	Identify under-performance, confirm probation, appraisal, promotion, quality assurance, assessment	Demonstrate competency/ improve teaching competencies; assessment	Engagement in discussion about teaching; self and mutual reflection
Outcome	Report/judgment	Report/action plan; pass/fail	Analysis, discussion, wider experience of teaching methods
Relationship of observer and observed	Power	Expertise	Equality/mutuality
Confidentiality	Between manager, observe and staff	Between observer and the observed examiner	Between observer and observed-shared within

	observed		learning set
Judgment	Pass/fail, score, quality, worthy/ unworthy	How to improve; pass/fail	Non-judgmental, constructive feedback
What is observed?	Teaching performance	Teaching performance, class, learning materials	Teaching performance, class, learning materials
Who benefits?	Institution	The observed	Mutual between peers
Risks	Alternation, lack of co-operation, opposition	No-shared ownership, lack of impact	Competency, conservatism, unfocused

American and European schools have the early records about formal and informal reflection of teaching. The education system in both countries has successfully developed the reflective teaching methods and enabled the educators to develop professionally. Nowadays, the school teachers are able to review and reflect their teaching experience. They use peer observation, journal writing and collaborative groups in order to review the strategies, plans, techniques and teaching resources. Moreover, they assess the course and teaching materials. All steps for reflection is precisely planned and used for evaluation and professional development.

Turkish International Private Schools aim to develop and grow the professionalism of their employees. The administrations always try to help and expand teachers' knowledge and practice. Cahglar International School regularly organizes focus classroom walks that are type of peer observations. However, it lacks the organization: no pre or post conferences are held for the educators and it is disadvantageous for participants of the observation.

From the data given in this chapter it can be concluded that classroom observation system conducted at SIS has more mature face. Although, there are no after observation discussions between the observer and the observed teacher, peer observation at this school lets the novice teachers to adapt to the school, administration, rules, new students, etc.

CHAPTER 3- DATA COLLECTION, ANALYSIS AND RESEARCH FINDINGS

The research presents the results of two studies:

Study 1-Findings and Analysis: The Attitude towards the Reflective Teaching Methods in Georgia, Egypt and Turkey, which aims to find out the most applicable reflective teaching methods for English Language teachers in Georgia Egypt and Turkey.

The first part of the Study refers to English teachers 'attitudes towards reflective teaching practices in Egypt and Turkey. The aim of the survey is to find out the most applicable reflective teaching methods for English Language teachers in Georgia, Egypt and Turkey. The first part of the study refers to identify the level of English Language teachers' professional growth at Turkish International Schools. The study **aims** to analyze the importance of school administration's involvement in teachers' professional development. The survey was conducted in fall semester of 2014 at Turkish Salahaldin International School in Egypt. We have already seen in the literature review that Turkish International Schools in general tend to support the teachers' professional achievements and provide them with a number of educational opportunities. The presented study aims to stress the correlation between the school administration's support and teachers' willingness to improve their teaching.

The second part of the study is conducted in Georgia to identify Georgian teachers' attitude towards reflective teaching.

Study 2- Findings and Analysis: Experiment on peer observation and journal writing, which aims to prove the usefulness of peer observation and journal writing as a mixed model in English Language teaching in Georgia. The experimental processwas held with beginner level children at ChaglarNikolozTsereteli International School, Tbilisi, Georgia. The aim of the experiment is to prove the efficiency of reflective teaching on teachers' professional development and students' academic achievements. The study was conducted in the autumn and spring semesters of 2012/2013 academic year. The parameters for experimental and control groups are given below.

Parameters of Experimental and Control Groups

	Experimental Group		Control Group
Number of the students	11		13
Nationalities	5 -Turkish		
	3- Georgian		10- Georgian
	3- Azerbaijani		3- Azerbaijani
Level of English	Beginner		Beginner

      The classes in the controlled group were delivered in a traditional way- no observer teacher in the classroom. Unlike the experimental group, where the teacher was following the combined model of reflective teaching: peer observation + journal keeping, I just implemented journal writing in the teaching process.During the observation practice the experimental and control groups were assessed 4 times: 1 Pre, 2-while and 1 post tests.The test results for experimental group are presented in table 3.3. bellow, which illustrates 11 students' performances at four different stages of assessments. The information incormporated in the following table reveals the fact that all students had costant imporvements in English language acquisition. However, if we look at the grades of pre and 1st while test, we can infer that improvements were not so much effective, on the other hand, grades were imporved in 2nd while and post tests.

**Table 3.5** Test results of experimental group

Student	Pre-test	1st While-test	2nd While-test	Post-test	Value Added
Student 1	18	24	27	29	**+11**
Student 2	21	21	26	30	**+9**
Student 3	16	18	23	25	**+9**
Student 4	22	24	29	30	**+8**
Student 5	10	12	16	23	**+13**
Student 6	14	14	19	23	**+9**
Student 7	17	19	24	27	**+10**
Student 8	25	26	30	30	**+5**
Student 9	17	18	22	24	**+7**
Student 10	20	22	27	29	**+9**
Student 11	22	25	30	30	**+8**
	Mean 18	**Mean 20**	**Mean 25**	**Mean 27**	
	Median 18	**Median 21**	**Median 26**	**Median 29**	
	Mode 10, 17, 22	**Mode 18, 24**	**Mode 27, 30**	**Mode 30**	

Standard deviation 5	Standard deviation 4	Standard deviation 4	Standard deviation 3	

The results show that the avarage grade of the tests increase on each stage. In the pre-test the highest point was 25, in the 1st while-test the highest was 26, and in 2nd while-test and post-test the highest point was 30. It has to be mentioned that in post-test 4 out of 11 students got 30 points and the lowest mark was 23. The middle score (median) of pre-test grades was 18, 1st while-test – 21, 2nd while-test – 26, and post test – 29.

From given data it can infered that on the second stage of assessment just Student 1 had significant iprovement, since his score was increased by 6 points (18 – 24). Yet, if we look through the third stage it can be asserted that 7 out of 11 students have advanced their scores by 5 points. The contrastive picture of experimental and control groups are shown below.

Mean and median test comperison during experime
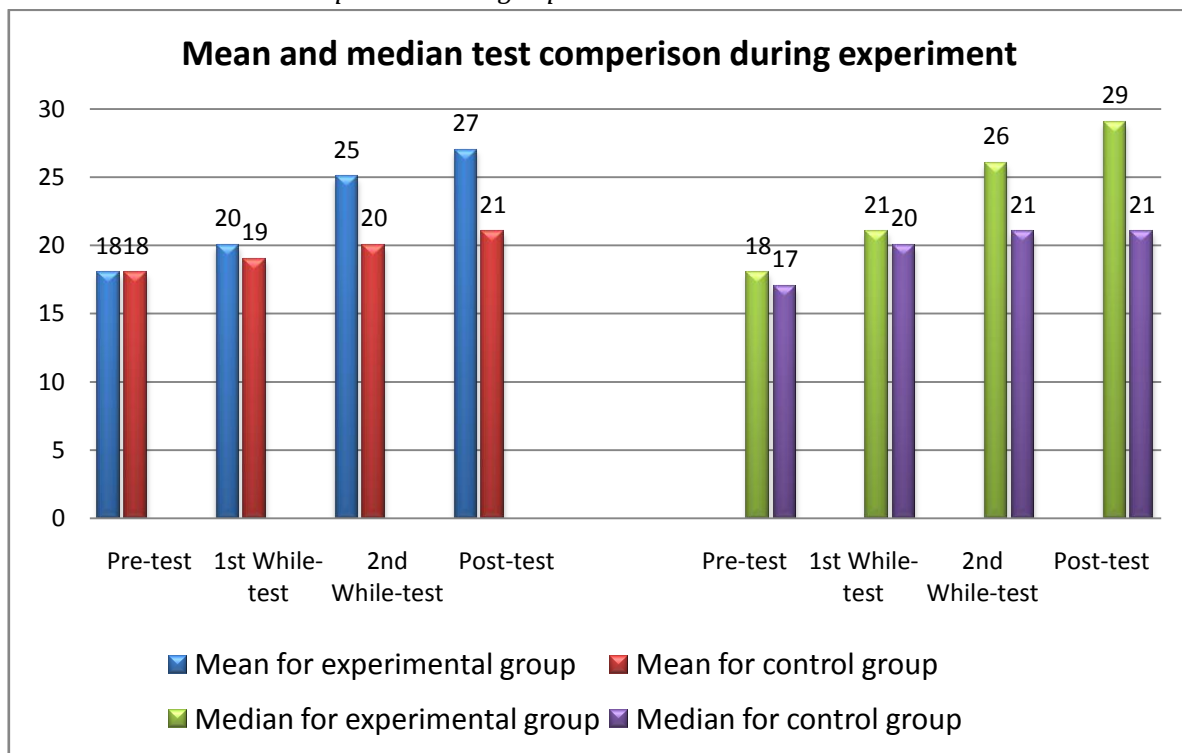
The results taken from four-stage asessment reveal the constant imporvements in experimental group. Even the Student 6 who had the lowest mark in pre-test (14) increased his performance by 9 points in post-test. If we check the lowest pre-test mark taken by the Student 10 (9) in controlled group we will see that his performance was imporved just by 5 point in the post-tense. Thus, experimental group had made much better job and enhanced the knowledge.

Collboration of colleagues made the students t move forward with big steps. The highest mark in controlled group taken in pre-test equalled to 26. However this index did not change in post-test. In contrast to the controlled group, experimental group's student with the highest grade got the full mark (30) in the post-test.

To see the progress of teachers' professional development, I designed the evaluation form for the teachers according to the sourcebook of Chism (2007).The special form for peer observation was shared with the observedteacher. The experiment showed that the observed teacher really enhanced her teaching practices in terms of motivating students, providing them with a number of activities tailored in accordance to their needs and interests, managing time in the classroom efficiently and building a rapport with the learners. It is notable that, the progress is quite visible even from the first week and reaches the success point in the last week. The succes is illustrated below.

Observed teacher's performance evaluation
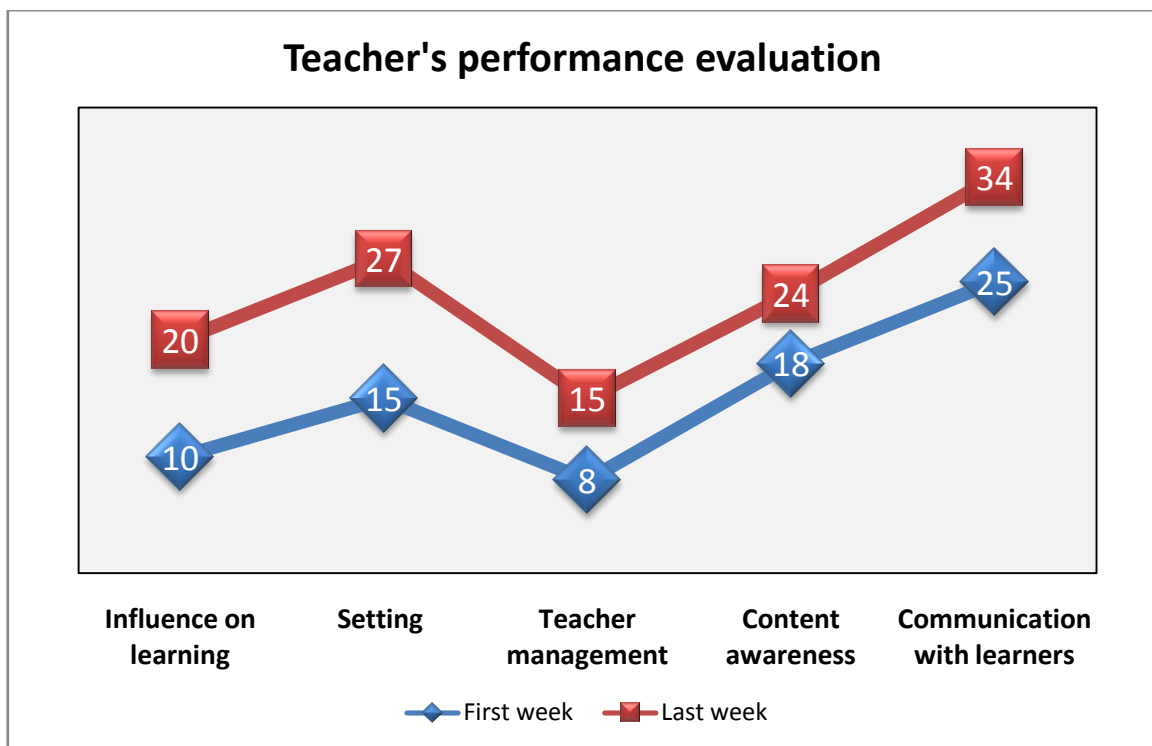
The experiment revealed the fact the mixed model of peer observation and journal writing prove the efficiency of reflective teaching on teachers' professional development and students' academic achievements

CONCLUSION

The following outcomes of the research have been demonstrated:

- ➢ The literature review revealed that reflective teaching processes enhance the quality of teaching and increase the level of professionalism. The school teachers' active engagement in different types of reflective teaching practices has its great and positive impact on students' academic achievements. Reflection might motivate teachers to be more apt to change their assumptions, if required, connected to classroom teaching. The aspect of reflection is not to find something absolutely new, but to gain a better comprehension of something that is already known.

- ➢ There are regularly held workshops and trainings for teachers at Turkish International Schools. However, we have to admit that no programs are able to make ready the teachers to perform productively and adequately in all types of classroom environment. For that reason, it becomes significant for instructors to be engaged in reflection in order to practice the knowledge and abilities acquired in the formal groundwork for teaching in such conditions that can be distinct from those they encounter during the preparation.

- ➢ The role of the administration in teachers' professional development is paramount. To commit energy to reflective practice a teacher has to be convinced with what he/she is doing It is obvious that not only the intrinsic motivation can help the teachers to be flexible to changes and improvements, but extrinsic motivation as well, which is always provoked by the **constant involvement of the school administration in teachers' professional development.**

- ➢ The data obtained from the survey, which was conducted in Egypt, regarding the cultural issues in designing reflective teaching practices, showed that **the majority of teachers prefer to be involved in collaborative group work, rather than being observed by the peer due to the religious codes of Muslim female and male teachers.** Both genders avoid peer work, because there is a possibility to stay alone with the opposite gender for the discussions and this might cause some inconveniences.

- ➢ The experiment conducted in Georgia, revealed the fact the mixed model of peer observation and journal writing is the most productive and efficient way of reflective teaching. It was proved that just implementing the journal writing as a tool of reflective

teaching was not a successful experience for the teachers due to some negative factors: subjectivity, time consumption and fewer improvements in method modifications**. It gives a clue to exploit the mixed model of peer observation and journal writing to see a vivid picture of success in both teachers' professional development and students' academic performances.**The experiment held by me showed the higher academic success of students in experimental group (mean: from 18 to 27 and median: from 18 to 29)compared to the students in the control group (mean: from18 to 21 and median: from 17 to 21). **The experiment proved the efficiency of the mixed model of peer observation and journal writing.**

➢ The study and the experiment revealed the importnace of reflective thinking levels while implementing peer observation, journal writing and collaborative group work in English language teaching. The table below visualizes the outcomes:

LEVELS	Peer Observation	Journal Writing	Collaborative Group Work
Technical	+	+	+
Contextual	+		+
Dialectical		+	+

We could see that technical level, which aims to reexamine, evaluate and change the teaching methods, is realized in peer observation, journal writing and collaborative group work. The contextual level, which includes reflections concerning explanation and discussions of basic theories and inclination of classroom experience as well as the results of applied approaches, is realized in peer observation and collaborative group work. The study and the experiment both proved the successful integration of these three reflective thinking levels in English language teaching. **It once again proves the necessity of combining peer observation and journal writing together in one model to be responsive to technical, contextual and dialectical levels of reflective thinking. The collaborative group work can stand alone, as it covers all these three levels itself.**

RECOMMENDATIONS

➢ Based on the results of my experiment I would recommend English Language Teachers in Georgia to become more oriented to the mixed model ofpeer observation and journal writing, as a means of reflective teaching The socio-economic conditions do not allow the citizens to concentrate on just one job. Most English language teachers are private tutors, too. From this point of view Georgian teachers need such reflective practice that will be beneficial and less time-consuming. Combination of two methods will provide maximum advantages for professional development and enhancement of learners' academic achievements.

➢ As Chaglar Nikoloz Tsereteli International School and Salahaldin International School organize the regular classroom walks, but do not have pre and post conferences, it could be desirable to provide these observed teachers with necessary feedback for their future improvement. Teachers may be unenthusiastic to be critical towards their teaching practice; this may be caused by the lack of self-confidence and a fear of being rejected by the administration. However, teachers have to remember that they are not expected to be perfect. The all is needed to be open-minded and to desire improvement.

➢ It is desirable that these schools which do not promote the teachers' professional development to implement this approach. Some regular surveys and professional get-togethers could be conducted to get the teachers involved in the reflective process.

➢ It is advisable for English language teachers to attend in periodic trainings, seminars and workshops to follow the demands of the 21st century classrooms. It would be better if the administration of Turkish International School in Georgia organized long-term trainings outside the country, where the language teachers would have the opportunity to communicate with native speakers. This practice would develop not only professional skills but also the language skills that are essential for the teachers who are required to work with foreign students. Another aspect is that as it is mentioned in Chapter 2, American and European colleagues have much more experience in reflection and it would be beneficial to share their practice and broaden scope.

List of publications in which the main ideas and findings of the dissertation are reflected:

Sharashendize, T. (2013).Reflection and teachers' attitudes towards peer observation. *IBSU Journal of Education.* IBSU, Tbilisi, Georgia. Vol 2 (Issue 1), p. 47-49.

Sharashenidze-Soyucok, T. (2014). Gender role in reflective teaching methods in Muslim countries. *Conference proceedings* from *"The 4th International Research Conference on Education, English Language Teaching, English Language and Literatures in English."* IBSU, Tbilisi, Georgia. p. 303-313

Sharashenidze-Soyucok, T. (2015). Reflective Teaching Training Programs for English Language Intern/Student Teachers: Dream or Reality. *Conference proceedings* from *"The 5th International Research Conference on Education, English Language Teaching, English Language and Literatures in English."* IBSU, Tbilisi, Georgia, p. 390-396