Fakulteti i Gjuhëve, Kulturave dhe Komunikimit

Faculty of Languages, Cultures, and Communications

POSTGRADUATE STUDIES- SECOND CYCLE

THESIS:

The role of reflection in English teacher education via online discussions- a case study from English language primary school teachers in Shtime Municipality

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STUDENT DECLARATION

Under my responsibility declare that this policy brief is written by me, it is never presented before another institution for evaluation and has not been published in whole or in separate parts of it. The policy brief does not contain material written by another person except as quoted and referred to.

Thesis:

The role of reflection in English teacher education via online discussions- a case study from English language primary school teachers in Shtime Municipality

Teza:

Roli i reflektimit në arsimin e mësuesve në anglisht përmes diskutimeve në internet - një studim rasti nga mësuesit e shkollave fillore të gjuhës angleze në Komunën Shtime

Tema:

Улогата на рефлектирањето во обуката на наставниците по англиски јазик преку електронски дискусии - студија на случај со наставници по англиски од основно училиште во општина Штиме

Abstract

This research investigates the participation of teachers of English as a foreign language in reflective practice via online discussion forums. Moreover, it explores the reflection types engaged in. This study explores reflective practice-oriented online discussions used in schools by English language primary school teachers in the Municipality of Shtime. The data for the research are gathered by three methods, such as a background information questionnaire, RP-oriented discussions, and interviews.

This thesis aim is to discover the role of reflection in English teacher education via online discussions forums. The type of reflections engaged in, such as reflection-in, reflection-on, and reflection-for-actions, are explored by instructors. Considering the fact that now we are using online discussions and forums more than ever, research on this topic is very necessary.

This study's outcomes challenge the outcomes of other investigations that have analyzed the utilize of reflective practices in online discussions and give more instructions for the productive use of reflective practice-oriented online discussion forums. The outcomes of this study show the results on the use of the reflective practice in online discussions platforms and are expected to be profitable for teachers and education in general.

Abstrakti

Ky hulumtim heton pjesëmarrjen e mësuesve anglezë si gjuhë të huaj në praktikën reflektuese përmes forumeve të diskutimit në internet. Për më tepër, ai hulumton llojet e reflektimit të përfshirë. Ky studim eksploron praktikat reflektuese të orientuara në diskutime në internet të përdorura në shkolla nga mësuesit e shkollës fillore në gjuhën angleze në Komunën e Shtimes. Të dhënat për hulumtimin janë mbledhur përmes instrumenteve të ndryshëm si një pyetësor i informacionit bazë, diskutimeve dhe intervistave të orientuara drejt RP.

Kjo tezë synon të zbulojë rolin e reflektimit në arsimimin e mësuesve në anglisht përmes forumeve të diskutimeve në internet. Lloji i reflektimeve si reflektimi, reflektimi dhe reflektimi për veprime eksplorohen nga instruktorët e përfshirë. Duke marrë parasysh faktin që tani po përdorim diskutime dhe forume në internet më shumë se kurrë, një studim mbi këtë temë është shumë i nevojshëm.

Rezultatet e këtij studimi sfidojnë rezultatet e studimeve të tjera që kanë hetuar përdorimin e praktikave reflektuese në diskutimet në internet dhe kanë dhënë drejtime të mëtejshme të përdorimit të suksesshëm të forumeve të diskutimit në internet të orientuara drejt praktikës reflektuese. Rezultatet e këtij studimi tregojnë rezultatet mbi përdorimin e praktikës reflektuese në platformat e diskutimeve në internet dhe pritet të jenë fitimprurëse për mësuesit dhe arsimin në përgjithësi.

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Chapter I

Introduction

When things in people' lives goes wrong, they stop for a bit and reflect concerning what has happened, and why, and how it will influence their future. Experiences like these in our lives make us grow. This is called reflection. This reflection includes critical thinking regarding past and present experiences in a lecture room setting.

Teaching is an interactional procedure and,in accordance to some elements like students' profiles, ages, and background, teachers shape their teaching.Continually, having been involved in activities, educators participate in this thinking procedure to measure the results of these activities. This procedure is known as reflection or relative practice. As the idea of reflection was produced by John Dewey in 1910 and 1933, it has enlarged its significance as a possible approach to the being examples of teacher education, which currently dominate (Erginel-Sanal, 2006). In practice-based professional learning, it was utilized as a significant instrument and aids educators to pass their pedagogical knowledge toward their teaching experience. This was understood as the most significant origin of professional evolution. With the help of journals, diaries, portfolios, some researches were organized in pre-service and in-service teacher education. Over time, the idea of relative practice has progressed and began to use online platforms like blogs and debates.

Reflective practice is a regular procedure of problem-solving between teachers' conscious pensive reside on a particular occasion, occurrence, or circumstances (Dewey,1933). Analysts have attempted to enlarge a structure to investigate the standard of reflective practice in phase of width and deepness (e.g., Bain, Ballantyne, Packer, & Mills, 1999; Fund, Court,&Kramarski, 2002; Lane, McMaster, Adnum,&Cavanagh, 2014), the concept has also been enhanced with further categories: reflection-on-action, reflection-in-action (Schon, 1983), and reaction-for-action (Van Manen,1991).

Schön (1983) classified the reflective practices into reflection on action, this is the assessment of previous participations, and reflection-in-action, this is finished at the same moment as

teaching. In 1991, Van Manen added another category which is reflection-for-action. Reflection-for-action is formed on the assessment of the previous experience and creating involvement concerning future difficulties or situations. He thought that Schön ignored the utilize of reflection for future actions. However the above-mentioned classifications were later established to be productive additionally to every one (Uzum, Petron, & Berg 2014), in online platforms, only several researches were organized utilizing reflective practice.

Conceicao(2004) underlines the significance of reflection in teacher education, since it permits teachers to think about their past learning experiences, their competencies, and the manner the conpetencies may impact teachers' activity. Teachers' competencies are contemplated indicators of certain behaviors as the mediating results they apply to the processes of teaching through their influence on decision making (Lin et al.,2014).

As reported by Dewey (1933), "Reflection is an effective, tenacious, deliberation of a confidence or assumed structure of comprehension, of the grounds that aid that comprehension, and the more conclusions to which that comprehension guides." (p.9). The concept of reflection by Dewey (1933) inspired other researchers to revise the description of the term. Daudelin (1997) described reflection as "the action of moving back from an observation to think about, correctly , regularly, its definition to the self by the evaluation of conclusions" (p.39). Reflective practice was categorized in two kinds by Schön (1983); reflection-on-action (retrospective reflection done on previous experiences) and reflection-in-action (done immediately after experiencing the action).

These three types of reflections were supported by many other researchers. Uzum, Petron, and Berg (2014) stated that "the three kinds of reflection (reflection-in-, -on-, and-for action) usually happen in a mixed and overlapping way, they can happen at the same time" (p. 5). Taking part in procedure, some instruments, like reflective journals (Boud, 2001; Lee, 2007) and portfolios (Whitton, Sinclair, Barker, Nanlohy, &Nosworthy, 2004) were utilized by some students. Over the last three decades, in order to see the role of reflection on the professional progress of the educators, studiers have grown a theoretical structure by which to examine functions and involvements of reflective practice on educators.

A lot of advances have been made in technology in the last years, including using online platforms to promote reflection in teaching. One of these online means is a Blog. One of the biggest challenges is promoting effective approaches to encourage teachers' reflection in face-to-face and online classes.Taking into consideration the significance of reflection in English teacher education in schools, this thesis wants to explore the role of online discussions in schools as a tool for stimulating teachers' reflection and classroom practices. With the quick growth of computer-mediated communication, virtual discussions have ended up more popularity in classroom environments to encourage learners' critical thinking, knowledge development, and language learning independence (Kaur, 2011).

1.1 The importance of the study

Many studies have shown the significance of reflective practice. Several studies in teacher education have been done to determine the importance of the reflective practice of online discussions. There, we find mixed positive and negative results about the reflective practice via online discussions. For example, Jones and Ryan (2014) organized research on training educators to boost training experience with the aid of reflection by trying blogs and discussion debates and contrasted the content analysis of reflective practices on blogs and discussion forums. This study established that the teachers hardly take part in extraordinary reflectivity. Also, it was found that teachers liked blogs more and found that they are more appropriate for reflection.

Online platforms are a new concept in education. Several researches present that online discussions promoted a remake in teachers' confidence regarding their teaching and learning (Hernandez & Ramos, 2004; Yang, 2009) while other researchers state that they did not reform teachers' teaching and learning (Bean & Stevens, 2002; McDuffie &Slavit, 2002). Abodeeb-Gentile, Courtney, and Pedro‟s (2012) research on online forums with written reflective overviews put forward that online discussion forums and their cooperative aspect encourage pre-service teachers' professional progress.

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Online discussions were considered as a tool for reflective practice in teaching process.. The University de Montreal, Collin, and Karsenti (2012) investigated the effect of online interactivity as a help for reflective practice in an early training program of training teachers studying various subjects.

Knowing the importance of EFL teachers' practice, especially via online discussions and in this pandemic time, this thesis can be very important to all levels of Kosovo education. Findings from the research are useful for us as English teachers, for our students, and also for the education system in our country.

1.2 Aims and objectives of the study

This study aims to provide useful information about the role of reflection in English teacher education via online discussions. The study took place with all primary school teachers in the Municipality of Shtime.

Objectives of the study:

- The thesis attempts to find out the role of reflection in English teacher education via online discussions.
- To study the reflection types (reflection-in, on, and for action) teachers engage in.
- To study online platforms that are successful for reflective practice

Research questions of the study are:

- What kinds of reflection do EFL teachers engage in through their reflective practice-oriented online discussions?
- What are the challenges that EFL teachers face during reflective practice via online discussions?
- Which is more attractive for teachers; reflective practice, or traditional tools like writing journals, portfolios, and diaries?

The hypotheses of the research are:

Reflection in teaching and learning motivates one to view problems from different perspectives.

The reflective practice engages thinking with the effect of action.

Teaching practices play essential part in the establishment of teacher personality.

Chapter II -Literature review

2.1 Introduction to Reflective Practice

Teaching is a complicated duty which requires that an educator needs education in the specific field, and also information on how learners learn and how to change students in active learners. As was said, teaching and learning how to teach require "correlated number of thoughts and activities, all of which may be approximated in different manners" (Loughran, 1996, p. 3).

For managing their teaching and practicing their methods, educators use different tasks, by which educators become successful or fail in teaching. An activity may be useful with some learners but it can be that the same activity will not be useful with other learners because of the students' profiles, need, and the classroom dynamics. Educators should reflect at what they have done until now, that is to say, they should involve in the assessment processes through reflections.

Reflective practice has been interpreted by Dewey (1933), a remarkable creator of the field, and several studiers around the last century; however, there is not a single, accepted definition (Harrington, Quinn-Leering, &Hodson, 1996). As stated by Boud, Keogh, and Walker (1985), reflection is clearly "a form of replay of the learner to experience" (p. 18). Loughran (1996) explained reflection in a specific way saying that:

Reflection is a procedure that may be tried in confusing circumstances to aid the learner to create better perception of the information at hand and to allow the educator to direct

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learning in appropriate ways. The benefit of reflection in teaching and learning is that it

motivates learners to view problems from a different point of view. (p. 4)

The definition carefully states that when experience is obtained, thinking on it, assessing it, and learning from it increase to reflection. The most important point of Loughran's (1996) perception of reflection is that when a person reflects on an issue or a situation, the person can focus on the action from a different point of view.

John Dewey, as the creator of reflection, obviously reported reflection around a hundred years ago in his book called How We Think (1910, 1933). From then, reflection has triumphed in some study fields as well as education. Dewey put reflection at the center of teaching and learning, saying:

Reflective thinking, in difference to further areas, to which we put in the name of thought, incorporates (1) a state of doubt, confusion, mental problems, in which thinking starts, and (2) an act of searching, hunting, inquiring, to find material that will solve the doubt, and throw away of the confusion. (Dewey, 1933, p. 12).

To rephrase it, reflection is the active thought of humans regarding their activities and experiences in order to find a solution to difficulties. Reflection is a complex activity that generates learning from experience. Dewey describes reflection as the …active, tenacious deliberation of any reliance or assumed form of knowledge keeping in mind the reasons that aid it and the more conclusions to which it tends. (1933, p. 9).

For a better understanding Dewey's belief in reflective thinking, Rodgers (2002) outlined and registered four key criteria of reflection expressed by Dewey.

1. Reflection is a meaning-making procedure that moves from one experience toward another experience with considerable comprehension.

2. Reflection is a structured, ultra-careful, trained manner of thinking, originated in empirical study.

3. Reflection is necessary to occur in the community, in interaction with other people.

4. Reflection needs perspectives that esteem the individual and academic development of oneself and others.

These perspectives have complementary and constructive features:

…one should stay involved in the experience as it is occurring, so data may be collected via observation. A person should involve to objective, amusing numerous explanations of his or her experience so that a person does not control one's comprehension of the actions that move from it. In the end, one should recognize that a change in coprehension and experience may announce for a complete change in outlook. And responsibility requests that action-practice- line up with outlook - theory. (Rodgers, 2002, p. 864)

2.2 Donald A. Schön as a Constructor of Reflective Practice

Reflective thinking theory was an idea that was suggested by Dewey but the idea of a "reflective practitioner" was developed by Donald A. Schön who was a student of Dewey in the 1980s and 1990s. As reported by Schön (1983), professional educators may involve in the research of their practice and develop their own educational hypothesis obtaining from that practice (McNiff& Whitehead, 2002). With his statement, Schön(1983) showed the inability of teacher education books to enhance teaching and encourage professional development because teachers occasionally come over problems that are not mentioned in the books and defy existing information on teaching.

To simplify the ineffective of reflective practitioners" pedagogical understanding and the necessity for reflection, Schön (1987) stated that:

as the unique case falls out the groups of being suppositions and

approach, the practitioner cannot use it as an instrumental problem to be

resolved by trying one of the rules in her store of academic knowledge.

The case is not „in the book". If she is too concerned with it efficiently, she must

do so by a type of improvisation, creating and testing in the condition

strategies of her devising. (Schön, 1987, p.5)

Schön separated reflection in two kinds and differentiated in the middle of "reflection-on-action" and "reflection-in-action" by enlarging the concept of reflection claimed by Dewey (1933). In the classroom, reflection-on-action occurs both before and after an activity. By making judgments on himself or herself, the practitioner considers what the others accomplished and conducts an assessment to determine if the activity was effective or not. Furthermore, the individual attempts to notice if it is any chance or possibility to get to same or better results of the activity (Grayling, 2000). Schön wrote in 1983: "We put ourselves back into action, look back on what we did on purpose, and figure out how the idleness we know has become one.

Reflection-in-action, sometimes called active or interactive reflection, may be explained as aware thinking and softening while on the job (Hatton & Smith, 1995). The reflective practitioner, with this kind of reflection, may instantly think about the action. Because of this, this kind of reflection may also be explained as a stop-and-think process in which an educator may effectively assess the situation and make a decision about it (van Manen, 1991, p. 101). Through reflection-in-action teachers can find out their weaknesses and provide possible solutions to difficulties instantly. As reported by Murphy (2013), when educators gain more experience, they adapt to some irregularities in their classrooms. Inexperienced educators aren't able to involve in reflection-in-action as well can experienced educators. As stated by Farrel (2007) "new educators can have [more of] a problem in reflection-in-action, as new educators have not increased like modern schema of teaching program" (p. 5).

2.3 Max van Manen and Reflective Practice

In his book The Tact of Teaching, van Manen (1991), the main contributor to reflective practice, characterized reflection as "a key notion in educational concept," and in some ways, it is merely another word for "thinking" (p.98). Reflecting, as stated by van Manen (1991), can be defined as

"participating in a thought process" (p. 98). Reflection is therefore nearly connected to the theory of teaching, throughout and after which teachers involve in thinking in sequence to manage, assess and establish the information they share with the learners.

Max van Manen (1991) addressed a main fact - the difficulties that cause educators to be less reflective. Even though utilize of the reflective practice has an important part in professional process, teachers cannot always utilize reflective practice in every situation. Sometimes, educators cannot manage the classroom setting or try their reflection because of problems such as lack of time, technical problems, a crowded classroom setting etc.

Reflection-for-action One of the most important contributions of van Manen (1991) was to expand the kinds of reflection by going far away of Schön‟s reflection kinds, reflection-on-action, and reflection-in-action (1983). Educators, as reported by van Manen (1991), not only utilize reflection to solve difficulties that arise during the course of teaching or to consider alternate perspectives on previous experiences but also to think about difficulties or circumstances that educators can encounter in the future. Max van Manen (1991) suggested reflection-for-action as the third kind of reflection. Reflection-for-action may be explained as reflection before action.

Reflection-for-action

> allows us to consciously consider potential options, choose courses of action,
>
> organize the things we want to do, and expect the experiences
>
> we and others can have as a consequence of awaited occasions or our organized
>
> actions (van Manen, 1991, p. 101).

As reported by van Manen, educators can come over two kinds of expectant reflection. The first kind of expectant reflection needs an educator to select a pedagogical solution to cross a difficult state of a learner. To give an instance, if an educator has a learner who has aggressive behavior in relation to educators or classmates, the teacher can talk to this learner in private, contact the learner' family to cooperate, or share a problem with colleagues to get some

suggestions or opinions. The educator has to try to get the most acceptable procedure to solve the problem.

The second kind of expectant reflection is when an educator can try reflection before action. When teachers plan a lesson, they need to look ahead to find the strong and weak parts of the plan by predicting the possible reactions of students. The teacher may need to increase, change or improve the content of this lesson planning. While doing that the educator can also reflect at his/her past experiences and design the future course in light of this information (van Manen, 1991).

Dissimilar kinds of reflections have diverse and overlapping features that cannot be easily separated. To simplify the boundaries of reflection types, it is easier to distinguish them when considering their transients (Uzum, Petron & Berg, 2014). In order to simplify the boundaries of reflection types, looking at their temporality eases differentiating them (Uzum, Petron & Berg, 2014). Therefore, Wilson (2008) stated chronological orders are produced temporality for reflection types. Wilson may classify the act of remorse as a previous situation, and the act of remorse as a universal condition of the practitioner, like the current situation or location of education, the teacher's present educational practice, and reflection for action may be examined as future activities through which reflective practitioners think about future situations.

To divide groups of reflection kinds, Murphy (2013) also assisted temporality and selected keywords for each reflection kinds as a) "on the action- retrospecting, thinking back, remembering; b) in-action- being aware, at the moment, seeing; c) for action- anticipating thinking ahead, planning" (p. 616). Instead of referring to reflection-in-action as Wilson (2008), Murphy (2013) referred to reflection-in-action as simultaneous, concurrent decisions of teachers.

2.4 Reflective Practice and Identity

Reflective practice was used to study the individuality of language students and language educators through instruments of reflective practice like story reflections, diaries, and guiding audience. In 2009, Hirano utilized a retrospective diary, including class interactivity and interviews, in a one-year action research study of EFL mature learners who had problems in learning English and found that diaries might be utilized as an instrument for reflection on learner individuality. With reflective diaries, the studier wanted the partakers to think about their learning processes by utilizing prompts in which the partakers were questioned to explain the materials they learned, their problems, and obstacles in the learning process. In such manner, partakers thought about the students' identity by recognizing fear as a difficulty in the second-language learning process. One more research on identity reflection was accomplished by Besser and Chik (2014). Accompanied by the aid of story reflections, two categories of learners learning in many elementary schools explained the significance of language practice chances in their language learning. The learners also drew on the reflections about their second language learner identity establishment in expressions of the selected culture.

Being alike to showed researches, several instruments or techniques were used to involve educators in reflections on their educator identity, principally identity establishment. As reported by Urzua and Vasquez' research (2008) organized on beginner English as a Second language educators who worked for intensive English language programs, supplying educators opportunities to think about existing environment and their future plans through mentoring meetings on teaching practices play a crucial part in the establishment of educator identity. The findings of their research showed that involving in future-oriented talks on partakers' metacognitive selves, like awareness, intentionality, obligation, assurance, and responsibility, developed partakers' identity establishment as educators.

Maclean and White (2007) directed a research on the influence of reflection on the conformation of schoolteacher identity with seven educated preceptors and five pupil preceptors who were all graduates finishing the final time of a schoolteacher education course which prepared them both as primary and secondary educators. Firstly, pupil preceptors' tutoring practicums have been video-recorded, and secondly, professional educators thought

about those recorded teaching practicums by proposing plans for learner educators. The outcomes of the research showed that learner educators might expand their educator individuality by discussing regarding their teaching practicums and assessing their activity, beliefs, merits, feelings, and aims. In addition, the partakers might also expand their social individuality by involving in social interactivity with professional educators.

2.5 Tools to Promote Reflective Practice

Different instruments were used in teacher-preparation and practical teacher education to encourage educators' reflective practice. Semi-structured interviews were used to have educators involve in reflective practice examine their confidences about teaching (Bennet-Jackson, 2010). In order to increase teachers' reflective practice, there are definite instruments like conventional instruments (portfolios, journals), technology instruments (blogs, online discussions, electronic journals, chats, etc.)

Reflective Journals were utilized for the aim of reflection in different areas like teacher education, trade, and nurse education. Reflective journals are not difficult to assign where practitioners can share their beliefs and experiences. As stated by Gil-Garcia and Cintron (2002), a reflective journal includes students in "self-assessment, collaborative critique, self-reflection, and goal setting" (p.2). Researches done on reflective journals were realized to be successful in reorganizing teachers-preparation to teaching practices. For example, Cintron (2002) claimed that keeping journals aided learners educators in their practicum improve their teaching practice. The research of American pre-service teachers, Uzum, Petron, and Berg (2014) found alike results. Several instances of reflective journal kinds are response journals, dialogue journals double-entry journals, interactive journals or diaries, dialogue journals, and personal or narrative journals.

Response journals -One kind of reflective journal used in teacher education is the response journal. As stated by Parsons (1994), response journals incorporate students in recording "their reactions to, questions about, and reflections on what they read, write, observe, listen to, talk

about, do, and think" (p.12). In this kind of reflection journal, learners are asked to read a book, see a video or film and write comments by involving it in reflective procedures. Learners, after writing their papers, share them inside the classroom, their educators, and classmates. This kind of journal is regularly utilized in health education (Kerka, 2001) and aids the students link their preceding knowledge in the area with new information or learning (Kerka, 1996).

Dialogue journals are an instrument that includes educators and learners in writing and interchanging their plans in common responses. These kinds of journals have been used in teacher education programs and found to be successful in recognizing learners' necessity in particular fields, encouraging independent learning, increasing belief, and generating interactivity over the classroom environment (Porter, Goldstein, Leatherman & Conrad, 1990). In 1998, Brookfield talked about the contribution of dialogue journals:

> A self-confirming cycle frequently progresses by which our innocent accepted
>
> beliefs form conducts that also just aid to confirm the verity of those
>
> suppositions. We find it veritably awkward to be outside ourselves and look how
>
> few of our most intensively held graces and thoughts guide us in misshaped,
>
> pressured methods of being. (p. 197)

Dialogue journals help students and teachers assess their confidences and merits.

Double-entry journals - In this type of journal, learners are supposed to write one-page introductions every day, week, or month until the end of the period. During their journals, the students are supposed to write their beliefs, ideas, and experiences on the left-hand side of the page and students are supposed to involve the reading or ideas that come from classroom debates on the right side of the paper. Students then draw connections and direct contradictions at any moment and in any direction possible (Hatcher &Bringle, 1997).

However double-entry journals are suggested for teacher education (Whitton et al., 2004), not many researches are on their fulfillment for educators' reflective practices. Risko et al. (1999)

executed double-entry journals written in a pre-service reading course and during partakers' practicum by examining critical discussion to see pre-service educators' critical thinking processes.

Interactive journals or diaries - The literature in this area proposes interactive journals to encourage a high position of thinking and do successful support for the reflective practitioner when reflective comments are shared with established and trusted peers, groups, or supervisors (Garcia-Mata & Barrios-Espinosa, 2002). Bain, Mills, Ballantyne, and Packer (2002) argues that:

> ...the supplying of brief written feedback, particularly when it includes
>
> formative questioning of the pupil's thinking, can be enough
>
> encouragement to consolidate the reflective process. In this environment,
>
> motivating scholars to re-visit their journal entries, prepared with some new
>
> perceptivity and perspectives handed by feedback, can be a further useful
>
> practice in style of perfecting reflective jotting than ongoing a verbal
>
> reflective debate … (p. 28).

Maloney and Campbell-Evans (2002) directed research on utilize of interactive journals as a method for professional development with pre-service educators who took part in academy-grounded indispensable schoolteacher education programs. Maloney and Campbell-Evans claimed that learners utilized interactive journals for different aims like designing and planning practice.

Personal or Narrative Journal - A personal journal does not have to incorporate the plans of the practitioner. As a replacement, the individual may express alike plans to change his or her thought or merits in teaching. So, Hubbs and Brand (2005) claims that "the personal journal is a narrative description of the student's inner processes" (p.67).

Portfolios

Utilize of portfolios to enhance professional progress in teaching has obtained large impetus since their first implementation in the 1980s. Nonetheless, several discussions have also appeared regarding their success in supplying reflective practice. As stated by Orland-Barak (2005), reflective practice won't happen as a consequence of portfolio establishment if the portfolio does not need the practitioner to form a connection in the middle of teaching experiences, existing knowledge, merits, and confidence.

In sequence to notice utilize of reflection in a professional practice portfolio, Jones (2010) directed a research on special education teachers who were studying in a postgraduate program. Outcomes showed that doing a professional progress portfolio helped by teaching, written recommendations, and fellow interactivity improves the probability and capacity for a successful and constructive reflective portfolio.

2.6 Online Tools in Teacher Education to Promote Reflection

Using technology in teaching English is becoming progressively predominant in sequence to help educators' reflective practice. Technology utilize allows educators to continue professional progress. The most usable technological instruments for reflective practices involve utilizing chat or Internet Relay Chat (IRC), blogs, electronic dialogue journals through e-mails, and online asynchronous discussion forums.

2. 7 Chat or Internet Relay Chat

Chat, or Internet relay chat, may be explained as "a mode that permits people to talk to each other online in real-time" (Farr & Riordan, 2014, p. 2). Chat debates are functional sources for education for the reason that they supply alike discourse to spoken discussions directly to their written format in the asynchronous platform (Lammy&Hampel, 2007 as cited in Farr & Riordan, 2014). Although, Meskill (2009) states that the utilizes of synchronous discussions makes a

messy environment in which partakers regularly write off-topic information and produce lower quality discussions, a situation which happens less likely in asynchronous discussions.

One more research done in 2009 supports Meskill's state regarding online synchronous debates. Chen, Chen, and Tsai (2009) directed a research on sixty-one public school teachers who were talking part in an in-service professional progress program called Alternative Assessment for Mathematics Teaching. The partakers of the research had to explain their experiences through six online synchronous discussions. The partakers displayed 3600 messages, which completed the first section for the research's details. The researchers of the study directed interviews with 10 partakers to examine their impressions concerning these online synchronous debates. The outcomes of the research indicated that even though the studiers got a huge number of information, particularly at the start and the end of the debates, almost all chat discussions were formed on social messaging. Chat messages discussions came to the conclusion that the content of the debates and the standard of the shared information were less superior to face-to-face conversation.

From several researches that exist in the literature on utilize of synchronous debates for reflective practice, it came to an end that the application of synchronous debates to encourage professional progress cannot be considered as successful in stimulating reflective practices; rather they outcome in disordered interactivities or discussions of partakers on social issues.

2.8 Electronic Journals or Electronic Dialogue Journals

Even though utilize of electronic journals could appear to be a completely process in teacher education, it was utilized for almost two decades. Studiers indicated the absence of chance to think about teaching throughout teacher education(Feiman-Nemser& Buchman, 1985; Wildman, Magliaro, Niles & McLaughlin, 1990), hence, starting in the mid-1990s the utilize of this new kind of online instrument was seen not only as a new option for professional progress but also as an instrument to increase regular journaling.

McIntyre and Tlusty (1995) directed a research on eleven student teachers to do reflection through e-mail dialogue journals at two dissimilar teaching positioning. The learners who participated in the research had to write according to their teaching experiences done in 16 weeks and 294 messages were secured in the end. More details were gathered from the controllers of student and a questionnaire of the participants. The research showed encouraging findings concerning utilize of technology in teacher education. The learners involved in reflective discussion and several of them claimed that they were relaxed and less lonely with the aid of an electronic response journal. The questionnaire organized to get the feelings of the students on utilize of this instrument showed that its first and guiding contribution was to link the candidate teachers to their supervisor.

The second most important contribution was the use of email, with the third being the reflection on the philosophy of education. An obstacle to the use of e-mails was the time demands of the process of online reflection. Students stated that providing a critique and reflection on their teaching experience took a long time during their hectic program. This comment of the students may suggest practical concerns of online dialogue journals. Likewise, Andrusyszyn and Davie (2007) directed a research with graduate students on interactive journal writing in an online computer conferenced course through e-mails and asynchronous interviews.

2.9 Blogs as a Tool for Reflective Practice

Blogs, which are explained as online diaries with texts and images and have connections and links to the other blogs and websites, have developed as communication instruments to involve people in cooperative activity, knowledge sharing, reflection, and discussion (Diaz, 2009; Kim, 2008; Roberts, 2003; Williams & Jacobs, 2004).

Previous researches in the literature state that blogs may increase reflective thinking (Farmer, Yue, & Brooks, 2008), and profound learning and knowledge establishment (Ferdig& Trammel, 2004; Williams & Jacobs, 2004). For example, Yang (2009) directed a research on the utilize of blogs as a platform to increase reflective thinking with 43 student EFL teachers in a

methodology course and found that all the participants took part in the blog to reflect and comment on each other's ideas. Before involving in blogs used as a program for reflection, partakers obtained other chances and increased their professional evolution by assessing the teaching practices introduced in their methodology classes and challenging each other's plans and perspectives on the realizations of practices in teaching.

One more research directed in Turkey by DöĞ and Demir (2014) investigated utilize of blogs to make second years learners of elementary school teacher education department think about their mixed learning experience. The outcomes of the research were encouraging by showing that the partakers involved in reflective writing procedures by analyzing their own learning plans. The partakers of the research expressed their thoughts on how they learn more successfully. Furthermore, research plays an important part to the comprehension of how to use blogging in higher education.

2.10 Online Asynchronous Discussion Forums

Educators are taking part in the increasing acceptance of online teaching and learning platforms as a result of technical advancements in every profession. As stated by Mayadas, Bourne, and Bacsich "Online education is created, expanding, and here to stay" (2009, p.49). Allen and Seaman's, (2013) research show that in the autumn term of 2011 in the United States more than 6.7 million people took part in an online course.

Asynchronous or online discussion forums are one of the tools used in online teaching. The discussion boards are online platforms utilized for distance learning and in-person classes. As online discussions forums give group interactivity, knowledge is established through the thoughts and contributions of group members (De Wever, Van Keer, Schellens, &Valcke, 2010).

Accessible on most learning management processes (e.g. Blackboard, Desire2Learn, Moodle), "asynchronous online discussions complements and strengthens generally course learning experiences" (Baker, 2013, p. 12) and can also be utilized to express, assess and re-create experience and learning collected out of class. For the whole of discussions, learner to learner, learner to teacher or the two kinds of interactivity take place (Xin&Feenberg, 2006).

In sequence to describe the Instrumental Roles of Asynchronous Online Discussion Forums (AODs), Berge (1995) proposes a structure and mentions four roles in his research. The pedagogical role is the first role. In accordance to the pedagogical role, trainers should regulate the purpose of utilizing AOD. Furthermore, the process of utilizing debates must be explained to the learners and the assessment of the debates participation has to be expressed earlier to the members.

The second role is the social role. Virtual classrooms, as stated by to Al-Shalchi (2009), increase socialization and learner links. Because learners are on pressure in a usual class setting, they create nearer group bonds on online platforms rather in a classical class setting. The directorial duty of AODs needs educators to manage the discussion time, to direct them with questions to avoid students from commenting on unrelated issues to the online discussion topic. The last part, the practical part, summarizes how the school would give the required software or interface to link the participants to the online forum or platform (Berge, 1995).

2.11 Use of Asynchronous/online Discussions for Reflective Practices

Online discussion forums were utilized for reflective practices in the last decade and some researches done in teacher and health education show constructive and obstructive outcomes regarding their successfulness and content. Lee-Baldwin (2005) directed a research with pre-service teachers of science on utilizes of asynchronous discussion forums (ADFs) through the science teaching methods course to explore the group dynamics that makes easier reflective thinking. The research's results were encouraging. When pre-service teachers had enough time, social groups of ADFs aided teachers motivate in reflection.

Likewise, Romano (2008) directed a research on utilize of discussion forums to encourage interactivity in the middle of beginner teachers. The study show that educators have been included in high and low positions of interactivity; furthermore, educators' writings aided them profit from each other in words of involving mutual reflection by expressing their beliefs and guidance.

Abodeeb-Gentile, Courtney, and Pedro (2012) investigated the utilize of reflective strategies on pre-service teachers' involvements in a language arts class through online discussions. The outcomes of the research expressed that partaker involved in reflective plans like simplifying, intensifying, supplying verifications and transforming thinking.

Jones and Ryan (2014) did a new research to explore if online discussion forums may be used as a utility instrument to practice reflection for pre-service teachers of elementary and secondary school. In an arranged debate forum, studiers used blogs, which did not involve showing themes, and an online discussion platform in which studiers conducted themes discussion subjects by leading the partakers to think about their practicum experiences about the conceptual information of their researches. The research showed that members liked taking part in blogs. Advice of the studiers did not work to increasing the reflective practices of educator. Hence, the research proposed the necessity for studiers in the field to discover better methods to involve educators in reflective practices, principally in online platforms.

Conversely to the outcomes of the earlier researches, further study conveyed in the area proposes a less positive result in the productive utilize of asynchronous debates. In Tsang's (2011) study, first-year students of dental surgeon were linked with their third-year fellow through network discussions to increase reflection. The outcomes of the research showed that a little most of the partakers involved in reflection, with the third-year learners mainly understanding the debates as academically beneficial.

Given these researches, it is significant to introduce the use of reflective practices through online asynchronous discussion forums, mainly in teacher education, is moderately new since few researches are done in literature. Furthermore, there is little documentation and accordance regarding their successful usage of teachers' reflective procedures.

Conclusion

Reflection or reflective practices may be explained as an engagement in a conscious thinking procedure to assess learning or teaching. Reflective practices have been used in some spheres

like health education, and teacher education. Nonetheless, their use through asynchronous discussion programs in EFL teaching is a new idea. Hence, an examination on their usage in an EFL environment is necessary and their result on educators' beliefs and ideas connected to teaching and learning could also be investigated.

3. Chapter three-Research Methodology

3.1 Background of the study

The purpose of this research was to discover the role of reflection in English teacher education via online discussions forums. The reflections type like reflection-in, reflection-on, and reflection-for-actions were explored by instructors engaged in. Considering the fact that now we are using online discussions and forums more than ever, research on this topic was very necessary.

To measure the objectives, a case study of this research was taken place in Shtime Municipality, with all English language teachers of primary schools. The tools that were used to collect the information were a background information questionnaire, RP-oriented discussions, and interviews. Parts of this research were 12 experienced English as a foreign language teacher and all of them were with a Master degree.

3.2 Research questions

- What kinds of reflection do EFL teachers engage in through their reflective practice-oriented online discussions?
- What are the challenges that EFL educators face throughout reflective practice via online debates?
- Which is more attractive for educators, reflective practice, or traditional tools like writing journals, portfolios, and diaries?

3.3 Research Hypothesis

There are three hypotheses of the research:

Reflection in teaching and learning motivates one to view problems from different perspectives.

Reflective practice engages thinking with the effect of action.

Teaching practices play essential part in the establishment of teacher personality.

3.4 Research Design and Methodology

In order produce accurate results, this study used methods such as background information questionnaires, RP-oriented discussions, and interviews.

3.5 Participants

The study was conducted with all English language teachers in all primary schools in the Municipality of Shtime and was focused on EFL teachers' reflective practice via online discussions. The participants of the study all had Master's degrees. Seven female teachers and five male teacher participated in this study, with ages ranging between twenty-five and forty-two. All teachers are native speakers of Albanian and started learning English as a foreign language in elementary school.

Participants' graduation degrees, years of teaching experience, and education backgrounds yielded various results. (Table 1,2 and 3).

Participants	P#1	P#2	P#3	P#4	P#5

Gender	Male	Female	Female	Female	Male
Age	36	28	30	31	42
Age she/he started learning English	5th grade	5th grade	5th grade	5th grade	5th grade
University and The department of undergraduate degree	AAB University	The University of Prishtina- Faculty of Philology	The University of Prishtina- Faculty of Philology	The University of Prishtina- Faculty of Philology	South East European University- Faculty of Language and Communication
Year of Graduation	2010	2016	2015	2013	2012
Teaching Experience	11 years	4 years	6 years	10 years	8 years
Institutions she/he has worked so far	"Emin Duraku" primary school	"Hasan Prishtina" primary school	"Skenderbeu" primary school	"Lasgush Poradeci" primary school	"Hasan Prishtina" primary school
Other MA Degrees	No	No	No	No	No

Teacher training programs	Celta, Delta	IELTS	None	None	TOEFL

Table 1: Demographic Information about the participants from participants 1 to 5

Participants	P#6	P#7	P#8	P#9	P#10
Gender Age	Female	Male	Male	Female	Male
Age she/he started learning English	5th grade	5th grade	5th grade	5th grade	5th grade
University and The department of undergraduate degree	The University of Prishtina- Faculty of Education	The University of Prishtina- Faculty of Philology	The University of Prishtina- Faculty of Philology	AAB University	The University of Prishtina- Faculty of Education
Year of	2013	2012	2012	2016	2014

Graduation					
Teaching Experience	6 years	8 years	5 years	5 years	6 years
Institutions she/he has worked so far	"Lasgush Poradeci" primary school	"Bajram Curri" primary school	"Hasan Prishtina" primary school	"Emin Duraku" primary school	"Skenderbeu" primary school
Other MA Degrees	No	No	No	No	No
Teacher training programs	Celta	IELTS	None	Celta	None

Table 2: Demographic Information about the participants from participants 6 to 10

Participants	P#11	P#12

Gender	Female	Female
Age	30	29
Age she/he started learning English	5th grade	5th grade
University and The department of undergraduate degree	AAB University	The University of Prishtina-Faculty of Education
Year of Graduation	2017	2015
Teaching Experience	3 years	4 years
Institutions she/he has worked so far	"Skenderbeu" primary school	"Emin Duraku" primary school
Other MA Degrees	No	No

Teacher training programs	IELTS	TOEFL

Table3: Demographic Information about the Participants from Participants 11 and 12.

3.6 Instruments

Data Collection Instruments

For the demographic information about the teachers, a questionnaire was

created by the investigator of the study. The qualitative data of this study was obtained from 1)

the participant's RP-oriented papers and

their discussion sessions, and 2) semi-structured interviews.

Demographic information questionnaire-To give more information

about the partakers' language learning background, educational information and

teaching experiences, a questionnaire consisted of ten questions were given to the educators.

The online discussions-This research was done as an element of the study throughout which

teachers alked about most of the foreign language teaching procedures in their historical

conditions together with present issues that form the latest teaching practices. Through the

discussions, according to inspire teachers to express their suggestions and experiences in

teaching, the teachers were asked to write several reflective papers under different themes like

a) the teacher as a language learner, b) reflecting on the post method era c) reflecting on

current teaching practices, d) teaching with technology and e) the teacher as a cultural

mediator. The researcher gave more articles about this concept such as post- method pedagogy.

Semi-structured Interviews- The interview questions involved five open-ended universal questions, these questions are modified from Bennett-Jackson's (2010) research, to assess all the thoughts of the teachers concerning these reflection papers and the discussion sessions.

3.7 Data Collection Procedures

After getting the approval from the Municipality of Shtime to conduct this study, the researcher had a meeting with primary schools teachers to present the procedure of the research. The researcher, also, ask them to utilize their reflective papers.

The data collection procedure was carried out in three parts: a) background information questionnaire, b) discussions, and c) interviews. To collect written debates data, discussions were classified under experimental topics, like a) the teacher as a language learner, b) the teacher as a cultural mediator, c) teaching with technology, d) reflecting on current teaching practices, and e) reflecting on the post-method era.

Each of the interviews was done individually. All of the interviews were carried out in-person. The interviews consisted of six parts. Questions for the first five sections were about the reflection papers and the discussion sessions, and the last session was assigned for the general interview questions about reflective practice and online discussion sessions. The researcher of the study put together reflection papers and discussion meetings for every participant.

The interviews were taped and scripted by the studier to classify the topics for the data analysis part. Transcriptions were finished conforming to the verbatim transcription process, which needs the studier to write down every word, sentence, and emotion (i.e. laughs) (Ortaçtepe, 2012).

Data Analysis Procedures

In this research, topical study (Boyatzis, 1998) was modified to examine the categorical data coming from two definite references, online discussions, and semi-structured interviews. The researcher first prepared hard copies of data gathered from reflection papers, the discussion sessions, and the interviews. Later, reflection papers and the discussion sessions were classified

individually for each participant and every single comment or question the participants directed to and received from each other were also listed in individuals' folders. The researcher wrote every detail during teachers' interview.

In addition, throughout the transcription part, the studier took notes concerning the themes that teachers discussed about. Next, the researcher printed copies of discussion sessions, reflection papers, and transcribed interviews were put together. Intended to give confidentiality, the studier gave codes to every partakers (ex. Partaker 1 [P # 1]) conforming to the alphabetical order of their names and next rearrange different files for every partaker.

Mills, Durepos, and Miebe (2010) state that "thematic analysis is a strategy for decreasing and controlling huge amounts of data without losing the context, for getting close to or immersing oneself in the data, for organizing and summarizing, and for focusing the interpretation" (p.2). Thus, the investigator wanted to try thematic analysis on the first stage. Managing the analysis and classifying the information requires producing thematic codes which may be created by different methods: theory-driven, prior-research-driven, and data-driven which can also be called inductive (Boyatzis, 1998). For this research, inductive topic-based analysis is more proper to finalize the bottom-up feature of the analysis stage. According to Ortaçtepe (2012), "the basic way results in codes that are driven by unprocessed data." (p. 46). Since constructing themes and creating codes need neat work, Boyatzis" (1998) topic-based analysis was used to sequence the analysis stage of the study. The procedures of topic-based analysis were explained as planning, creating a code, pattern recognition, and comparing themes (as adapted by Ortactepe, 2012).

Conclusion

The third chapter, Research methodology part expressed the information of the participants of the study, instruments which are used for data collection. The next part will present the outcomes of the study.

Chapter IV -Data analysis

4.1 Introduction of study results and discussions

The fourth chapter describes in detail the process of collecting data and the final results from the methods (background information questionnaire, RP-oriented discussions, and interviews). These methods have been analyzed in depth in order to get the final results, where comparing these results has been the main point of the study. These methods are described in detail in this chapter. The results gathered from the methods have proved the role of reflection in English teacher education via online discussion.

The first method (Appendix 1) that is used in this research was a background information questionnaire. The questionnaire consisted of 10 basic information questions like gender, at what age they started learning English, year of graduation, teaching experience, etc. The second method (Appendix 2) was RP-oriented discussions. RP- oriented discussion had four parts, profile of yourself as a language learner was the first part, profile of yourself as a language teacher (teaching philosophy) was the second part, define yourself as a cultural mediator was the third part and what does it mean to teach with technology and through technology was the last part. The third method (Appendix 3) was the interview. The interviews were done individually with each participant after the accomplishment of reflection papers and the debate parts. The analysis of the total study findings is related to the research questions that served as a guide for this research.

4.2 Results from the background information questionnaire

The background information questionnaire was the first method that was used with primary schools English teachers in Shtime Municipality. The results of the questions are as following:

In question one, 58% of the participants were female and 42% of the participants were male. In question 2, 17% of the participants were 27 years old, 17% were 28 years old, 33% of the participants were 30 years old, 8% of the participants were 38 years old and 17% of the participants were 41 years old.

In question 3, all of the participants started learning English in 5th grade at school.

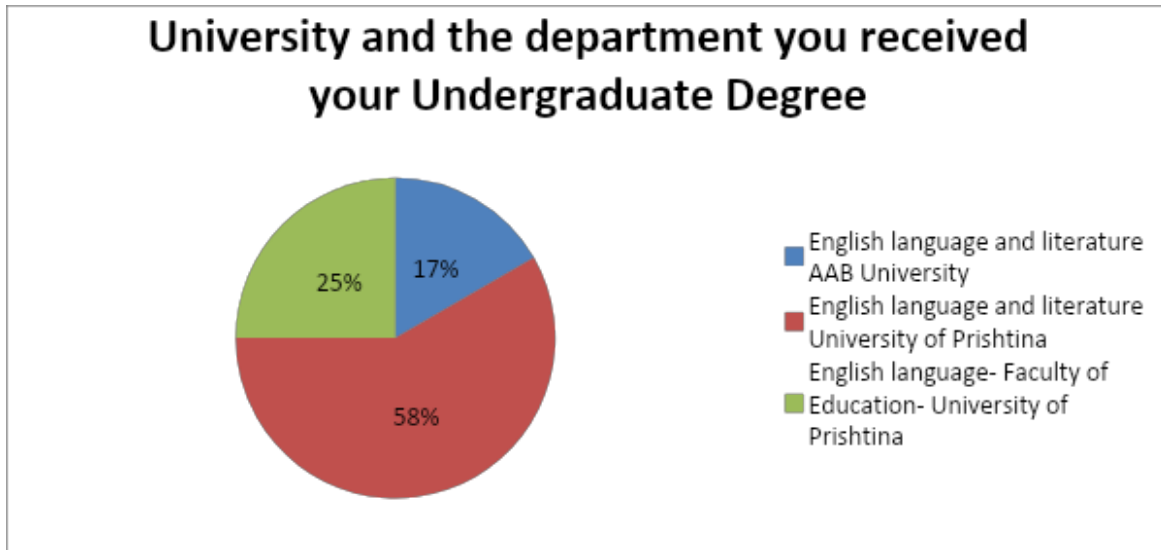**Figure 1: Question 4-University and the department you received your Undergraduate Degree**

From figure 4, it can be seen that 17% of the participants graduated in English language and literature AAB University, 58% of the participants graduated in English language and literature in University of Prishtina and 25% of the participants were graduated in English language, Faculty of Education, University of Prishtina.
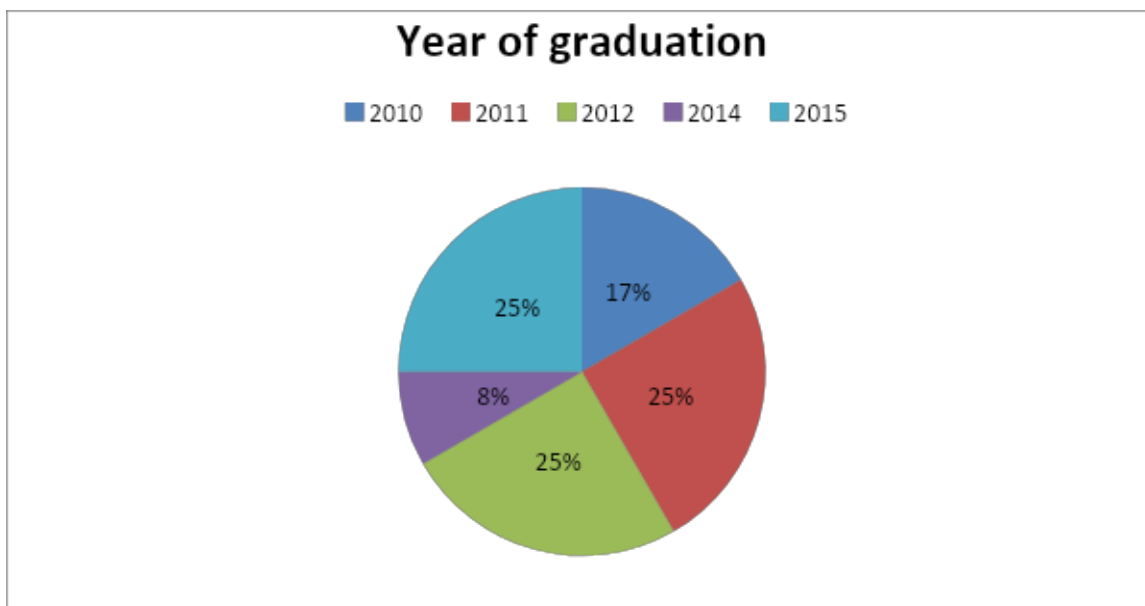
Figure 2: Question 5- Year of graduation

In figure 2 it can be seen that 17% of the participants graduated in the year 2010, 25% graduated the un year 2011, 25% of the participants graduated in 2012, 8% of the participants graduated in 2014 and 25% of the participants graduated in 2015.

Figure 3: Question 6- Years of teaching experience

In figure 3, 25% of the participants had 1-2 years of teaching experience, 25% of the participants had 3-5 years of teaching experience, 33% of the participants had 5-10 years of teaching experience and 17% of the participants had more 10 years of teaching experience.

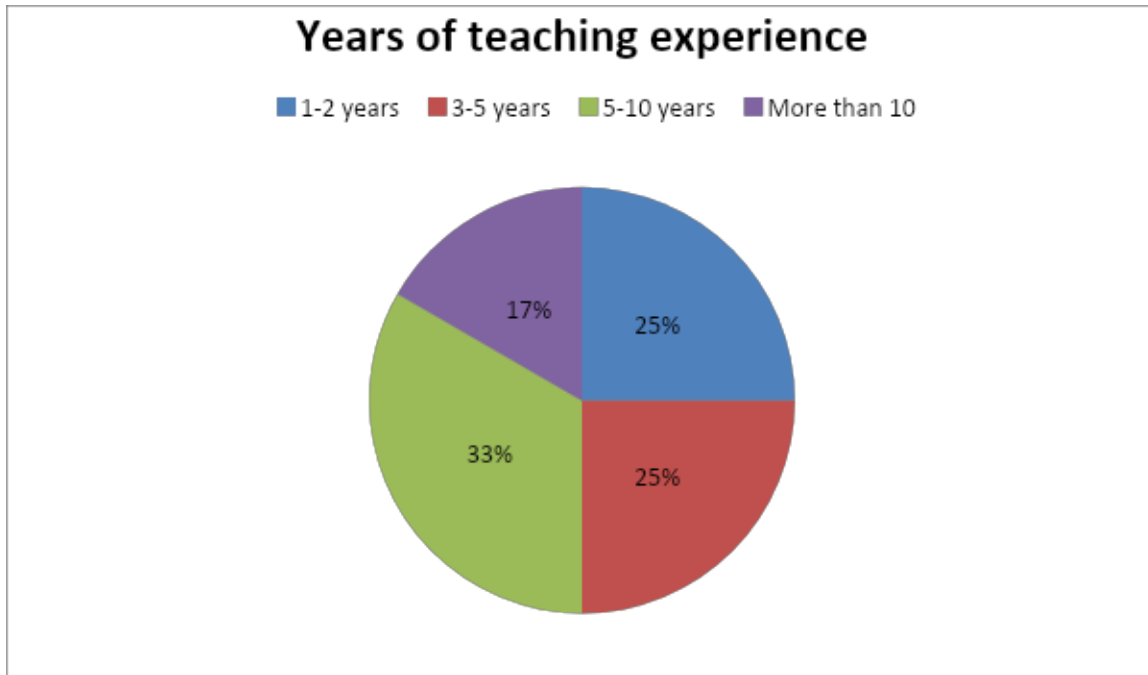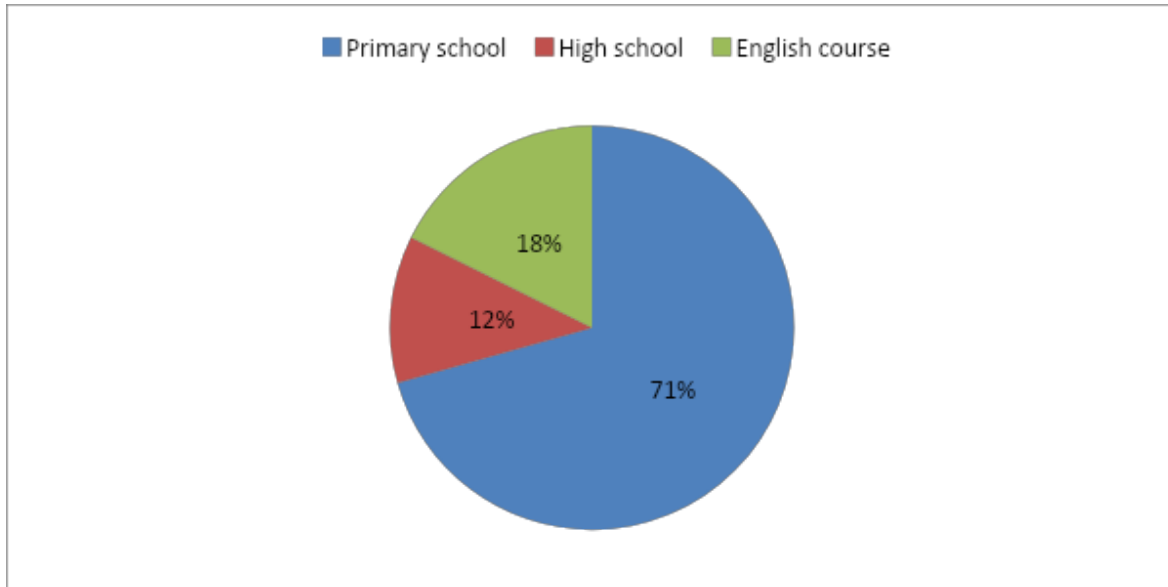**Figure 4: Question 7-Please write down the name of the institutions you have worked since your graduation starting from the past to the present.**

In figure 4 we can see the responses of the participants. All the participants of the study work in primary schools. From twelve teachers, two of the teachers also have some classes in high schools too and two others work also in private courses.

Figure 5: Question 8-Have you received any other Master's degree?

In question 8, 67% of the participants of the study answered that they did not receive any other Master's degree. 33% of the participants answered yes to this question. Otherwise, they are all with a Master's degree in the English language.
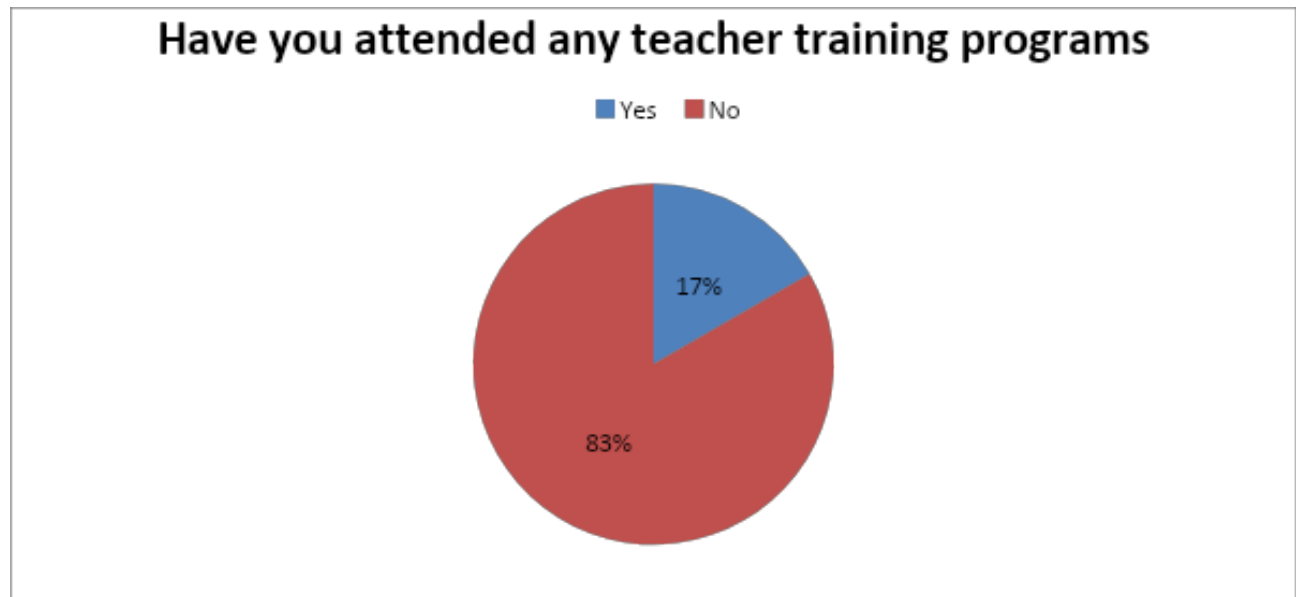
Figure 6: Question 9- Have you attended any teacher training programs (e.g. CELTA- DELTA)

In question 9 (figure 6), 83% of the participants answered No whereas 17% of the participants answered yes. They answered that they attended TOEFL training.
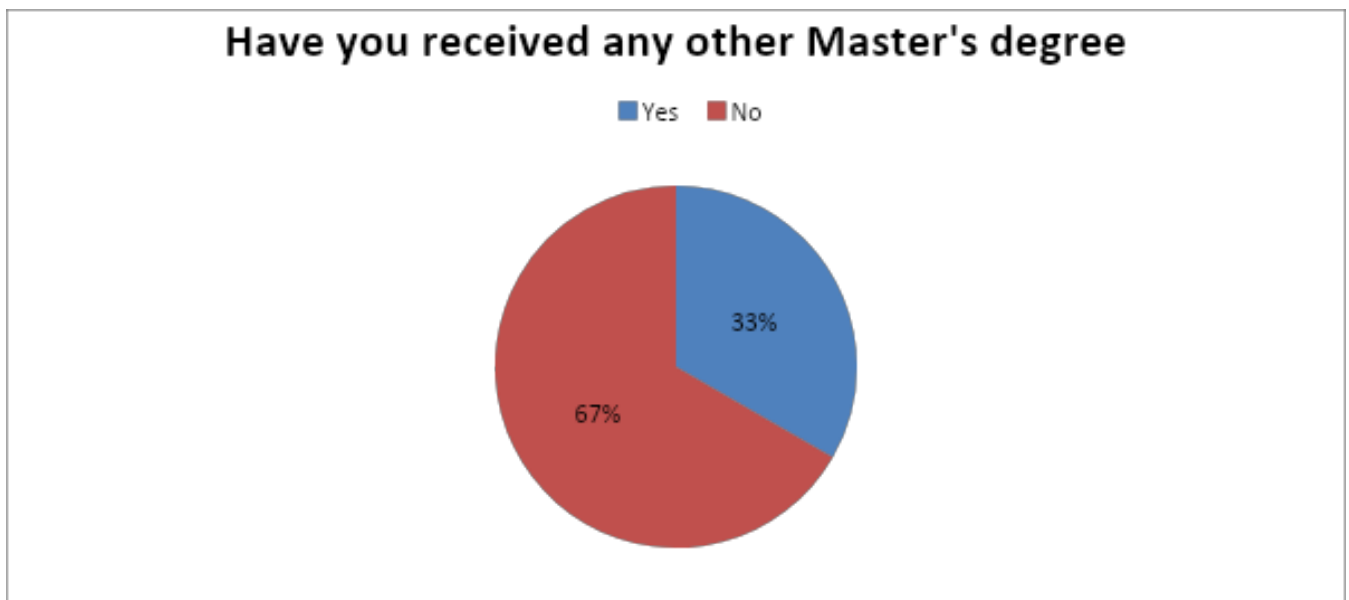
4.3 Results from RP-oriented discussions

Through the discussions, in order to inspire teachers to express their thoughts and experiences in teaching, the teachers were asked to write some reflective papers with several themes like a) teacher as a language learner, b) reflecting on post method era c) reflecting on current teaching practices, d) teaching with technology and e) teacher as a cultural mediator.

The first topic was: Profile of yourself as a language learner Give us a profile of yourself as a language learner. For instance, think about your past experiences with learning other languages

and reflect on what worked for you and what didn't work for you. What are your characteristics as a learner, do you consider yourself a "good language learner," how might your experience as a language learner inform your teaching practice, is there any relationship? What similarities/differences do you see between your experience as a learner and the learners you encounter/might encounter in your classes?

In this topic, all the teachers gave their opinions. Most of their responses were similar. They said that learning a language can sometimes be difficult but if you are resolved and really focused on that goal, and then you will achieve that by hard-work and commitment. All the teachers mentioned that at the time when they started learning English at school everything was more difficult than now. The only opportunity they had at that time was classic methods. The teacher wrote some words on the table and we wrote them on our notebooks and learned at home for other classes. The only resource was a book and a teacher. According to a teacher "Some of the disadvantages that school learning had in my time and it continues to have:

1. The connection to books causes a lot of slowdowns in teaching/learning and it is the students that suffer that the most.

2. The long time spent teaching grammar also doesn't give long-term results.

3. Classroom distractions also have a big effect.

In a question do you consider yourself a "good language learner" some of the teachers stated that they consider themselves to be a good language learner because they have learned a lot in the past and now they are successful teachers. Nowadays learners have many different opportunities to learn a foreign language and this is much easier than then. Two other teachers said that another thing that helped them a lot was welcoming mistakes as a way of learning more about the language and for this, they consider themselves a good language learner. Another teacher says: "The most important thing for every language learner is having free time. Having to do different jobs while learning hindered it a lot. So, I always ask students to try to be good time organizers and not let time pass by." There are always distractions in

teaching/learning which might differ in times, but one thing that is important for every learner is the need to have the skill for learning and this can resist all the obstacles in the journey.

The second topic of the RP- oriented discussion was: Profile of yourself as a language teacher (teaching philosophy). Reflect on your current practices. What do you think, what do you do best as a language teacher, what do you want to improve, how would you characterize your own teaching style? For example, is your classroom primarily teacher-centered or learner-centered? What is your personal approach to teaching EFL?

Being a good teacher is a very challenging job that requires a lot of qualities to influence students' learning journey. Teachers are amazing individuals that face many difficulties in their teaching every day. Each student learns differently from others. Knowing students' needs and capacities is essential for a teacher. In this part, most of the teachers stated that they feel good and motivated when their students show good results whereas when students do not show good results they feel down and think about him/themselves if they have given the maximum in their teaching. One teacher's response was" Teachers are as a driver and students are as passengers." They will go where do I 'lead' to. In order to get them to the right destination, I have to do the right journey. This trip/class/lesson should all be in harmony with each other (T-S, S-S, SSSS). My objectives are to engage all the students doing interesting activities, teach them the theoretical part and also let them practice it, increase students' creativity and develop their critical thinking."

All of the teachers said that they do their teaching in a learner-centered way, trying to guide students and then follow their work. They concentrate the most on speaking, listening, and understanding the material, and they give less time to grammar and writing, they say that the reason is that grammar is forgotten very quickly and most of the students are good writers because of technology nowadays. Making students understand the material and be able to deliver it to their peers is the one main goal that most of the teachers try to reach.

One of the teachers said: "In my teaching, the learner is always in the center, not the teacher. I manage the class, instruct the students what to do, advise them and they become active participants in their learning. I try to create an environment and a plan based on their personal

needs. By participating in classes, students become more responsible and support each other in learning progress. I have different approaches (the natural approach and the task-based learning). "

The third topic of the RP- oriented discussion was: Define yourself as a cultural mediator: This paper will deal with how you, as a language teacher, integrate culture into your classroom. What do you understand by cultural awareness? In what manners do the cultural aspects of the second language happen in your classrooms? What else can be/should be done to raise intercultural awareness as part of the ELT curriculum in Kosovo? By drawing from the readings assigned (similar to Reflection # 3), write a position paper discussing the points above.

Culture is everything we are and everything we do. According to some of the teachers, there is no exact rule on how to introduce culture into their teaching. Every teacher has their own methods on how to introduce culture. Therefore, language and culture are two elements that are inseparable said one of the teachers.

One of the teacher's responses was, "When I teach culture, I think about the learners' background and culture". The relationship between people and culture is indisputable. Therefore, language and culture are two elements that are not separable. In our country, secondary schools learn the English language with books which are printed from Oxford University Press. These books include a lot about English culture, for example about English footballers, English food, monuments, etc. While learning English culture, I try to incorporate also Albanian culture and also compare English with Albanian culture. Including students' local culture is believed to ease pupils to achieve success in learning the English language. Furthermore, having intense comprehension of the local culture demonstrates the awareness of students' own local culture to be developed in international communication."

Another teacher said "Cultural awareness is primary for me as a teacher because if a learner does not have culture and education, he can do everything without blushing at all! Culture must also be linked to the tradition of a nation. As an English teacher, I always try to connect or compare our cultures and traditions with those of the American people, English or any other nation depending on the learning topic we have."

What does it mean to teach WITH TECHNOLOGY, OF TECHNOLOGY AND THROUGH TECHNOLOGY? Discuss about your experiences of integrating technology in your classes? Is technology the means or the end for language teaching?

We are living in an era where technology has revolutionized our lives and where technological advances have affected the way we communicate, the way we learn, teach, and think. Technology helps us interact with each other daily and it has shaped our workplaces in many ways especially in teaching. Most of the teachers who took part in the research do believe that technology helps a lot in the teaching process. They also believe that is very important to use technology in the classroom and also their students find it easier and more attractive to learn with the help of technology. One of the teacher's responses was "Technology is utilized to aid and enhance language learning. Technology allows educators to modify classroom activities, increasing the learning process, it helps teachers in facilitating language learning for the students. Teaching with technology has helped me in forming a better relationship with my students and it has encouraged critical thinking skills. When teaching grammar I usually use screen casting and word processors. I also use Film and Video (it works on vocabulary and comprehension), Apps, podcasts, online games, pen-pals, and web quests. Technology is the means for language teaching because it has more positive than negative outcomes, it helps students learn in different forms, allows them to engage in different activities and it enriches their education."

There are also a few teachers who think that the use of technology in the classroom should be limited and controlled. One of the responses was "Sometimes, in the past, I thought that if I use technology in my classes, it would be a perfect class and we would learn more and develop more. But since the start of the Corona pandemic, I have changed my opinion a lot and went all the way to the other side of believing that technology is a must. No, technology is not everything and we experienced this while teaching online the previous months. A successful classroom needs maybe just basic technology and tools but lots of interaction, activities, body movement, acting, singing, humor, and drama. So yes, I think the technology should be limited so it does not guide us but, in the way that we can use it when needed."

4.4 Results from the interview

1. As you reflect over the period of time, what were some of your most outstanding learning moments throughout your reflection papers and the discussion sessions?

Teacher 1: Self-assessment.

Teacher 2: Some of the most important moments while going through reflection papers and discussion sessions were getting the opinions of our students about the lessons we went through and reading about what they have benefited and experienced in our classes. This made me reflect and learn my weak points and made me work more on them and develop further my strong points.

Teacher 3: I think it was self-assessment.

Teacher 4: My most notable learning moments were the times when I took written tests and had the opportunity to express ourselves in our best way using our writing.

Teacher 5: Getting our students' perspectives about the courses we had gone through and reading about what they had benefited from and experienced in our classrooms were some of the most crucial times when going through reflection papers and discussion sessions. This caused me to ponder and learn about my weak points, allowing me to work harder on them while still enhancing my stronger aspects.

Teacher 6: One of the most outstanding moments throughout the reflection paper was reflecting on my own personal learning experience while learning other languages and the things that worked out and didn't work out.

Teacher 7: One of the outstanding moments through the reflection paper and discussion session was the profile of myself as a language teacher. I stopped for a bit and thought about the time when I first became a teacher and how much I have progressed till now. It was an unforgettable experience for me as a teacher.

Teacher 8: I think that every topic of this reflection paper was interesting for me. I can mention it as the best profile of me as a language learner. I tried to remember as much as possible what a language learner I was and now what a language teacher I am. Also, I tried to compare the conditions in which our generation learned with the conditions of these generations.

Teacher 9: The most outstanding moment for me was culture, how I see culture and how I integrate culture in my teaching. I thought a lot about it.

Teacher 10: The use of technology in my classes was the best part of this reflection paper. Every teacher can say a lot about this topic. Technology use in the classroom is something that we as teachers usually do.

Teacher 11: Language learner and language teacher profile were two useful parts. Here, I could remember some ideas that worked for me and some others that did not work for me.

Teacher 12: Every topic of the reflection paper has its own importance. They are all connected with each other.

2. How interactive do you think the discussion forums are to improve your reflective practice? For instance, have you proposed any web page or videos to example your recommendations or support your thoughts?

Teacher 1: It depends on what forums are we talking about because not all websites are a safe source of knowledge. But in general, yes! I always use videos in class and provide students with extra websites.

Teacher 2: Because we are teaching youngsters, we do not suggest to them a lot of internet resources but we do it with the eighth and nine graders. There are many resources offered by book publishers online and we try to keep them engaged with them while doing extra practice and discussions.

Teacher 3: Yes, sure. But it always depends on what forums are we talking about because not all of them are a safe source of knowledge. I always use videos in my class and then discuss them with students.

Teacher 4: I have not used any website to answer these questions because I have found it more reasonable to speak based only on my personal experience which is already many years old.

Teacher 5: Yes I have suggested some websites and videos that support my ideas.

Teacher 6: Yes I suggest some websites which I check before if they are safe or not.

Teacher 7: Not so much, only the official website of the book with which I work with students.

Teacher 9: Most of the websites are not safe for children to work with, I suggest to my students some websites which are safe for them to use.

Teacher 10: I work with online resources with 7th, 8th, and 9th grade but I do not practice online recourses with students of the 1st, 2nd, and other grades because they are young and do not know the disadvantages of online resources.

Teacher 11: Yes I do when I see necessary.

Teacher 12: Of course I suggest but only a few in which I am sure are safe enough.

3. Do you have any explanation to make about the topics or categories created during your reflection paper and the discussion procedures?

Teacher 1: Nope.

Teacher 2: I don't have anything to add here.

Teacher 3: No I don't.

Teacher 4: I wish I had been clear with my answers and these answers will serve the benefit of the topic candidate and others who read this.

Teacher 5: No, I don't have any.

Teacher 6: No, No!

Teacher 7: Nothing.

Teacher 8: No, I do not have.

Teacher 9: No, I think everything was clarified very well. I do not have to add anything else.

Teacher 10: Nope.

Teacher 11: Hmm, I think no.

Teacher 12: Nothing, everything was clear.

4. Now that you have seen the topics and classifications created from my observations, what are your overall thoughts concerning how your epistemological beliefs impact your reflection?

Teacher 1: This helps about improving our teaching system in the class. Thanks for this opportunity.

Teacher 2: Epistemological beliefs do influence our reflection a lot and they can shape our ideas widely of how do we see knowledge and work with it.

Teacher 3: This helped with self-reflecting on my teaching and what I need to improve.

Teacher 4: I think these are appropriate topics and I wish your research to succeed and achieve your goals during the journey and challenges of your life.

Teacher 5: Epistemological views have a big impact on how we think about knowledge and how we engage with it.

Teacher 6: I think that all the themes and categories generated from your observation will help me and other teachers on how to teach better and how to improve the teaching skills.

Teacher 7: It was very helpful for me. Now, I am sure enough about what I want to improve in my teaching.

Teacher 8: This reflection paper had very interesting topics which made me think about how I was as a language learner and how I am today as a language teacher and also how much I integrate culture and technology in my teaching.

Teacher 9: Your themes and categories generated from your observation were very useful for me as a language teacher. Thank you!

Teacher 10: It helped me a lot in my reflection.

Teacher 11:

Teacher 12:

5. After reflecting over the period of time, what will you change in your teaching in the future?

Teacher 1: "Reflecting is beneficial for both students and teachers. We always have to learn and try new methodologies in the class in order to fit with students' needs".

Teacher 2: "There are always long terms plans and short-term plans too. My short-term plans are being able to fulfill the needs of this academic year, while my long-term plans are working on my self-development in some areas of English Teaching".

Teacher 3:

> Based on my personal experience and based on our national tradition and mentality, we also need to change many things such as the collaboration or connection of the parent-teacher-student triangle, which has been bothering us a lot lately due to of lack of cooperation with parents we as teachers are facing various problems such as, for example, students come to school without homework, unprepared or even make many unreasonable absences where in many cases parents are not at all aware of these absences. This fact is bothering us immensely!

Teacher 4: "Both students and teachers benefit from reflection. In order to meet the needs of our pupils, we must constantly study and attempt new approaches in class".

Teacher 5: "We all have short and long-term plans. My long-term plans are to improve my teaching in order to fulfill my student's needs better, short-term plans are to fulfill the needs of the academic year".

Teacher 6: The thing that I would change about the way I teach in the future maybe will be about raising intercultural awareness and integrating culture in my classroom.

Teacher 7:

The only thing that I always try to change is to plan a lesson according to everyone's needs. It is very difficult and there is not enough time for us as a teacher to be able to fulfill everyone's needs. I have students who are excellent in English and also students who have only elementary knowledge of English. It is very difficult to keep a balance between these two groups of students.

Teacher 8: "There are some things that I continuously try to improve in my teaching. One of them is to skip for a while a lesson plan and focus on what is really students' needs. Very often, there is no balance between a lesson plan and students' needs".

Teacher 9:

Sometimes, we as teachers need to stop and reflect on our teaching. Is there anything that we have to change? If yes what? The only thing that I am trying to change lately is to integrate everyone's culture into my teaching. I have different students who belong to different cultures. I think this will motivate them and they will have easier to learn a language.

Teacher 10: "Teachers should be permanent learners. As much as we continue learning we will always be better teachers. I do not have something special that I want to change".

Teacher 11: "I think trying new methodologies in my classroom. Maybe it will work better".

Teacher 12: "No, only to reflect in my teaching and also to use different approaches".

4.5 Findings

The purpose of this research was to discover the role of reflection in English teacher education via online discussions forums. Thus, the main objective was to find out the role of reflection in English teacher education via online discussions. After analyzing the results obtained from the three instruments used in this study, sufficient information was gathered in order to answer the main questions of this study that are written in the previous parts.

1. What kinds of reflection (reflection-in, on, and for-action) do experienced English as a Foreign Language (EFL) educators involve in throughout their reflective practice-oriented online debates?

According to the teachers' responses, they use all kinds of reflection. Most of them seem to use most reflection-on-action. After a period of time, they stop and think about their own teaching, what has worked and what did not work.

2. What are the challenges that EFL educators face throughout reflective practice via online debates?

Teachers face many challenges during their teaching. They also face challenges during reflective practice during online discussions. Even though, this is a new experience for most of the teachers they mentioned some of the challenges like sharing their own thoughts or work through online discussions requires from teacher more responsibility for their work. Also, teachers are challenged to create safe programs in order for other participants to engage in reflective practice.

3. Which is more attractive for teachers, reflective practice, or traditional instruments such as writing journals, portfolios, and diaries?

Young teachers tend to use the newest methodologies and not only to be just traditional teachers. They use a lot of reflective practice in increasing self-awareness of their work, our knowledge, and developing thinking skills. Reflective practice is also very important in professional development.

4.5.1 Research hypothesis

H1# Reflection in teaching and learning motivates one to view problems from different points of view.

According to literature and according to teachers' responses to the three instruments, the first hypothesis is completely true. Teachers stated that when they reflect they think about different perspectives of their teaching.

H2# Reflective practice engages thinking with the effect of action.

Reflective practice is very important not only for the teacher but for the whole school. According to teachers' responses by reflecting they can improve their own work. Reflective teachers can develop reflective learners. This hypothesis is proved to be mainly true.

H3# Teaching practices play essential part in the establishment of teacher personality.

Teacher identity besides other elements is also linked with teaching practices. Reflection helps teachers to collect and analyze. According to teachers' responses and literature, teaching practice plays a vital role in teacher education and training because it provides learners and teachers with an opportunity to learn from experience. The third hypothesis is proved to be true.

In this chapter, the data gathered from the three instruments are analyzed and presented. The researcher tries to provide us with useful information about the role of reflection in English teacher education via online discussions. The fifth part is going to present an overview of the study, implications of the study, the limitations of the study, the implications for other research, and the conclusion.

Chapter V-Conclusion, recommendation, and limitations

5.1 Conclusion

This thesis aimed to discover the role of reflection in English teacher education via online discussions forums. This study is based on three methods which were used to gather

information. Gathered data have been collected from twelve teachers, who participated in the study.

The study's outcomes imply that online discussion programs may be used as useful instruments to advance new and experienced English as foreign language educators. By supplying online discussions to EFL teachers as an aid for face-to-face classes, teachers' reflective practices may be increased in that manner that teachers may assess their teaching practices by bringing together teachers' experiences in and out the language classroom. Educators and mentors could be inspired by this thesis's findings to organize assignments for online discussions in a manner that every duty can ease the three processes of reflective practice. Online discussion forums are planned to encourage teamwork and reciprocal help so that educators can participate in educator interactivity and cooperation in a professional learning group.

The study express that there is an important contribution if reflective teaching plans are applied in everyday teaching. Further shows that reflective teaching can become a professional progress way that could be applied in accordance with each specific teaching condition. The involvement of English language educators in consistent activities of reflection, the understanding of the extent of teachers' motivation, including their attitudes and perceptions about language education and self-examination would guide to a better understanding of English language education and obey with a widened understanding of how learners may literally become greater foreign language users. Teachers can use reflection separately in a manner that teachers feel more optimistic and do not have the opinion that someone is seeing their work, or if they want to obtain someone else's feedback.

The purpose of professional development plans is concentrated on the advancement of teachers' activity to attain productive results for English language learners. If language educators are aware of a productive language education the results could simply be noticed in the class. In specific, encouraging functional and feasible professional progress for English language educators in Kosovo is necessary to prepare foreign language teachers with a relevant professional progress where their recommendations, programs, their needs, and reflection of the activities taken will be heard.

Nonetheless, being a reflective teacher is not a simple task. It needs help, planning, and effort. When educators are conscious of the requirements, educators enlarge their imagination and begin applying different perceptions to differentiate what is occurring in their class in correlation to the students learning process and put future objectives. For instance, based on the literature review, by reflecting, in-service teachers could profit from possessing "chances for teachers to make perception of concept and to criticize and utilize it significantly for classroom conditions" (Giraldo, 2014, p. 75)

One more useful point to introduce in correlation to reflective teaching and the advancement of professional practices has to do with viewpoints and perceptions teachers may have at the start of a chosen reflective plan. Educators may be anxious noticing how successful or not their teaching can come from the reflection process. Nevertheless, it was seen that when reflection becomes a routine, educators begin to understand the continual necessity to reflect and refresh challenges in the classroom. In this way, and based on Jerez (2008), they also "expand definite skills to become reflective like to start working with colleagues, communicate ideas, look critically at their activity and assess the procedure they were observing" (p. 110). Moreover, educators should have perfect communication with other educators and should be motivated and supported by their principles concerning the supplying of resources and the motivation to include reflection as a practice. As Rayford (2010) declares: "creating an encouraging environment and evolving a shared creativity were significant to involve reflective practices" (p. iv). Being more reflective regarding teaching to enhance professional practices, it is compulsory to expand usual aims between educators and administrators but also including parents to enhance students' English language level too which is, one of the Kosovo education authorities' objectives. Further, it is crucial to note that thanks to reflection, a school community can combine reflective teaching as refers to producing an encouraging learning environment inside the educational community. The use of various reflective teaching plans are helpful elements to enhance English teacher reflection.

In the end, based on all the methods that were used for this research and from the literature review, it can be concluded that the first hypothesis was proved to be true, the second

hypothesis was proved to be mainly true and the last hypothesis was proved to be true. It is clear that at the start of any reflective teaching, it can be a difficult task as it needs time, patient. It may be said that online discussion platforms were utilized as successful instruments to promote the reflective practices of experienced EFL educators.

5.2 Recommendations

Based on the findings and limitations of the present research, some suggestions for further studies can be made. To begin with, we have very limited number of studies done in this topic. Thus a further study on this issue can be implemented starting from teachers' perspectives towards online reflective practices. Second, the present study was a qualitative study. However, a quantitative study surveying the participants in terms of their reflections on their teaching practices and past experiences could provide a broader picture of the implementation of reflective practices in online asynchronous discussion forums.

Moreover, other researches can be carried achieved with in-service educators who persist in teaching at the time of the study to gauge real changes in their future practice. The factors that enlarge EFL teachers' reflectivity may be one more point for the next study. Thus, the utilization of scaffolded reflections, in which trainers control and guide teachers' reflective processes, can be examined in future studies as a factor that may affect the implementation of reflective practices in online platforms.

The findings of this thesis indicated that online platforms could be used as a tool for EFL educators to promote reflective practices. Thus, future studies on the investigation of experienced teachers' reflections in online discussions are needed to analyze the factors that shape the positive and negative results of the utilization of online platforms for teacher education.

5.3 Limitations

The purpose of this research is to discover the role of reflection in English teacher education via online discussions forums. The following are considered as limitations of this research:

This research has a limited number of participants

The limited number of the material resources

Another limitation is the absence of previous research for this study

What is considered as the difficulty of this study is the limited number of resources. Limited numbers of studies have been done on this field which made the writing of the theses even more difficult. Additionally, the small number of teacher participants is seen as a weak factor of this study. Despite the collected results from twelve teachers, a bigger number of such participants would increase the plausibility of the study.

This study needs to continue with a larger number of participants and teachers and also analyze not only public schools but also private schools in Kosovo. However, for every topic that we choose to study, we should keep in mind that the main objective should always be improving classical teaching methods and applying new and more sophisticated ones.

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Appendixes

First instrument- Background information questionnaire

Dear Participants,

Take a survey designed to collect information about your demographic profile. Your responses will be anonymous.

1) Gender: a) Female   b) Male

2) Age: _____

3) When did you first begin learning English? If you started learning at school,

please mention the grade you first received English classes.

_____

4) University and the department you received your Undergraduate Degree.

5) Year in which you graduated: _____

6) Years of teaching experience

a) 1-2 years   b) 3-5 years   c) 5-10 years   d) more than 10 years

7) It would be ideal if you type in down the title of the education you have got worked since your graduation beginning from the past to display. If you don't mind moreover show the understudies you have worked with.

e.g. X Primary School – 8th grade students

  X University – Prep school students

_____

_____

_____

_____

8) Have you gotten any other Master's degrees?

a) Yes   b) No

In the event that yes, if you don't mind compose the title of the College and the office you studied.

_____

_____

9) Have you attended any teacher training programs (e.g. CELTA- DELTA)?

a) Yes   b) No

If yes, please write the name of the program(s)

_____

_____

Second instrument- RP-oriented discussions

1) Describe yourself as a language learner

Give us an idea of who you are as a language learner. Consider your own personal experiences with learning various languages and consider what worked and what did not for you. What are your learning characteristics? Do you think you are a "good language learner"? What does your experience as a language learner teach you about the classroom? Do you have a connection? What are the similarities/differences between your own learning experience and the learners you / may encounter in your classroom? (About 12 pages).

2) Profile of yourself as a language teacher (teaching philosophy).

Examine your current schedules. What do you think you're great at as an educator? What do you want to induce superior at? What would you say is the best way to describe your personal teaching style? Is your classroom predominantly teacher-centered or learner-centered, for example? What is it? What is your personal strategy for teaching English as a second language? (Approximately 1-2 pages)

3) Define yourself as a cultural mediator: As a language teacher, this paper begins with how to adjust your culture in the classroom. What do you get from cultural mindfulness? How do you see the social aspects of English in your class? What can / should be done to raise cross-cultural awareness within the framework of the Kosovo ELT Education Module? Use the assigned reading (instead of Reflection # 3) to display the top center and reorder the position paper.

4) What does teaching using technology and technology mean?

Do you share your experience of integrating technology into your classroom? Is innovation the implies or the conclusion for dialect instructing?

Third instrument- Interview

1. When thinking about the period, what was the most special study time in your retrospective dissertation or lecture session?

2. How interactive do you think the discussion forums are to improve your reflective practice? For instance, have you suggested any websites or videos to example your suggestions or support your ideas?

3. Do you have any explanations to make for the subjects or categories created all over your reflection paper and the discussion processes?

4. Now that you have seen the themes and categories generated from my observations, what are your overall thoughts regarding how your epistemological beliefs impact your reflection?

5. After reflecting over the period of time, what (if anything) will you change about the way you teach in the future?