Reflective coaching: Training for development of instructional skills and sense of efficacy of pre-service EFL teachers

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Abstract

The goal of this study was to inquire the impact of the reflective coaching (RC) on development of pre-service EFL (English as a Foreign Language) teachers' sense of efficacy and instructional skills. The reflective coaching program utilized in this study was developed and adapted by the researcher in 2016 mainly based on the theoretical views and principles of reflection, self-analysis of strengths and weaknesses and the writing of personal statements, and reflective teaching. The research approach used for this study was both quantitative and qualitative and this study is a single case study based on pre/post-test design. To achieve this goal, eight volunteer male and female (one male and seven female) undergraduate students, aged from 21 to 22, attending B.A. program in ELT, Faculty of Education, Çanakkale Onsekiz Mart University, Turkey participated in the study. For the pre/post-test design of this study, one case study group was formed. The study was conducted between February 11, 2019 and May 17, 2019. During the implementation of the RC program, the researcher also employed an overview of the instructional skills, which represented teaching behaviors desired. Results showed significant differences in favor of the implementation of RC program on development of pre-service EFL (English as a Foreign Language) teachers' sense of efficacy and instructional skills. The findings are expected to have implications for how reflective coaching can be a means to improve instructional skills and sense of efficacy and recommendations for EFL teachers and curriculum designers will also be made.

Keywords: reflective coaching; pre-service teacher education; instructional skills; EFL teacher evaluation; sense of efficacy

1. Introduction

Several second/foreign language teaching approaches such as Communicative Language Teaching, Audio-Lingual Method, Content or Task-based Language Teaching have been introduced over the last few decades. It is clear to see that almost all of them give emphasis on how to teach effectively and increase the communicative competence of the students. However, they seem to ignore the complexness

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of the teacher preparation programs. From the early 1970s, there has been an obvious change in conceptualizing of what we actually mean with teacher preparation and education in TEFL contexts. This change has naturally necessitated more reflective learning and teaching environments for the teacher preparation programs.

Considering the current situation in Turkey, both during the in-service and pre-service education, the teachers and student teachers have difficulty finding environments, in which reflective learning opportunities are provided. One can hardly maintain that they are evaluated and given constructive feedback on their performance by the supervisors in the school context or the teacher educator during the pre-service teacher education. This chaotic situation is hardly said to provide the student teachers and teachers with opportunities for critical inquiry and reflection.

For the sake of understanding the context of reflective coaching in our study, we define it as a "guided reflective teaching". The teacher education programs today are often prepared for the student teachers to help them create a vision to foresee the daily requisites of teaching. The most disputative characteristic of teacher education programs in TEFL is the link between theory and practice. In other words, what student teachers often struggle to do is that they install theoretical courses in their teaching (Duquette, 1993; Fang, 1996). The actual transformation from being a student to be a teacher necessitates analysis of their biases, understanding of their classroom environments as well as an attentive deliberateness about their teaching approaches. To be able to do that, new teachers must be given real environments to critically think about their performance they could have assumed and to what extent their teaching practice promotes fair learning conditions. From this perspective, according to Schön (1987), what makes the experienced teachers different from the beginning ones is their ability to think about what they are actually doing while they are doing it. That is why, helping development of these abilities should be the teacher educators' role. The irony which is seen in the teacher education programs is that when the student teachers are most in need of help in acquiring abilities of reflection and establishing a link between the theory and the practice, they are often excluded from their teacher educator at universities.

Unfortunately, the situation in Turkey is similar to the situation given above, and the student teachers in the field of TEFL suffer from this isolation in Turkey. The teacher educators giving Teaching Practice courses at the universities fail to establish a link between academic preparation and experiences gained in school-based fields as they do not spend enough time for evaluation let alone give energy to improve reflective practice of their student teachers. Tasks and activities provided by the Teaching Practice courses in Turkey employ a few practicum contexts. These courses mainly target tasks such as class observation, micro-teaching, and full-lesson teaching. In these courses, the student teachers are given different contexts, in which they can exhibit their teaching skills gained from other methodology-based courses. Under the current situation in Turkey, during the Teaching Practice courses, the student teachers usually are just observed and not evaluated by the instructors. As well-known, during an observation, we just experience directly with our senses and it contains "just the facts," however, when we evaluate, we interpret what we observe and produce a judgment. This judgment should be done through effective feedback, which the student teachers need. This situation restricts opportunities of the student teachers for reflective practice, and almost no opportunity is given to them for critical inquiry and reflection

Taking the discussion and background of the study into consideration, the practicum is provided just before the end of pre-service teacher education programs in TEFL although it is an essential part of teacher education programs in Turkey. From this standpoint of view, opportunities provided to employ teaching practice activities are limited. Moreover, the practicum duration is just a few weeks and enough credits are not given to the practicum in ELT departments in Turkey. This situation raises serious concerns both about the quality and length of the practicum. Examining how the reflective coaching model among the student teachers facilitate their reflection during their teaching practice, this study will contribute to the quality of the practicum.

1.1. Literature review

In this section, theoretical views and principles of reflection, self-analysis of strengths and weaknesses and the writing of personal statements, and reflective teaching are briefly presented and discussed to provide a framework for reflective coaching. Based on this framework, the reflective coaching program utilized in this study was developed and adapted by the researcher in 2016.

1.1.1. Reflection and its components

The first definition belongs to Dewey (1933), who described reflection as an "active, persisting, and cautious concern of assumed form of knowledge or belief considering the bases that promote it and further conclusions to which it tends" (p. 9) letting persons think in a scientific and critical way. In other words, he regarded reflection as a deliberative process that can deeply impact individuals' experiences. The second definition is that of Schön (1983, 1987) whose principles regarding reflective practice have been regarded as the most widely accepted grounds of reflection in the field of education since Dewey (Crain, 2005). Schön (1983) maintains that reflection plays a key role in professional thinking and it can help professionals manage more composite and ambiguous problems. For Schön (1987), practicians "exhibit a kind of knowing-in-practice, most of which is tacit" (p. 30) and participate in reflection-in-action while reflecting during an event and change things during that event. Particularly, while participating in reflection-in action, the practitioners break off in the middle of that action, make changes and adopt their approaches to develop their practice if necessary (Schön, 1983). As can be seen, they both maintain that reflection is tightly connected with the act, however, Schön puts more emphasis on reflecting on something whilst doing it than doing it later.

The third definition belongs to Kolb (1984). According to this definition, reflection corresponds an essential component of his development of experiential learning cycle of Lewin. According to Kolb, learners reflect upon a real experience undertaken. The learners later make use of this reflection to achieve the objectives and later conceive whatever they have experienced. Doing so, they can create more real-life situations making use of this type of experimentation. All the reflective actions are closely connected with the action. Based on these views, Kolb proposes an experiential learning cycle that will lead to opportunities of learning new things.

The final definition is that of Richards (1990) and we will focus on it for the sake of content of our study and rationale for it. According to Richards, reflection is considered to be critical reflection, which refers to a process or activity in which an experience is called back, taken into consideration, and assessed, often in referring to a wider goal. In other words, it is a reaction to past experience and includes deliberate recall and analysis of that experience and decision-making and as a reference for further plans and actions. The key question Richards asks is how teachers can proceed beyond the fixed and habitual reactions to class environments and gain more awareness of what and how they act, of the decision types, and of the outcomes and value of a certain decision. Richards further proposes that teachers can gain them via observation and reflection on their own teaching practice. Doing so, they can bring about change in their teaching behaviors through using observation and reflection and Richards (1990) describes this approach to teaching as 'Reflective Teaching'. Through these two essential tools, the teachers can find out in what ways a reflective teaching view could be improved.

For the sake of the purpose of our study, four main definitions of reflection, as discussed above, form the base of our theoretical standpoint of view. However, these four definitions also produce four significant issues on reflection that come out of the original work of Dewey. The first is whether reflectivity is restricted to process of thought on action or is completely connected with action (Grant & Zeichner, 1984). The second one has to do with the time frames during which reflection occurs. In other words, it is important to see whether it is quick and short term to some extent, or rather more widened and standardized, as Dewey appears to involve (Farrah, 1988; Schön, 1983). The third one proposes

whether reflection is by its very nature problem-centered or not (Adler, 1991; Schön, 1987). Finally, the fourth one is related to how consciously the one reflecting values wider cultural, political, and historical assumptions or values in drawing up real life problems to which solutions are being searched, a process determined as 'critical reflection' (Gore & Zeichner, 1991). Within this context, there is consensus on the fact that reflection is a specific type of thought (McNamara, 1990).

Taken these points into consideration, it can be seen that the framework of Schön incorporates all types and levels involving critical reflection. Reflection-in-action and reflection-on-action drafted by him involves an epistemology of professional practice positioned on knowledge- in-action and knowing-in-action (Alricher & Posch, 1989; Munby & Russell, 1989). Because, reflection-in-action as an element of knowing-in-action takes place while individuals are undertaking any action. Therefore, it can be regarded as one vehicle for separating professional practice from the non-professional one. In this way, it is also regarded as part of the artistry or intuitive understanding obtained through professional experience (Gilson, 1989) including a reflective conversation with oneself, and allowing to reframe the action following holistic assessment approaches (Alrichter & Posch, 1989).

1.1.2. Reflective practice and its effects on development of teacher sense of efficacy and instructional skills

Reflective practice provides the teachers and the student teachers with opportunities to specify their weaknesses and strengths in terms of improving their instructional skills. This type of practice will push them to find ways to solve the problems. It can clearly be stated that the student teachers will have various problems both in choosing teaching techniques and executing their plans. They will also have problems to select teaching materials suitable for their students. Any reflective coaching program could easily provide them with opportunities to select and use authentic materials.

Improvement in instructional skills will be largely dependent on how much a teacher or a student teacher is concerned with a particular aspect of teaching. In other words, the larger their concern about a particular teaching component, the more attention and attempt they will pay to improve that particular component. Through the reflective coaching, the student teachers' concerns will be influenced by their perception of their failure or weakness and their conception of a certain teaching component. The milestone of any initiation program is the prospective relation to be created between an experienced mentor and a new teacher. Within this framework, when you feel that you are a teacher spending time to any research initiation program, you want to see the kind of reflective coach you merit. This person must be a trained mentor to provide you with the necessary resource and useful guidelines increasing your self-efficacy and your capacity to improve your instructional skills you will have as a new teacher.

The reflective coaches, from this standpoint of view, give new teachers a powerful and rich, coaching experience built on their instructional skills and knowledge and enhances sense of efficacy of them. Their professional and reflective learning as well as depth of understanding serve for revealing an individualized initiation experience. For the purpose of this study, we believe that through the guided reflective teaching, the reflective coach will help the teachers, or the student teachers bring to bear their awareness and understanding about their teaching in order to move to a constructive direction. Their perception of their failure or weakness will help them discover more about their sense of efficacy.

Teachers' sense of efficacy can be defined as the view that they could have a beneficial impact on student learning and perform a given task to achieve desirable learning outcomes in a given situation (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Employing a reflective approach to help the teachers develop them naturally reinforces their inner doubt and dissatisfaction regarding what they do, which in turn encourages them to reflect on their actions, play the role of the researcher in collecting data, and use critical thinking to reach a deeper understanding of the problem, and thus develop appropriate solutions for it (Rayan, 2014).

Scholars have tried to find out interconnections between teacher sense of efficacy and reflective teaching (Alcı & Yüksel, 2012). For example, Stallions, Murrill and Earp (2012) maintain that reflection about challenges and critical times, which are not anticipated during the first years of career, could help teachers increase their professional efficacy. However, not many previous studies have connected teacher efficacy with reflective coaching, but establishing a link between them looks credible believing that they would make a difference and regard the reflective coaching as a great opportunity to enlarge and change their teaching approaches if they are supervised and evaluated systematically and properly. Paradoxically, however, the teachers regarding student learning as overwhelmed by uncontrollable forces are likely to see the reflective coaching as nothing but more work. In a similar way, the teachers having a higher level of efficacy tend to be more eager to admit negative feedback, which would come from a coach.

Efficacy beliefs and self-confidence are also believed to develop by means of guided reflective practice facilities for teachers (Göker, 2006), learning community behaviors (Kennedy & Smith, 2013), microteaching (Donnelly & Fitzmaurice, 2011), mentoring, and self-study (Sibbald, 2008). It can be maintained that coaches can be motivated more by teachers with high efficacy who feel that improvement in teaching is profitable. The coaches, like the consultants of curriculum searched by Alpert, Weiner, and Ludwig (1979), could be more sensitive to the demands of "well patients"-teachers least needing help. For example, two different research studies (Poole & Okeafor, 1989; Poole, Okeafor, & Sloan, 1989) tried to find out the relationship among teacher efficacy, teacher practice, and teacher cooperation, in which where there was "natural" coaching. None of these studies formed networks of formal coaching; however, there was a strong informal coaching in each of them.

The other important goal of reflective coaching is to develop teachers' instructional skills. In other words, it helps them reflect upon their teaching through the use of thought-provoking questions, encouragement, and support. Within this context, rather than supporting teachers in their implementation of new strategies, reflective coaches could contribute a lot to establishing a strong relationship with teachers to guide them into reflecting on the effectiveness of using these practices. As discussed earlier, there has not been any study on reflective coaching in TEFL context. However, some cognitive coaching studies have also been conducted based on reflection and reflective practices. Ellison and Hayes (2009) state that cognitive coaching centers on "reflection, complex thinking and transformational learning." (p. 72). That is to say, reflective coaches engage teachers in dialog and then use questioning and communication skills to lead them into deeply reflecting on their practice (Ellison & Hayes, 2009).

Cognitive coaching as a developmental tool is considered to foster the teacher efficacy development (Maskey, 2009). This type of coaching like peer coaching has specifically been shown to (a) develop teacher efficacy, (b) support innovations in teaching, (c) create a professional dialogue, and (d) impact on job satisfaction of teachers (Brooks, 2000; Costa & Garmston, 2002; Göker, 2006; Ürün Göker & Göker, 2017).

1.2. Research questions

Keeping the issues mentioned above, the research questions outlined for this study are given below:

(1) Does reflective coaching help the student teachers increase their sense of efficacy?

(2) Does reflective coaching help the student teachers increase their level of perceived development in instructional skills?

(3) Are the student teachers satisfied with the reflective coaching program conducted?

(4) What are the gains of the coach during the reflective coaching program?

2. Method

As this study aimed to find out the prospective impact of the reflective coaching (RC) on development of pre-service EFL (English as a Foreign Language) teachers' sense of efficacy and instructional skills, the research design of this study was convergent (concurrent) parallel mixed model design of Creswell (2014) using both quantitative and qualitative approaches to confirm and corroborate results.

2.1. Sample / Participants

Eight volunteers aged from 21 to 22 attending the B.A. program in English Language Teaching Department the Faculty of Education, Çanakkale Onsekiz Mart University, Çanakkale, Turkey and one reflective coach (the researcher) from the School of Foreign Languages, Çanakkale Onsekiz Mart University participated in the study. Only one of them was male. To ensure the confidentiality of the participants, pseudonyms were used to refer to each student teacher; (ST) 1 Bilge, (ST) 2 Aysun, (ST) 3 Fatma, (ST) 4 Berk, (ST) 5 Melek, (ST) 6 Serpil, (ST) 7 Deniz, and (ST) 8 Beren. The proximity of the participants and the setting was given priority during the selection process to eliminate any availability issues. Table 1 describes these participants.

Table 1. Matrix detailing participant demographics

Individual and Pseudonym	Years of teaching	Gender	Nationality	Age	Grade taught
(ST) 1 Bilge	0	F	Turkish	22	High School (9,10)
(ST) 2 Aysun	0	F	Turkish	22	High School (10,12)
(ST) 3 Fatma	0	F	Turkish	22	High School (9,10,12)
(ST) 4 Berk	0	M	Turkish	22	High School (9,10)
(ST) 5 Melek	0	F	Turkish	22	Primary School (2,3,4)
(ST) 6 Serpil	0	F	Turkish	21	Primary School (2,3,4)
(ST) 7 Deniz	0	F	Turkish	22	Primary School (2,3,4)
(ST) 8 Beren	0	F	Turkish	21	Primary School (2,4)
Reflective Coach (Researcher)	10	F	Turkish/ Turkish Cypriot	34	University

ST: Student Teacher

As well-known, it is not easy to find volunteers in such research studies. Because one faculty member at the Faculty of Education can get two groups only each consisting of four student teachers for Teaching Practice course according to the regulations of Ministry of National Education. For this reason, we targeted only eight participants. At the beginning of the Spring term of the Academic Year 2018-2019, a total of 32 student teachers were asked to volunteer to participate the study. The candidates were told that they would refresh their four-year education and see practical part of it. They were also told that they could use their last video-taped performance (after quality feedback) in their job applications as a

real proof of their teaching performance. Eight of them accepted to volunteer in the study and they were assigned to the researcher (also the faculty member) as two different groups.

2.2. Data collection procedures and Instruments

The 14-week reflective coaching program used in this study was developed and adapted by the researcher in 2016 (Ürün Göker & Göker, 2017) mainly based on the principles of reflection (Schön, 1983), self-analysis of strengths and weaknesses, the writing of personal statements, and reflective teaching (Richards, 1990; Richards & Lockhart, 1992). The treatment section of this study was conducted between February 11, 2019 and May 17, 2019. The student teachers from the ELT Department of Çanakkale Onsekiz Mart University participated in this study while doing Teaching Practice course during the Spring term in the Academic Year 2018-2019. For the pre/post-test design of this study, one case study group was formed, and the data were collected in both quantitative and qualitative methods during the Teaching Practice course:

Seven instruments were used in this study. The priority in RC was to make the student teachers aware of their weaknesses and strengths before their teaching practice. For the sake of pre-assessment part of data, each student teacher conducted a full-lesson teaching based on their current theoretical knowledge and practice in their B.A program, and they were video-recorded. They were asked to do self-evaluation. Within this context, the Self-Assessment Tool for Post-Lesson Reflection (SATPLR) developed by ELTE-DELP in 2014 was used. They were also asked to fill the Teachers' Sense of Efficacy Scales TSES (long form) developed by Tschannen- Moran and Woolfolk Hoy (2001, p. 783). For the TSES, internal consistency reliability coefficient, Cronbach's alpha, scores reported for this survey were .94 for the entire scale, .87 for engagement, .91 for instruction and .90 for management (Tschannen-Moran & Woolfolk Hoy, 2001) and from .87 to .94 for the entire scale (Humphries, Hebert, Daigle & Martin, 2012). As far as the reliability of the SATLPR is concerned, Cronbach's alpha, scores reported for this survey were .94 for the entire scale, .87 for planning, .91 for personal and professional qualities, and .90 for implementation.

Following the pre-assessment part, the 15-hour training on teacher evaluation and reflective coaching prepared by the researcher was held prior to the treatment. The training mainly included tasks such as writing diaries, lesson evaluation methods, discussions of some effective and ineffective samples of video recorded lessons and video shows on how to give effective feedback. Considering the nature of qualitative studies, the researcher as a reflective coach was actively involved in all stages of the study. As for the post-assessment part of data, the SATPLR was utilized as the first instrument to see the effects of the treatment on the development of each instructional skill. The second instrument utilized in this study was the TSES. These two instruments were used for both pre and post assessment. The other five instruments were also used for the post-assessment part of the data, namely, the reflective coaching training evaluation form, the reflective diary sheets of the student teachers, the video-recordings of the lessons, the recordings of the interactions of the student teachers with the reflective coach, and the diary of the coach. During the treatment, all participants video-recorded the courses, and the researcher as their reflective coach organized the reflective coaching conference sessions, during which she discussed the performance of the student teachers considering the three main instructional skills with 26 items with the participants and gave feedback on the courses video-recorded. All the participants joined these conference sessions individually. Table 2 is given below to outline the data collection timeline.

Table 2. Data collection timeline

Phase	Date	Data Collected
Phase 1	February, 2019	Demographic Information
	March, 2019	Quantitative Data (RC Intervention)
		• TSES and SATPLR (Pre-Test)
Phase 2	March-May, 2019	15-hour Training Program
		Qualitative Data (RC Intervention)
		• 24 video-recordings (three video recordings for each student teacher)
		• Reflective diary sheets of the student teachers and the researcher
		•Recordings of the interactions of the student teachers with the reflective coach
Phase 3	May, 2019	Quantitative Data (RC Intervention)
		• TSES and SATPLR (Post-Test)
		Quantitative Data (RC Intervention)
		• Reflective coaching training evaluation form (Post-Test)

2.3. Data analysis

We used a mixed methods design with both qualitative and quantitative methods. SPSS 18 (the statistical Package for the Social Sciences) was utilized to analyze the quantitative data. For the analysis of quantitative data, Wilcoxon signed-rank test was administered due to our small sample size as it is a non-parametric statistics test utilized to detect differences between variables from the same sample before and after an intervention by calculating the differences between their ranks. In our study, we wanted to see differences between variables both before and after the RC treatment. In other words, it could be seen as a backup for t-test employing a sum of ranks comparison, and the main goal is to compare two related samples, matched samples, or repeated measurements on a single sample to assess whether their population mean ranks differ (Kerby, 2014).

For the analysis of the qualitative data, content analysis (Patton, 2002) was utilized and we read what was written in the student teachers' reflective diaries, the reflective coach's diary, and the reflective coaching training evaluation form based on the opinions of the student teachers about the RC program. After that, we extracted information concerning the possible themes to be emerged. We identified all the information after having analyzed the content of the dialogues, the interactions and the notes in the student teachers' reflective diaries, reflective coach's diary, and reflective coaching training evaluation form according to the research questions using the qualitative content analysis method, and then we coded for the themes and patterns, and described according to the themes extracted (mainly based on the TSES, the SATPLR) considering their similarities and differences**.**

3. Results and Discussion

Results gained from this study are given and discussed based on each research question.

3.1. Results and discussion of the research question 1

The research question 1 seeks answers as to how reflective coaching helps the student teachers increase their sense of efficacy measured by the TSES. The quantitative results of this study showed that there was a significant difference between the pre-test and post-test results of the group in all sub-dimensions of the teacher sense of efficacy. In other words, it was observed that the mean differences between the pre-test-post-test of the group were in support of the RC treatment. The data for these averages is shown in Table 3.

Table 3. Mean differences between the pre-test and post-test scores in three sub-dimensions of the teacher sense of efficacy

Scale	Sub-dimension	Mean	SD	Mean Difference	z	P
TSES	Efficacy in Student Engagement	Pretest: 42.75	15.68	20.12	-2 524	.012*
		Posttest: 62.87	5.41			
	Efficacy in Instructional Strategies	Pretest: 46.25	12.30	15.75	-2 524	.012*
		Posttest: 62.00	6.37			
	Efficacy in Classroom Management	Pretest: 40.12	10.57	21.25	-2 524	.012*
		Posttest: 61.37	4.41			

*$p < .05$

As could be seen in Table 3, considering the mean differences between the pre-test and post-test, it could be concluded that the RC treatment seems to have made substantial changes in the development of student teachers' teacher sense of efficacy. The highest scores were reported for efficacy in classroom management. The aim of the study was to raise awareness regarding development of teacher sense of efficacy and explore the impact of the RC treatment on student teachers' sense of efficacy. Coaching and mentoring programs have been shown to be effective in many studies with similar content made by Ballinger and Bishop (2011), Gilson, Chow and Feltz (2012), Hobson, Ashby, Malderez and Tomlinson (2009), Kennedy and Smith (2013), Tabancali and Çelik (2013).

However, in some of these studies participants' teacher sense of efficacy developed, but not significant differences were found between pre/post-test scores of treatment in all subscales. Overall, the RC program had significant effects on the development of student teachers' teacher sense of efficacy and this result is obvious through both the qualitative and quantitative data results.

Clearly, the utilization of the RC program as a coaching and mentoring tool significantly affected student teachers' teacher sense of efficacy. Cognitive coaching based on reflection is addressed in education extensively from the literature, (Brooks, 2000) nonetheless, studies specifically related to reflective coaching targeting student teachers in TEFL teacher education programs are not evident. Additionally, the results of this study add to the literature advising scholars to examine factors contributing to teacher sense of efficacy development (Tschannen-Moran et al., 1998). The results gained through this study correspond to those of Croxon and Maginnis (2009), whereby student teachers increased teacher sense of efficacy when they were guided by a mentor trained in the field of cognitive coaching. Finally, results of this study gained from the TSES are similar to the results in the literature, however, more studies could be needed to explore the gender and self-efficacy-based complexities.

When examined the qualitative data collected through this study, it could be noticed that the RC program impacted the student teachers' TSE, development of sense of efficacy along with the overall effect of the process on teaching experience of their students. From the qualitative data sources, the student teachers perceived the RC program positively impacted their development of TSE. To be able to analyze the possible impact of each source of teaching efficacy in development of the above-mentioned skills of the student teachers, the frequencies and percentages of source occurrences based on codings extracted from the qualitative data sources were reported in Table 4.

Table 4. Frequencies and percentages of three sources of the TSES

Themes	Codes	F	%
Attainments in Efficacy in Student Engagement	-Dealing with the most difficult students	1	16.67
	-Helping students think critically	1	16.67
	-Motivating students who show low interest in schoolwork	2	33.32
	-Helping students value learning	1	16.67
	-Fostering student creativity	1	16.67
Total		6	100
Attainments in Efficacy in Instructional Strategies	-Responding to difficult questions from the students	1	7.69
	-Crafting good questions	7	53.86
	-Adjusting lessons to the proper level for individual students	2	15.38
	-Using a variety of assessment strategies	1	7.69
	-Providing appropriate challenges for very capable students	2	15.38
Total		13	100
Attainments in Efficacy in Classroom Management	-Controlling disruptive behavior in the classroom	1	7.14
	-Making expectations clear about student behavior	1	7.14
	-Establishing routines to keep activities running smoothly	2	14.29
	-Getting students to follow classroom rules	7	50
	-Calming a student who is disruptive or noisy	3	21.43
Total		14	100

Note. Based on Tschannen-Moran and Woolfolk Hoy (2001)

As could be seen from the results, (motivating students who show low interest in schoolwork) was the most referred source of TSE (33.32 %) in terms of attainments in efficacy in student engagement. Two out of six utterances concerned the motivation of slow learners. This could be due to the fact that the student teachers spent enough time during the RC training on how to deal with the slow learners and

how to include them in the class activities using different materials. Bilge for example, stated that using effective feedback would be quite useful to be able to help students think critically and motivate the students who show low interest in schoolwork (RD):

"With the help of effective feedback, my students can see the progress of their work and realize their potential to be more ambitious and enthusiastic to learn and study".

"Secondly, in my future teaching practices, I am planning to use different types of error correction during the lesson in order to see which work best in which situation or which work best for which learner type in my class. Consequently, I can be more effective in terms of correcting the errors without offending any of my students and have them to realize their mistakes by themselves to be more permanent and efficient in learning process."

As far as codes for attainments in efficacy in instructional strategies were concerned, the RC program seemed to have developed the student teachers' attainments in relation to (crafting good questions) in a very sufficient way (53.86 %). Seven out of 13 utterances concerned this code. This could be an indication that asking different questions in different contexts addressing the students with different learning styles was a priority in the RC training and the student teachers were really keen on learning more about questioning. Asking good questions was discussed as the strongest tool in the development of instructional strategies and many examples were given through the videos during the RC training implying the fact that the ways teachers ask questions should equally include all learners in the learning process and crafting good questions should also teach learners how to think. Melek, for instance, emphasized the importance of crafting good questions and stated her opinions as in the following quotes in her (RD).

"Teachers should take learner's opinion about their teaching and ask some questions like "What actually happened?, What were your strengths and weaknesses?" In oder words, teachers should help them being aware of themselves or their teaching".

The results also revealed that for the student teachers, the code in attainments in efficacy in classroom management, especially on (getting students to follow classroom rules) was the most frequently referred source of TSE (50%). Seven out of 14 utterances concerned this code. This is a clear indication of the impact of the RC for the development of classroom management skills of the student teachers. For instance, Deniz stated that a teacher should state the rules at the beginning for the sake of getting students to follow classroom rules giving her opinions as in the following quotes in her (RD):

"I will also determine boundaries with my students at the beginning. I won't be so friendly or be like a dictator. To manage with classroom problems, I can state the rules at the beginning, then I shouldn't compromise them. To give effective instructions, I can focus on giving instructions before the lesson. I can work on them to give clear and simple instructions."

As well-known, many novice teachers naturally have difficulty managing their classrooms effectively because classroom management skills are those that teachers acquire and hone over time and they almost never "jell" until after a certain time of teaching experience. Utilizing such a RC program during a pre-service EFL teacher training program could enable the student teachers a great asset to foresee the problems and cope with them before beginning their teaching career.

3.2. Results and discussion of the research question 2

The second research question posed seeks answers in what ways reflective coaching helps the student teachers increase their level of perceived development in instructional skills. The quantitative results of this study indicated that there was a significant difference between the pre-test and post-test results of the group in all sub-dimensions of the development of instructional skills. In other words, it was

observed that the mean differences between the pre-test and post-test of the group were in favor of the RC treatment. The data for these averages are shown in Table 5.

Table 5. Mean differences between the pre-test and post-test scores in three sub-dimensions of the instructional skills

Scale	Sub Dimension	Mean	SD	Mean Difference	z	P
SATPLR	Planning	Pretest: 19.62	4.31	7.75	-2 524	.012*
		Posttest: 27.37	2.72			
	Personal and professional qualities	Pretest: 18.37	2.67	8.13	-2 524	.012*
		Posttest: 26.50	3.16			
	Implementation	Pretest: 44.25	10.07	17.75	-2 527	.012*
		Posttest: 62.00	7.96			

* p < .05

As could be noticed in Table 5, considering the mean differences between the pre-test and post-test, it could be concluded that the RC treatment seems to have made substantial changes in the development of the student teachers' instructional skills. The highest scores were reported for instructional skills in implementation. The aim of the study was to raise awareness regarding development of instructional skills and explore the impact of the RC treatment on teacher instructional skills. Coaching and mentoring programs have been shown to be effective in many studies with similar content made by Allinder (1994), Borman and Feger (2006), Gallucci et al. (2010). Finally, the results of this study gained from the SATPLR comply with the results in the literature; however, more studies could be needed to explore the gender and instructional skills-based complexities.

The examination of the qualitative data collected through this study also show that the RC program impacted the student teachers' development of instructional skills together with the overall impact of the process on their practice teaching. It could be seen that the student teachers perceived that the RC program positively impacted their development of instructional skills. To be able to explore the possible effect of each source of instructional skills given in the SATPLR, the frequencies and percentages of source occurrences based on codes extracted from the qualitative data sources are reported in Table 6.

Table 6. Frequencies and percentages of three sources of the SATPLR

Themes	Codes	F	%
Attainments in Planning	-Timing	7	46.66
	-Exploring learner needs	2	13.33
	-Activating the students' existing knowledge of topic	1	6.67
	-Incorporating all of learning types into their next lessons	3	20
	-Integrating steps of Bloom's Taxonomy	1	6.67
	-Using a variety of resources	1	6.67
Total		15	100

Attainments in Personal and Professional qualities	-Developing awareness about strengths and weaknesses through diaries	3	23.08
	-Building rapport, posture and showing presence	4	30.77
	-Having language proficiency and awareness	2	15.38
	-Having attitude to self-development	4	30.77
Total		13	100
Attainments in Implementation	-Forming a structure (an appropriate ending/consolidation of a lesson)	3	11.54
	-Using appropriate coursebook and supplementary material	2	7.69
	-Using structured board work, good quality visuals	2	7.69
	-Using focused, clear, brief instructions	2	7.69
	-Employing different question types	1	3.85
	-Using multiple approaches in correction	3	11.54
	-Using appropriate time allocations	2	7.69
	-Giving constructive feedback	3	11.54
	-Establishing a balance between discipline and a relaxed working atmosphere	2	7.69
	-Creating an inclusive environment	3	11.54
	-Demonstrating learner-centered practices	3	11.54
Total		26	100

Note. Based on ELTE-DELP (2014)

The results indicated that for the student teachers, the codes in attainments in planning, especially on "timing" were the most frequently mentioned one. Seven out of 15 utterances concerned timing and time management (46.66 %). This means that the student teachers developed their time management skills through the RC program. This is also an indication of the impact of the RC for the development of time management skills of the student teachers. Employing such a RC program during a pre-service EFL teacher training program could provide the student teachers with an important skill before beginning their teaching career as teachers acquire time management skills over time. Time management helps teachers prioritize their work after preparing a list of daily tasks down and helps them get more things done in less time. When they map out their tasks and time, they could understand how much time they could put into the task.

Sensitivity to time management was obvious in the comment given by Deniz below (RD) and (VR):

"In lesson planning, I will focus more to students' entry competencies. It will help me in timing my lessons, too. During my teaching, I will pay attention to time for my later teachings. Learning how much time I spend in each activity could help me to predict the activities how much time takes."

This sensitivity was also reflected in Beren's comment (RD) and (VR):

"To confess, I would do my best in using time in a more effective way if I was given another chance to do teaching. I would spend shorter time for the presentation part and add another activity as an alternative-something like a game''.

In terms of attainments in personal and professional qualities, the RC program seems to have developed the student teachers' attainments most in relation to "building rapport, posture and showing presence" and "having attitude to self-development" (61.54 %). Eight out of 13 utterances concerned these two

codes. For instance, Fatma stated that she learned how to build a good rapport and show presence in a class (RD):

"*As I explained my experiences in the previous questions, to be more efficient during a class, it is really important to stay in focus to what to teach and how to teach it. Being a teacher includes a little bit role playing as you shouldn't reflect the negative feeling you have for the students, but it is important not to forget to be honest and candid. As a teacher I will make the students aware that it is possible to learn English with having fun. I will also treat the students appropriately according to their age because especially teens are really sensitive about how they are treated. When I make a mistake, I will accept it because sometimes being unsavoury could make the students learn false language items. To increase the efficacy of the lessons I would definitely be cautious about the things I talked about so far.*"

Serpil, in terms of having attitude to self-development, stated that she was able to correct many of her mistakes through writing reflective diaries (RD) and (VR):

"*When I consider my first lesson, I have realized that I had lots of lacks in terms of being an effective teacher. I moved on by finding the problems and solutions accordingly. Finally, I could solve the noise in the class. I feel much more comfortable now. For my next lessons, I will utilize these solutions to develop them. Thanks to writing reflections, I can see my development as well and I will use it every time.*"

This indicates that the student teachers learned how to employ reflection and reflective thinking into their teaching practices. This is also a good progress for the student teachers as they have learnt that encouraging positive attitude in their process of learning could both ensure an enjoyable experience and motivate them to develop their reflective skills. They learned much about their students' needs, interests and aspirations through developing rapport with them.

The results also revealed that for the student teachers, the codes in attainments in implementation, especially on "forming a structure (an appropriate ending/consolidation of a lesson)", "using multiple approaches in correction", "giving constructive feedback", "creating an inclusive environment", and "demonstrating learner-centered practices" were the most frequently mentioned ones of the SATPLR (57.70%). In other words, 15 out of 26 utterances concerned that the implementation skills impact of the RC program on their overall development of classroom management skills. It can clearly be seen that the RC program implemented as a coaching and mentoring tool significantly affected the student teachers' development of instructional skills specially on the classroom management skills. For example, Serpil drew attention to her development in forming a structure of lesson as in the following (RD) and (VR):

"*At the end of the lesson, I gave them homework and I asked about what we learned today by making connection between warm-up and wrap-up parts. I drew a cup on the board. After that, I elicited answers and wrote them into the cup. I could finalize my lesson appropriately and on time. I am very satisfied with my lesson generally.*"

Regarding the issue, Melek commented the following (RIWRC) and (VR):

"*For the first time, I was able to conduct pre, while and post sections of the course properly in my last teaching. I saw a great difference between my first and last teaching performance and I feel more confident now.*"

Within this framework, both quantitative and qualitative data results reveal that the RC program impacted the student teachers positively on their development of instructional skills.

3.3. Results and discussion of the research question 3

The data about the third research question (Are the student teachers satisfied with the reflective coaching program conducted?) are presented and discussed totally based on the qualitative analysis gained through the reflective coaching training evaluation form filled out by the student teachers and the recordings of the interactions of the student teachers with the reflective coach.

As far as the satisfaction the student teachers of the RC program implemented is concerned, it can be seen that the RC program impacted three target areas of development: instructional skills, sense of efficacy, and overall development through the RC program in positive ways. To be able to explore the possible impact of each source of each developmental area given in the Reflective Coaching Training Evaluation Form (RCTEF), the frequencies and percentages of source occurrences based on 22 codes with three themes extracted from qualitative data sources are reported in Table 7.

Table 7. Frequencies and percentages of three sources of the RCTEF

Themes	Codes	f	%
The student teachers' perception of their satisfaction of the RC in their development of instructional skills	-Organizing a structured lesson plan	9	12.16
	-Building rapport with students	8	10.81
	-Showing presence, having an appropriate style and voice	8	10.81
	- Having a good command of English and language awareness	8	10.81
	-Developing the learners' personality	8	10.81
	-Focusing on self-development	9	12.16
	-Using appropriate techniques of class management in well-organized lessons	8	10.81
	-Using variety of materials	8	10.81
	-Encouraging students to express themselves	8	10.81
Total		74	100
The student teachers' perception of their satisfaction of the RC in their development of sense of efficacy	-Dealing with the most difficult students	4	22.22
	- Helping students think critically	4	22.22
	-Helping students value learning	1	5.55
	- Fostering student creativity	2	11.12
	-Improving the understanding of a student who is failing	1	5.55
	- Using a variety of assessment strategies	2	11.12
	- Providing an alternative explanation when students are confused	2	11.12
	- Making expectations clear about student behavior	1	5.55
	- Getting students to follow classroom rules	1	5.55
Total		18	100

The student teachers' perception of their satisfaction of the RC in their overall development	-Expressing the level of satisfaction with the training sessions of the RC	15	34.09
	-Expressing the level of development with instructional skills in the TSES	10	22.73
	-Explaining the most beneficial part of the RC	11	25
	-Giving recommendations for developing future training programs	8	18.18
Total		44	100

The results revealed that the student teachers benefitted equally in their development of instructional skills considering each code given. In other words, 74 utterances were distributed equally for these nine codes under the theme 1. However, two codes "organizing a structured lesson plan" and "focusing on self-development" came to the for showing a slight percentage difference (1.35%). This could be justified by the fact that the student teachers spent more time within RC program on how to begin lessons considering prerequisite learning as well as providing goals with a short statement before planning a lesson. The other code 'focusing on self- development' has been a continuous goal in our RC program and they have learnt that focusing on self-development is one of the most effective ways to keep growing as a person. This is also something that is supported by all quantitative and qualitative data within our study. All data unanimously show that the student teachers placed self-development to the forefront claiming that they must do more for themselves on a regular basis. For instance, Aysun stated her thoughts as in the following quotes in her (RCTEF):

"In terms of aims and objectives, I have realized that I was able to reflect my expectations and I have taken into account my students' needs and wants as well. I have tried to make use of a variety of resources to be more effective with the aim of being clear and understandable for each of the learners in the class during the process of teaching practices."

Addressing realization of their strengths and weaknesses Berk also described how he was able to overcome some problems regarding this issue (RIWRC):

"I was able to overcome my main problems of time management, sharp transition, lack of coherence and link within my activities, inability to create a learner-based classroom and use of English effectively."

The results clearly reveal that all quantitative and qualitative data build consensus on the fact that the student teachers made an observable progress in the development of their instructional skills.

As far as their satisfaction of the RC in their development of sense of efficacy is concerned, it can be seen that the two codes "dealing with the most difficult students" and "helping students think critically" were the most frequently referred sources of the RCTEF (44.44 %). In other words, eight out of 18 utterances were related to these two codes. That is to say, the RC program helped the student teachers develop these skills in a clear way. Because they were given priority in our RC program. Aysun, for example, maintained that improved teaching skills would work better concerning with difficult students (RCTEF):

"I have noticed that I have improved my teaching skills concerning with difficult students in the class in order to facilitate effective learning environment."

Fatma commented about how the RC supported them to diversify materials that can help their students to think critically and to foster their creativity (RCTEF):

> *"Moreover, I diversified my materials that could help my students to think critically and to foster their creativity."*

The results could also be associated with the quantitative results gained for the first research question in such a way that the student teachers most referred to these two codes in the TSES meaning that they developed best in them. It is all because the student teachers were taught that coping with the most difficult students would be a great barrier in their future teaching unless they applied the right instructional strategies. In a similar way, helping their student think critically was emphasized more through the RC program and they were constantly told that they would need to develop their own reflective skills before they would help their learners think critically. Therefore, both quantitative and qualitative results could be considered coherent in this way.

Finally, regarding their satisfaction of the RC program in their overall development, the two most mentioned codes under this theme are "expressing the level of satisfaction with the training sessions of the RC" and "explaining the most beneficial part of the RC" (59.09%). In other words, 26 out of 44 utterances concerned these two codes and the majority of the student teachers considering these results indicated that they were extremely satisfied with the RC program conducted. They indicated the characteristics of the training sessions of the RC program prepared them for their desired career and goals and contributed to their overall satisfaction.

The fact that there was a significant difference between pre and post test results also supported that the student teachers acted as genuinely as possible in sharing their reflections. From this point of view, the RC program enabled a very effective reflective learning environment, in which they really witnessed their own development as well as that of their friends. A student teacher, Fatma's point of view on this issue supported this interpretation (RCTEF):

> *"This teaching practice with this program helped me to discover my strengths and weaknesses. Watching myself after every lesson and evaluate myself was really effective. I gained confidence class after class and applying the things that I have learned helped me internalize the newly learned things. Also, with this practice I have had the chance to work on my weaknesses."*

Berk, addressing the same issue indicated that (RCTEF):

> *"We had a chance to revise our teachings and also our friends' teachings. We learned from each other. So, it gave me a chance to improve myself in the way of being a good teacher or bad teacher, I learned how to give effective feedback and different types of error correction."*

Lastly, Deniz supported the creation of this reflective learning community saying (RCTEF):

> *"I think, in terms of classroom management and being aware of self-development, I developed so much. Also, I figured out that helping students think critically and encouraging them to they can do well in school are not so difficult and impossible. I learned that I could prepare my lessons according to different learner types and help them think critically."*

The student teachers explained the reflective coach's support of coaching in a number of ways. Overall, as could be seen from the utterances of the student teachers, the RC program seems to have made substantial changes in their teacher identity development providing them with a comprehensive teaching philosophy development. The student teachers expressed their satisfaction and happiness with the RC program and its impact on them both professionally and personally. It is true that they could be coached a range of teaching teams and individuals. A core feature of the RC program was developing them into coaching roles as well. Because they are expected to develop coaching roles and programs and implement them in their school context. This was achieved by partnering with a reflective coach to a certain extent, however, developing their ability to coach groups of teachers in their school would impact effective formation of coaching cultures in schools.

3.4. Results and discussion of the research question 4

The data about the fourth research question are presented and discussed totally based on the qualitative analysis obtained from the diary of the reflective coach (RCD). In other words, some extracts from this data source given above are reported to support the qualitative analysis. The fourth research question posed was: What are the gains of the coach during the reflective coaching program?

To be able to explore the possible impact of each source of each developmental area for the reflective coach, the frequencies and percentages of source occurrences based on 12 codings with two themes extracted from qualitative data sources are reported in Table 8

Table 8. Frequencies and percentages of two sources of development for the reflective coach

Themes	Codes	f	%
The Reflective coach's attainments in relation to what she learned	-Importance of effective communication	4	20
	-Importance of trustworthiness, relaxed and sincere atmosphere	5	25
	-Importance of discourse	3	15
	-Importance of never ended self-reflection	3	15
	-Importance of adjusting flexibility	3	15
	-Importance of listening attentively	2	10
Total		20	100
The Reflective coach's attainments in relation to what she can do with what she has learned to improve her coaching skills	-Developing emotional intelligence	3	17.65
	-Developing the ways to build trust/good rapport	2	11.76
	-Developing the ways to give quality feedback	2	11.76
	-Developing a coaching and teaching philosophy	5	29.42
	-Reshaping beliefs about future coaching program development	3	17.65
	-Developing listening skills	2	11.76
Total		17	100

The results indicated that for the reflective coach's attainments in relation to what she learned, two codes "importance of trustworthiness, relaxed and sincere atmosphere" (indicated by the fact that five out of 20 utterances were related with this code with a representation of 25%), and "importance of effective communication" (four out of 20 utterances are related with this code, 20%) were the most frequent ones. These results give a clear message. The primary goals of the coaches should firstly be to build teamwork, self-esteem, trustworthiness, and to create a sincere atmosphere for an effective mutual relationship. Because coachees generally have difficulty seeing their weaknesses and problems and they avoid facing them unless a relaxed and trustworthy environment is created.

As far as her attainments in relation to what she can do with what she has learned to improve her coaching skills is concerned, it can be seen that "developing a coaching and teaching philosophy" was the most referred one (29.42 %). One of the strengths of this study was that the reflective coach seems to have developed her coaching skills specially in her teaching philosophy. This result is supported by the fact that five out of all 17 utterances of the reflective coach were related with this code, which would

mean that she gave priority on developing a coaching and teaching philosophy. Development of this philosophy depends on her self-reflection as a reflective coach. Throughout the study, she also emphasized that the student teachers should see the reflection as their lifestyle if they want to be an effective teacher. And she personally believes that all educators should have a never ended self-reflection. Meanwhile development of coaching and teaching philosophy is an essential tool for guiding how she would coach and providing her with some clear guidelines on the objectives to pursue.

"Developing emotional intelligence" (17.65%) and "reshaping beliefs about future coaching program development" (17.65%) are the other two codes having high percentages. Six out of 17 utterances are related with them. These results again underline the importance of never ended self-reflection, which is a part of the reflective coach's life philosophy.

Emphasizing the importance of effective communication in implementing a RC program, the reflective coach stated that establishing a communication channel among the coach and the student teachers during the RC program was very useful for them to give them an opportunity to let the student teachers express themselves (RCD):

"I realized how effective it was to give student teachers time and opportunity to express them to establish a good communication channel and an unprejudiced beginning would give both parties a good path to follow."

The following quote reflects the level of awareness of the reflective coach she developed in terms of effective communication in making the RC program more profitable (RCD):

"I remember spending six to seven hours talking and discussing with my student teachers with no break times and I did not feel tired at all. I did not impose them to do anything. I believe my never-ending energy, passion, love for my job, enthusiasm, belief and trust in them helped them work together collaboratively and enthusiastically."

She continued underlining the importance of trustworthiness, relaxed and sincere atmosphere in implementing a coaching program (RCD):

"I realized how important it was to create a nonjudgmental and confidential environment."

She emphasized the need to meet people in a natural and friendly atmosphere (RCD):

"I knew that meeting them in a natural and friendly atmosphere would ease us and I saw how right I was right in that."

She maintained that establishing such an environment has contributed a lot to her and student teachers' motivation (RCD):

"We were able to establish a very good relationship with my student teachers. It was like a teacher-reflective coach relationship rather than a student-teacher relationship. Motivating them using the right language and sincere words created a great impact on them."

The following comments reflect in what ways she could develop coaching and teaching philosophy for future coaching programs (RCD):

"Learning is something, which has no ends and there is nothing perfect, in other words, there is always a better of something. We could really realize all our weakness during the course of time as long as we comprehend the meaning of learning better. And it means I will be more equipped for my further coaching studies when I reshape my weak parts with the experience of this study."

"I find myself in the process of implementing a training program and I feel I will review and develop a better training program listening to the student teachers as a reflective coach based on their comments."

Overall, the RC program seems to have made substantial changes in her teacher identity development providing her with a comprehensive teaching philosophy development. Furthermore, it is evident that a consistency among the student teachers and the reflective coach appeared in that they both regarded reflective coaching as complementing professional development. Both parties also maintained that their interactions during the treatment taught them how to reflect on the personal and professional development and on the benefits and changes that they had made for their learners.

4. Conclusions

The results gained based on each research question are supported by the previous studies encountered in the literature. Within the scope of the results of comparable content studies conducted, this study has similar findings in terms of investigating the impact of reflective practice on the development of student teachers' efficacy (Ballinger & Bishop, 2011; Gilson et al., 2012; Hobson et al., 2009; Kennedy & Smith, 2013; Tabancali & Çelik, 2013), and instructional skills (Carter & Francis, 2001; Donnelly & Fitzmaurice, 2011; Franke & Dahlgren, 1996; Kennedy & Smith, 2013; Marable & Raimondi, 2007) presenting the results of how RC as a powerful mentoring tool could affect the teacher sense of efficacy of student teachers of English and the development of their instructional skills. From this perspective, as a result of this study, RC as a powerful supervisory and mentoring tool has proven to create a positive impact on the participants' development of teacher sense of efficacy and instructional skills. This study also differs from the other similar studies in a way that they focus on either development of sense of efficacy or instructional skills whereas our study targets the development of both of them.

As well-known, almost 45 % of novice teachers leave their jobs during the first five years (Smith & Ingersoll, 2004). The key question comes out here asking what really could be done to minimize this number. Coaching and mentoring have been offered as a professional development means to support those novice teachers together with student teachers to develop their teacher sense of efficacy and instructional skills when they begin their career (Ballinger & Bishop, 2011; Hobson et al., 2009). The results gained from this study correlate with some of the studies conducted to show the impact of guided reflective practice to develop efficacy beliefs (Poole & Okeafor, 1989; Poole et al., 1989). For the purposes of professional development of teachers, coaching and mentoring, therefore, have been cited as a productive and useful means of professional development (Carter & Francis, 2001; Franke & Dahlgren, 1996; Göker, 2006; Marable & Raimondi, 2007). Self-confidence and efficacy beliefs are also believed to develop by means of guided reflective practice facilities for teachers (Gilson et al., 2012; Tabancali & Çelik, 2013), behaviors of learning communities (Kennedy & Smith, 2013), microteaching (Donnelly & Fitzmaurice, 2011), self-study, and mentoring (Sibbald, 2008). It can be argued that coaches could be motivated more by student teachers or teachers with high efficacy who think that development in teaching is profitable. In other words, the coaches, like the consultants of curriculum searched by Alpert et al. (1979), can be more sensitive to the needs of "well patients" --teachers least needing help.

Albeit having a limited sample size, this study indicated how reflective coaching could be strong professional development tool to develop both instructional skills and sense of efficacy of student teachers offering critical perceptions for policy makers and teacher educators. Like some of the studies, it has also advocated the use of reflective coaching to ease reflective learning and teaching among student teachers who need to develop their reflective practice in different learning and teaching contexts (Farrell, 2008; Klassen & Durksen, 2014; Nguyen, 2017; Richards, 1990; Schön, 1983). Within this framework, results indicate that reflective coaching practices have proven to be efficacious to contribute to the quality of teacher education programs.

Overall, when examined quantitative results as well as the qualitative ones gained through this study, the RC program created significant differences on the student teachers' reflective thinking and practice, their development of both teacher sense of efficacy and instructional skills. Findings are believed to contribute to their reflective capacity in different learning and teaching contexts. The RC program is also believed to provide both the student teachers and the teacher trainers with insight and feedback towards becoming reflective practitioners. They were highly satisfied and agreed that effective teaching and learning strategies were evident in and important for implementation. The objective of any pre-service teacher program should not be just teaching the student teachers how to conduct a lesson professionally but to grow them personally. This process requires loving their jobs and appreciating what they will do for a living. It seems that through the RC program, that process was more than accomplished.

4.1. Limitations and Suggestions

The study timeline (only 14 weeks) could be considered a limitation. In addition, a fairly small sample size (only eight participants) is another limitation in terms of affecting the generalizability of the findings. Finally, the results of this study may not be generalizable to all student teachers of TEFL at other universities because every program is structured and ran differently. However, longitudinal studies with different sample sizes and more than three phases within pre-service teacher education could be needed to be able to see a bigger picture of the efficacy beliefs development for student teachers. In other words, any further investigation of the effectiveness of RC on both student teachers and teachers in different contexts like social studies, mathematics, language arts would reveal more productive results. Moreover, studies on the impact of RC could be conducted employing other variables like formation of teacher identity and philosophy. Another recommendation is that similar studies could be conducted over a longer period of time to create a more powerful effect on their teacher sense of efficacy.

The specific results gained from this study could reveal a new benefit of RC assisting student teachers with becoming more aware of different populations with their needs. More studies could be needed to find out this potential effect and to determine any subject specific difference among student teachers in different subject areas and different grades. Our study exclusively centered on TEFL student teachers' development of sense of efficacy and instructional skills and in literature; it can be seen that novice teachers trained in reflective or cognitive coaching scored significantly higher on a scale of teacher efficacy (Gusky & Passaro, 1993; McCormack & Thomas, 2003). Other longitudinal studies could be conducted to investigate the impact of RC on teachers already working in their development of instructional skills as well.

5. Ethics Committee Approval

The authors confirm that ethical approval was obtained from Çanakkale Onsekiz Mart University (Approval Date: 23/11/2018).

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Yansıtıcı koçluğun İngilizce öğretmen adaylarının öğretim becerileri ve öz-yeterlikleri üzerine etkisi

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Öz

Bu çalışma, İngilizce öğretmen adaylarının öz-yeterlik ve öğretim becerilerinin geliştirilmesinde yansıtıcı koçluğun (YK) etkisini araştırmayı amaçlamaktadır. Bu çalışma için kullanılan araştırma yöntemi hem nicel hem de nitel olup, çalışma ön/son test tasarımına dayanan bir tek vaka çalışmasıdır. Bu araştırmaya Çanakkale Onsekiz Mart Üniversitesi, Eğitim Fakültesi'nde İngilizce Öğretmenliği lisans programına devam etmekte olan sekiz gönüllü öğretmen adayı katılmıştır. Bu çalışmanın ön/son test tasarımı için bir vaka çalışması grubu oluşturulmuştur. Veriler dersin uygulama sürecinde toplanmış olup, veri toplamadan önce, araştırmacı tarafından hazırlanan öğretmen değerlendirmesi ve yansıtıcı koçluk konulu 15 saatlik bir eğitim verilmiştir. Bu bağlamda, birinci ölçme aracı olarak, (YK) programının her öğretim becerisinin gelişimi üzerindeki etkilerini görmek için, 26 maddelik üç temel öğretim becerisinden (Planlama, Kişisel ve Mesleki Nitelikler, Uygulama) oluşan Ders Sonrası Yansıtıcı Öz Değerlendirme Ölçeği kullanılmıştır. İkinci ölçme aracı olarak, etkinlik yapma kapasitesine sahip bir öğretmen adayının daha dinamik ve kendisinin belirleyeceği öğretmenlik şeklini uygulayabileceği varsayıldığı için, Öğretmen Öz-yeterlilik Ölçeği (uzun form) kullanılmıştır. Bu iki araç hem ön değerlendirme hem de sonrası değerlendirme için kullanılmıştır. Diğer ölçme araçları ise, araştırmacı tarafından öğretmen adaylarının yansıtıcı koçluk programından memnuniyetlerini değerlendirmek için hazırlanan açık uçlu sorular içeren bir değerlendirme anketi ve uygulama boyunca öğretmen adayları tarafından tutulan yansıtıcı günlükler, yansıtıcı koç ile öğretmen adayları arasında geçen konuşmaların kayıtları ve araştırmacının tuttuğu günlüklerle birlikte bütün dersler veri analizi için video kayıtlarıdır. Elde edilen bulguların, yansıtıcı koçluğun İngilizce öğretmenleri ve müfredat tasarımcıları için öğretim becerileri ve öz-yeterlik ile ilgili öneriler geliştirmede nasıl bir araç olabileceği konusunda katkılarının olması beklenmektedir.

Anahtar Kelimeler: yansıtıcı koçluk; hizmet öncesi öğretmen eğitimi; öğretim becerileri; İngilizce öğretmeni değerlendirmesi; öz-yeterlik

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