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Fostering Reflectivity through Jargon Books in a Teacher Education Context

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Abstract

This study, focusing on reflectivity in language teacher education, was conducted with the participation of 35 preservice teachers studying at the ELT Department of Cukurova University, Turkey, in 2017-2018 academic year. The study examined the effects of *jargon books* (JBs) on preservice language teachers by delving into levels of reflectivity. The two sets of data of the study were collected from jargon book content and face-to-face semi-structured interviews, and display the very fact that preservice teachers mostly reflected upon course-related issues at the first and second levels, and slightly less at the third, most reflective level. Also, the findings suggest that the process of jargon book keeping was perceived as mostly positive but not free from negativity. This study has some important implications for teacher education programs and pertaining stakeholders.

Keywords: pre-service language teacher education, reflectivity, reflective tool, jargon book

Introduction

Research on teachers' knowledge, beliefs and thoughts has shown that preservice teachers approach teaching with their initial belief and ideas about teaching. This may be based on simplistic views of teaching and learning, and may not be appropriate for learning (Calderhead, 1991, p.532). It can be achieved when they reflect upon their knowledge critically that they can transfer what they learned in preservice teacher education programs. Reflection helps preservice teachers to construct knowledge through critiquing and evaluating, helping them bridge the gap between imagined views and teaching realities. Within this scope, it is important to prepare preservice teachers for teaching by underlining reflective practices in teacher education programs.

Reflective teaching was firstly appeared with John Dewey, who in the 1930s defined reflection as a proactive, ongoing, examination of beliefs and practices, their origins and their impacts (Stanley 1998). According to Dewey (1933), the purpose of reflective practice is to change teachers' actions and decisions and how it impacts the outcomes of such decisions. Since it firstly came on stage, it has significantly evolved, yet it is still very effective and it will continue to be popular because of supporting and guiding a lifelong learning system for its practitioners. Dewey's model of reflective practice marked the beginning of reflective teacher education, and has been reconsidered as a reaction to the overly technical and simplistic view of teaching that dominated the 1980s. The central goal of reflective teacher education is to develop teachers' reasoning about why they employ certain instructional strategies and how that can improve their teaching to have a positive effect on students. Therefore, it is recommended that preservice teachers engage in reflective activities not only to better learn new ideas but also to sustain professional growth after leaving the program.

Kolb (1984) defines reflective teaching in relation to experiential learning, where he asserts that learning emerges from recalling the observations about a particular event and reflecting

on them. Rodgers (2002) also defines reflectivity as (1) meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas, (2) systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry, (3) needs to happen in community in interaction with others, and (4) requires attitudes that value personal and intellectual growth of oneself and of others (p. 845).

Richards and Lockhart (1994) define being reflective as being a critical thinker as well as a practitioner of what has been observed and learned. The researchers also emphasize that anything which happens in the class can be used as a tool by teachers to make sense of their teaching more deeply, which may sometimes be impossible to achieve owing to some disruptors taking place in class. In addition, Pollard (2002) suggests that reflective teaching allows for professional growth by helping teachers to become more experienced in their teaching processes. Reflective teaching includes competence of field knowledge as well as affective factors such as responsibility, and vision. Ghaye (2011) claims that reflective practice is a crucial part of professional development, aiming to reach a critical level in order to build a deeper understanding of learning and teaching.

There have also been some studies related to reflective teaching and approaches to promote reflectivity in Turkey (Daloglu, 2001; Önel, 1998; Oruç, 2000; Öztürk and Özkan (2017), Özyazgan, Varol, & Özkan, 2016; Zeyrek, 2001). For example, Önel (1998) examined the effect of action research engaged by teachers on their becoming reflective in teaching, where the researcher focused on a reflective teacher training program on teachers' attitudes towards the teaching profession. This study revealed that reflective teacher training program increased the innovation level perceived by teachers in their classroom environment.

Zeyrek's (2001) diary-based study focused on fourth-year ELT students doing their practicum at one of the state universities in Turkey. One of its aims of this study was to elicit feedback on

pre-service ELT courses and understand students' feelings and attitudes towards various aspects of teaching. The study suggests that students' reflectivity was enhanced due to exposure to diary keeping.

A number of approaches have been used in teacher education to promote reflectivity: (1) reflective journals (Daloglu, 2001; Lee, 2004; Richards & Ho, 1998), (2) response journals (Farris & Fuhler, 1996; Lee, 2008; Parsons, 1994), (3) using video (Brophy, 2004; Sherin & van Es E. A. (2009), (4) using diaries (Vickers & Morgan, 2003; Woodfield & Lazarus, 1998; Zeyrek, 2001) and (5) discussion (Cole, Raffier, Rogan & Schleicher, 1998). A researcher initiated approach in line with this tradition embraced by these scholars, the concept *jargon book* (JB), was first introduced by the researcher in her methodology courses in (Özyazgan, Varol, & Özkan, 2016; Öztürk & Özkan, 2017).

This current study, thus, describes the procedure pursued in utilizing JB as a tool for fostering reflectivity in a preservice language teacher education program at Cukurova University, Turkey. *Jargon book* is a terminology book through which preservice language teachers keep significant terms and methods that are related to language teaching (See Appendix A and B for the sample sheets of jargon book). Here, the researcher looked into levels of reflectivity of preservice teachers' jargon book content as well as student teachers' experiences in the process of JB. By this detailed examination, the researcher wanted to verify the effect of JB by analyzing reflectivity levels of student teachers within JB content, and by in-depth interviews, she aimed to observe JB's perceived effects on student teachers.

This study adopts Lee's (2000) model of reflective thinking, and it focuses on content and depth of reflective thinking. According to this model, content and depth of reflective thinking address preservice teachers' main concerns, and evaluate how they develop their thinking processes. The criteria to assess the depth of reflective thinking are comprised of three levels: (1) Recall level (R1), where learners describe what they experienced, interpret the situation based on recalling their experiences without

looking for alternative explanations, and attempt to imitate ways that they have observed or were taught; (2) Rationalization level (R2), where learners look for relationships between pieces of their experiences, interpret the situation with rationale, search for ‘why it was,’ and generalize their experiences or come up with guiding principles, and (3) Reflectivity level (R3), where learners approach their experiences with the intention of changing/improving in the future, analyze their experiences from various perspectives, and are able to see the influence of cooperating teachers on students’ values, behaviors, and achievements (Lee, 2005; 2008).

The originality of this study lies in provision of comprehensive steps and procedures as well as the analysis of reflectivity levels preservice teachers may have reached during their JB keeping process. Therefore, the researcher sought responses to the following research questions:

1. How do preservice teachers experience jargon books (JBs) in their *Teaching Language Skills Course*?
2. What are the contributions and challenges of keeping JBs from a perspective of preservice teachers?
3. What levels of reflectivity are transmitted by preservice teachers to their JBs?

Method

Participants

Thirty-five (26 female and 9 male) preservice English language teachers from Cukurova University in Turkey participated in this case study. All participants, aged 20-21, speak Turkish as their mother tongue, and some had the opportunity to spend some time in English-speaking countries via Erasmus, Comenius and Work & Travel programs. During the academic year of 2017-2018, participants registered for a compulsory course titled *Teaching Language Skills Course* consisting of four credits per week. Besides this course, the participants have also taken other courses such as methodology, linguistics, literature, and research skills, all of which being part of the English language teacher education program. The course that formed a platform for

this study was run by the researcher herself, who has been delivering it since 2002. For this reason, the researcher, based on a long term experience, could easily observe and detect necessities felt by trainee students in the program.

Teaching Language Skills Course

The English Language Teacher Education program at Cukurova University, as was mentioned previously, offers a variety of courses, among which the *Teaching Language Skills Course*, all geared to educate and train competent prospective teachers of English. Students at this program, in their third year take this course as a mandatory part of their education. The course is delivered at a frequency of four hours a week throughout two terms, each consisting of fourteen weeks. The purpose of the course is to familiarize preservice English language teachers with various language teaching approaches, strategies and techniques in order to teach the four major skills as well as grammar and vocabulary. As a part of this course, preservice teachers are given opportunities to apply specific skill-teaching and related strategies in peer teaching sessions. Preservice teachers are exposed to the learning and teaching of listening, speaking, reading, writing, grammar, and vocabulary. Utilizing modes of lecturing, peer teaching, jargon book keeping, and a sit-down midterm and final examination, the course gains prominence since it provides a foundation for lesson planning, classroom management and motivation-related issues in language teaching and learning.

Preservice language teachers in this study were asked to keep a jargon book as a part of coursework. The researcher held the belief that the course provided a significant professional opportunity for the preservice teachers by introducing to them the idea of reflection through jargon book keeping. On the very first day of the course, preservice language teachers were told that they were expected to write in the jargon book throughout the course. As the idea was new to them, an introductory session was prepared to ensure that expectations and requirements were communicated properly and clearly. Preservice language teachers

are firstly introduced to the aforementioned skills, and later carry out application of these skills through presentations and micro-teachings, which are also a part of teacher reflection. At the end of each lecture session, the preservice language teachers took notes of significant terms and wrote them down on their JBs, and later they revised their books before each session and sit-down exam in order to recall related terminologies.

Specifically, preservice language teachers were told to write their entries after each session in a week. They were told to bring their books at the beginning of each month (three times a semester). Each time the JBs were submitted, the instructor read through them carefully. Instead of awarding grades, the instructor provided general responses to the preservice language teachers' entries, answered questions, asked further questions to stimulate thinking, and provided further insights on issues raised. They were also encouraged to continue with such introduced concept while working with other courses in the program.

Data collection

To enhance the validity of the study, the data was collected through two sources: (1) preservice language teachers' JBs from two teaching semesters, (2) individual semi-structured interviews with all 35 course participants. To minimize potential biases inherent in teacher-research, the interviews were conducted with the cooperation of an English language instructor, who was closely related to qualitative research due to her doctorate studies. The interviews, which were semi-structured, were based on an interview guide that focused on four themes: (1) preservice teachers' perceptions about keeping JBs; (2) perceived benefits and limitations of the process of jargon keeping if any; (3) the role of instructor feedback, and (4) impact of keeping JBs on development of reflectivity.

The researcher and the accompanying interviewer held interviews at an appointed time with all course participants, each being invited to the interview session randomly. All the questions posed to the participants aimed at eliciting responses to the

aforementioned research questions. In order to have better insight about JB, the preservice teachers were asked to elaborate their current experience regarding JB keeping as well their perceived contributions and challenges of keeping JB. The interviews, held during the last week of the academic term, took 20-25 minutes for each participant, and lasted a whole week for all participants; were held in English, with some spells of Turkish (L1) when found necessary for clarification of some significant points; were conducted with one student each at a time; were held in one of preservice teachers' classrooms depending on room availability hours during the day; and were audio-recorded with a written consent released from each participant.

Procedure in keeping a jargon book

One of the most common approaches that I use in my methodology courses is to ask our prospective teachers to keep a jargon book (JB)-a kind of terminology notebook. Our students are expected to put almost all the terminology covered in lectures and textbook with their definitions, personalization techniques and illustrations (see Figure 1 & 2). I only give a general guideline on the very first day of the class about how to keep an effective JB including: (1) sticking to the point, (2) making it interesting, (3) using ELT jargon, (4) checking spelling, and (5) supplementing text with illustrations.

As a teacher educator, I encourage my students to reflect upon what they know or they have learned during lectures by keeping a JB, which serves as a tangible tool for both preservice teachers and the course instructor. It is very easy for an instructor to tell "you should know these terms" and "study this unit". However, our prospective teachers even cannot transfer the terms they covered in one methodology course to the other related course just because of not internalizing the terms or scholars' contributions to the field. As in Dewey's words; "while we cannot learn or be taught to think, we do have to learn to think well, especially acquire the general habit of reflection" (Dewey, 1933). What I would like to do is to foster reflectivity with my prospective

English teachers by doing JB work. The procedure that I follow involves four steps:

Step 1: Giving guidelines

The instructor gives clear and brief guidelines explaining the use and layout of a JB in *Teaching Language Skills Course* with the third year university students studying at the English Language Education Program. The instructor negotiates with the prospective teachers about the purpose of keeping a JB.

Step 2: Practice

Prospective teachers are expected to write related terminology and scholar(s) in the JB as explained in the guidelines session. They are expected to write after each lecture until the next course session. Prospective teachers are expected to go through three steps (Lee, 2000) within practice stage:

- Recall level (R1): Preservice teachers describe the course-related terms in their JBs. They just imitate the lecture or textbook or web-related sources without adding their judgments into what they write.
- Rationalization level (R2): Preservice teachers look for relationships between pieces of their experiences, and interpret the targeted jargon(s) or scholar(s) with rationale by referring to their own experiences.
- Reflectivity level (R3): Preservice teachers approach this experience with the intention of changing/improving in the future, analyze their experiences from various perspectives, and are able to see the influence of keeping a JB on their professional skills in the near future with their own language classrooms.

Regarding this step, as an instructor of the course I try to observe each of the participants in the class and be sure about their progress in keeping a JB. In other words, I observe each of them reflecting upon their JB experience; hence, enabling them to

be aware of the influences of this specific experience on their professional and academic life.

Step 3: Feedback session

The instructor gives written feedback twice a month (six times in a semester), which does not include grading but only questions, triggering remarks or comments. The oral feedback by the instructor is given at the end of each weekly lecture for the last 15 minutes of lecture session. Here, I assign some preservice teachers (each week different students) to come to board and comment on the targeted jargon or scholar. Based on my previous experiences, this kind of oral practice based on JB can increase, and has increased, students' confidence and self-esteem by eliminating or decreasing public speaking anxiety, which is one of the most common problems that our preservice teachers do usually encounter. Those who perform very effectively get a bonus mark from the course instructor. By doing so, I try to trigger their motivation and interest for this process. Even introvert students want to appear on the stage by the instructor's positive reinforcement technique.

Step 4: Display work

Prospective teachers at the end of the term share their books with the class members and they organize a mini contest to predict the most creative JB, organized by the course instructor and voted for by the students, later to be hung on the class board. Preservice teachers are also encouraged to display their JBs on the social media to invoke interest for other preservice teachers in the program.

Findings

Data of the study was analysed in two steps: (1) Jargon book data, (2) Interview data. For the jargon books, the researcher matched JBs content with the three levels of reflectivity (Lee, 2005). Meaningful units on sentential level in participants' JBs were counted and interpreted according to the content of each

reflectivity level based on Lee's model (Lee, 2005; 2008). And for the interviews, thematic analysis was used to analyse data. Member checking with the participants was conducted in order to verify transcriptions of the interview data.

Jargon Book Data

As was aforementioned, meaningful sentential units were analyzed within the framework of Lee's reflectivity levels. The observed units were also crosschecked with the assistance of a colleague (delivering the same course to different groups) in order to properly determine level certainty. As a result of this cooperation, we categorized the units into three levels. As a result of our analysis, we were able to observe that only 12 (34%) of the participants reached the third level in the process of JB writing. The rest of the participants (n= 23, 66%) adopted R1 and R2 levels with R1 dominance (70%). Based on our observations, creating meaningful units in the target language and reflecting upon course-related issues at the third level is rather challenging, and was duly reflected by the participants themselves. For this very reason, participants should be encouraged and be provided with the assistance and training required in order to enable them to move towards this level. Time, perseverance, experimentation, assistance and training are the indispensable ingredients that make up the journey to this high thinking level most enjoyable and fruitful. Although, primarily as an instructor, the researcher would wish that all participants were able to discuss issues and matters at this third level, this surely is rather a difficult objective to attain. With the introduction of this instructive and reflective approach, JBs, with the provision of extensive as well as intensive class work, have proven extremely beneficial in enabling participants to push their limits of creativity and originality in producing not only linguistic specific elements but also artistic and cultural themes originating from their own individual experiences and preferences. The quotes below, where 'P' stands for participant and 'R' for reflectivity, best reflect their views in this regard:

“Your body language is significant for an effective presentation. Body language is silent messages. It is a vital component of communication and it is an essential part of emotional intelligence” (P4; R1 Level).

“Both children and adults can have speech and language disorders. They can occur as a result of a medical problem or have no known cause” (P7; R1 Level).

“Both of Searle’s points can be subjected to criticism. Just like Austin, who found it more convenient not to tackle the problems raised by literary texts, Searle tries to play down the importance of those cases, rather thorny for his theory, when the speaker’s intent and the sentence meaning are at variance. But unlike Austin, who studies speech in order to find out the felicity conditions, Searle begins with the rules and establishes what is and what is not correct in language.....” (P17; R2 Level).

“Language Biography is a tool to help us think about why we are learning English and the best way for us to learn. The most effective learners have clear objectives and choose a learning style that suits us. We use this Language Biography to become more effective learners” (P31; R3 Level).

Interview Data

The interview data was analyzed under four categories, each yielding a variety of themes. As was mentioned previously, I sought to understand (1) the participants’ general views about JB experience, (2) content of JBs, (3) benefits obtained, and (4) challenges experienced.

When asked to interpret their own general experiences with keeping JBs, the participants’ views were categorized into nine themes and ranked by the researcher in a descending order in terms of frequency of occurrence:

- 1) Enjoyment of the process (n=26; 74%).
- 2) Link between pre-existent and novel knowledge (n=23; 66%).
- 3) Improving research skills (n=22; 63%).

- 4) Enhancing intrinsic motivation (n=18; 51%).
- 5) Gaining new terminology (n=18; 51%).
- 6) Reviewing the course content (n=17; 49%).
- 7) Visualizing what was learned (n=15; 43%).
- 8) Self-study tool (n=14; 40%).
- 9) Writing platform (n=14; 40%).

The majority of the participants stated that they enjoyed the writing process in JB's. While some expressed that they took the activity from the very beginning of this process, some others stated that the gradual familiarization and involvement led to satisfaction at a later stage. This could be demonstrated by the fact that seven preservice language teachers continued with keeping JB's during another methodology course even though it was not a requirement of that course. As was expressed in the elicited views, participants' enthusiasm was found to be linked to their perceptions regarding JB keeping. While a few indicated that JB keeping was a kind of course task at the beginning of the semester, later, gradually, the purpose became clearer, and they found the activity much more joyful and easier to manage far beyond a task. The quote below best displays the joy felt during this process:

"I wrote the terminology words from units and articles. Also I decorated my jargon books with pictures. It makes me enjoy the jargon book. It was so beneficial for me to learn the words better" (P15).

JB's, as was stated by participants, provided them with the opportunity to combine schematic knowledge with newly presented theoretical and practical issues. This is particularly significant since this link formed between already existing knowledge and introduced professional knowledge is a key step enabling learners to transmit this ability while they deal with other courses as well as their professional and personal realities. The quote below best illustrates such an expressed link: "Through JB, I was able to link my previous knowledge to what I learned in this course" (P12).

As illustrated by participants, each time they embarked on writing in their JB's, they felt the need to consult references as well as research rules introduced to them by other instructors in order to produce properly designed texts. A sample representing participants' views is presented below: "Thanks to what I was introduced in my research courses, I was able to transmit the knowledge I gained from these courses to my JB keeping" (P33).

The issue of motivation has always been a major point for scholars in the educational field. Lack of it, alas, leads to improperly completed tasks, if at all, or to negative consequences that may have significant impact not only on the individual themselves but also on their surrounding environment. Thus, that the JB keeping experience, as stated by participants, seems to have positively impacted their motivation is rather encouraging. The sample quote below best illustrates such a view:

"I have always been motivated, and felt so attracted to my next writing task for it made me feel empowered to be able to produce something so that I can present during my next class session"(P27).

Each time new information is to be entered into JB's, clearly stated by participants, that they had to refer to dictionaries in order to properly state their ideas that would reflect their intended messages. For this, they felt the need to employ new and very vocabulary, which was stated in the following statement:

"I think keeping a jargon book is effective and memorable way of learning new terms and some key words. But it is challenging and difficult since it requires elaborate and systematic work" (P6).

The JB experience seems to have provided an appropriate platform for revision of previously covered topics, since each time participants were supposed to write in their JB's, they felt the need to refer to and consult their previous topics in order to build on

assigned tasks. A sample representing this view of participants is presented below:

“I think keeping a jargon book is a good way of learning effective and remembering what we have learnt. Personally, I have never taken a jargon book before and mostly I forgot what I had learnt in a course, but keeping a jargon book encourages us to study or to have a look at what we have covered. Moreover keeping a jargon book gives a responsibility to us and that makes us more eager to study” (P20).

Visualization of previously acquired knowledge may have significant contribution to long term retention of knowledge. And, when the prompts self-arise during the JB keeping process retention may probably be much more anchored. Related quote to this issue is presented below:

“I am strongly in the opinion that this jargon keeping experience enabled me to be more organized than before I started to keep the jargon book. It helped me to study to my school lessons in an organized way by involving a plenty of visual prompts which are very appealing to my interest” (P15).

The writing skill is probably one and major component of the language learning process. JBs, as was stated by participants, provided as a significant platform on which they could perform their writing tasks. Regarding this matter, the sample statement below represents participants' views:

“Keeping jargon book is very important and effective for me. While writing in my JB, I can repeat the topics and I can learn easily. Also it helps me to enhance my writing skill and strategies” (P1).

While some individuals prefer studying in groups, some others may prefer a rather individualized and self-regulated mode of studying. For some participants in this research, JBs provided a rather convenient fashion of self-studying opportunity, where they

could reflect on their own and be involved in their tasks free from intrusion of any other party. The statement below reflects this issue:

“I think it was a good and beneficial experience because while I was writing them on my notebook I learnt most of them and it allows me to remember them in exams” (P6).

Besides the views, the researcher also sought to observe what participants embedded as content in their JBs. As were instructed previously, the participants were supposed to rank their content in their JBs in a descending order in terms of prominence:

- 1) Definitions of ELT methodological issues (n=29; 83%).
- 2) Explanations regarding skills teaching, lesson planning and classroom management (n=21; 60%).
- 3) Examples of ELT techniques (n=19; 54%).
- 4) Some activities to utilize in teaching language skills as well as grammar and vocabulary (n=18; 51%).
- 5) Keywords mentioned by course instructor in addition to those discussed in course materials (n=15; 43%).
- 6) Names and contributions of ELT scholars mentioned both in lectures and course materials (n=12; 34%).

Participants' extracts below display their views about JB content, where 'T' stands for theme.

“When I need to use the terms, I look up in my JB to recall their definitions and examples related to each definition” (P26; T1).

“It consists of short and main notes about the lesson so it can give a chance to read it in a short tome and keep this information in our mind for a long time” (P33; T2).

“Keeping a jargon book improved my ELT methodology knowledge especially on the names of specific techniques. I can easily link each activity to specific skill we are supposed to

teach ex. teaching vocabulary and I think that I will be using this kind of tool in my future classrooms” (P21; T3,4).

“I wrote key terms of the course and some completing detailed information about what we have covered during that lecture. And also the novel terms and concepts that we learnt from our micro teachings after the practical part of the course” (P11; T5,6).

As for the contributions and challenges, seven themes related to JB’s contribution to the preservice teachers were ranked in a descending order in terms of significance:

- 1) Improvement of writing ability in English (n=30; 86%).
- 2) Improvement of specific terms related to language teaching (n=26; 74%).
- 3) Triggering regular self-study (n=26; 74%).
- 4) Preparation for following course (n=22; 63%).
- 5) Retention (n=22; 63%).
- 6) Preparation for sit-down exams (n=20; 57%).
- 7) Better comprehension of course content (n=14; 40%).

For the seven themes, the participants’ provided support with their verbatim as in below:

“With the help of keeping a jargon book we improve our academic writing and coherent writing. Also it helps us to learn and memorize academic words” (P4; T1,2).

“I did not keep a jargon book before for any lesson so I did not have any experience in keeping a jargon book. But now, I won’t give up to keep it because it helped me to understand the topic very well and make me gain the important terminologies related to the course and my teaching practices in general” (P12, T2).

“Keeping jargon book helps the students to come to the lesson in a well prepared way. The jargon book helps us to study or lesson in a systematic way” (P3; T3).

“It is a good support for us both at home and school. The information in it is more permanent. I remember everything I wrote in my jargon book” (P30; T4).

“I attended Teaching Skills Course and our instructor expected from us to keep a jargon book. At first, I didn’t understand what she was trying to do. But, as the time passed, I learned the importance of the jargon book and I felt always ready and confident for the coming class content thanks to my JB” (P9; T5).

“It enables me to prepare for the exams very effectively. Thanks to my jargon book I have always felt ready for the exams. I didn't put extra time for preparation” (P5; T6).

“Through the jargon book you can remind of the content you learnt in the last lesson. You also use it while preparing for the exams or it is suitable to take a look at when you also have a presentation” (P14; T7).

As can also be inferred from the verbatim, while the majority of participants (n=26; 74%) treated the activity as rather positively, however, as for challenges, some (n=9; 26%) found it slightly *boring* and *monotonous* due to problems pertinent to (1) time constraints and (2) lack of interest in writing. The problems related to time were highlighted as most significant since participants were also required to perform other tasks assigned by other program instructors, which is well illustrated in quote below:

“Sometimes it’s hard to write in my JB due to being overloaded with my course load of my program” (P19).

“I cannot find enough to write in my JB” (P20).

Discussion

Our findings correlate with those observed by Bailey (1990) who found that diary writing, another reflective tool, enhanced reflectivity of teachers. Similarly, Richards and Lockhart (1994) maintained that diary keeping could be regarded as a means of not only understanding private affective variables having an

influence of teaching styles, but also as a way for reflection, which through JB's a similar case was also observed in our study. Additionally, Moore et al. (2010) outlined three advantages of diary keeping of capturing real time reflections, providing a platform for reflective approach to teaching, and capturing key recurring dynamics and patterns in particular classroom settings. Also, the data supports Wallace's (1998) study which suggests that personal documents, another reflective tool, enabled learners to improve their writing skill by providing them with the opportunity to freely express their views and feelings.

Conclusions and Implications

This case study is about the usage of a reflective tool, *jargon books*, by preservice English language teachers in Turkey and their attitudes towards the process of this experience. Jargon book reflections and interviews with participants were used as data collection tools. The study suggests that JB's are potentially a powerful tool in fostering reflection in preservice language teachers' methodology courses. Through JB's, preservice language teachers could be equipped with metacognitive strategies (self-study), large repertoire of ELT jargons, clear understanding of the units covered, and study skills.

Our qualitative data demonstrates that the majority of participants were inspired by JB introduction regarding utilization of meta-cognitive and student-affective tools. Participants generally thought that jargon book keeping was personalized and provided opportunity to display more of such related data. However, they thought that this process was slightly *boring* and *monotonous* due to time constraints and load of other program courses. While only a third of participants were able to employ third level of reflectivity in their JB content, the rest however, remained at producing meaningful units at R1 and R2 levels of reflectivity.

Overall, this experience, as was stated by participants, and was also observed by the researcher in the discourse included in

JBs, has proven to be very beneficial and thoughts-evoking. The benefits that would extend far beyond the course in question are rather worth considering and should motivate other instructors to embrace such an approach of novelty.

This study has significant implications for all stake holders in teacher education programs, in that every party has something to get out of it: (1) *student teachers* may work on their writing with self-propelled motivation; (2) *instructors* may wish to enrich their teaching experiences with the novelty presented here; (3) *curriculum designers* and *policy makers* may see it necessary to add pedagogical variety by enhancing their curricula.

Limitations of the study

We should bear in mind that the views of participants consist only of perceived benefits and challenges. The researcher did not verify such parameters, which may be regarded as one of the shortcomings of the study. The other may be related to continuity of what was observed and analysed in JBs regarding utilization of meaningful unit production at the third level of reflectivity; no long-run follow-up was observed in this regard.

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Appendix B

A sample sheet from a preservice teacher's JB content

Working with Sounds

by using minimal pairs
chip chip
sheep cheap

after giving these vocabularies,
if there is some difficulty in skill, teacher must ask them to listen a tape and find correct forms.

- Small shops/chops are often expensive.
- The dishes/dippers need cleaning.

Students should aware of differences between
/ʃ/ and /tʃ/

Show them how a sound made in mouth with drawing or from a diagram.

It helps students concentrate on details especially when they are listening to hear the small difference between the sounds.

Also, it can be good fun for the students.

Adrian Underhill he recommends integrating in English lessons at initial point

Phonetic Chart

Teacher should say a word like shop and ask students to find the sounds which use /ʃ/ with this word.

/ʃ/, /tʃ/, /p/

these sounds should be shown at chart.

This chart can be easily moved another

Tongue - Twisters can be so beneficial and enjoyable for this subject

"Willy's real rear wheel"



i	ɪ	ʊ	u
e	æ	ɔ	ɒ
d	t	g	k
p	b	m	n

Phonetic Chart