



Reflectivity of pre-service language teachers echoed through blogs

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Abstract

The benefits that technology may bring into individuals' personal and educational lives are unquestionable. With this observation, the current case study defined the reflectivity levels of 53 Turkish pre-service language teachers in a blog-based course titled *Globalization in ELT*. Blog entry journals created by participants as well as interviews were analyzed, and the findings suggested that reflectivity at a descriptive level topped the list, followed by dialogic and critical levels, respectively. The interviews yielded mostly positive aspects of blog technology, which was, by no means, immune to susceptibilities, in that it did also lead to overtime spent on a machine necessitating scheduled input in line with course assignments and requirements. The findings obtained from this study clearly illustrated a varying increase in course content reflectivity among the participants. With this finding, the study may have significant implications for teacher educators aiming to utilize this facility as part of their educational programs.

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Introduction

Teacher education is a multi-faceted process which involves the service of human contribution as well as technology utilization. This study by its nature has been set up on the basis of these two aspects. While human contribution here stems from reflectivity, technology utilization has been actualized through blogs.

Reflection is an on-going mental process in which experiences are analyzed by taking into account prior knowledge in order to reformulate one's own meaning that in turn leads to new knowledge. Reflection refers to teachers' understanding and analysis of their teaching and learning considering social, political, and historical contexts where their actual practices take place (Dewey, 1933; Schön, 1983; Valli, 1992; Zeichner & Liston, 1987). It is argued that reflective practice in teacher education

provides the capacity to reflect on teaching practices and actions within a wider historical, social, and political context. While reflectivity has such benefits, unreflectivity, however, results in teachers who are merely "skilled technicians" with limited ability to make good decisions, poorly consider the consequences of their actions, and, rarely alter their actions (Braun & Crumpler, 2004, p. 60). In order for teachers to become "reflective practitioners" in their professions, they need "coaching" as well as "scaffolding" and thus be exposed to reflective practices in their pre-service education programs (Gun, 2011; Semingson, 2015; Wallace, 1996). Caldwell and Heaton (2016) also highlighted the functions of blogs regarding facilitation of students' engagement in initial teacher education.

The benefits of reflective practice have spurred teacher educators to develop reflective activities for pre-service teachers. A number of tools or techniques—such as journal writing, personal narratives, portfolios, peer observation, analysis of critical incidents, microteaching

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and other supervised practicum experiences, structured curriculum tasks, and audio or video-recording of lessons—are all employed in order to enhance student teachers' as well as in-service teachers' reflectivity. As regards to the nature of reflection, different typologies have been dealt within the field. One recent typology proposed by Jay and Johnson (2002) focuses on three dimensions of reflective thought: *descriptive*, *comparative*, and *critical*, where *descriptive* refers to problem setting by the practitioners, *comparative* involves thinking about matters for reflection within different perspectives or views, and *critical* leads to making choices among a variety of ways and perspectives.

In order to reach a critical reflection where reflectivity is gained to a certain extent, for Braun and Crumpler (2004), Farrell (1999), I. Lee (2007), Loughran (2002), Shoffner (2008), Spalding and Wilson (2002), reflective training should be integrated into teacher education programs. Another typology framework proposed by Hatton and Smith (1995), I. Lee (2004, 2008), and H.-J. Lee (2005) comprises four levels of reflectivity: (1) *non-reflection/pure description* level involving description only with no attempt to provide reasons or any kind of justification for the event; (2) *descriptive reflection/recall* level bring the lowest level of reflection involving description as well as a simple explanation of content and some attempt to provide justification for the event; (3) *dialogic reflection/rationalization* level involving a higher level of reflection where participants compose explanations from different perspectives; and (4) *critical reflection/reflectivity* level being the highest level of reflection where participants make critical analysis that consists of reasoning within broader historical, social, cultural, or political contexts. Because of its comprehensive nature, this typology formed the basis for this study.

In addition to these reflectivity levels and the techniques mentioned above, this study integrated the blog, a Web 2.0 tool, as a contributory factor to reflectivity. Pinkman (2005) stated that blogs do give students more control over their own learning, and, when created by students themselves, they can also provide ownership of personal space and sense of belonging which is not easily achievable in any class environment. The study by Farmer, Yue, and Brooks' (2008), where blogging was tested as an integral component of the learning schedule, freshman students' blogs were perceived as a valuable asset enhancing learning strategies by leading to student–student interaction through posts and comments published on blogs. Hughes and Purnell (2008) in their study found that blogging supported participants in developing explicit understanding of how their personal pedagogies evolved through creating as well as sharing multimodal content and how the process of transfer of their learning to practice occurred in reflexive cycles across physical and digital environments in the field of teacher education. Additionally, blogs allow students to share their knowledge without learning complex web programming technologies, therefore, enabling students to be engaged with blog activities in a classroom environment (Cakir, 2013). Similarly, blog activities increase the quality of student reflections in pre-service teacher education programs

(Korkmazgil, 2009; Shoffner, 2008; Yang, 2009), interaction among students (Al-Hebaishi, 2012; Deng & Yuen, 2011), and pre-service teachers' self-confidence about the use of technology in education (Goktas & Demirel, 2012). Shoffner (2008) argued that blogs were invaluable tools, especially in triggering reflective practice among pre-service teachers, and that blog interaction helped teacher candidates to integrate reflective practice into their professional life. Yang (2009) found that blogs promoted the critical thinking skills of Taiwanese English language teachers, and these teachers perceived blog discussions to be much more effective than face-to-face gatherings. The participants were all reflective; alas only a few were at the critical reflection level. Similar to Yang's (2009) study, blog entries of the participants in the studies by Admiraal and Wubbels (2005), and Killeavy and Moloney (2009) remained at the descriptive level.

However, this tool is not free from some negativity due to its mandatory nature of tasks and the requirement of more explicit directions and validation in the writing (Hourigan & Murray, 2010). In line with this observation, Philip and Nicholls (2009) underline negativity where blogs may require overload for course instructors regarding reading, cross-referencing, and marking entries. They are viewed as problematic in certain areas, most notably in the field of writing where it may lead to a quick, informal, and non-academic mode of discourse.

Özkan (2011) carried out a study with third year, tertiary level, pre-service English language teachers utilizing the blogging facility as a component of a methodology course and its assessment. The study revealed that blogs yielded both positive and negative aspects in that they fostered critical thinking; improved reading and writing skills, and created a collaborative learning platform. The most significant negativities mentioned were repetitious activities and decreased enthusiasm and motivation. In this study, blogs were explored as a reflective tool in enhancing the reflective practice of pre-service language teachers. As was mentioned, blogs provided a nonthreatening, yet a moderately challenging environment where pre-service teachers reflected on their ideas and feelings, and generated knowledge in collaboration among the teacher candidates.

As an extension to the research mentioned above, this study aimed to discover whether blogs do indeed lead to reflectivity in pre-service language teachers and shed light on the experience of blogging with its pros and cons for scholars interested in improving reflective practice in teacher education programs. No doubt, blogs, as a component of Web 2 tools, are widely used in the field of education. However, as a means of expression of reflectivity in teacher education, they have been scarcely utilized. This is particularly true for pre-service Turkish teachers. Thus, this study touched on this area with some novelty. With this in mind, we sought responses to the following research questions:

1. What patterns are attributable to what levels of reflectivity (descriptive, dialogic, and critical) in pre-service language teachers' blog entries?

2. How do blogs reinforce reflectivity of pre-service language teachers?
3. What are the perceived benefits and difficulties of blogs for pre-service language teachers?

Methodology

Participants

The participants in this study were 53 senior pre-service language teachers (40 females and 13 males) at the English Language Teaching Department of Çukurova University, Turkey, who were all receiving the *Globalization in ELT* course at the time of the study. The sampling method used in the current study was purposive sampling, a type of non-probability sampling, where the researcher chooses particular people within the population to use for a particular study who will yield the richest information in a case study (Merriam, 2009). At the beginning of the study, all 53 students agreed to participate in this research and were given pseudonyms for anonymity. The participants ranged in age from 21 to 23 years and had an upper-intermediate level of English based on the university entrance exam they took prior to their placement in their present department. During their teacher education program, the participants had already taken the four-skills and field courses such as *Reading, Writing, Listening, Speaking, Contextual Grammar, Teaching Language Skills, Linguistics, English Literature, Methodology, Classroom Management, Computing Skills, Research Methods, Public Speaking, Counseling, History, Psycholinguistics, and Material Design*. All participants, when they graduated, would be awarded with a degree enabling them to teach English at state/private educational institutions.

Procedure in Blogging-Based Course

Prior to the study, based on an inquiry carried out with the participants related to their familiarity with blogs, it was found that the majority of the participants ($n = 39$, 74%) were to some extent familiar with this facility due to exposure during previously taken courses. However, due to some concern expressed by the participants, the researcher found it necessary to introduce a further 1.5-h workshop to enhance the participants' ease in fully accomplishing the tasks assigned on blogs. Where problems still arose, the researcher provided one-to-one tutorial sessions to those who required it. Pre-service language teachers attended a 1.5-h workshop on using an online blog system (Blogger™) for a course titled *Globalization in ELT*. Blogger was chosen because of its popularity and user friendliness. At this workshop, they were informed about the purpose of the blog tasks they were supposed to fulfill during the Fall Term of the 2015–2016 academic year. The course consisted of 2 h of face-to-face instruction per week. As an outside activity, participants were asked to post comments on the blog until the next face-to-face meeting in class. These posts, involving reflection about the in-class activities,

constituted a required element of the overall course assessment. In their blog assignments, all participants met the requirements set by the course instructor, who also was the researcher. Reflecting on emerging issues during class sessions, the participants posted their views on the course blog in line within the APA guidelines. All blog entries were actualized in English, and participants were given the opportunity to comment on each other's blog entries.

Data Collection and Analysis

The data for the study was collected through blog entries and interviews. Overall, 279 blog entries, each with a varying number of sentences (between 13 and 71) were posted throughout the academic term which consisted of 14 weeks. Each participant was expected to post at least five entries to meet the course requirements. Thematic analysis was employed in the analysis of all emerging themes in blog entries which were categorized under the four reflectivity levels mentioned previously, and then were later checked by a different instructor from the researcher in order to establish reliability in determining the observed type of reflection.

One-on-one interviews (conducted in English, with a total duration of ≈ 477 min based on ≈ 10 min per student), occurred face-to-face with each of the 53 participants at the end of the semester. The participants were asked to reflect upon the blog-embedded course in terms of running of the course, content, assigned tasks, benefits, difficulties, their own performance during the course, and their critical approach to their overall evaluation of all these parameters. Interview data which had been transcribed by the researcher were analyzed in the same manner as blog postings (that is, using an iterative coding process leading to identification of themes), and extracts were presented *verbatim*; however, in order to maintain flow, some idiosyncratic mechanics such as punctuation, subject-verb agreement, and case markers were rectified. The transcripts were subjected to member checking for data verification. The utmost level of participant anonymity was observed, and data on the blog was accessible to all participants, who unanimously expressed full consent to contribute to this study with their active participation.

In this study, a qualitative research design was adopted in order to gain deeper knowledge and a clearer picture of the participants' perceptions toward the blog-embedded course relating to reflectivity levels. No awareness was raised regarding such levels in participants since the idea here was not to impose any pattern of thinking on participants, rather it was to elicit from the participants their most natural thinking behavior. As the participants' own reflections and perceptions were chosen as the principal source in understanding the reflectivity level of the pre-service teachers, it was thought that the qualitative data collection and analysis methods would much better clarify the existing variety and complexity of reflectivity levels of the participants. The study was a descriptive case study which described the reflectivity levels in pre-service language teachers'

blog entries and the perceived benefits as well as difficulties of blogs for pre-service language teachers.

Qualitative data analysis was employed in the study. Qualitative data analysis includes the identification, examination, and interpretation of the patterns in textual data and determines how the patterns help to respond the research questions (Patton, 2002). It is an ongoing, fluid, and cyclical process which starts with the data collection stage in the researcher's mind and carries over to the stages where data are entered and analyzed (Merriam, 2009). As a qualitative analysis method, thematic analysis was employed to interpret the data. In the thematic analysis, the researcher identifies and categorizes the emerging themes by moving back and forth within the data through multiple readings (Creswell, 2009). In line with the suggestions of Creswell (2009), the researcher in the study first prepared all the data in the form of organized files, then reduced the data into meaningful units by analyzing recurring similar statements, grouped and named them, and finally reviewed the data for further refinement via iterative within- and cross-checking in order to display the final findings in a coherent written form.

For the verification and validation of qualitative analysis, different sources of data collection tools were utilized and the researcher tried to check the consistency of findings received from data sources (Patton, 1999). Peer debriefing is regarded as a meeting with impartial colleagues who are not involved directly in the research to discuss the content of the study in order to undertake an external check on the inquiry process (Guba & Lincoln, 1989). A colleague of the researcher, working in the same department, read and commented on the content of the study, and with this support, the researcher reviewed the manuscript especially with respect to the methodology section of the study. Also member checking was conducted in order to ensure authenticity, to validate the study

findings, and to enrich these findings as well as interpretations (Guba & Lincoln, 1989).

Findings and Discussion

The results obtained from this study are discussed under two headings: 1) blog entries accompanied by sample sentences and illustrative figures (where names have been deleted for anonymity); and 2) interview elicitations.

Blog Entries

In this section, the reflectivity level was addressed by delving into pre-service language teachers' responses obtained via blog entries, and by defining the role of blogs in fostering reflectivity. As seen in sentences 1 and 2 (S1, S2) and Figure 1 below, while creating their weekly blog journals, as an introduction to the main body of text, 12 out of the 53 participants produced 64 (23%) blog entries out of the 279 describing the content with least involvement of their views, while observing an ultimate *non-reflection level*.

S1: *The paper states that the number of English speakers some centuries ago was not as big as today's. It is about 2 billion now.*

S2: *Crystal talks about how English became a world language. English has got cultural, economic, military and technological power and this will lead to its being used as a lingua franca.*

As can clearly be observed from S1, S2, and Figure 1, in the initial part of the entries, the participants provided descriptions only of related topics and issues covered during that particular class session.

For *descriptive reflection*, Hatton and Smith (1995) argued that most of the coded units in their study were of a

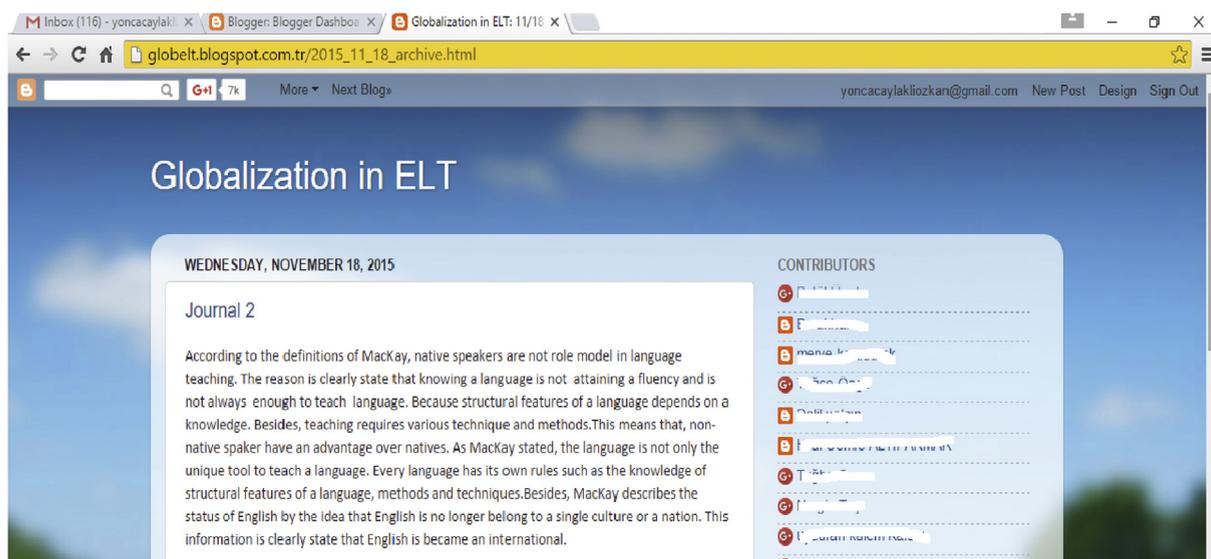


Figure 1 Sample of non-reflection (contributor details have been masked to ensure anonymity is maintained)

descriptive reflection nature. The studies by [Admiraal and Wubbels \(2005\)](#), [Killeavy and Moloney \(2009\)](#), and [Yang \(2009\)](#) also reported the highest occurrence of reflection at the descriptive level. Similarly, the current study also had the highest percentage of descriptive-reflection type responses with 31 participants producing the highest percentage of blog entries ($n = 165$; 59%). Here, justification of reason for perceptions and actions was provided. S3, S4, and [Figure 2](#) below illustrate the reasoning based on personal judgments to justify personal experiences and problems encountered in class and during practicum:

S3: According to the paper we covered in our lecture, intelligibility may be defined as the extent to which a speaker's message is understood by a listener. Intelligibility has commonly been investigated in conjunction with two other variables: comprehensibility and accentedness.

S4: There are lots of people who defend non-native speakers. According to them, intelligibility is more important than fluency. In order to communicate we don't need accurate pronunciation.

From S3, S4 and [Figure 2](#), we can clearly observe the initiation of reflective type statements at a descriptive level.

Concerning *dialogic reflection*, [Hatton and Smith \(1995\)](#) in their study stated that this level of reflection attracted the highest proportion of occurrence. Contrary to this finding, in our study, the participants' reflections involving *dialogic reflection* were found to be rather limited where participants used alternative explanations for

misconceptions. Only 8 participants out of the 53 produced 42 (15%) posts displaying content at this level. S5, S6, and [Figure 3](#) below best exemplify participants' reflections on related course content.

S5: As far as I have experienced the benefits of English, I find it as a vital issue. I mean let's pretend that we go abroad and Welsh is spoken in the country we visit, how can we communicate? No way, we can't communicate at all. But when we consider that everybody speaks of a common language which is English already, it makes our life both easier and fun.

S6: Does non-native speech lack of intelligibility? I don't agree with that because non-native speech already has intelligibility. As we said, intelligibility means to be understood between interlocutors, so a non-native speech can be prepared with a good pronunciation. There is no need for an accent to understand and be understood and a good intelligibility requires that. I support McKay's ideas. I agree with the view of McKay because I think that native speakers are not superior to non-native speakers. A non-native teacher may teach the language better than a native teacher.

As can clearly be seen, S5, S6, and [Figure 3](#) present data illustrating how already set misconceptions could be reformulated through dialogic reflections leading to the emergence of new constructs such as *English as a global language*, *nativeness/non-nativeness*, *'mere-intelligibility'* vs. *perfection*, and *intercultural communicative competence* in a language teaching context.

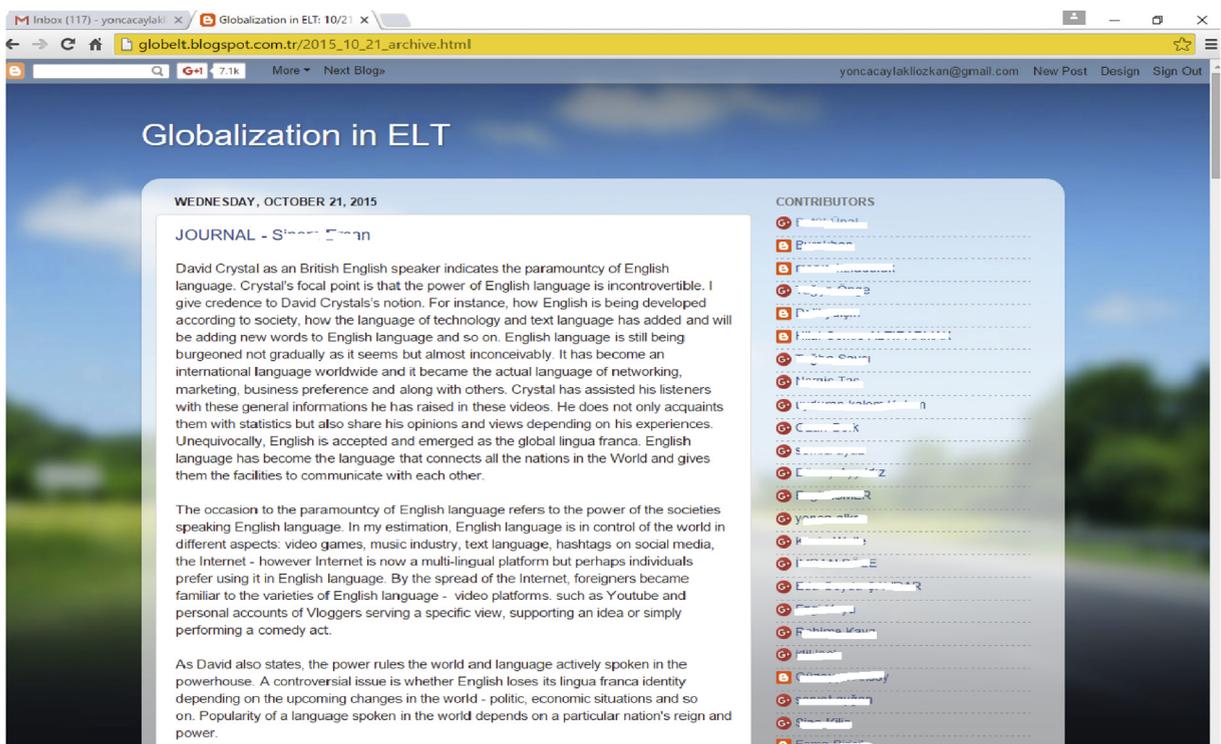


Figure 2 Sample of descriptive reflection (contributor details have been masked to ensure anonymity is maintained)

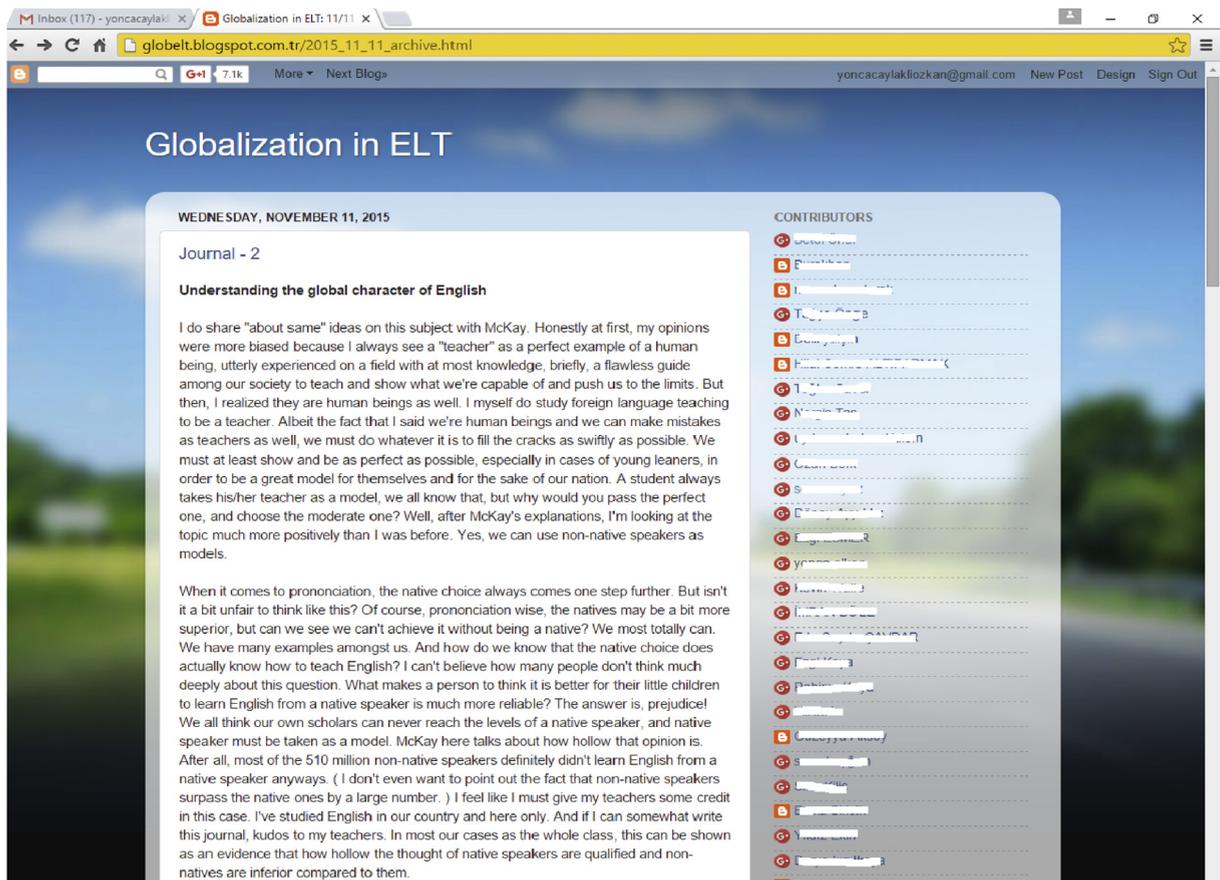


Figure 3 Sample of dialogic reflection (contributor details have been masked to ensure anonymity is maintained)

Moving to *critical reflection*, here we see the smallest number of participants ($n = 2$) reflecting on the course content critically. This content constituted only 8 entries (3%) out of the total 279. These results here correlate with [Hatton and Smith's \(1995\)](#) findings, where the least proportion of units could be attributed to this level. In critical reflection, awareness is presented as such that events are not only explained by multiple explanations but also by reference to historical as well as social contexts. As shown below, S7, S8, and [Figure 4](#) display samples where participants integrated their immediate social context while justifying their explanations towards the dichotomy of *native/non-nativeness*.

S7: *As English language teachers, we ought to prepare our students for a world which is full of linguistic diversity. They need to be exposed to many varieties of English as possible which is not the case in our own education system today.*

S8: *I learnt that we shouldn't judge non-native speakers. They are also good models for students. I also thought that I couldn't be like native speakers and it was irritating. But I learnt that we don't have to be like native speakers.*

As expected, this level of reflection is by all means the hardest to reach, since it requires the activation of almost all reflective skills. Here, we see the culmination of

reasoning, synthesis, and evaluation of a given situation leading to a decision made on the basis of critical thinking. Thus, despite the fact that we see samples of this level of reflection in S7, S8, and [Figure 4](#), when compared with occurrences of other types of reflection, this was evident at the lowest percentage.

Interviews

In addition to the blogs used to elicit the participants' reflections, interviews were also conducted to obtain perceptions concerning the benefits and difficulties of blogs. The emerging themes from this tool, related to both benefits and difficulties, are presented along with sample sentences.

Benefits

In this category, four themes reflecting benefits were voiced by the participants: *contribution to learning, sharing perspectives and opinions, reflectivity, and archiving.*

1) Contribution to Learning

This theme was overwhelmingly expressed by participants ($n = 49$; 92%) suggesting that the blogging activity

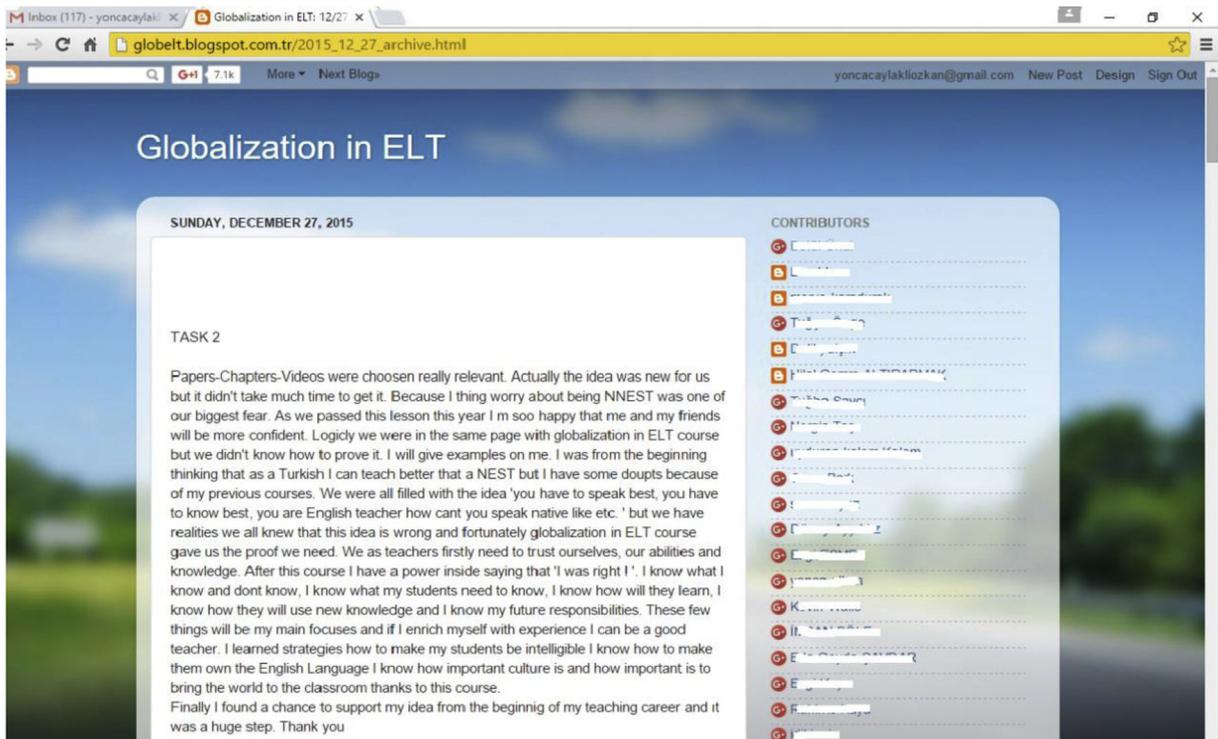


Figure 4 Sample of critical reflection (contributor details have been masked to ensure anonymity is maintained)

did indeed contribute to their academic identity. The participants did also state that this experience was significantly conducive to their digital technology skills. S9 and S10 below represent this view:

S9: *When we have better and detailed perspectives about English language, our teaching ways can be more useful.*

S10: *During my blogging experiences I have noticed that not only have I developed a strong command for the vocabulary in Globalization in ELT but also I have been able to express my ideas in a more clear way about a topic that I had already felt so strongly about.*

2) Sharing Perspectives and Opinions

The blog does also seem rather beneficial in terms of enhancing *sharing perspectives and opinions*. The data elicited regarding this theme suggest that all participants ($n = 53$; 100%), with varying degrees, suggested that this blogging experience enabled them to be exposed to a plethora of text entries performed by their peers. Such a collaborative environment was also highlighted in studies conducted by Al-Hebaishi (2012), Caldwell and Heaton (2016), and Deng and Yuen (2011). S11 and S12 below display samples of this theme:

S11: *As all the shared posts are open to members of class blog, I had the chance to read my classmates' opinions and see the points I missed.*

S12: *The tasks we had to do spur me to dig deeper into the articles we read and videos we watched. To complete the tasks on the blog, I spent a lot of time thinking about the issues we went through and this helped me build up on the knowledge I gained in the classroom and change my mentality towards English teaching in a more positive way.*

3) Reflectivity

Regarding reflectivity, what was expressed in the blog data was also voiced by all participants. As with the previously mentioned themes, this also attracted significant support from the participants ($n = 53$; 100%), who expressed views that this blogging activity reinforced their overall reflection skills in both inside-class and outside-class encounters. Our findings regarding overall increase in reflectivity also correlated with those obtained by Farmer et al. (2008); Hughes and Purnell (2008); Korkmazgil (2009); Semingson, 2015; Shoffner (2008), and Yang (2009), where pre-service teachers' reflective skills were reported to be enhanced by means of blogging within an educational context. S13 and S14 below exemplify this perception:

S13: *This blog gave us the chance to reflect our opinion whatever we learned and discussed about topics in the atmosphere of the class.*

S14: *Thanks to this blogging, I improved creative thoughts regarding course content. Blogging was useful in promoting such reflective thoughts.*

4) Archiving

The opportunity of all-time accessibility to blog data was viewed to be a significant theme by half of the participants ($n = 27$; 51%). The ease to retrieve, review, and utilize all-time available data on the blog was perceived rather conducive to the production of new texts, evaluation of course content, and creativity in general. S15 and S16 below highlight this issue:

S15: *To me it is just like a diary. Everybody has a diary on the blog and we learn from each other which is mostly effective in learning.*

S16: *Blogger is a useful tool to work with because we can easily see other students' comments or opinions about the videos or articles that we have covered, so it is practical and time saving.*

Difficulties

Two themes emerged regarding the negativity of this experience reflecting the drawbacks of this utilization of technology: *time constraint* and *dependency on self-expression through writing*.

1) Time Constraint

Part of the requirements of being appointed as an English teacher to Turkish educational institutions entails success in a nationally-administered proficiency test (KPSS) comprising field as well as general knowledge items. Since all participants in the study were senior students, and were also preparing for this challenging test, understandably, blog entries did consume much of their time, which otherwise would be spent on the preparation process. Based on views expressed in this line, though small, some participants ($n = 5$; 9%) highlighted the difficulty in completing the assigned tasks by the researcher. These findings were also supported by Özkan (2011), who stated that while her participants did perceive the blogs as an effective tool for cooperative learning, some did also voice concern regarding completing schedules due to time constraints. S17 and S18 below illustrate this theme:

S17: *Negative aspect is about the time spent for preparing for this course. Since we are 4th year students, unfortunately we are preparing for the challenging teacher nomination exam, KPSS so that's why I could not spend enough time to invest-gate more about lecture.*

S18: *If we had taken this lesson last year, it would be more useful. Because this is the last year of University and we are preparing for KPSS exam. That's why we couldn't spend enough time to study this course. And there were a lot of tasks and journals which made us busy with.*

2) Dependency on Self-Expression through Writing

As is well known, writing is probably one of the two most difficult productive skills, the other being speaking, requiring the employment of advanced vocabulary as well

as a plethora of structural elements. Naturally, this skill poses a real challenge to most English language learners irrespective of their native language background. A small number of participants in this study ($n = 3$; 6%) did express views highlighting this difficulty as shown in S19 and S20 below:

S19: *Sometimes I could not express my ideas due to lack of vocabulary and idioms.*

S20: *From time to time I hesitated and tried to figure out a better way to write down what I know in terms of content. I had a difficulty with making up my mind and sharing my ideas.*

Conclusion and Implications

In this study, blogs were created and utilized to echo reflectivity of Turkish pre-service language teachers with the aim to promote reflective practice within a teacher education context. Therefore, this blogging facility presented the participants with a platform to display their reflective thoughts via blog journals. The study suggested that these journals were a potentially powerful tool in fostering reflectivity in pre-service language teachers regarding the themes *English as a global language*, *native/non-nativeness*, *mere intelligibility vs. perfection* debate, and *intercultural communicative competence*. With this opportunity, all participants stressed that blogging promoted reflectivity and comprehension of the course content. Proving to be most efficient at a *descriptive* level of reflectivity, the participants, from here, moved to a *dialogic* and then to a *critical* level. Viewed from a broad perspective, the descriptive level of reflectivity was cited with an overall dominance of prevalence compared to *dialogic* and *critical* levels. However, in the literature, varying proportions are cited; for example, in some studies *dialogic* was found to dominate *descriptive* and *critical* levels (Hatton & Smith, 1995), while in others, including this study, *descriptive* emerged as the dominant level. Yet, what is common of all is that *critical* was cited as the least occurring level. What distinguishes this study from others in the field is that it integrated a blog-based reflective environment into a language teacher education program, where issues such as *globalization of English*, *nativeness/non-nativeness*, *'mere-intelligibility' vs. perfection*, and *intercultural communicative competence* were reflected upon at *descriptive*, *dialogic*, and *critical* reflectivity levels.

This research has significant implications for programs aiming to train and educate language teachers so that they can utilize a digitally-embedded learning environment by reinforcing reflectivity in their profession. The findings here necessitate the initiation of reflective practice as an integral part of the curriculum since it was observed that pre-service language teachers exposed to such an environment could become more reflective in their class practices.

Limitations

This study was conducted with a group of students in only one educational institution. Thus, the findings

obtained cannot be extrapolated to all pre-service English language teachers. Studies conducted with a variety of groups in a variety of other teacher education programs involving control groups as well would probably enhance the validity and reliability of potential effect of blogs as a platform for reflective practice.

Conflict of Interest

The author had no involvement whatsoever in any organization with any financial/non-financial interest in the subject discussed in this work.

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