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***REFLECTIVE TEACHING: A JOURNEY TO PROFESSIONALISM
AND OBJECTIVITY***

(The case of EFL teachers – University of Saida)

*Thesis submitted to the Department of English Language and
Literature as a partial fulfillment of the requirements for the
degree of Master in English-Didactics.*

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DEDICATIONS

To the loving memory of my dear sister 'Rachida' "may she rest in peace"

*"A light is from our household gone,
A voice we loved is stilled,
A place is vacant in our home
Some may think you are forgotten
Though on earth you are no more
But in memory you are with us
As you always were before."*

I will always love and remember you...

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LIST OF ACRONYMS

EFL: English as a Foreign Language

ELT: English Language Teaching

LMD: License-Master-Doctorate

TEFL: Teaching English as a foreign Language

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ABSTRACT

Reflective teaching is an approach to teaching which requires teachers to think and gather data about their classroom events and practices, reflect on them, act on them, observe the results, and finally improve their teaching which will in turn assist them in developing themselves professionally. Teachers can become reflective practitioners through involving themselves in a variety of different activities such as keeping teaching journals and teaching portfolios, writing lesson reports, conducting classroom observations, forming reflective inquiry groups, undertaking research, and a number of other reflective activities that raise teachers' awareness of their own practice. This study was an attempt to investigate how EFL teachers at Saida University reflect on their teaching and what is their perception towards the latter. This study collected qualitative and quantitative data from a structured interview and a questionnaire. The results obtained from this investigation revealed that EFL teachers use the three types of reflection (reflection-on-action, reflection-in-action, reflection-for-action), along with self-reflection and peer-reflection as other forms of reflection.

Finally, it was revealed that teachers have positive attitudes towards reflection as they believe that the latter plays a significant role in enhancing their professional development and their learners' academic achievements.

Key Words: Reflective teaching, EFL teachers, Professional development, learners' academic achievements.

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GENERAL INTRODUCTION

The teaching profession is classified as one of the most magnificent professions in the world. It is a life project, a calling, a vocation that is an organizing centre of all other activities. However, although any person can become a teacher, not each person can be a professional teacher.

Being a good teacher is not just helping learners to study the information they require in order to advance to the next level or achieve good learning outcomes, but it involves changing their lives. Therefore, a competent teacher nurtures the talents and the skills in the learners and helps them accomplish their learning goals.

Moreover, an effective teacher is considered as the source of information, the model whose behaviour, attitudes and way of thinking affect his/her learners' learning. A great teacher is the one who never stops learning, always searching for skills, ways to enrich his knowledge and is aware of his lacks, searching for personal development in his career. Hence, this is referred to as a reflective teacher.

Most teachers learn to work on their professional development during the training and continue along their teaching careers. Engaging in the advent of reflection can help them become more confident and gradually competent teachers. Therefore, this research attempts to unveil how EFL teachers at Saida University reflect upon their teaching and what is their perception towards it.

The investigation also extends to the probable application by teachers of some of the exploratory activities that enhance reflective teaching, which, in turn, entails the critical examination of experiences, practices, attitudes and beliefs of teachers vis-à-vis the reflective practice.

The present work has, therefore, attempted to answer the following research questions:

- What kind of reflective forms/activities do EFL teachers practice for the sake of improving their learners' academic achievements and their professional development?
- What are the perceptions of EFL teachers towards the role that reflection plays in their professional growth and their learners' successful learning outcomes?

The above mentioned questions led to put forward the following hypotheses:

- Teachers reflect alone and in collaboration with other teachers using the three types of reflection "reflection-on-action, reflection-in-action-reflection-for-action".
- Teachers believe that reflection has a significant role in enhancing their learners' academic achievements and their professional development.

Thus, the aim of this study is to explore EFL teachers' activities and perceptions on reflective teaching. Yet, this can be attained by viewing relevant theories and conducting an investigative study which will reveal the EFL reflective situation. Moreover, considering that "reflective teaching "is a new approach to teaching concerns, the researcher thus was motivated by such a fact to promote reflectivity in teaching and to raise awareness towards it. Hence, the issue of teachers' reflection and professional development will be dealt with in this work through three interrelated chapters.

The first chapter is a general description of the teaching/learning situation and the methodology. It provides a brief overview about the LMD System and the English curricula in the Algerian University as well as a brief description of the English department at Saida University. The researcher also shed light on the definitions of the key terms of this study. Next, this chapter highlights some characteristics of reflective and effective teacher, phases of reflection and finally the methodology used by the researcher to gather the relevant data.

The second chapter consists of the review of the literature covering the definitions, types, tools, models of reflective thinking and factors that affect reflection.

The third chapter is divided into two sections. The first section presents the practical part that deals with this investigation based on the data collected through quantitative and qualitative procedures. This empirical phase is carried out through different analytical tools. First a questionnaire containing 13

questions and an interview with 4 questions are administered to 12 EFL teachers of the English department. As evidence indicates, these procedures enlighten a great number of findings about teachers' perceptions towards reflection and their reflective teaching practices. The second section set a number of suggestions and recommendations with a special focus on frameworks that promote the use of feedback as a tool of successful teaching as well as other frameworks concerning reflective teaching and professional development.

Finally, it should be noted that apart from the appropriate research methods, participants are also considered necessary factor in conducting any research. Yet, limitation of this research lies in the fact that teachers (participants) were on strikes, therefore it was hard for the researcher to collect data. Second, there are limited researches on the reflective practices of EFL teachers; however, the researcher confronted the situation by making use of the already existing literature.

CHAPTER ONE

A GENERAL DESCRIPTION OF THE TEACHING/ LEARNING SITUATION AND METHODOLOGY

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CHAPTER ONE

A GENERAL DESCRIPTION OF THE TEACHING/ LEARNING SITUATION AND METHODOLOGY

1.1 Introduction:

This current chapter provides a description of the teaching/learning situation under investigation. In this respect, the first part of this chapter covers the LMD system and the English curricula in the Algerian university. A brief description of Saida English Department, definition of terms, and characteristics of both the reflective teacher and effective teaching practices are provided. The second part of this chapter is dedicated to the research methodology including: the aim of the study, population, and the research instrument (a questionnaire and an audio recorded interview).

1.2 The LMD System and the English Curricula in the Algerian University:

LMD means License-Master-Doctorate. It presents a higher educational architecture following the developed countries model .This system was gradually introduced in Algeria starting from the academic year 2004-2005.

The aim behind the implementation of the LMD system in the Algerian Universities is to offer students increased flexibility in their programs of study,

greater autonomy in their studies and more facilities in their mobility at the national and international level.

Convinced that any progress in the study of a living language begins with an awareness of the elements of the underlying system, the designers of the university curricula have given great importance to the rules governing the English language, be it grammar, phonetics, phonemics or spelling.

1.3 Saida English Department: a Brief Description

This research is held in the Department of English at Dr.Moulay Taher University. It was founded in 2006.

To obtain the degree of ‘License’, (the equivalent of the BA in the Anglo Saxon system of education), students used to study four years. After 2010, a new system was adopted in the department which is the LMD system (License-Master-Doctorate) and the four years were reduced to only three years to obtain the “License” degree.

During the three years of License studies in the English department, students attend different courses such as grammar, oral expression, written expression, linguistics, phonetics. Whereas subject matters like TEFL, psycholinguistics, educational psychology and research methodology are taught in the two years of master studies.

English lectures are taken in charge by full-time teachers holding a Magister or a Doctorate degree, or by part-time teachers in preparation for a Doctorate degree.

1.4 Definition of Terms:

This section highlights the key terms of the present research study.

1.4.1 Reflective Practice:

It is an approach to teacher education which is based on the assumption that teachers can improve their understanding of teaching and the quality of their own practices by reflecting critically on their actions experiences. In teacher education programs, activities which seek to develop a reflective approach to teaching aim to develop the skills of considering the teaching process thoughtfully, analytically and objectively, as a way of improving classroom practices. This may involve the use of the following:

- Journals in which student teachers or practicing teachers write about and describe classroom experiences and use their descriptions as a basis for review and reflection.
- Audio and video taping of a teacher's lesson by the teacher himself/herself for purposes of later review and reflection.
- Group discussion with peers or a supervisor in order to explore issues that come out of classroom experiences.

1.4.2 Professional development:

It is a series of activities that foster professional growth opportunities for teachers to develop their craft, share school practices and build learning communities. (Guskey, 2000).

1.4.3 Academic Achievement:

It refers to achievement in standardized tests or examinations shown by a student. According to Niebuhr (1995) Academic achievement of students is typically assessed by the use of teacher's ratings, tests, and examinations.

1.5 Characteristics of the Reflective Teacher:

Reflective teachers have the following characteristics that emphasise their engagement in reflective practices:

1.5.1 A Cyclical Process:

The cyclical process is the process of reflective practice in which teachers detect, evaluate and revive their own practice continuously. Teachers are expected to enhance their teaching skills through acting as researchers of their own teaching and refine the curriculum through practical enquiry, teachers are principally expected to make a plan and take actions Stenhouse (1975).

Reflective teachers are also expected to observe and collect information on their own actions, behaviors and feelings.

This evidence then needs to be critically analyzed and evaluated so that it can be shared. This may lead the teacher to revise his or her classroom policies,

plans and provision before beginning the process again. It is a dynamic process which is intended to refine the quality standards of teaching practices.

1.5.2 Analytical Skills:

After acquiring the descriptive data, analytical skills are needed to be interpreted. This latter is not meaningful unless it is placed in a frame work that enables a reflective teacher to link one with another and to start to theorize about them.

1.5.3 Attitudes towards Teaching:

Reflective teaching requires attitude of open- mindedness, responsibility and whole heartedness.

1.5.3.1.1 Open-Mindedness:

According to (Pollard, 2008), a teacher should be open to advices and
 " *An active desire to listen to more sides than one, to give heed to facts from whatever source they come , to give full attention to alternative possibilities , to recognize the possibility of error even in the beliefs which are dearest to us "*
 (Pollard , 2008 : 19).

“Open – mindedness is an important attribute for rigorous reflection because any type of enquiry that is consciously based on partial evidence only weakens itself. We thus use the concept in the sense of being willing to reflect upon ourselves and to challenge our own assumption, prejudices and ideologies, as well as those of others”(ibid).

“This point brings us to the second attribute which Dewey (1933) saw as a prerequisite to reflective action – responsibility”

(ibid).

1.5.3.1.2 Intellectual Responsibility:

According to Pollard (2008), intellectual responsibility is a important for a teacher:

“to consider the consequences of a projected step, it means to be willing to adopt these consequences when they follow reasonably intellectual responsibility”.

(Pollard, 2008: 20)

1.5.3.1.3 Whole Heartedness:

According to Dewey (1933) reflective teachers should be dedicated, single – minded, energetic and enthusiastic as he put it:

«there is no greater enemy of effective thinking than divided interest a genuine enthusiasm an attitude that operates as an intellectual force. When a person is absorbed the subject carries».

Dewey (1933) in Pollard (2008: 20)

1.6 Characteristics of Effective Teachers' Practice:

For the sake of identifying actions that help teachers in their reflection practices, Loughran (2006:131) identifies six associated assumptions to effective reflective practice:

- *A problem is unlikely to be acted on if it is not viewed as a problem.*
- *Rationalization may masquerade as reflection.*
- *Experience alone does not lead to learning – reflection on experience is essential.*
- *Other ways of seeing problems must be developed.*
- *Articulation matters.*
- *developing professional knowledge is an important outcome of reflection.*

According to Dewey (1933) teachers are required to engage in reflective practice in order to promote opportunities for students' learning. A bulk of research was originated in teachers' education in order to assist student-teachers develop a tradition in teaching that might let them control their own learning and encourage them to be thoughtful and reflective about their learning and teaching (Loughran, 2006). Hence, student teachers must reflect on their learning experiences and teaching practices.

1.7 Phases of Reflection:

Reflection is clearly purposeful because it aims at a conclusion. It requires thinking in order to better interpret the problem and propose solutions to it, since

the aim of reflective thinking is to gain a thorough understanding of a confusing situation. Reflection, then, is characterized by Dewey (1933) to include a list of sequential phases in thinking leading to an outcome.

According to (Loughran, 2006), the phases of reflection are: suggestions, problem, hypothesis, reasoning, and testing which when joined together form a reflective cycle. Despite the fact that the aim of reflection is to solve a problem, the consequences of testing which are reconsidered, evaluated and analyzed within a single reflective phase may considerably persuade reflective action that lead teachers to develop professionally.

1.7.1 Suggestions:

Suggestions shape a set of possible solutions or interpretations to a new situation or problem. These suggestions come out of previous experiences (Loughran, 2006). Moreover, in this phase of reflection teachers are given the opportunity to opt for alternative choices in order to take actions and decisions about their teaching practices. Consequently, reflective thinking is rather encouraged by this phase of suggestions or interpretations that a teacher makes.

1.7.2 Problem:

Teachers should detect the problem in order for it to be accurately understood and recognised so that proper and thoughtful reflective behaviour is undertaken Loughran (2006). This phase of reflection is based on data that the teacher observed and gathered in the classroom.

1.7.3 Hypothesis:

Hypothesis formulation for Dewey (1933) is a tentative interpretation. It is an active investigation directed toward bringing to light further facts to confirm or disconfirm the suggestions as being implausible. The point here is that this stage of generating possible explanations which come from synthesis of previous experiences will define and clarify the problem Loughran (2006).

1.7.4 Reasoning:

This phase is mainly based on the reconstruction or reorganization of elements of an experience. It also provides a level of comprehending and reasoning from which a teacher can take a reasonable action. As mentioned in the previous phase, reasoning involves a careful analysis of all possible considerations that will clarify the problem (Loughran, 2006).

1.7.5 Testing:

Testing is the last phase of reflection that provides the possibility to test the hypotheses formed by the teacher. Yet, the teacher's reaction is based on careful evaluation of the hypothetical thought that preceded the action. In this regard, failure can be informative. Dewey (1933) asserts that:

“[testing] either brings to light a new problem or helps to define and clarify the problem on which he has been engaged. Nothing shows the trained thinker better than the use he makes of his errors and mistakes.”

(Loughran, 2006: 5)

In addition, all the phases of reflection are connected, once the teacher has tested his or her hypothesis, more problems may arise. In this sense, the process of reflective thought is cyclic; testing precedes experience and so forth.

Dewey (1933) addresses the idea that these phases may extend to one another depending on the nature of the problem. Since teaching and learning are of a complex nature, solving a problem is not always implicit. Solutions are not inevitably appropriate or applicable to any problem situation (Loughran, 2006). Drawing on reflective inquiry, one can learn from both past and future experiences; since reflective thinking can carry on for long periods.

1.8 Research Methodology:

In the present section, the researcher will describe the research methodology that functioned as the pedestal of the present case study. This includes the aim of the study, sample population, the research design, the informants as well as the various research instruments that were used for data collection.

1.8.1 Aim of the Study:

The present study aims to explore how teachers reflect on their teaching. It also attempts to analyse the perceptions of Saida EFL teachers toward reflective practices.

The present study equally seeks to promote reflective teaching among EFL teachers at Saida University.

1.8.2 Population of the Study:

The population of this study consists of 12 English teachers from the Department of English at Saida University. They hold Doctorate, Magister and License degrees. In addition to local teachers from Saida, other teachers come from different cities near Saida, notably from Sidi Bel Abbès, Tlemcen, Mascara, and Elbayadh.

Their age range varies from 31 to 50 years, and their teaching experience also varies from 5 to 20 years.

1.8.3 Research Instruments:

This research is based on a structured questionnaire and a structured interview. When objectively filled, the researcher could rely on authentic attitudes, and strategies that are undertaken by informants in their teaching process. As far as the questionnaire is concerned, it is a written instrument eliciting the experiences. It is most frequently a very concise set of questions designed to yield information about a pertinent topic (James, 1997).

An interview refers to a conversation between the researcher and the informants. There are three types of interview notably: structured, semi-structured, and unstructured (James, 1997). This work made use of the structured interview which takes the form of an oral questionnaire; it requires all respondents to answer the same questions which have the same wording.

1.8.3.1 Questionnaire:

For the sake of knowing the reflective practices that EFL teachers are engaged in to reflect upon their teaching, a questionnaire was designed for them. Thanks to this questionnaire, the researcher gathered relevant data.

The questionnaire includes thirteen questions that aim to first assess the level of reflection engaged in by Saida University English teachers in their practice. It also aims to explore the perceptions of teachers about their reflective practice.

Moreover, it aims at discovering the techniques used to reflect on their practice. (see Appendix I)

1.8.3.2 Audio Recorded Interviews:

The interview aims at knowing how teachers reflect on their teaching. Indeed, five questions were administrated to six teachers at the English department. These questions generally aim to discover the beliefs and attitudes of EFL teachers toward the reflective practice. (see Appendix II)

1.9 Conclusion:

To conclude, the present chapter covers the teaching/learning situation as was mentioned before. It also provides some characteristics of the reflective teacher and effective teacher's practice. It also sheds light on the phases that a

reflective practitioner must follow to guarantee a successful reflective practice.

Finally, the methodological frame of the study is introduced.

The next chapter provides a theoretical background about reflective teaching and teachers' professional development.

CHAPTER TWO

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CHAPTER TWO

REFLECTIVE TEACHING AS A MEANS FOR PROFESSIONAL DEVELOPMENT: A REVIEW OF THE LITERATURE

2.1 Introduction

This chapter presents the review of the literature relevant to the present study. In this regard, it will cover the definitions, types, tools, and factors that affect reflection. It also describes the link between reflective practice and professional development of teachers. Lastly, it introduces models of reflective thinking.

2.2 Definitions of Reflective Practice in Teaching

The concept of reflective practice is not new. Rather, it dates back to Dewey (1910) who was inspired by Plato. Today, this concept has become very common not only in education but also in almost every professional training mission statement as an objective of professional training (Barry, 1996).

Stanley (1999) asserts that reflective teaching is the process in which teachers review their performance, analyzing the practices that might be maintained or changed for better teaching outcomes. In the same strain, Freeman (1998) in *Kumaravadivelu (2006: 173)* declares that “*teaching reflectively is the*

means by which teachers are able to cope with what is occurring or might possibly occur in the classroom". To do this well, they must enact practices that allow analysis of their teaching events. However, Stanley (1999) argues that reflection foresees no point, if it does not refine learners' academic performance and lead teachers to professional growth. In the same vein, Dewey (1933) proposed three stages of reflection: problem definition, analysis, and generalization. He stressed the distinction between taking action based on reflection, as opposed to impulsive thinking. The literature on reflective practice in teaching demonstrates several purposes for reflection. They include:

- Teacher's self-reflection as a tool for self-knowledge.
- Reflection for professional development.
- Reflection to aid research on teaching.
- Reflection to enhance student learning experience.
- Reflection as a teaching and assessment tool (e.g. reflective journal).

2.3 Definitions of Professional Development

Recently, teacher education received attention in the educational world and is regarded as a major policy lever. In the same line of thought, teacher professional development is considered as an important part of teacher education (Doyle, 1990). It has been acknowledged as one of the most effective means to enhance teachers' professional skills and attitudes, create better teaching outcomes (Borko & Putnam, 1995) and consequently enhance the learning

process as well as learners' achievements (Darling-Hammond, 1997; Guskey, 2000).

Professional development brings a number of benefits to teachers. The major ones that are emphasised by Cordingley, Bell, Rundell, and Evans (2003) are:

- gaining more knowledge and skills through cooperative working to manage their own development.
- assembling greater confidence in their practice and devotion to their profession. In accordance with these benefits.

Day (1999) outlines a wide range of experiences that fall under the scope of professional development:

“Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives”. (p. 4)

2.4 Types of Professional Development

Garet et al. (2001) developed and described a framework based on structural features (form, duration, and participation) and core features (content focus, opportunity for active learning, and coherence). They described the following activities for professional development:

2.4.1 Workshops/Seminars

The majority of teachers are believed to be participating in professional development activities that are regarded as traditional forms of professional development (Garet et al., 2001). Notwithstanding the fact that many of these one-shot, fragmented training experiences lack meaningful coherence and connection to classroom practice (Parsad, Lewis, & Farris, 2001), however, there are some activities that can have a positive impact on teachers' development only when they involve long-term professional development plans, allowing follow-up time for reflection (Steiner, 2004).

2.4.2 Action research

According to (Farrell, 2007), teachers are bound to achieve professional growth if they investigate problems in their teaching practice. As well as, Collecting and interpreting relevant data from the literature so as to make sense of the problem(s) they are investigating in their instructional practice. Finally take actions and share the findings.

2.4.3 Lesson Study

In this regard, (Steiner, 2004) defined lesson study as the operation in which teachers in small sized groups plan a lesson to meet a specific goal. Later than they make use of the already existing data in the literature. In collaboration, the teachers design a lesson, which is taught by one of the teachers in the group while the others observe and take notes. Finally, the lesson is evaluated through a whole-group discussion. With the help of this joint construction and sharing, teachers aim to gain a much deeper understanding of the teaching and learning process.

2.4.4 Coaching/Mentoring

Coaching or mentoring highlight the relationship between an experienced and knowledgeable teacher that takes on a supervisory role to provide guidance and offer support to a less experienced colleague. The purpose in both coaching and mentoring is to create opportunities for both teachers to reflect on and improve their practice (Steiner, 2004). These mutual relationships in coaching or mentoring have leaned to a more collaborative rather than a supervisory form of professional development (Loucks-Horsley et al., 2002). The following table illustrates the different professional development activities:

Individual	One-to-one	Group-based	Institutional
• Self-monitoring	• Peer coaching	• Case studies	• Workshops
• Journal writing	• Peer observation	• Action research	• Action research
• Critical incidents	• Critical friendships	• Journal writing	• Teacher Support groups
• Teaching Portfolios	• Action research	• Teacher support groups	
• Action research	• Critical Incidents		
	• Team Teaching		

Table 2.1: Activities for professional Development (*Richards & Farrell, 2005:14*).

2.5 Tools of Reflection

There are a number of different tools that can help teachers have a better understanding of their own practice, and engage in reflective teaching such as keeping teaching journals and teaching portfolios, writing lesson reports, conducting action research, and video recording lessons.

2.5.1 Teaching Journal

Many scholars in the field of education and teacher training highlight the significance of using journal writing as a way to promote reflection among teachers. Bailey (1990) claimed that keeping a journal is extremely useful for novice teachers, given that “*the novice teacher must feel free to reflect experiment, criticize, doubt, express frustration, and raise questions in the journal. Otherwise, its main benefits in teacher development—personal development and insights about teaching—will be neglected*” (p. 218).

Porter, et al. (1990) assert that there are three benefits of journal writing. First, writing can contribute as a “*discovery process—a way to explore ideas, generate and connect ideas, change preconceived notions, and connect abstract ideas and experiences*” (p. 227). Second, journals provide novice teachers with a sense of belonging to community, by engaging in a social activity. Third, it helps “make their teaching more “process” than “product” “oriented” (Ibid, p. 228).

2.5.2 Teaching Portfolios

Teaching portfolios is another tool of reflection. Bailey, Curtis, and Nunan (1998) claim that: “*a portfolio is a collection of artifacts through which teachers present their own professional persona*” (Bailey, Curtis&Nunan, 1998: 550). They assert that a teaching portfolio usually consists of course

descriptions, lesson plans, teaching materials, handouts, a list of one's strengths, test scores, students' evaluations, records of peer observations. As they mention that: "*confront[s] the compiler with the reality of his or her teaching persona from the perspective of significant professional others*" (Bailey, Curtis&Nunan: 551).

Besides, a portfolio helps teachers in three different manners. First, it can capture evidence of one's teaching career. Second, it can offer a look at development over time, helping one see teaching as an ongoing process of inquiry, experimentation and reflection. Finally, teaching portfolios can promote collaboration among colleagues, since they can share and discuss the contents with each other (Richards & Farrell, 2005).

2.5.3 Lesson Reports

According to Richards and Farrell (2005), a lesson report is a written record of what happened during the lesson in the classroom. They suggest that teachers should try to answer these three questions while writing a lesson report (p. 39),

- *What aspects of the lesson worked well?*
- *What aspects of the lesson did not work particularly well? Why?*
- *What aspects of the lesson should be done differently next time?*

In order to answer these questions, teachers need to think very carefully about their actions and pedagogical decisions, and speculate on the success or

failure of their actions and decisions. This helps them to think critically about their practice and improve it.

2.5.4 Action Research

Action research can help teachers engage in reflective practice “*bridge the gap between research and their teaching*” (McDonough, 2006: 34).

According to Allwright and Bailey (1991), action research requires teachers’ intervention and “*involves taking an action and systematically observing what follows*” (p. 42). They assert that action research is the process in which teachers try to investigate classroom events. In education, teachers are encouraged to conduct action research. Richards & Farrell (2005:171) point out that: “*Teachers who have carried out action research often report significant changes to their understanding of teaching*”.

2.5.5 Video Recording Lessons

Videotaping one’s lesson is another technique that is used in order to promote reflection. Teachers can videotape themselves while they are teaching and watch, analyze and reflect upon the videos later on. According to Bailey, Curtis, and Nunan (1998), an important advantage of video-taping is that it provides teachers with a very objective view of their teaching. Regarding this issue, Qing (2009) notes that: “*the information portrayed in these recordings will answer those doubts that usually arise when we have finished a class*” (Qing 2009:38).

2.6 Types of Reflection

According to Schön (1983), there are three types of reflection: *Reflection-in-Action* and *Reflection-on-Action* and *Reflection-for-Action*.

2.6.1 Reflection-in-Action

Teachers examine their experiences and responses as they occur.

Schön (1991) states that:

“the practitioner allows himself to express surprise, puzzlement, or confusion in a situation which he finds uncertain or unique. He reflects on the phenomenon before him, and on prior understandings which have been implicit in his behavior. He carries out an experiment which serves to generate both new understanding of the phenomenon and a change in the situation” (Schön1991:68)

Schön (1983) points out that the teacher does an action (makes a move) and that action (that move) leads to an effect in the situation, and this effect is a feedback for the teacher to modify his approach and continue his “*conversation with the situation*” through a new method.

By acting this way, the teacher experiences a double change: external and internal. At the same time the teacher is changing his ideas by changing the situation. By the end of the process the teacher is going to develop new ways of thinking about that kind of situation.

2.6.2 Reflecting-on-Action

The reflection teachers can do once the action has finished is an activity of reconstruction of an experience, based on what we can remember about it. It is an effort of stepping back into the experience, exploring our memory, retrieving what we remember for expressing and organizing those fragmented elements with the purpose of understanding what has happened and draw lessons from the experience.

Schön describes it as follow: “*we reflect on action, thinking back or what we have done in order to discover how our knowing – in – action may have contributed to an unexpected outcome*” (Schön1983:26).

2.6.3 Reflecting-for-Action

This concept was developed from Schön’s work, which is reflection-for-action (Killion and Todnem 1991; Grushka et al. 2005). *Reflection-for-action* is speculating future events with the aim of enhancing or changing an action. In this type of reflection teachers predict what will happen during a lesson, besides, recall and reflect on their previous actions, before a lesson takes place (Farrell 2013). In doing reflection-for-action teachers are aware of what they should reflect on to adjust it or improve it in the future.

2.7 Significance of Reflective Teaching

Reflective teaching refines the quality of education delivered to children. Nevertheless; Pollard (2006) postulates that this practice should also be

satisfying for teachers. Zeichner and Liston (1996) also state that reflective teaching is a practice that can develop teachers.

According to Pollard (2006), reflection is a process that enhances professional development as well as personal fulfillment for teachers.

Reflective teaching improves professional judgment and generates a fruitful and personally fulfilling experience. It also improves learning outcomes; mainly because learning provides an active and contemplative engagement on the part of the learner, supported by positive learning dispositions Pollard (2000).

Reflective practice contributes to teaching enhancement as well as strengthening teachers' professional growth.

2.8 Factors Affecting Reflective Practice

There are different factors that may prevent the effectiveness of reflective teaching.

Two widely known factors preventing successful reflective practice are: (a) reflection is not considered as an important and compulsory component of a teacher's job, and (b) reflection takes too much time and effort (Schon, 1987; Zeichner & Liston, 1987; Hatton & Smith, 1995; Valli, 1997; Webb, 1999; Ross, 2007).

The first factor refers to the wrong assumption that reflection is not considered an important component of a teacher's job. According to Rodgers

(2002), although most teachers are aware of the significance of reflection, many teachers have not constantly engaged in reflective practice because “*there is not a system (educational communities) in which reflection is generally accepted, praised, and shown to be of any immediate and lasting benefit*” (Hatton & Smith, 1995:36).

Hatton and Smith (1995) further argue in this matter, asserting that in the current educational system “*teaching is seen to be primarily about the immediate present and instant pragmatic action, while reflecting is perceived as a more academic pursuit*” that the majority of teachers do not have time nor support to engage (Hatton & Smith, 1995:36).

Although some educational institutions have executed training programs to mandate pre-service teachers on the need for and methods of reflective practice, Hatton and Smith (1995) asserted that implementing training programs is only a part of the answer.

They said that shedding the light on reflection too early in a pre-service program is fruitless to novice teachers, because at that point in their training they are usually more concerned with mastering technical skills and content area.

In addition, Hatton and Smith (1995) assert that due to their limited teaching experience, pre-service teachers do not have much to reflect on.

Moreover, Hatton and Smith (1995) suggest that the educational system is required to continue to provide training for teachers on reflection, and more

importantly create a system where in-service teachers are supported and provided the tools to successfully engage in reflective practices.

Zeichner and Liston (1987) highlight that “*teachers try to ‘reflect’ on their actions and purposes in not enough*” (p. 236). Hatton and Smith (1995) propose a solution to this factor.

They suggest that the educational system needs to promote reflection as a significant component of a teacher’s job, provide the tools for teachers to effectively engage in reflective practices, and then reward and acknowledge those who engage in reflective practices.

According to Ross (2007), the second factor arises from the price (i.e., time and effort) of reflection. Many teachers believe that the benefits of reflecting are out-weighed by the investment price.

2.9 Models of Reflective Thinking

In reflective thinking there are several models to be mentioned and each one of them has its particularities but all of them share something in common, which gives a basis for doing reflective thinking.

One of the models is Kolb’s model (1984). It is called “Experiential Learning”. In this model he suggested a learning cycle of concrete experience: (a new experience of situation is encountered, or a reinterpretation of existing experience. Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation

of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences. (see figure1)

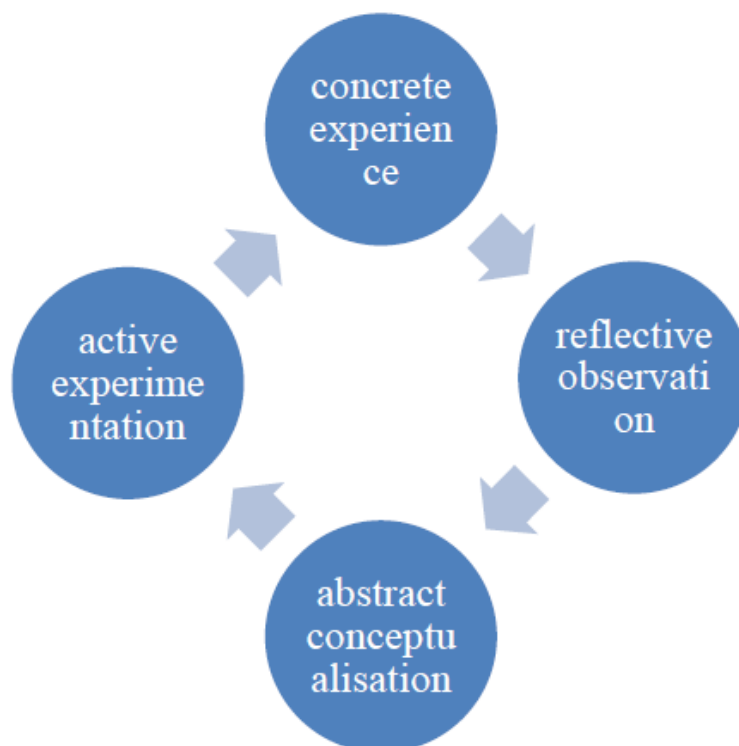


Figure2.1 Kolb's 4- stage cycle model of Experiential Learning adapted from Kolb (1984).

Honey and Mumford (1992) developed Kolb's model and identified four individual learning preferences or styles emerging from the cycle of learning. (See table2)

Kolb	Honey and Mumford
Concrete experience	Activist (prefers doing and experiencing)
Reflective observation	Reflector(prefers to observe and reflect)
Abstract conceptualization	Theorist (prefers to understand underlying reasons, concepts and relationships)
Active Experimentation	Pragmatist (prefers to “ have a go” , try things, see if they work)

Table 2.2: Honey and Mumford Model (adapted from Atherton 2006)

Whereas Driscoll’s (1994) model is just three questions: what? Describes the experience – what did you do? So what? Describes what difference it makes, what impact or meaning it has for you, and now what? What are you going to do

to continue your professional development in the light of this learning? (See figure2)

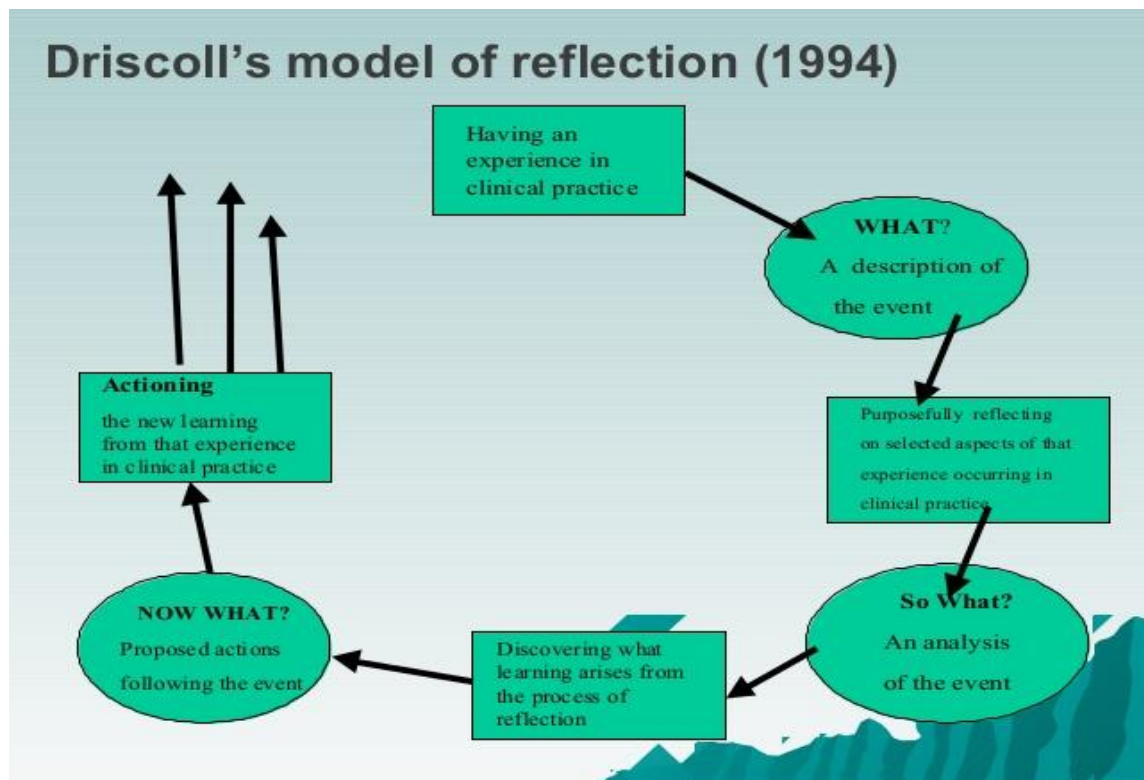


Figure2.2 Driscoll's model of reflection, (1994) Adapted from Driscoll (2007)

2.10 Conclusion

To conclude, reflection can be the basis of continued personal and professional growth. It opens the door for teachers to renew and revive their

practice. In this respect, there are many models and tools of reflection that can supply teachers with information needed to reflect upon their teaching.

The next chapter attempts to investigate reflective practices that teachers in Saida University follow for the sake of improving learner's academic achievements. It also attempts to analyze their perceptions toward reflective teaching and as a result promoting it.

CHAPTER THREE

DATA ANALYSIS INTERPRETATION AND RECOMMENDATIONS

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CHAPTER THREE

DATA ANALYSIS, INTERPRETATION AND RECOMMENDATIONS

3.1 Introduction

The present chapter is divided into two sections. The first section aims at investigating the practices that EFL teachers are engaged in their reflective practices. It also seeks to investigate their perceptions and beliefs towards reflective practice. The second section is devoted to some practical suggestions and recommendations. First, it will discuss the importance of positive learner-teacher relationship. Next, it will suggest some useful frameworks that help shape an effective teacher.

3.2 Questionnaire Design

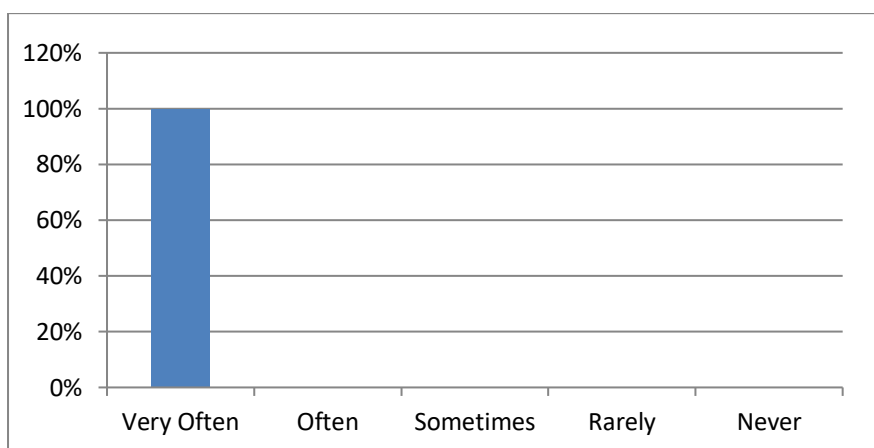
For the aim of gathering relevant data, the researcher administered a structured questionnaire (see Appendix I) to 13 teachers at the Department of English – Faculty of Letters, Languages and Arts - Saida University. It consisted of 13 open-ended questions grouped into two sections. The first section asked questions about the frequency of reflective activities and the second section dealt with teachers' stances as to reflection. The questionnaires' items 1-5 pertained to the frequency of reflective activities and items 6-13 asked teachers questions concerning their feelings about practicing reflection.

3.3 Questionnaire Analysis

3.3.1 *The Frequency of Reflective Activities*

The results obtained from the first question show that 100 % of teachers state that they constantly reflect on their teaching either formally or informally.

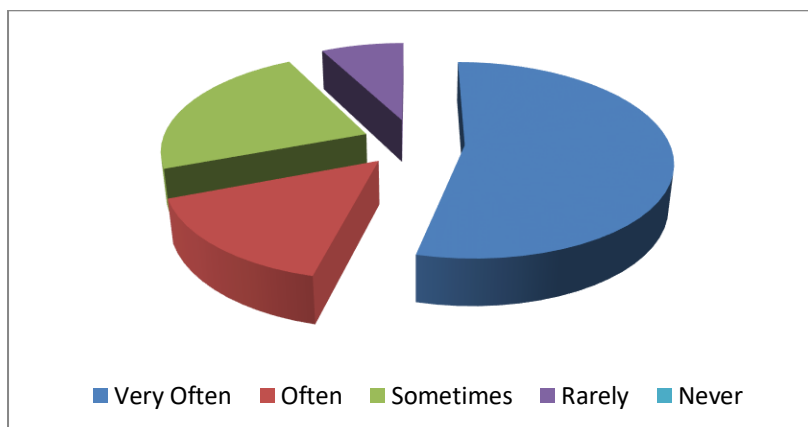
How often do you reflect on your teaching formally and informally?



Bar-chart 3.1: The Frequency of Reflective Activities (1)

As for the second question, the data collected reveal that approximately 77% of teachers frequently reflect to adjust their teaching in the midst of a lesson while 9% of them rarely do so.

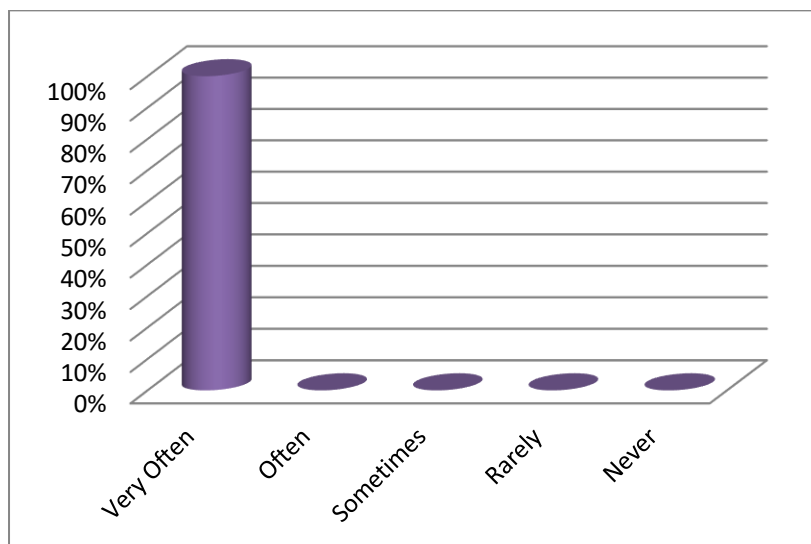
How often do you reflect to adjust your teaching in the midst of a lesson?



Pie-chart 3.1: The Frequency of Reflective Activities (2)

As for the third question, 100% of teachers reflect after the lesson ends for future teaching.

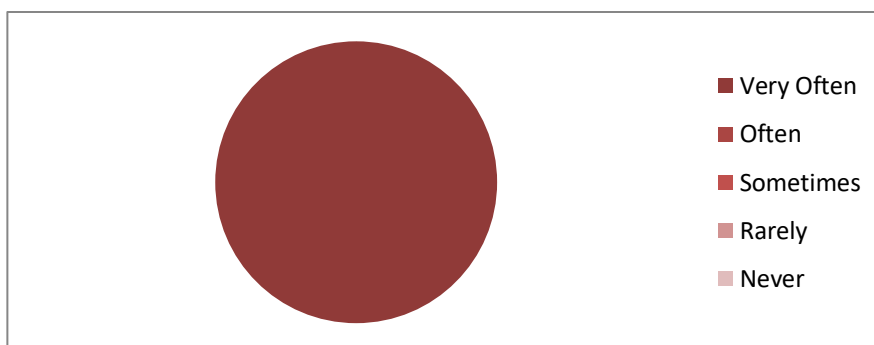
How often do you reflect on your teaching after a lesson and/or unit to adjust for future teaching?



Bar-chart 3.2: The Frequency of Reflective Activities (3)

As shown in the pie-chart 3.2, the data reveal that 100% of the population frequently reflects on past and present practices to implement future plans for teaching.

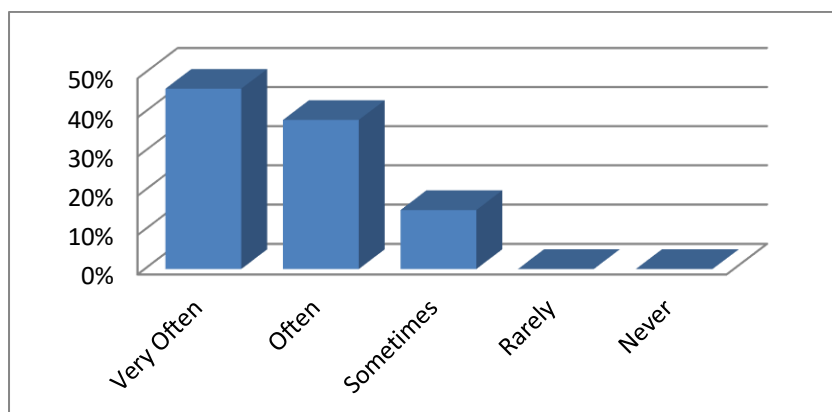
How often do you reflect on past and present teaching practices to create a teaching plan to implement?



Pie-chart 3.2: The Frequency of Reflective Activities (4)

As far as the fifth question is concerned, the data displayed in the following bar-chart reveal that 85% of teachers repeatedly apply the plans made during reflection while 15% occasionally do so.

How often do you implement teaching plans made during reflection?



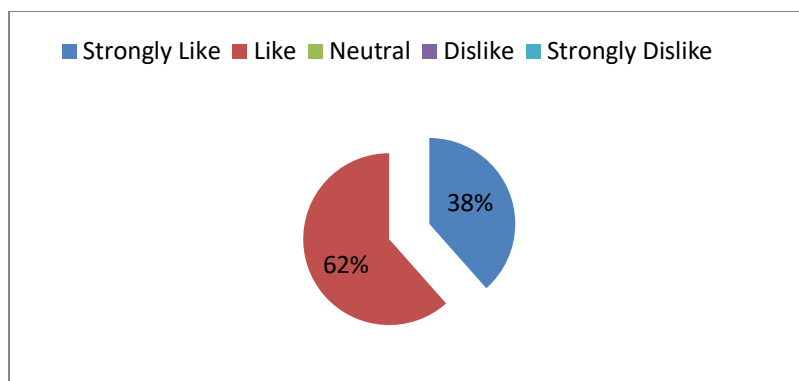
Bar-chart 3.3: The Frequency of Reflective Activities (5)

3.3.2 Feelings and Stances about Reflective Activities

The aim of this section is to identify the feelings of teachers about reflective activities and how they reflect on their teaching.

As far as the first question is concerned, the results reveal that 100% of teachers like to reflect on their own about their teaching.

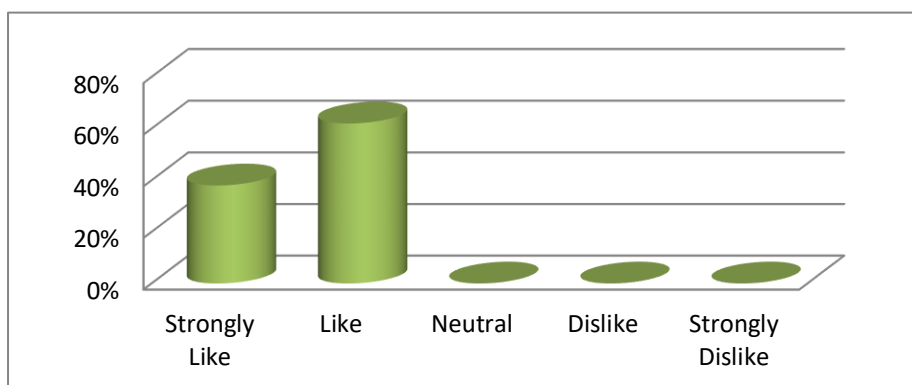
How much do you like to reflect alone?



Pie-chart 3.3: Feelings and Stances about Reflective Activities (1)

The data obtained from the participants on the second question show that 100% of teachers also like to reflect with another person as displayed in the following pie-chart.

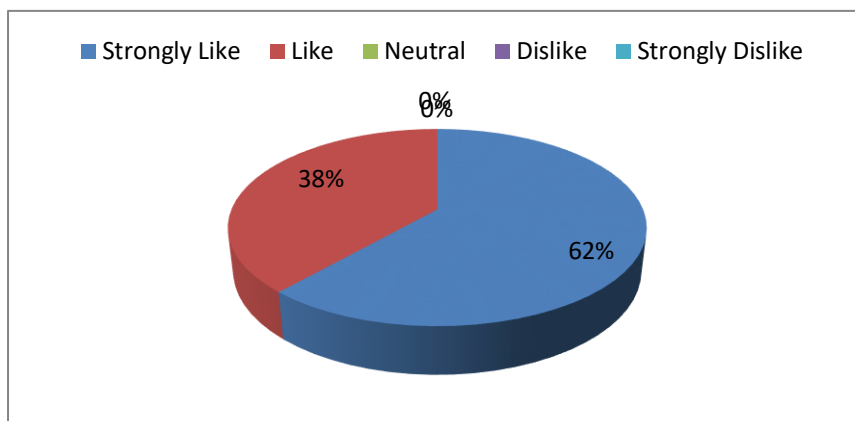
How much do you like to reflect with another person?



Bar-chart 3.4: Feelings and Stances about Reflective Activities (2)

As far as the third question is concerned, the results reveal that 100% of the participants prefer to reflect with a group of colleagues.

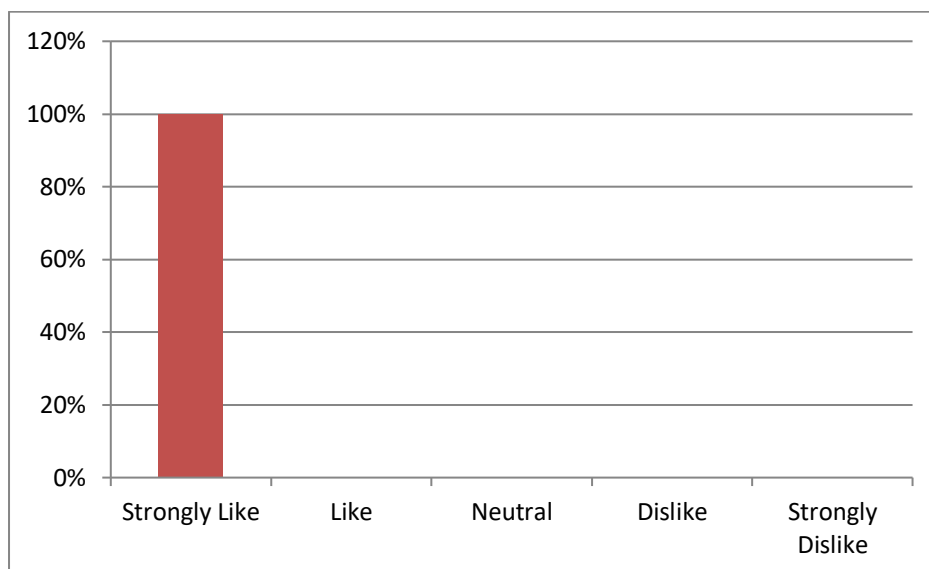
How much do you like to reflect with a group?



Pie-chart3.4: Feelings and Stances about Reflective Activities (3)

As far as the fourth question is concerned, the data obtained show that 100% of teachers like to reflect alone about their own teaching.

How much do you like to reflect alone about your own teaching?



Bar-chart 3.5: Feelings and Stances about Reflective Activities (4)

As shown in the table 3.1, the collected data reveal that the majority of teachers 62% have neutral feelings about reflecting on their teaching with another colleague while the remaining 38% actually have a positive feeling toward reflecting with others.

How much do you like to reflect with others about your teaching?

Comments	Strongly like	Like	Neutral	Dislike	Strongly dislike
Percentage%	00%	38%	62%	00%	00%

Table 3.1: Feelings and Stances about Reflective Activities (5)

As far as the sixth question is concerned, the results show that 55% of teachers dislike reflecting about other teachers' teaching while 25% of them have neutral feeling about it and the remaining 20% have no problem reflecting about others' teaching.

How much do you like to reflect about others' teaching?

Comments	Strongly like	Like	Neutral	Dislike	Strongly dislike
Percentage%	00%	20%	25%	36%	19%

Table 3.2: Feelings and Stances about Reflective Activities (6)

As displayed in table 3.3, 100% of the participants prefer to reflect on a particular action in mind to adjust for future teaching.

How much do you like to reflect on a particular action/practice in mind?

Comments	Strongly like	Like	Neutral	Dislike	Strongly dislike
Percentage%	69%	31%	00%	00%	00%

Table 3.3: Feelings and Stances about Reflective Activities (7)

As far as the last question is concerned, the data collected reveal that the majority of teachers 72% dislike reflecting without a particular action in mind while 23% have a neutral feeling towards it and only 5% of them prefer to reflect without any obvious purpose in mind.

How much do you like to reflect without a particular action/practice in mind?

Comments	Strongly like	Like	Neutral	Dislike	Strongly dislike
Percentage%	00%	5%	23%	39%	33%

Table 3.4: Feelings and Stances about Reflective Activities (8)

3.3.3 Results Interpretation:

Results obtained in the first section show that teachers usually reflect on past and present teaching practices to create a teaching plan to implement. Schon (1983) referred to this type of reflection as reflection-on-action. Additionally, teachers indicated that they usually reflect on past and present teaching practices to create a teaching plan to implement, which according to Schon (1983) is the process of “*thinking back*” on what has occurred and implement changes accordingly. In addition, teachers asserted that they reflect in the midst of a lesson and try to change or cope with an issue that may emerge in the classroom. All in all, the participants in the study engaged in reflection-in-action by exploring new methods and remembering old ones; becoming aware of what successful in their method and what was not; and scrutinizing the dilemmas that may arise during a lesson. This finding parallels that of Zeichner and Liston (1996) who claim that reflective teaching encourages teachers to notice, grasp, and try to solve the dilemmas of classroom practice. Moreover, teachers used another type of reflection which is reflection- for-action, as it is

shown in the results obtained from the fifth question by asserting their willingness to implement the teaching plans that were made during reflection.

As far as the second section is concerned, results reveal that the participants like to reflect alone about their own teaching and in collaboration with another teacher. Hence, being engaged in a collaborative form of teaching induced the participants to reflect on their autonomy and individuality as part of their teacher identity. This finding supports that of Bleakley (1999) who describes a profound and complex type of reflective practice that enables practitioners to make professional decisions in the face of difficult situations or disagreements, thus becoming independent or autonomous. In addition, teachers showed a neutral attitude towards reflecting about their teaching with another person and a negative attitude towards reflecting about others' teaching. Moreover, they felt reflecting with others was a useful tool, but least favored reflecting with no particular practice for this same purpose. In fact, the majority of teachers show interest in reflecting with a particular action in mind. The results obtained from the two sections seem to confirm the first hypothesis stating that EFL teachers like to reflect alone and in collaboration with other teachers using the three types of reflection: "reflecting-in-action, reflecting-on-action and reflecting-for-action".

3.4 Teachers' Interviews:

The researcher has opted for audio recorded interviews as a

second research instrument with a sample of 5 EFL teachers that were selected randomly. The main aim of this interview is two-fold. First, it aims to know about the perceptions of teachers as to reflective practice. Second,

The interview questions that were asked to the participants are:

- 1- How do you reflect on your teaching?
- 2- What is your belief about the role reflection plays in professional development?
- 3- What is your belief about the role reflection plays in increasing student achievement?
- 4- How has reflection improved teachers' performance?

3.4.1 Results Analysis:

The results in the first question indicate that the majority of teachers reflect based on their learners' feedback. While one teacher referred to reflection as an inner process that precedes learners' feedback.

As far as the second question is concerned, all the participants consider reflection as a substantial tool that improves teachers' professional development.

The results for the third question reveal that all teachers believe that reflection helps increase students' achievements and academic performance, as they see the later as a logical consequence of reflection.

As far as the last question is concerned, two teachers referred to the fact that by engaging in reflective teaching, they became aware of learners' needs and demands. Hence, they have changed their methods and strategies accordingly.

While, the rest of the participants asserted that their performance has improved due the fact that they took actions in response to the problems/dilemmas that they observed while reflecting on their teaching.

3.4.2 Results Interpretation:

According to the data analysis, the majority of teachers who took part in eliciting their points of view in the interview appeared to be aware of the importance that reflection plays in the betterment of professional development and learners' academic performance as shown in their responses to questions number (2, 3, and 4). Thus, it can be deduced that these teachers are taking actions, solving problems and changing their methods and techniques, in accordance to their learners' feedbacks and in response to their classroom observations as they stated in their responses for question (1).

Therefore, these results appear to confirm the second hypothesis which stipulates that teachers believe that reflection develops both students' achievements and teachers' professional development.

3.5 Summary of Findings:

This section of the present chapter presented the findings according to the research questions and hypotheses. The first major finding was related to the forms of reflectivity used by EFL teachers. The forms of reflective teaching methods used by EFL teachers are as follows:

- First, the use of the three types of reflection (reflection-on-action, reflection-in-action, reflection-for-action).
- Second, peer observation and self observations are also practiced as a form of reflective teaching method.

The second major finding reveals that teachers believe that reflection plays a significant role in increasing their professional development and their learners' academic performance.

3.6 Recommendations and Suggestions:

The results of the current study gave an image about what EFL teachers at Saida University need to attain in their teaching as well as in their professional development. Therefore, this section will be devoted to suggestions and recommendations for EFL teachers to help them improve their teaching and reach professional development.

3.6.1 Teacher-learner Relationship:

The teacher-learner relationship is identified to be a formal relationship between an authority figure and a subordinate who interact on nearly a daily basis (Larson et al., 2002; Bartlett, 2005).

One method of improving learner performance is to implement a culture of achievement in the classroom where instructions are challenging. Learners feel comfortable asking questions, and are expected to do their best. When learners feel challenged, they are less likely to be distracted and disengaged (Brophy, 1987).

Many studies investigating what makes a good teacher reveal the significance of caring for teachers and learners. One study defines caring as an act of bringing out the best in learners through affirmation and encouragement. The characteristics of caring go well beyond knowing the learners to include qualities such as patience, trust, honesty, and courage. In addition, listening, gentleness, understanding, knowledge of learners as individuals, warmth and encouragement, and an overall love for learners (Stronge, 2002).

Promoting a culture in the classroom where learning is “enjoyable” and asking questions is not only allowed but expected. However, it takes time to develop and is only accomplished by setting clear, high, consistent yet attainable expectations for all learners. High quality instruction that is rigorous, aligned with content standards, and uses instructional strategies to meet the academic

needs of all learners is a key element in promoting a culture of engagement and achievement in the classroom (Weiss & Pasley, 2004).

Teachers have a significant impact in the classroom. This impact and relationship building and maintaining are directly associated in the pedagogy of teaching. Teachers not only influence learners by how they treat them, they also affect learners by how they teach them and how they communicate with them during this process. Positively impactful teachers teach with effective strategies, plan for motivating lessons and motivate learners during these lessons, provide specific and appropriate feedback, facilitate learning to promote the interests and skills of all learners, manage the classroom effectively and efficiently, and practice effective and positive discipline procedures.

3.6.2 The Five Circles of Teachers' Development:

(Duncan Foord, 2009:14) suggested a model which identifies the developmental process in five (05) concentric circles.



Figure 3.1: The Five Circles of Development (adapted from Duncan Foord, 2009:14).

- The first circle is referred to as the inner circle. It directly involves the teacher working alone, reading teacher development materials or engaging in a process of reflection on a class s/he has taught. These are par excellence, examples of an individual activity.
- The second circle includes ‘the teacher and his/her students’. Development, here is a matter of getting feedback from students about the teacher’s practice, or even trying out new materials with them.
- The third circle is ‘the teacher and his/her colleagues’. The possible activities here might include support, peer observation sessions, team teaching and staffroom.

- The fourth circle comprises ‘the teacher and the school/university’. It is essentially about teachers’ regular meetings, planning and carrying projects as well as the interaction with management and other members of the staff.
- The fifth circle is about ‘the teacher and his /her profession’. This would include scholarly activities such as attending and/or presenting at conferences, joining professional communities and writing for publication.

3.6.3 A Framework to Develop Reflective Teaching:

Many scholars and researchers promoted many models for the sake of guiding teachers and help them reflect and develop professionally. Bartlett’s (1994) cycle of reflective teaching is one of them. Bartlett (1990: 209) presents a five- step reflective cycle: mapping, informing, contesting, appraising and acting.

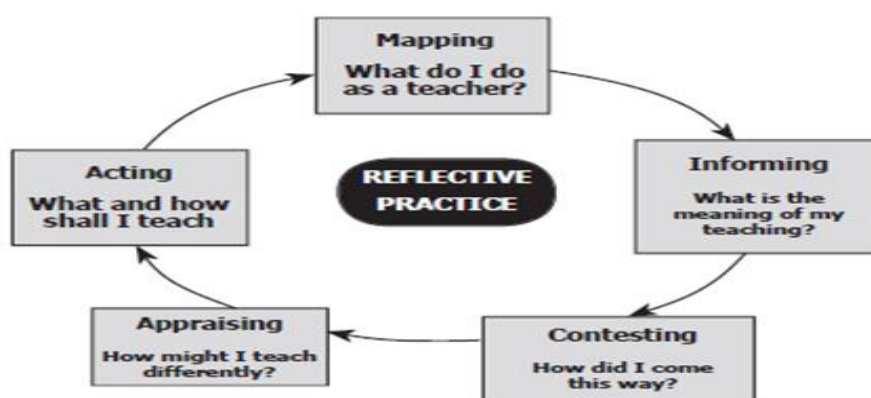


Figure 3.2 The Process of Reflective Teaching Bartlett (1990:209).

3.6.3.1 Mapping: (what do I do as a teacher?). At the mapping step, the teacher observes and collects evidences about her/his own teaching. By using diary, journals, audio or video means, the teacher takes the first step in reflecting on and about his/her practice.

3.6.3.2 Informing: (what is the meaning of my teaching? what did I intended?). In the informing step, after the teacher maps s/he images in relation to his/her teaching, then tries to look for a meaning behind these maps. This can be better done by sharing maps with colleagues. Informing enables the teacher to understand the difference between teaching routines and conscious teaching actions.

3.6.3.3 Contesting: (how did I come to be this way? Contesting involves looking for inconsistencies and contradictions in one's own thinking and doing. Having established the contradictions in principles and behaviour, at the appraising step the teacher goes on to find out alternative ways of his teaching which are consistent with understanding. In addition, the teacher seeks for the opinions of his/her colleagues concerning his/her methods and tries to coordinate with them for the sake of improving his/her teaching.

3.6.3.4 Appraising: (how might I teach differently?). Bartlett (1994:213) states that: "*appraisal begins to link the thinking dimension of reflection with the search for teaching in ways consistent with our new understanding*".

3.6.3.5 Acting: (what and how I now teach?). The teacher acts in the way envisioned in the appraising. In other words, the teacher endeavors to implement new methods and strategies.

Bartlett (1990) cycle of reflective teaching gives the opportunity for teachers to discover and reflect on their way of teaching by examining their actions and behaviors in their classrooms. Moreover, it helps them identify the reasons behind their actions and behaviors, and finally adjust their teaching by implementing new methods and strategies.

3.6.4 Learners' Feedback framework use to Improve Teaching:

According to Hamilton et al. (2009), teachers should adopt a systematic process for using feedback in order to improve their abilities to meet learners' learning needs. The authors developed a cyclical feedback use framework for the process of using learner feedback to improve instruction. Their framework includes the following steps:

- 1) Collecting and preparing feedback about learners learning from a variety of relevant sources.
- 2) Interpreting the feedback and developing hypotheses about factors contributing to learners' performance and the specific actions they can take to meet learners' needs.
- 3) Testing the hypotheses by implementing changes in their instructional practice.

4) Restarting the cycle by collecting and interpreting new learner performance feedback to evaluate their own instructional changes. Hamilton et al (2009:10).

The authors emphasized that “*to gain a robust understanding of students’ learning needs, teachers need to collect feedback from a variety of sources: “annual state assessments, district and school assessments, curriculum-based assessments, chapter tests, and classroom projects”* Hamilton et al (2009:11).

They also listed some of the kinds of changes teachers may choose to implement including one or more of the following:

- 1) Allocating more time for topics that learners are struggling with.
 - 2) Reordering the curriculum to shore up essential skills for learners.
 - 3) Designating particular students to receive additional help with particular skills (i.e., grouping or regrouping students).
 - 4) Attempting new ways of teaching difficult or complex concepts.
 - 5) Better aligning performance expectations among classrooms or between grade levels and/or better aligning curricular emphasis among grade levels
- Hamilton et al (2009:15).

To conclude, the authors urged the use of multiple feedback sources to address learners learning needs, where teachers engage in a form of action research for the sake of identifying dilemmas and problems that were raised during observations. As a consequence, teachers continuously modify instructions by developing hypotheses that they draw out of the feedback and

observations, design strategy to test the hypotheses, implement the strategy, evaluate and reflect on the effect of the intervention, and continue these steps in a cycle.

3.7 Conclusion:

The present chapter was divided into two sections. The main concern of the first section was to analyse the data gathered from the different research instruments used so as to investigate the practices and perceptions of EFL teachers concerning reflective teaching. The overall results obtained from this study undertaken by the researcher revealed that EFL teachers at Saida University reflect on their teaching using the three types of reflection “reflection-on-action, reflection-in-action, reflection-for-action”, as well as self-reflection and peer-reflection as a form of reflective practice. In addition, it was also revealed that teachers have a positive perception towards reflection based on the fact that reflection helps improve their professional development and their learners’ academic achievements.

In the light of these results, the researcher provided some suggestions and recommendations to reinforce the use of reflective practice for the sake of enhancing learners’ academic performance and teachers’ professional development. These suggestions included the significance of the positive relationship between the teacher and his learners to foster positive and productive learning outcomes. Then, it provided some practical frameworks that

serve as substantial tools in shaping an effective EFL teacher mainly the five circles of teachers' development, a framework to develop reflective teaching, and learners' feedback framework use to improve teaching.

GENERAL CONCLUSION

Reflective practices have been always linked to teacher education. Showing the actual image of language teaching that leads to look at what teachers execute in the classroom. Teachers can gather data and then bring necessary changes to their practices by engaging in reflective teaching. It is generally agreed that reflection in, on and for practice is necessary to construct, maintain and further enhance the skills of teachers to think and act professionally over the span of their careers. Therefore, the scope of this study was to reveal the practices and perceptions of EFL teachers towards reflective teaching. In addition, this research work endeavoured to raise awareness of the importance of reflective teaching in enhancing teachers' professional development and learners' academic achievements.

After analysing the data collected from the respondents (EFL teachers at Saida University) quantitatively and qualitatively the main findings reveal that EFL teachers are reflecting using the three types of reflection (reflection-on-action, reflection-in-action, reflection-for-action), which seems to confirm the first hypothesis. It was also revealed that EFL teachers consider reflection as a means towards professional growth and effective teaching/learning outcomes. Thus, this result also supports the second hypothesis.

Consequently, this work is divided into three chapters: the first chapter presents a clear picture of EFL teaching/learning situation; in addition the

researcher indicates the research methodology being used along this study in order to tackle effectively the research problem.

The second chapter presented a theoretical overview as a part of the literature review.

The data was collected, analysed, and then interpreted in the first section of the third chapter. Effectively, two distinct tools were used in this study; a structured questionnaire and a structured interview were administered to EFL teachers of Saida University. The results drawn from the collected data confirmed the present research hypotheses. In addition, the second section of the third chapter proposed some suggestions and recommendations mainly frameworks of reflective teaching and professional development.

Although there is literature on the EFL teachers' reflectivity and professional development, still there is a need for more empirical research on this area. Therefore, this present study gave a scope about how EFL teachers are practicing reflection and progressing professionally and their perceptions towards reflective teaching. All in all, in this study, the reflective developmental process of EFL teachers was analysed from a holistic perspective. In other words, the focus was not on the progressive development of each individual EFL teacher due to the fact that the researcher was restricted by a deadline for submitting this research. Therefore, further study on individual EFL teacher development in reflection will provide immense contribution to the literature. It

is interesting then to investigate the role of instructor/supervisor in the promotion of reflectivity among novice teachers within teacher training context.

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Appendix I: Teachers' Questionnaire

REFLECTIVE TEACHING QUESTIONNAIRE

The purpose of this instrument is to assess the level of reflection engaged in by Saida University English teachers in their practice. It can provide a more concrete process for assessing how a practicing teacher is developing as a reflective practitioner. Your honest responses to the questionnaire's items are highly appreciated.

Please tick the relevant tick-box. (Choose one).

Which best describes the years you have been a teacher in your current university?

- 1-15 16-20 21-25 26-30 31-35 Over 35

Which best describes the years you have been teaching?

- 1-5 6-10 11-15 16-20 21-25 Over 25

Which best describes your age group?

- 21-30 31-40 41-50 51-60 Over 60

Please read and answer the following statements concerning reflective attitudes and practices. For the purpose of this survey, reflection is defined as a process in which the teacher thinks about his/her instructional practices.

How **often** do you do the following activities? (choose one).

1. How often do you reflect about teaching, formally or informally?

- Very Often Often Sometimes Rarely Never

2. How often do you reflect to adjust your teaching in the midst of a lesson?

- Very Often Often Sometimes Rarely Never

3. How often do you reflect on your teaching after a lesson and/or unit to adjust for future teaching?

- Very Often Often Sometimes Rarely Never

4. How often do you reflect on past and present teaching practices to create a teaching plan to implement?

- Very Often Often Sometimes Rarely Never

5. How often do you implement teaching plans made during reflection?

- Very Often Often Sometimes Rarely Never

How much do you **like** the following activities? (choose one).

6. Reflecting alone

- Strongly Like Like Neutral Dislike Strongly Dislike

7. Reflecting with another person

- Strongly Like Like Neutral Dislike Strongly Dislike

8. Reflecting with a group about teaching

- Strongly Like Like Neutral Dislike Strongly Dislike

9. Reflecting alone about your own teaching

- Strongly Like Like Neutral Dislike Strongly Dislike

10. Reflecting with others about your own teaching

- Strongly Like Like Neutral Dislike Strongly Dislike

11. Reflecting about others' teaching

- Strongly Like Like Neutral Dislike Strongly Dislike

12. Reflecting about a particular action/practice to adjust for future teaching

Strongly Like Like Neutral Dislike Strongly Dislike

13. Reflecting with no particular action/practice in mind

Strongly Like Like Neutral Dislike Strongly Dislike

Thank you for your willingness to participate and share your responses.

Adapted from: Rayford, C. (2010). *Reflective practice: The teacher in the mirror*. Doctor of Education Degree in Educational Leadership Department of Educational Leadership College of Education. University of Nevada, Las Vegas.

Appendix II: Teachers' Interview Questions

Teachers' Interview

The interview will be audio-taped to assist the researcher in the collection of data. Your identity will be kept strictly confidential. No information will be provided that would identify you. The audiotape will be destroyed at the conclusion of the study. Please answer the following questions about your personal beliefs about reflection and your professional practices.

Question1: How do you reflect on your teaching?

Question2: What is your belief about the role reflection plays in professional development?

Question3: What is your belief about the role reflection plays in increasing student achievement?

Question4: How has reflection improved teachers' performance?

Thank you for your willingness to participate and share your responses.