

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
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**MASTER**  
**« Didactics and foreign language »**

**Reflective Teaching in English Language**

**Case study: teachers of secondary school**

**Presented by: Safou kheira**

**Board of examiners:**

**Supervisor: Miss. D. AISSAT**

**Chair: Miss. Benouda**

**Examiner: Miss. Macadam**

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## **Dedications**

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## **Abstract**

This Research focuses on the importance of reflective teaching to teachers. Accordingly, the present work is divided in three parts: The initial part speaks about the definitions of reflective teaching and the relationship between reflective teaching and teacher professional development and some processes involved in reflective teaching. The first one self observation: its include three parts: self reflection journal, video recording and students' observation. The second one peer observation: its include three stages: pre-observation, observation and post observation. The second part describes the methodology adapted to answer the questions of the study, and the discussion of the questions. The third part speaks about the general results of the questionnaire, in addition some solutions and suggestions to some of the issues tacked in the general results

**Key words:** Reflective teaching, Teacher professional development, processes involved in reflective teaching, self observation, peer observation.

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### **General Introduction**

While traditional training of EFL teachers ignored the nature and importance of professional development in teaching, in recent years, EFL teachers' professional development has become the main concern of educators. In the Algerian context, EFL teachers' professional development is extremely urgent due to the demanding nature of the teaching profession. More particularly, it is because, in our country, English is taught as a foreign language, and there is lack of materials and a large number of pupils. However, teacher's educational field in this context, that is to say the concept of professional development is in its initial stage.

Teachers often have no time to change and improve their ways of teaching because of the high demands of teaching. However; teachers should not be just like technicians who follow the same strategies along their career. Moreover, it is important that teachers do not rely just on every day cases as a source for their professional development. English teachers in Algeria need training to develop professionally. In addition, they need to take the initiative to learn modern methods of teaching, and to have a critical awareness of their weaknesses. Besides, practicing and sharpening their skills, Algerian teachers of English need time for reflection where they stand back from their experiences of teaching and review their feelings and thoughts as teachers. Through reflection, English teachers can reflect back over their professional development to date, as well as reflect forward over the development that they would like to take place in the future. Only through that, English teachers can develop the effectiveness of their approaches, techniques, methods and resources, and their effectiveness as teachers of the second language.

Some teachers claim that they are the best in the class, and they are doing their best in order to teach the target point. No one accepts that he has some shortcoming in the class and students have difficulty in, and coping up with techniques, methods, and approaches he uses or trying to use to teach. However, from learner's perspectives, it can be observed that most of the teachers, particularly foreign language teachers, do not always meet their needs educationally or pedagogically. Also for many teachers classroom visits by supervisors or other outside visitors can be a useful source of information about one's teaching.

However, teachers themselves are in the best position to examine their own teaching. Furthermore, most of the experienced teachers acquire a repertoire of teaching

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strategies that they draw on throughout their teaching. These teaching strategies a teacher uses including his, "teaching style". While a teacher's style of teaching provides a means of coping with many of the routine demands of teaching, there is also a danger that it can hinder a teacher's professional growth. Thus, teachers are supposed to move beyond the level of automatic or routines response to classroom situations and achieve a higher level of awareness of how they teach, of the kinds of decisions they make as they teach, and of the value and consequences of particular instructional decision. One way of doing this is through observing and reflecting on one's own teaching, and using observation and reflection as a way of bringing change. This approach to teaching can be described as "reflective teaching"

Engaging in research is a professional development activity, it involves teachers reflecting on their own practice, gaining new insights and making changes as a result. Engaging in research gives teachers a chance to consolidate their existing skills and develop new ones. It provides opportunities to plan research activity, refine questions, gather data analyse results and share findings with other teachers. Reflective teaching as a kind of engaging in research is significant, because it has a high potential of bringing desirable improvement and changes in teachers' performance. Through reflective teaching English teachers can react, examine and evaluate their teaching to makes necessary decisions to improve attitudes, beliefs and teaching practices. According to Richards and Lockhart (1996) critical reflection of one practice can provide deep understanding of teaching and contribute to ones' professional development

Carrying a research study about reflective teaching is beneficial, because it will provide more information about the approach of reflective teaching in the Algerian teaching context. This study aims at investigating Algerian EFL teachers of English perspectives about reflective teaching. In addition, it aims at exploring if English teachers are aware about the importance of professional development in teaching, and more particularly to see if they use reflective teaching as an instrument to enhance this professional development. Because teachers have different strategies to reflect on, this study aims at exploring teachers beliefs about observation as a tool for reflective teaching.

In order to carry on this study, the following research question was put forward:  
How can teachers reflect on their teaching through observation?

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The following hypothesis may find an appropriate answer to the research question:

Some teachers are concerned much more in summative results and do not care about formative results.

If teaching is done with love reflective teaching becomes a daily and habitual act.

Reflection is described as the way in which teachers learn from their experience and is seen as a deliberate thinking about actions with a view to its improvement. Reflective teaching means thinking about what happens in the classroom both in terms of the teaching itself, and terms of learners' response, and try to improve it. Observation is the most basic research technique teachers can employ in classrooms. There are two ways of observation: self-observation in which the teacher observes himself through video analysis tool, it divided into three parts: self reflection journal, video recording, students observation. And peer observation in which one colleague observes another colleague teaching and provides feedback, there are three stages: pre-observation meeting, observation, post observation.

**Chapter One: Review of literature****1. Introduction**

Successful teachers are always learning: learning from students, learning from their own practice, learning through their interaction with other teachers, learning from teacher educator in their schools, learning from mentee and supervisors. Successful teachers continue to learn throughout their career, this is named “life long learning” or “ongoing professional development,” one instrument that can help teachers develop professionally is known as “reflective teaching practice”. So what is reflective teaching ?

**2. Definition of Reflective Teaching**

In a review of literature on reflective teaching, one discovers that there is much variance in the definitions. Pennington (1992) Cited in Farrell, T (1995: 47) defines reflective teaching as *“a mirror that can help teachers in their field.* Then, Richards (1996) Cited in Qing, X (2009: 36) points out that *reflective teaching are the information that the teachers collected through classroom lessons about their own practice teaching through analysis: beliefs, behaviours, and use it as a foundation for critical reflection.* Reflective teaching is the idea that comes in teachers mind about what happens in classroom lessons and think about the tools that they can use to develop skills or achieving goal. Richard, J.C. (2006) Cited in Cakir, I (2009: 19) .

According to Bartlett (1990) Cited in Farrell, T (1999: 204) *any meaning of critical reflection need to include the broader society.* He says *“that if the teachers decide to become critically reflective, they have to think further, the need to develop our instruction for teaching”.* He sees critical reflection as *“locating teaching in its broader social and cultural context”.*

From the previous definitions, we can say reflective teaching is an approach to teaching, which is based on the assumption that teachers can improve their understanding of teaching and the quality of their own teaching experience also reflective teaching means teachers have a particular idea about what happens in classroom lessons not just for the teaching itself, but also the learners response. As a result reflective teaching becoming an essential part of teacher education programs because it helps them during their career.

At the end reflective teaching is undoubtedly a valid means toward effective teaching practice because authors like: Richard, Lockhart, Ramirez, and Steven, have carried out studies to help English foreign language teachers to teaching reflectively. Therefore, what is the relation between reflective teaching and teachers' professional development.

### **3. Reflective Teaching and Teachers Professional Development**

Reflective Teaching refers to an activity or process in which an experience is remembering, thinking about, and evaluated usually in relation to broader purposes. It plays a central role in teachers' professional development. The importance of reflective is well espoused by many scholars. Dewey (1933) Cited in Jing, M (2001: 53) was the first to help reflection as a means of professional development. He argues that "*critical reflection is very significant thing that the teachers may have*". Farrell (1998) cited in Cakir, I (2011: 8) claim that *teachers are able to change their routine behaviour through reflective teaching or with the help of it*. On the other hand, some of the teachers having a lot of experience leave their routine behaviours without professional development because as they said: they are better and experienced enough. According to advocates of reflective teaching experience alone is not sufficient for professional development.

The significance of reflective teaching on professional development can be shown as follows. Firstly, reflective teaching increases the degree of "professionalism" teachers who are better informed to the nature of their teaching are able to evaluate their stage of professional growth and what aspects of their teaching they need to change, reflective practice offers practical options to address professional development issues.

Secondly, it can help young teachers achieve a better understanding of their own assumptions about teaching as well as their own teaching practice; it can lead to reach the general idea of teaching and learning processes. It can serve as a basis of self-evaluation, therefore, an important component of professional development. Lastly, as young teachers gain experience in a community of professional educators they feel the need to grow beyond the initial stages of survival in the classroom to reconstructing their own particular theory from practice. In addition, reflective teaching has the effects of making teachers more initiative and responsible in pursuing the practical rationality through exploring teaching and learning activities, taking more informed actions and establishing a deeper

understanding of teaching, which ultimately contributes to their professional knowledge and competence. Therefore, a process of reflective teaching is a process of teacher professional development. *without systematically reflective teaching, teacher professional development becomes impossible, and at the same time teacher professional development spurs to do reflective thinking in their teaching* (Jing, M, and 2001: 9). While reflection and reflective teaching are generally regarded as beneficial for professional development and for gaining a fuller understanding of the complex processes that go into teaching, there are factors that limit its effectiveness.

Richert (1990) Cited in Canning, CH (1991: 509) notes that researchers (Bachmann and schwille 1990, Feiman-Nemser and Bachmann 1985, and Schulman 1988) have found “cognitive barriers that made looking back and learning from one’s own experience extremely complex”. In her study, Richert found other organizational factors that make reflection difficult. In the study, four novice teachers were looked under four different conditions of reflective practice. The first condition included students, teachers reflecting on their work without the help of a partner or portfolio for a period of a week. Teaching portfolio was then introduced for the second condition. Student teachers were asked to write for an hour and a half on the aspects of their teaching they found compelling. For the third condition, novice teachers worked with a partner who visited classroom and observed teachers. At the end of one week, the partners meet together and reflected. The fourth condition, include both the portfolio and teaching partner. In this study, Richert found that time was an issue for teachers in all conditions. Additionally, in the conditions where teachers worked with others; Richert found that safety was an important issue. Fear of failure and of judgment were especially high. Furthermore, some educational establishments are supportive of reflective teaching and their senior managers will model reflective behaviours in improving their organization, but other educational establishments do not value this approach.

Reflective teaching is seen as a way that facilitates meaningful thoughts and discussions among teachers, and that inspires appropriate change in curriculum. Consequently, writing for the purpose of reflection has been the emphasis of the studies of many researchers such as Farell (2001), Coyle (2002), Cunningham (2001), and Kyriacou (1994). These studies identified various characteristics as well as criteria of reflective teaching.

#### 4. The Characteristics of Reflective Teaching

There are various characteristics of reflective teaching identified by different scholars. According to Martin, Wood, and Stevens reflective teaching is a process to teaching and learning that uses as an important instrument “reflection” it consists open mindedness and critical thinking. Cunningham (2001) cited in Minott, M. A (2009: 12) states that “*reflective teaching contains discussing and analyzing problems that faced during lessons with colleagues.*”

Reflective is an approach to teaching, learning, and problem solving that uses reflection as the main tool. It includes wholeheartedness, open mindedness. Reflective teaching also includes critical thinking which involved the willingness to question, taking risk in learning, and being able to suspend judgment.

Reflective teaching enables teachers to use their initiative, values and experiences during teaching and exercise their judgment about the use of various teaching and research skills. Kyriacou (1994) cited in Borg, S (1994: 103) states that most teachers explain clearly reflective way during their daily work. Some teachers of English use an uncritical and mechanistic way to their teaching for much of the time. As a result, their reflection may be unfocused and unsystematic.

#### 5. Criteria for Reflective Teaching

Dewey (1933) cited in Pollard and Tann (1993: 103) claims *that reflection depends on the growth of vital attitude which includes open mindedness, and willingness to accept responsibility for choice and actions.* Reflection not just a simply thinking, but it also ones own practice which relies on discussion and find solution.

According to Dewey (1933) Cited in Rushton, C (2005: 23) there is a difference between *routine actions, and reflective actions that is to say, routine actions contain expectations of institutional and traditions authority, but reflection actions contain imple flexibility and engage in self-evaluation.* In addition, reflection requires teachers to develop a risk-taking mentality as it means moving out of one’s comfort zone and this may be accompanied by uncertainty and fear of failure.

While teachers often have no time to think about how to change and improve their teaching through engaging in the process of reflective teaching, there are increasing

expectations being placed upon them to do just that. So, what are the tools involved in reflective teaching.

## 6. processes Involved in Reflective Teaching

Bartlett (1990) Cited in Pacheco, A (2004 :67) created a model including five elements concerning the process of reflective thinking which leads to professional growth, this model makes teachers asking themselves questions such as “ what do I do as a teacher” ? In the first stage is the teacher observing himself: beliefs, behaviours, and methodologies.

In the second stage: asking questions which are related with the teaching process itself like: what did I intend? With these questions the teachers depend into what her or his aims were in teaching process to determine successes or fault. When the practitioner asks himself questions like how did I come this ways? He is encountering the contesting stage which will oblige him to uncover situations and engage into discussions and reflection with colleagues by sharing thoughts and ideas.

The fourth stage in this model deals with apraising which one of the most important stages because the teacher will acquire new ways of teaching when he finds himself asking “how might I teach differently? During this stage thers is growth towerd innovative actions to improve problems encountered in previous experiences.

This stage leads the reflective teacher to implement new practice, observe, analyze and evaluate it, and determine if the changes implement have worked or not. According to Black (2001) Cited in Qing, X (2009 :55) “*being reflective teacher demands teaching, thinking back, describing, investigating reasons, discovering new, understanding, deciding what to do next*”.

There are a variety of approaches that one used in order to become critically reflective teacher. There are three part processes, which include: the event itself, recollection of the event, and the review and response to the event.

### A. Part One: the Event Itself

The starting point is actual teaching episodes, such as lesson or other instructional event. While the focus of critical reflection is unusually the teacher’sown teaching, self reflection can be also be stimulated by observation of another person’s teaching.

**B. Part Two: Recollection of the Event**

Different set of procedures are available during the recollection of the event including written description of an event, video or the use of checklist, all these to take details of the event.

**C. Part three: Review and Response to the Event**

This stage focuses on objective description of the event, now this event is processed at a deeper level, and the questions are asked about the experience. The process of reflection is not easy as some teachers think, in fact just being engaged in it might be difficult because time is short, and also it is impossible to deal with much information at one time.

A range of activities may be provided for teachers to reflect on their works, these activities can be carried alone or pair as in self and peer observation.

**6.1. Observation a Tool for Reflective Teaching**

Observation is a significance technique teachers can use inside the classroom. Richard and Lockhart (1996) Cited in Jing, M (2011: 22) suggest *observation as a process of collecting data, at the same time a way of evaluating teaching*. The observation should include the following steps: pre-observation meeting at which agreement is established about what is being observed, observation and post observation meeting. In many English program, English teachers rather than a process of evaluating teaching. The observation should contain from; pre-observation meeting about what is being observe, observation, and post observation meeting at which results are debated. In many language programs, English teachers are often reluctant to take part in observation or related activities, since observation is associated with evaluation. Thus, in order for observation to be viewed as a positive rather than negative experience, the observer's function should be limited to that of gathering information.

There are two ways of observation and reflection on a teacher's performance in teaching in the classroom: self-observation and peer observation.

**6.1.1. Self Observation**

Self-observation is an approach to awareness of teaching. Like observation of other teacher, it is possible for teachers to video or audiotape their own teaching, and review the tap while taking descriptive notes or making short transcripts of the classroom interaction to study. The focus here is on teacher's own development, rather than on developing the ability of peer or colleague. It stimulates awareness, reflection, and questioning approach, and it encourages experiment. One way for teachers to observe their own teaching and improve it is vedeo analysis tool; teachers can observe their performance after teaching. This means teachers can notice aspects of their teaching, which they were aware about. Also, teachers can generate effective self-evaluation without external evaluator. However, before state the effects of video analyses on performance, we need to know whether teachers can analyse their own video in a way that leads to reliable and valid conclusion. In addition, external assess give much aims perspective on the performance. This tool is important because it is process that makes teacher collect, record, and analyzing every thing that happened in the lesson, so the teacher can maks improvement in his teaching strategies where necessary. Self observation divided into three ways:

**A. Self Reflection Journal**

A journal is an easy way to reflect upon what just happened during teacher interaction after each lesson, simply the teacher jot down a few notes describing his reaction and feeling then follow up with any observation he has about his students. In this way, teacher can be measure his assessment time after time.

**B. Video Recording**

A video recording is also an important way because its develop ones' own teaching; in this process effective lesson may be from both a teacher and student perspective. In addition, a video may be act as an additional set of eyes to catch errant behavior that teacher had not spotted at the time.

**C. Students Observation**

In this way students are very observant and love to give feedback, the teacher can hand out a simple questionnaire after the end of lesson to get students' perspectives about

how the lesson went, the teacher think critically about what questions would like to ask and encourage students to express their thoughts.

### 6.1.2. Peer Observation

Peer observation means : a group of teachers may be are friends observe each other“practice”, give reaction and engage in debate goals or added something all this to help reflection Bell (2002) Cited in Banningan, K (2007: 1). In addition, peer observation is the teachers work together where by one peer observes another’s and encourage each other. *It based on reason which motivates professional development in teaching and learning through critical reflection* Lublin (2002) Cited in beatty, L (1995: 5). Peer observation can provide opportunities for teachers to view each other teaching in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching. Furthermore, peer observation can help teachers improve their skills without the fear of recorded evaluation.

Teacher helping teacher or peer observation that is to say teachers can collaboratively observe each other for professional development purposes, peer observations benefit both the observer and observed teacher : observers see new techniques in action, get new ideas for their teaching, the observed teachers benefit from analyzing the descriptive data the observer collects about classroom interactions and the class environment, also they can grew through discussions that result from observer questions and suggestions to improve learning outcomes. Peer observation can improve camaraderie deepen collaboration, and increase self-awareness among participating teachers. There are three stage of peer observation:

#### A. Pre-observation Meeting

In this stage the observer met with the teacher before the class to learn about the lesson’s focus and objectives, the teacher have to define a focuse area, perhaps related to something the teacher would like to improve upon or a problem that he or she trying to solve. Make sur that observer and the observed teachers are in agreement about how the observation will be conducted and when the post observation meeting will occur.

**B. Observation**

The observed teacher should inform students about the observation before the lesson. The observer need to arrive a few minutes early and be as discreet as possible: sit in the back of the room, focus solely on the observation and observe the entire lesson, “be open-minded and mak detailed descriptive records in preparation for the post observation meeting.

**C. Post Observation Meeting**

This is the most important part of the observation process, reflection before this meeting and the discusstion about what happened in classroom is when real learning for both of the teacher and the observer occurs. Teachers should treat each other with respect and offer opinions in a kind and constructive way. Participants should set action plans, goals based on what they learn, both teachers have walk away feeling like they have learned something new and will be batter teachers because of it.

According to Cosh (1999) Cited in Cakir (2010: 44) there are two points while evaluating or judging on the performance of the teacher must be taken into consideration: *First of all, the feedback or the advice must be as good as possible, so that you do not insult people. Secondly, as it is clear, when friends see each other they be possible uncritical, at least two others should see which affect the aims of the observation.*

**7. Conclusion**

To sum up, reflective teaching is an approach to teaching learning, and problem solving that uses reflection as the main tool it includes whole heartedness, open-mindedness, and and critical thinking. Teachers who engage in reflective teaching may develop changes in attitude and awareness; these benefit their professional growth as teachers, as well as improve the kind of support they provide their students. Teachers can use many tools to reflect on their teaching, but peer and self observation may considered as the most common tools. Reflection is about hard work and deep understanding. It is not always an easy process, but it is beneficial when teachers engage on because it is valuable tool in ensuring that both teachers and learners will be ready for the educational challenges that wait them.

**Chapter Two: Methodology****2. Introduction**

Reflective teaching is a personal tool that can facilitate teaching, learning, and understanding, and that plays a central role in teachers' professional development. This study is an exploratory one. It aims at investigating teachers awareness about the importance of professional development in teaching, and their concepts about reflective teaching as a tool for this professional development. In addition, it aims to investigate about the use of self and peer observation as a tool to reflect on one self development. In order to carry this study the following questions is asked: how can teachers reflect on their own teaching through self and peer observation?

**3. Sample**

The selected sample is composed six teachers English fom different secondary schools, from different areas in Algeria. The schools are Taibi-alarbi in "sidi bel abbas", and in "tissemsilt" Mohamed sarray secondary school. Teachers are selected from different sexes male and females, age (28-40), with an experience which varies between (7-25). in order to be the sample members of this study for the following reason. The first reason is that the present study is concerned with the English secondary school teacher's reflection on their teaching, the second is to informe the study about their teaching (the means, criteria, tools of reflection).

**4. The Questionnaire**

The questionnaire is chosen to be the research tool as it is the appropriate tool to collect information about reflective teaching in practical way. This instrument gives more time to teachers to think about the questions given. The questionnaire contains eight questions, one yes-no question, the third question and the other open- ended questions. The last provides more insights about the topic. Each of the eight questions has a certain purpose. The first question aims at checking whether teachers are aware about professional development. If teachers are aware about professional development, what do they use to develop professionally is the aim of the second questions. The fourth question aims at investigating whether the teachers using in their teaching self evaluation, the fifth question

is prepared to see the procedures and ways that teachers use to collect information about their own teaching. The purpose of the sixth question is that teachers evaluate themselves according to things that push them to reflect. The seventh question explores teachers opinion about peer observation and whether they use it to reflect on their own teaching. The last question aims at investigating the degree of co-operation and help that exist between teachers in the same institution.

## **5. Data Collecting Procedure**

### **A. The Pilotng Stage**

First of all, the questionnaire was given to the secondary school English teachers since the study aims at investigating secondary school teachers of English reflection. We notice that some answers provided by teachers were somehow irrelevant and few others misinform teachers' thoughts because they were not understood by teachers. As a result we adapted the questionnaire by adding, omitting some questions, for instance question three (does the administration give you any kind of classroom materials for teaching) is omitted because it create some kind of confusion for teachers.

### **B. Administration of the Questionnaire**

The questionnaire ensued with a final draft composed of eight questions, each one has it certain purpose, after having a newfangled and revised, it was handed to a set of teachers in different secondary schools ; six teachers answered since some teachers did not answer the whole questionnaire.

### **C. Method of data analysis**

The method of data analysis is mainly an interpretive account of the result. The reason behind selecting this method is that is the most appropriate for analyzing, in addition the nature of the study is an exploratory one with a limited number of samples ; case study cannot be over generalized on the whole sample that discussing and analyzing is kept to the main procedure.

## 6. Presentation and discussion of the results

**Question1:** what do you think of professional development ?, all teachers focus the significance of professional development in teaching because it helps to achieve teaching goals and objectives, improve one's teaching, and encourage learners to study. One teacher said that pupils' levels and social environment influence professional development. Another teacher said that professional development is influenced by experience teachers that is to say the more teachers gain experience in teaching, the more they develop professionally. Thus, from teachers' answers we can say that all teachers are aware about the importance of professional development in teaching.

**Question2:** what do you do to develop professionally as a teacher? In this question teachers give different answers that include various ways of professional development. For example, one teacher says that she attend meeting with the inspector. Another teacher compares school method to those abroad using the internet. The last two answers can be related to what Dewey said in chapter one that "reflection depends on the growth of vital attitude which includes open mindedness."

**Question3:** does the administration help you to develop professionally as a teacher? Three teachers say yes, two teachers say no and one teacher gives no answer. According to the teachers who said yes, one teacher says that administration prepares visits where teachers are visited regularly by the headmaster or the responsible for studies. The second teacher says that the administration evaluates teachers by controlling the progression of the program and the results of the exams; if teachers finish the program in time and their pupils' marks are good, they are good teachers. Among the three teachers who say that the administration does not help them to develop to evaluate their teaching, one teacher says that the administration gives general ideas about evaluating pupils. So, teachers do not receive any kind of evaluation to their own teaching from the administration. Furthermore, even the teacher who says that she receive evaluation "controlling the progression of the program and result of the exams", this kind of evaluation does not help teachers or push them to reflect on their own teaching

**Question4:** what do you think of self-evaluation, as a means of one one is teaching evaluation? Four teachers say that self-evaluation is important and necessary for teachers because, it helps them to know if they reach their goals and develop the learning process,

and organize their works. One teacher says that he evaluate himself when he feels unsatisfied. Another teacher says that teachers must judge themselves when student do not understand in order to find solutions and change their ways of teaching. In addition, she see that teachers must not be ashamed to be judged even by pupils. The fifth teacher sees that self-evaluation is not enough for one's teaching evaluation because, teachers cannot make good judgment about own their own teaching and that other opinions always help, this can be related to what has been mentioned previously "external assesment give much aims perspective on the performance. The sixth teacher answer by how one can evaluate himself, but she evaluates herself from the baccalaureate exams. After discussing the answers of this question, we can say that all teachers are aware about the importance of self-evaluation and they use it to evaluate their own teaching.

**Question5:** how can you collect information about your own teaching? The first teacher says that she asks pupils to write their opinion about her as a teacher, and this point of views will help her to reconsider her way of teaching. Another teacher asks pupils outside the class. The other two teachers collect information through coordinating sessions with other teachers. Other teachers collect information through studies, and this can be related to what has been mentioned previously. Kyriacou (1994) stress that "reflection..... is based on inquiry".

**Question6:** what criteria do you use to evaluate your teaching? four teachers answers that they evaluate their teaching through their pupils.for example, pupils performance in test and pupils interaction or reaction during the lesson, and this can be related to what has been mentioned previously that "reflective teaching is the idea that come in teachers mind about what happens in classroom.....". The fifth teacher evaluate herself through the time given each element of the lesson, and through the objectives, and this can be related to what has been mentioned "reflective teaching is the teacher's....., and think about the tools that they can use it to develop skills or achieving goal. As a result, we can say that the most common criteria that teachers use to evaluate themselves to are the pupils.

**Question7:** what do you think of peer observatioon as a meens to evaluate ones'teaching? four teachers say that peer observation is a good and necessary way to evaluate one's teaching especially when teachers have have the same purpose that is to develop their teaching, and this can be related to what has been mentioned in chapter one

“peer observation is collaborative and reciprocal process .....is to encourage professional development in teaching and learning through critical reflection”. According to teachers, peer observation is important because it helps them to correct and recognize their teaching. The fifth teachers sees that peer observation helps, but many teachers do not give objective observation. The sixth teacher believes that experienced teachers do not need to be observed especially at the end of their career. In general, we can say that most teachers prefer and use peer observation as a means to evaluate their own teaching.

**Question8:** how much collaboration is there among teachers in your institution? Teachers see that collaboration is an important and necessary part in teaching because it helps teachers to share views, exchange ideas and information, and solve problems they face, the collaboration among teachers takes two forms: formal collaboration such as seminars month meeting, and coordinating sessions, and informal collaboration such as daily discussion in the staff room.

## **7. Conclusion**

After collecting data and the discussion of the questionnaire results we can say that all teachers have knowledge about the significance of reflective teaching, in addition all of them are reflecting and each one employ his own way to reflect. As a result reflective teaching helps them to improve their teaching. The coming chapter will be mainly the general results of the questionnaire and some solutions of the questionnaire.

**Chapter Three: Findings Discussion and Results****3. Introduction**

This chapter will provide general results of the questionnaire, and solutions that we discussed in the general result, based on the previous information of theoretical background that was presented in chapter one, and the main findings that was revealed in chapter two.

**4. General Result of the Questionnaire**

The presentation of the findings to our research along with the discussion results in the following:

All teachers are reflecting, and each one uses his own way to reflect. This process of reflection appears mainly in the open mindedness of some teachers to new approaches and methods, inquiry and problem solving, and the collaboration that exists between teachers in the same institution. However teachers are not engaging appropriately in the process of reflective teaching. Their reflection is not organized and systematic because teachers ask pupils informally (outside the classroom) and much of the collaboration between teachers is informally (daily discussion in the staffroom). Thus, it can be related to what has been mentioned in Kyriacou (1994) state that "most teachers explain clearly reflective way during their daily work". Some teachers of English use an uncritical and mechanistic way to their teaching for much of the time. As a consequence, their reflection may be unsystematic.

There is a kind of resistance to reflection that is shown through the teacher who believes that experienced teachers do not need to be observed. And this can be related to what has been mentioned previously Farrel(1998) claims that "teachers are able to change their routine behaviours through reflective teaching or with the help of it, in the other hand some teachers having a lot of experience leave their routine behaviours without professional development because as they said: they are better and experienced enough." This resistance could be because, it is inevitably easier for teachers, and to do what one has always done rather than develop new strategies, or evaluate whether current strategies address teaching goals.

All teachers put their pupils in the central of their professional development; they develop for the pupils and the pupils help them to develop. When teachers want to gather information about their own teaching, they ask pupils. Also, they feel the need to develop when pupils do not understand or respond well, and this can be related to what has been mentioned before “reflective teaching means teachers have a particular idea about what happens in classroom lessons not just for the teaching itself, but also the learners response, and then they try to improve it”.

According to teachers’ point of view, professional development is influenced by experience; experienced teachers are doing and performing better than beginners, and through experience teachers collect information. However, according to the advocates of “reflective teaching, experience alone is insufficient for professional development, and that experience coupled with reflection is a more powerful impetus for professional development”. (In chapter one)

According to teachers, professional development is influenced by pupils’ levels and social background, that is to say the environment can be affected on professional development.

The administration does not value the approach of reflective teaching because it does not help teachers or push them to reflect. The kind of evaluation it offers is associated with the progression of the program, the result of the exams, and the evaluation of the pupils. This can be related to what has been mentioned previously, some educational establishments are supportive of reflective teaching whereas other educational establishments do not value this approach.

All teachers see that peer observation is a better and necessary way to evaluate one’s teaching. However, some teachers are not satisfied with peer observation because of the type of feedback, this can be related to what has been mentioned previously, According to Cosh (1994) “there are points while evaluating or judging on the performance of the teacher must be taken into consideration : first of all, the feedback or the advice must be as good as possible, so that you do not insult people. Secondly, as it is clear, when friends see each other they are possible uncritical, at least two others should see which affect the aims of the observation.

Teachers ask pupils informally (outside the classroom) when they want to gather information about their own teaching.

There is collaboration between teachers, and teachers see it is an important and necessary part in teaching. However, because the administration does not value the approach of reflective teaching; we can say that much of the collaboration that exist between teachers is informal, and ineffective.

### **5. Implication and Recommendation**

These are some solutions and ideas for some of the problems that deal in the general result.

An analysis of Dewey's (1933, Cited in Alicione, A.O, 2006: 11) paradigm of reflective thought reveals that three attitudes are required in the process of reflective teaching: open-mindedness, responsibility, and whole heartedness. Thus, teachers need to remain open minded to multiple, alternative possibilities. This means that the open-minded teacher continuously questions routines and practices, their validity and efficacy. In other words, in order to begin reflection, the individual must have certain values and beliefs about learning that will lead to reflection. Hence, the reflective teacher does not believe in one single truth, or in one right way to teach.

Teachers educators need to make teacher aware of their own teaching, that is to say, more able to show their strengths and exploit it, as a result solve the problems they faced.

Motivate teachers to speak of their problems openly and to be able to show them with their colleague or other teachers that are to improve the attitude of open-mindedness, responsibility, and wholeheartedness. (Alicione, A .O, 2006: 26)

Teachers educators often try often try to promote reflectively through assignment specially designed for the purpose such as:

A Typology of reflective practice: A topology of reflective was developed in the teacher education program at the University of Washington in the late 1990. It gives three dimensions of reflective thought: descriptive, comparative, and critical. Teacher 's use the typology as a teaching instrument in reflective meeting where they model and motivate

reflective thinking through talks as the first means expression. Teachers also, use the typology as writing template to describe, explain, and evaluate portfolio.

Guided reflection in the Zone of proximal development: guided reflection is an instructional procedure. It is used mostly in the learning context of dialogues journal and portfolio where written discourse is the primary cognitive tool used to mak meaning out of experience. The teacher educator uses a range of seven ways or strategies in the filed of journal writing four of them indirectly build the ky problem-solving skills of reconstructing meanings and making judgment by accepting feeling, and clarifying ideas. The other three strategies directly, improve and develop this skill by providing data, also giving directions. (Susan, E, 2008: 315).

**6. Conclusion**

To sum up, teacher should remember that reflective teaching is not an end in itself; it is the starting point of becoming a reflective practitioner the basis of all reflection is a willingness to under take the process and to value it as a means of improvement and development. Reflection can be difficult, even threatening, because it forces teachers to be honest with ourselves and recognize not only successes but also areas where we need to improve. It makes us take responsibility for our teaching and learning. Being reflective is like being your own observer and critical friend.

## General Conclusion

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### General Conclusion

Many teachers have negative attitudes towards improving and changing their ways of teaching stemmed from their feeling that their particular subject and interest were never center stage. As a result, they become reluctant to change and fall in routine because of the system of education and long syllabuses, which take a lot of time to teach. Moreover, what makes teachers more passive is the lack of materials that make teachers unable to cope with the new demands of teaching, as it is the case of teaching in Algeria [Algerian second language teachers that are the concern of this study]. However, it is important for teachers to be as effective and successful as possible for education, the student, and for their own professional and personal growth. It is important for teachers to know how they can fulfill their professional growth and to understand how the process of second language occurs. Besides, good teachers are always learning, learning from their students, from their own trial and error, from peers and colleagues, from mentors and supervisors, and learning from their academic information in their field. Good teachers continue to learn throughout their careers. This is called “lifelong” or “ongoing professional development”. One tool that can help teachers develop professionally is “Reflective Teaching”. The latter can be defined as the teachers ‘thinking about what happens in the classroom both in terms of teaching itself and in terms of the learners response and try to improve it.

One way of engaging in Reflective Teaching is through using Observation, the most basic research technique teachers can employ in classroom, as a way of bringing about change. There are basically two ways of observation in teaching; 1) Self-observation is an approach to awareness of teaching, it is possible for teachers to video or audio tape their teaching; 2) a partnership in which colleagues observe each other practice, provide feedback and engage in discussion aimed to promote reflection.

This quantitative study describes the response of Algerian teachers [English secondary school teachers] toward reflective teaching. First, it aims at investigating whether the notion of reflective teaching is cognized by teachers and how it is applied among them. The second intention is to demonstrate the relationship between reflective teaching and experience. The final objective of the study is to assist in understanding the perception of reflective teaching for the EFL students teachers and former teachers to

## General Conclusion

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become reflective practitioners .As a result, the following research question was stated:  
How can teachers reflect on their own teaching through self and peer observation?

To answer this question, a questionnaire conducted to carry out this research .This instrument is chosen because it provides more heterogeneity information (answers) about teacher's reflection. It was adapted after a piloting stage in which there were few unclear questions.

The final draft of the questionnaire contains eight questions. It was handed to six teachers. After presenting and discussing the data stated in the questionnaire, the study reasoned out the following results:

- All teachers are reflecting, but their reflection is not systematic and organized.
- There is a kind of resistance towards reflective teaching.
- Some teachers put the pupils in the center of their professional development.
- According to teachers, experience, pupils' levels, and social background influence professional development.
- Some teachers are not satisfied with peer observation because of the type of feedback offered by teachers.
- Collaboration between teachers exists, but most of it is informal. Thus, it is ineffective.

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## **Appendix**

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### **Appendix A: Questionnaire**

To our respectful teachers this is a questionnaire we would like you to answer in order to help us gather information about our dissertation. We will be very grateful to you for the precious information you will provide us via this questionnaire.

**NAME: Abd Alkader Safou**

**AGE: 30 years old**

**GENDER: Male**

**EXPERWNCCE: 10years**

**TRAINING:**

## Appendix

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1. What do you think of professional development?
2. What do you do to develop professionally as a teacher?
3. Does the administration help you with any sort of evaluation for your own teaching?

Yes

No

If yes, what are this evaluation means?

4. What do you think of self.evaluation as a means for one's teaching evaluation?

Justify:

5. How can you collect information about your own teaching?
6. What criteria do you use to evaluate your teaching?
7. What do you think of peer observation as a means to evaluate one's teaching?
8. How much collaboration is there among teachers in your institution? What forms does it take?

### Appendix B: A sample teacher's answers to the questionnaire

Name: S M

Age: 30 years old

Gender: Male

Experience: 10 years

Training:

#### 1. What do you think of professional development?

It is absolute that professionally developed teachers are doing and performing better than the beginners perform. Teachers will acquire teaching methods and strategies throughout their teaching career .Work experience will provide them with extra information and new skills. Generally, it shape the teacher' characters.

#### 2. What do you do to develop professionally as a teacher?

a. Constant contact with other colleagues is a good means for that. The teacher may attain new skills and teaching methods by dealing with other teachers.

b. Attending seminars and applying the inspectors' instructions

#### 3. Does the schools help you with any sort of evaluation for your own teaching?

Yes

No

#### What are these evaluation means?

- Visits: Teachers are visited regularly by the headmaster or the responsible for studies. A report is delivered and a mark is given.

- A performance mark is given each three months including a mark for collaboration and contribution.

### **4. What do you think of self? evaluation as a means for evaluating one's teaching evaluation?**

I think that self.evaluation has something to do with ones' teaching .As T feel satisfied with my teaching when I do better j also feel dissatisfied when I do not. Pupil's reaction and responses (feedback) and pupil's results show how the teacher is doing.

Justify As I said before, self.evaluation has something to do but flot everything because you need to be judged by others. However, honestly is required to evaluate you.

### **5. How can you collect information about your teaching?**

A variety of means is available here. Books, magazines, and the network are good and rich sources for getting information. I also subscribe in forums on the net to exchange information and teaching documents with colleagues from ail the districts of the country.

### **6. What criteria do you use to evaluate your teaching?**

Pupil' performance in tests and exams is the first criteria adopted by the administration and the inspector, but I had rather prefer to see my pupils participate in the class, respond to the lesson and produce speech.

### **7. What do you think of peer observation as a means to evaluate ones teaching?**

It is like seeing yourself in the as a teacher, I like to be judged and watched by others to discover my mistakes. Therefore, I can avoid them,

### **8. How much collaboration is there among teachers in your institution?**

Collaboration and discussion among teachers is very important part in our job. Personally, I ensure and supervise this part since I am die responsible teacher (coordinator).Collaboration helps us to share views and exchange ideas and information in order to solve the problems we face in our teaching process.

## Appendix

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### **What forms does it take?**

- A. Coordinating sessions: help between teachers of the same school
  
- B. Pedagogic sessions: teachers may attend a lesson with one of their colleagues to learn from his experience or guide him to develop professionally.

Seminars: the inspector supervises all teachers of the district.