

PEOPLES' DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
ABDELHAMID IBN BADIS UNIVERSITY OF MOSTAGANEM  
FACULTY OF FOREIGN LANGUAGES  
DEPARTMENT OF ENGLISH



**Reflective Teaching Practice as a Gateway to Professional  
Development:  
The Case of EFL Teachers of The Dahra Region in Relizane**

Dissertation Submitted in Partial Fulfillment for the Requirement of a  
Master's Degree in Didactics and Applied Linguistics

**Submitted by:**

Ms. Fatima Zahraa BEKHEIRA

**Members of the Board:**

**Chairperson: Dr. Leila BENSTAALI.**

**Abdelhamid Ibn Badis University**

**Supervisor: Prof. Melouka ZIANI.**

**Abdelhamid Ibn Badis University**

**Examiner: Dr. Fatima SAADI.**

**Abdelhamid Ibn Badis University**

**Academic Year: 2023-2024**

## **Dedication**

I dedicate this humble work:

To my dearest father, who has been my source of inspiration and strength. He instilled the seeds of knowledge in my mind and taught me the value of hard work.

To the queen of my heart, my mother. The one who teaches, comforts, sacrifices, and shapes who I am.

To my paternal grandfather who made my childhood unforgettable, I will never forget you.

To my sisters who always stood by my side and offered a unique blend of joy, love, and countless beautiful memories.

To all educators who teach with enthusiasm and patience.

To me, the strongest person who sat an instance of excellence as a student, teacher, and researcher.

For you, dear reader.

## **Acknowledgements**

First and foremost, I would like to express my sincere thanks to **ALLAH** the almighty, the merciful, for the strength and courage he gave me to finish this thesis fruitfully.

I would like to extend my deepest gratitude and appreciation to my supervisor **Melouka ZIANI** for her knowledge, corrections, persistent support, and valuable guidance throughout this research project.

I am extremely grateful to the jury members **Dr. Leila BENSTAALI & Dr. Fatima SAADI**, who agreed to read and evaluate this work. Similarly, I also wish to thank my English teachers whom I encountered during all my academic years.

## Abstract

The complexity of the 21st-century educational system demands teachers' effective competencies and skills namely their higher-level thinking, specifically, their reflective thinking. By adopting this skill, teachers can critically think about their teaching practices and make future changes accordingly. Consequently, they continue to improve their teaching performance, positively increase their students' learning, and especially promote their professional development. Therefore, the current research investigated reflective teaching practice as a gateway to professional development. This study emphasizes the importance of reflective teaching practice in improving teachers' PD. It was mainly conducted to unveil whether high school EFL teachers of the Dahra region are reflective practitioners or not. Under this main question, the researcher wanted to investigate the reasons behind EFL teachers' lack of reflection and how it affects their teaching performance and students' learning. Moreover, the study attempted to explore whether EFL high school teachers want to improve professionally or not. Hence, it is hypothesized that high school EFL teachers are not reflecting because they may not be aware of the reflective teaching practice's importance in their teaching. Further, they do not reflect on their teaching practices because they may face challenges. Additionally, it proposed that lack of reflection has a negative impact on EFL teachers' teaching performance and their students' learning. In addition, the study has been carried out under a descriptive-analytical method. To collect the data, a semi-structured questionnaire was submitted to 20 high school EFL teachers and a semi-structured interview was conducted with 05 teachers from the same participants to test the research hypotheses. The research findings revealed that most of the informants do not engage in the process of RTP as they are not aware of its importance. Hence, lack of RTP negatively affects their teaching performance and students' learning. Moreover, the research participants desire to improve professionally. However, they do not take action to attain this goal. Accordingly, the current study revealed that RTP is a great process for increasing EFL teachers' PD since it helped the other minority of participants to improve their teaching performance and students' learning. Therefore, based on the obtained results, the previously stated hypotheses were confirmed.

**Keywords:** EFL teachers, professional development, reflection, reflective practice.

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**RTP:** Reflective Teaching Practice

**PD:** Professional Development

**ENS :** École Normale Supérieure

**BA :** Baccalauréat Algérien

**Et al:** (and others)

**&:** and

## List of Figures

<b>Figure 1.1:</b> Schon’s Model of Reflection.....	11
<b>Figure 1.2:</b> Kolb’s Experiential Learning Cycle Model.....	18
<b>Figure 1.3:</b> Gibb’s 6-Staged Model of Reflection.....	19
<b>Figure 3.1:</b> Teachers’ Teaching Experiences.....	38
<b>Figure 3.2:</b> Teachers’ Teaching Methods.....	39
<b>Figure 3.3:</b> Teachers’ Engagement in Post-Lesson Evaluation.....	40
<b>Figure 3.4:</b> Teachers’ Preferred Methods for Lesson Evaluation.....	40
<b>Figure 3.5:</b> Teachers’ Challenges of Engagement in Post-Lesson Evaluation.....	41
<b>Figure 3.6:</b> Teachers’ Use of Students’ Feedback .....	41
<b>Figure 3.7:</b> Teachers’ Decisions toward Lesson Plans.....	43
<b>Figure 3.12:</b> Teachers’ Familiarity with the Concept of RTP.....	48
<b>Figure 3.13:</b> Notes-Taking as a Reflective Strategy.....	49
<b>Figure 3.14:</b> Reusing Successful Lesson Plans Yearly.....	50
<b>Figure 3.15:</b> Conducting Post Successful Lessons Evaluation.....	52

## **List of Tables**

<b>Table 3.8:</b> Teachers' Preferable Methods for Lessons' Delivery.....	43
<b>Table 3.9:</b> Teachers' Engagement in Post-Lessons Evaluation to Form Future Plans.....	44
<b>Table 3.10:</b> Inspectors' Directives' Effect on Teachers' Creativity.....	44
<b>Table 3.11:</b> Teachers' Teaching Experiences.....	47

## Table of Content

Dedication.....	I
Acknowledgments.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Figures.....	V
List of Tables.....	VI
Table of Contents.....	VII
General Introduction.....	1

### **Chapter One: An Overview of Reflective Teaching Practice & Teachers' Professional Development**

1.1. Introduction.....	4
1.2. The Historical Development of Reflection.....	4
1.2.1. The History of Thought.....	4
1.2.1.1. John Dewey and the Birth of Reflection.....	5
1.2.1.1.1. Definition of Reflection.....	6
1.2.1.1.2. Criteria of Reflection.....	7
1.2.1.2. Donald Schon and the Idea of Reflective Teaching Practice.....	8
1.2.1.2.1. Definition of Reflective Teaching Practice.....	8
1.2.1.2.2. Types of Reflective Teaching Practice.....	9
1.2.1.2.2.1. Reflection-in-action.....	9
1.2.1.2.2.2. Reflection-on-action.....	10
1.2.1.2.2.3. Reflection-for-action.....	11
1.2.1.3. Brookfield's Critical Reflective Teaching Practice.....	12
1.2.1.3.1. Brookfield's Four Critical Lenses.....	13
1.2.2. Models of Reflective Teaching Practice.....	15
1.2.2.1. Kolb's Experimental Learning Model.....	16
1.2.2.2. Gibb's Reflection Model.....	19
1.2.2.3. Borton's Framework of Reflection.....	20

1.2.3. Definition of Teachers' Professional Development.....	22
1.2.4. The Characteristics of a Reflective Practitioner.....	23
1.2.5. Reflective Teaching Practice Procedures.....	24
1.2.5.1. Reflective Journals.....	25
1.2.5.2. Teaching Portfolios.....	26
1.2.5.3. Action Research.....	26
1.2.5.4. The Cognitive Coaching Model.....	27
1.2.6. The Importance of Reflective Teaching Practices on Teachers' Professional Development.....	28
1.2.7. Conclusion.....	31

## **Chapter Two: Research Methodology**

2.1. Introduction.....	32
2.2. Research Design.....	32
2.2.1. Research Participants.....	32
2.2.2. Data Collection Tools.....	33
2.2.2.1. Description of Teachers' Semi-Structured Questionnaire.....	33
2.2.2.2. Description of Teachers' Semi-Structured Interview.....	35
2.3. Conclusion.....	37

## **Chapter Three: Data Analysis & Recommendations**

3.1. Introduction.....	38
3.2. Data Analysis.....	38
3.2.1. Analysis of Teachers' Semi-Structured Questionnaire.....	38
3.2.1.1. Discussion of the Results.....	45
3.2.2. Analysis of Teachers' Semi-Structured Interview.....	47
3.2.2.1. Discussion of the Results.....	53
3.3. General Discussion of the Results.....	55
3.4. Research Limitations.....	58
3.5. Recommendations.....	58
3.6. Conclusion.....	61
General Conclusion.....	62
List of References.....	64
Appendices.....	78

### General Introduction

Teaching is an extremely skilled profession. Over recent years, it has experienced considerable shifts, from conventional classes to modernistic learner-centered methods. Accordingly, effective teaching expands beyond conveying information. Rather, it entails active interactivity of strategies, adaptability, enormous challenges, and decision-making. In the educational context, good teaching has constantly been a challenging interest. Educators, as the essential performers in the educational process or more precisely, the center of the teaching process, are always required to improve their personal qualities and professional competencies. Therefore, they aim to discover a way to bring about change to enhance their teaching quality and their students' learning. Hence, how can teachers get through the routinized reactions to classroom situations and reach a greater level of motivation, open-mindedness, and self-awareness about themselves, their teaching, the kind of methods and decisions they take as they teach, and the outcomes of certain instructional decisions? One way to achieve this is to think and reflect on their teaching practices. This approach to teaching can be represented as "Reflective Teaching Practice," which represents one of the fundamental professional practices of teachers, it is a cyclical and structured process of thinking about one's practices before, during, and after teaching. Educators must be able to critically analyze their teaching experiences, connect their existing knowledge to new ones, and make adjustments and changes to improve future goals and practices. Thus, fostering continuous professional growth that upgrades the teaching quality. A key principle for RTP is that experience alone is inadequate for learning and PD. However, intentionally reflecting on the experience is necessary.

Through this process, teachers will master proficiency in the presented lessons and teaching practice. It enables them to cater to diverse students' needs and styles. Consequently, fostering a student-centered approach. It also allows them to uncover substitute teaching strategies to overcome challenges. More importantly, it encourages a collaborative learning community and eventually, enhances teachers' PD and students' learning.

Even though the concept of RTP has long been recognized, it does not exist enough in the educational context regarding teachers' professional conduct. Moreover, the previously undertaken works on RTP were about confirming or disconfirming the importance of reflection. However, they did not address whether educators are aware of this importance or not. And if they are truly reflective practitioners. In addition, the researcher has observed in his

## General Introduction

---

training in the high school with EFL teachers that they teach the lessons with the same methodology within each class without engaging in a thoughtful evaluation of their practices and students' learning. For these reasons, the reflective teaching practice as a gateway to continuous professional development has been chosen as a research topic to investigate.

The purpose of this research is to point out the need and necessity of being a reflective practitioner. Specifically, it attempts to emphasize the importance of employing RTP as a valuable tool to improve teachers' PD. In this respect, the following research questions are raised:

- 1- Do high school EFL teachers of the Dahra region practice reflection within their teaching?

This main research question is followed by two sub-questions:

**1-A-** Why are EFL high school teachers of the Dahra region not reflecting on their teaching practices?

**1-B-** How does lack of reflection affect EFL high school teachers' teaching performance and their students' learning?

- 2- Are EFL high school teachers willing to improve professionally?

Correspondingly, to answer these questions, the following hypotheses are suggested:

**1-** High school EFL teachers are not reflecting because they may not be aware of the importance of RTP.

**2-** EFL high school teachers may face challenges that prevent them from reflecting on their teaching practices.

**3-** Lack of practicing reflective teaching may negatively affect EFL high school teachers' performance and their students' learning.

- 4-** EFL high school teachers have the desire to improve professionally.

The current research is descriptive-analytical and it opts for two research data collection instruments. The first tool used is a teachers' semi-structured questionnaire

## General Introduction

---

handed to 20 high school EFL teachers from six different high schools in the Dahra region. The second tool is a semi-structured interview that was conducted with five teachers from the same subjects to gather more information regarding the research topic.

This dissertation is composed of three chapters, the first chapter deals with the theoretical part and it consists of two sections, the first section presents a glance at the history of thought. Then, it provides the major theories that contributed to the foundation of reflection and its definition and criteria. After that, it specifies it to the concept of RTP. Additionally, it discusses its types and models. The second section defines the concept of teachers' PD. Next, it presents the main characteristics of a reflective practitioner and it lists the reflective tools and procedures. At last, the importance of RTP is highlighted concerning teachers' PD.

The second chapter is devoted to the practical part of this study, it describes the research methods and approaches followed, the research participants, and the data collection tools employed mainly: teachers' semi-structured questionnaire and teachers' semi-structured interview. The third chapter analyzes, discusses, and interprets the study's findings followed by a suggested reflective worksheet for EFL secondary school teachers and a set of practical recommendations.

## **Chapter One**

---

# **An Overview of Reflective Teaching Practice & Teachers' Professional Development**

---

**Part One: Reflective Teaching Practice**

**1.1. Introduction**

Teaching as the world's most challenging profession requires teachers to adopt the process of RTP as a prerequisite for PD, to identify areas for continuous self-improvement, to better enhance their students' learning, and overall, to create a meaningful teaching-learning environment.

Therefore, this chapter attempts to present the theoretical part of this work, it introduces the components that construct the whole study under two sections. The first section entitled "Reflective Teaching Practice", it presents a brief history of the notion of reflection and the theories that contributed to its appearance. Then, it is narrowed into RTP. In addition, it lists its types and introduces the theorists' reflective models for reflection. Moreover, the second section deals with "Teachers' Professional Development", which highlights the characteristics of reflective practitioners and the main reflective tools and procedures for effective reflective teaching. At last, it indicates the importance of RTP regarding teachers' PD.

**1.2. The Historical Development of Reflection**

The concept of reflection is not recent; nevertheless, it has rich origins that are completely fused with the evolvement of philosophical thought. Reflective thinking has centuries-old roots expanding from the ancient philosophical traditions that have attempted to elucidate the nature of knowledge, learning, and personal development to the rigid inquiries by modern theorists and thinkers, equally having experienced a subtle evolution.

**1.2.1. The History of Thought**

Around the sixth century B.C., the historical trajectory of reflective thinking was initiated by a worldwide community of philosophers and scholars. "In Greece, these reflective inquirers included Plato and Aristotle; in China, Confucius and Lao Tzu, in the Middle East, Solomon; and in India, Gautama the Buddha. They exemplified different conceptions of reflection but all are revered for the lasting strength of their ideas" (Houston, 1988, p.7). Thousands of years later in the fourteenth century, reflection was employed by European scientists and intellectuals including Frances Bacon, Rene Decartes, Isaac Newton, Immanuel Kant, and John Locke to form advances in philosophy, religion, education, physics, and

mathematics (Houston, 1988). It was also initially served to refer to the return of light from a surface. In like manner, there is no doubt that reflection and deep thought have become more

considerable throughout the ages, from the private meditations of philosophers to every field of humanity's endeavors. In the field of education, the present-day notions of reflection began with the seminal works of education psychologist John Dewey (1910/1933) and the philosopher Donald Schon (1983).

### **1.2.1.1. John Dewey and the Birth of Reflection**

The notion of reflection primarily emerged with John Dewey (1910/1933) an American philosopher and educationist, the first who organized and expanded on unique aspects of reflection. The conversation about reflection is frequently credited to his seminal book entitled "How We Think". Dewey (1910) defined reflection as an action based on, "the active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends" (p.9). In other words, reflection is a continuing systematic process that requires an active engagement in deeper thinking about the beliefs and knowledge that have been obtained to understand it based on logical and accurate evidence, along with considering the consequences that might have.

Human beings develop routines or habits as tools to adapt to their surroundings. Sometimes, there are circumstances in which routine actions are inefficient so, people reflect and produce solutions for these challenging conditions. For this reason, Dewey (1910) made a difference between regular thinking which is guided by routine or circumstance. He stated that "thinking signifies everything that, as we say, is "in our heads" or that "goes through our minds" (p.2). On the other hand, reflective thinking "Implies flexibility, rigorous analysis and social awareness" (Pollard et al. 2008, p.14, as cited in Christodoulou, 2010, p.18). With this regard, regular thinking is a subconscious process directed by habit to make everyday choices that are fixed in one's memory. Conversely, reflective thinking entails an awareness of the outside world and the examination of a particular experience for personal growth. Hence, it can be deduced that reflective thinking is a powerful and more effective method of thinking.

As outlined in Dewey's (1910) original writing, every reflective thinking procedure starts when uncertainty or surprise which deviates from daily routine actions is faced by individuals. This causes "a state of perplexity, hesitation, doubt" (p.9). This builds skepticism, stress, and disturbance and stimulates "an act of search or investigation directed toward bringing to light further facts which serve to corroborate or to nullify the suggested belief"

(p.9). In simple words, the source of reflective thinking is a surprising issue that requires investigation and analysis.

### **1.2.1.1.1. Definition of Reflection**

Reflection is a complicated phenomenon, and it has been seen in a variety of ways by researchers and theorists. These diverse explanations portray a continuous attempt to reach an understanding regarding reflection. According to Merriam-Webster (n.d.), reflection is a “consideration of some subject matter, idea, or purpose” (para. 7) and “turning back: RETURN” (para. 8). Additionally, reflection was defined by Dewey (1910) as “turning a topic over in various aspects and in various lights so that nothing significant about it shall be overlooked - almost as one might turn a stone over to see what its hidden side is like or what is covered by it” (p.57). Similarly, regarding one’s own experiences and behaviors from various angles is important to reflect on them. Stated differently, to analyze that event instead of only experiencing it (Amulaya, 2011). According to this perspective, reflection is more than simply going through the experience but it is about utilizing it. In essence, it underlines the importance of appreciating the experience.

Since reflection is a process with a specific goal in mind, it is an intentional and prearranged mental action. In this respect, Moon (2005) held the idea that “reflection is a form of mental processing that we use to purpose ... it is applied to gain a better understanding of ... ideas ... knowledge and possibly emotions that we already possess” (p.1). To put it more simply, reflection implies revisiting prior information and feelings to have a thorough understanding of the event and accomplish the set goals. Along the same line, cited in Beauchamp (2006), Boyd & Fales (1983) noted that reflection is the fundamental distinction in whether the identical event is replicated by an individual to become extremely skillful in one attitude or understand expertise in a manner that produces an alteration in his or her cognition or emotions. That is to say, reflection gives a chance for reflectors to place themselves intellectually and emotionally within the experience to explore it, and arrive at the deepest understanding to conclude that their reflective process operates.

One can deduce that the idea of reflection is essential for absorbing novel information and shaping new ideas by reflecting on, investigating, and assessing everyday events and creating a structured response to eventual results. In general, reflection can be seen as a continuous process of exploration of oneself that presents a chance for personal growth.

Reflection has evolved across a wide range of fields including education. The practice of reflection is agreed by many researchers to be one of the most critical components in a teaching program (Zippay, 2010; Pollard et al., 2008; Howard, 2003; Zeichner & Liston, 1990, cited in Hasniza et al., 2012, p.1). Van Manen (1991) also identified reflection as a fundamental notion in educational theory, and in a certain way, it is merely a synonym for “thinking”. However, in the context of education, reflection is connected with deliberation, making decisions, and reaching conclusions about various paths of action. In this respect, many scholars stressed the adoption of reflection in the educational setting for two reasons. First, it is seen in teaching as “a process that takes place over long periods of time in which connections, long strands of connections, are made between one’s values, purposes, and actions towards engaging students successfully in their own meaningful learning” (Lyons, 1998, p.126). That is to say, reflection in teaching is an ongoing journey that aligns with the teacher’s values and actions to promote meaningful student learning. Second, as Jay (2003, p.1) claimed:

Thinking about what one is doing. It entails a process of contemplation with an openness to being changed, a willingness to learn, and a sense of responsibility for doing one’s best. Perhaps this process seems natural, and indeed it may be, but it also poses a challenge (cited in Benyelles & Megnafi, 2017, p.57).

This definition underlines the features of reflection that influence the reflective practitioner for the teaching process to improve. Undoubtedly, it represents a challenging process due to its depth rather than focusing on the surface level. For this reason, according to Hatton & Smith (1995, p.40), practitioners must engage in “deliberate thinking about action, with a view to its improvement” (cited in Roehrig et al., 2022, p.355). Since it breeds the ground for teachers’ development. In the meantime, the notion of reflection itself offers a solid basis for reflective teaching practice (Namaziandost, Heydarnejad & Rezai, 2023; Gudeta, 2022; Graus et al, 2022, as cited in Ningsih & Lengkanawati, 2023, p.563).

#### **1.2.1.1.2. Criteria of Reflection**

Dewey’s work has been studied deeply by philosophers and has proven notably popular with educationalists in his native country. Rodgers (2002) for instance, listed four main criteria, specifically on Dewey’s concept of reflection as follows:

1. Reflection is the act of meaning-making procedure that facilitates a learner’s shift from one event into another with a profound comprehension of its ties to other events and thoughts.

It is a linkage to which learning is kept feasible and the improvement of the individual is ensured and, eventually, the community. It is a manner to fundamentally ethical goals. This criterion highlights the profound relationship between learning and reflection that aids teachers in constructing a deeper understanding of their experiences and connecting them with others, leading to continuous learning, and a positive impact on the individual and society.

2. Reflection is a methodological, strict, controlled manner of thinking, with its origins in scientific investigation. For the second criterion, reflection is described as a structured and disciplined approach to thinking, similar to how scientists conduct their research.

3. Reflection necessitates to occur within a society, in association with others. The third criterion emphasizes the importance of community interaction that reflection demands where individuals can share their experiences to learn from one another and reinforce their understanding.

4. Reflecting entails valuing attitudes that appreciate developing oneself and others personally and intellectually. The fourth criterion indicates that attitudes have a significant impact on a person's affective side in response to a situation.

### **1.2.1.2. Donald Schon and the Idea of Reflective Teaching Practice**

Later on, in the 1980s, Donald Schon, an American philosopher expanded Dewey's foundational aspects on reflection to account for the continuation of the thinking process after he publicized "The Reflective Practitioner: How Professionals Think in Action" (1983). Where the link connecting theory and practice has been clarified (Quinn & Hughes, 2007, as cited in Wain, 2017, p.663). To explain the concept of RTP, Donald Schon presented the idea of timelines in which reflection arises, namely: reflection-in-action and reflection-on-action, which represent teachers' thinking about their classroom practices. Four years later, Schon published an expanded review of RTP with his work, "Educating the Reflective Practitioner" (1987) as a tool to educate teachers to become reflective practitioners to improve their PD.

#### **1.2.1.2.1. Definition of Reflective Teaching Practice**

Different scholars have provided many definitions of RTP. However, the concept was formulated by Schon in 1983. Schon (1987) described RTP as a "dialogue of thinking and doing through which I become more skillful" (cited in Pitsoe, 2013, p.213). Schon emphasizes the essence of RTP as both a process of thought and action to revise past events to improve future teaching practices. Hence, to achieve future improvements, teachers have to go through stages when engaging in this periodical operation in which they ought to observe, contemplate, assess, and review their actions continuously to attain the highest level of teaching

(Ratminingsih, Artini, & Padmadewi, 2018). Similarly, (Spalding & Wilson, 2002, p.1394) assert that RTP signifies “an activity or process in which an experience is recalled, considered, and evaluated, usually about a broader purpose.” These definitions indicate that RTP is an ongoing and cyclical process conducted by teachers that demands thoughtful consideration and gives teachers a chance to pause and reflect on their previous and present teaching experiences.

In addition, RTP is considered a system of meaning creation that allows educators to develop (Rodgers, 2002). Simply put, through this process, teachers comprehend their teaching practices and recognize areas of strength and weakness. Moreover, it also entails “working toward a better understanding of the problems and ways of solving them” (Loughran, 1996, p.13, as cited in Wahyudi, 2012, p.1). Together with being reasonably and emotionally involved in examining their experiences to clarify and solve teaching issues (Boud, Keogh, & Walker, 1985). This enables reflective teachers to reach better solutions while comprehending how those solutions relate to other ideas and experiences.

In summary, it can be deduced that RTP is an active process of deeply thinking and evaluating the teaching practices and the reason behind their occurrence, and applying that thinking into practice with a desire for self-improvement which will positively impact students' learning and automatically the quality of teaching for the better.

#### **1.2.1.2.2. Types of Reflective Teaching Practice**

As stated by Schon (1983), two primary types of reflection vary in terms of when they arise. These types are:

##### **1.2.1.2.2.1. Reflection-in-action**

According to (Schon, 1987, p.26) reflection in action is when “we may reflect in the midst of action without interrupting it” In that way “our thinking serves to reshape what we are doing while we are doing it” (cited in Romero Martín & Valero Farfán, 2014, p.18). In the same line, the “competent practitioner learns to think on his/her feet and is able to improvise as s/he takes in new information and/or encounters the unexpected” (Pickett, 1996, p.1, as cited in Pacheco, 2005, p.3). As the name suggests, reflection-in-action occurs immediately, and impulsively as a response to an unexpected situation that teachers may encounter while teaching in the classroom. Consequently, unexpected problems and conditions are paraphrased in a way that individuals regard the event in another way (Loughran, 1996, as cited in Tanaka, 2019, p.18). That focuses on finding an effective solution.

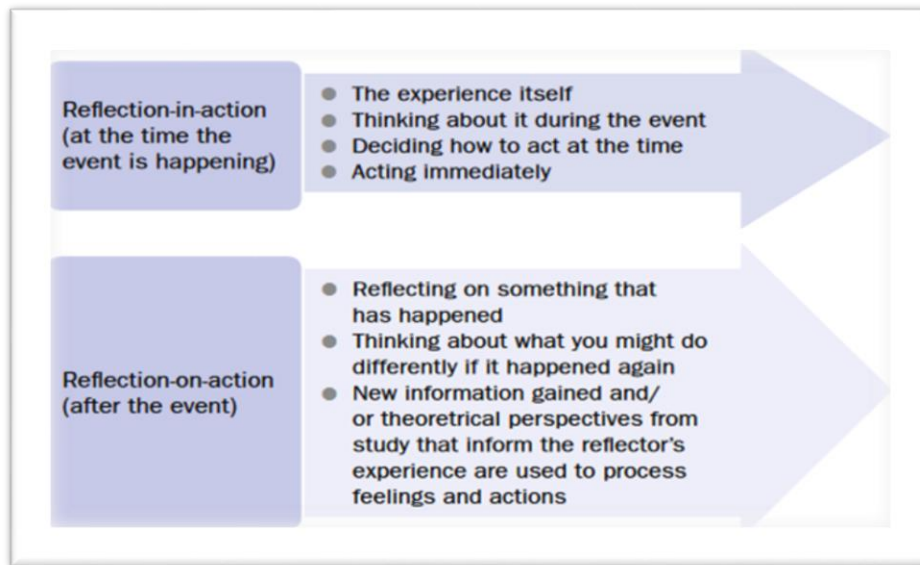
Shon (1983) stated that “reflection-in-action necessarily involves experiment” (p.141). Reflection-in-action allows teachers to “use their experiences and knowledge to address the

problem instantly” (Senapaty, 2019, p.07). That is to say, the latter depends on teachers’ prior knowledge to analyze the situation and experiment with it (put it into practice) promptly to solve it. Further, this experiment, “serves to generate both a new understanding of the phenomena and a change in the situation” (Schon, 1983, p.68). Simply put, reflection-in-action occurs when practitioners construct professional conceptions logically to reach a particular objective during the teaching process.

#### **1.2.1.2.2.2. Reflection-on-action**

For Schon (1983) Reflection-on-action represents educators’ reflection before or after the teaching is done. Equally important, “we may reflect on action to discover how our knowing in action may have contributed to an expected outcome” (Schon, 1987, p.26, as cited in Romero Martin & Valero Farfan, 2014, p.18). Similarly, teachers, “think back on a project they have undertaken, a situation they have lived through, and they explore the understandings they have brought to their handling of the case” (Schon, 1983, p.61). Russell & Munby (1992, p.3) also describe reflection-on-action as the “systematic and deliberate thinking back over one’s actions” (cited in Christodoulou, 2013, p.23). In this respect, reflection-on-action is a retrospective reflection, in which educators look back to an earlier lesson outside of the practice, allowing them to analyze the reasons behind their actions and apply the knowledge they have gained to strengthen their next time teaching. In the same line, Semmoud (2014) states that reflection-on-action aids in lifting recognition concerning what ought to be achieved later to eliminate weakness. Therefore, reflection-on-action refers to both cognitive and meta-cognitive thinking, as practitioners actively engage in problem-solving, decision-making, and sense-making on what has to be performed later.

The next figure illustrates Schon’s model of reflection underlining the processes of reflection-in-action and reflection-on-action:



**Figure 1.1: Schon's Model of Reflection**

**Source: Cited in Wain (2017, p.664).**

Hence, the difference between reflection-in and on-action is the context of the timing of the reflection. The former occurs during the action (where thinking and action are linked), as (Schon, 1983, p.280) stated, in “reflection-in-action,” “...doing and thinking are complementary. Doing extends thinking...and reflection feeds on doing and its results. Each feeds the other, and each sets boundaries for the other.” The other follows it and occurs after an action is completed when people can take multiple procedures to reflect on their activity depending on its nature (where thinking and action are separated).

### **1.2.1.2.2.3. Reflection-for-action**

Evaluating Schon's work about reflection-in-action and reflection-on-action, Killion & Todnem (1991) found it vital to build upon Schon's concepts and incorporate the concept of reflection-for-action, which, according to the authors signifies, “the desired outcome of both previous types of reflection. We undertake reflection, not so much to revisit the past...but to guide future action” (Killion & Todnem, 1991, p.15). In the same line, (Senapaty, 2019, p.9) claimed that “reflection-for-action is said to be a desired proactive outcome for both “reflection-in-action” and “reflection-on-action.” They demonstrate that, based on prior experiences and actions, this dimension has been determined to be more useful for directing and improving teachers' future instruction. Farrell (2013) discovered that teachers must reflect on their prior experiences and predict what will happen during the class and before a lesson is taught (cited in Olteanu, 2017). Accordingly, reflection-for-action entails planning lessons

proactively in detail, anticipating what will happen next, and preparing for it. This dimension directs the instructor toward future practice that is well-managed. It is therefore seen as a more beneficial tool.

### **1.2.1.3. Brookfield's Critical Reflective Teaching Practice**

Another essential contribution to the understanding of RTP is the study offered by Stephen Brookfield (1995) in his book, "Becoming a Critically Reflective Practitioner" which advocated not only reflection but critical reflection. Van Manen (1977) emphasized that critical reflection is "the highest level of deliberative rationality" and the form of thinking practitioners should strive to achieve (p.227). In addition, it has been noted that critical reflection is perceived as an essential aspect of reflective teaching because it leads to a greater comprehension of meaning (Mezirow, 1991). Additionally, reflective teaching practices necessitate critical inquiry, examination, and self-directed assessment (Calderhead, 1989, as cited in Habók & Oo, 2020, p.129). This makes it more apparent that RTP is based on critical reflection where a critical evaluation of one's actions and experiences leads to a deeper comprehension which results in a genuine change and advancement that goes beyond simple reflection. Furthermore, Brookfield emphasized how critical reflection is vital for practitioners, and stated that, residing in the present as a prisoner of the past defines what it means not to be reflective. To be carried along by the currents of cultural and pedagogical preference is to lack critical reflection (Brookfield, 1995, as cited in Hanson, 2013, p.3). Likewise, Redmond (2006) affirms that the reality of the person can be evaluated, reshaped, and upgraded by critical reflection. As a result, such a shift improves the efficacy of instructional practices (Darling-Hammond, 2010). By boosting student attention, widening relevant encouragement for pupils, and raising their academic achievement (Jay, 2003; Zeichner & Liston, 1996, as cited in Nager, 2017, p.24). Accordingly, these academics indicate that a process of critical reflection is a means to find the value of teaching as well as promoting teachers' self-development, teaching quality, and students' learning outcomes.

From the previous interpretations, it is understood that critical reflection is a thoughtful and predetermined process that goes beyond surface-level understanding. However, it emphasizes active self-evaluation, in-depth comprehension, and a critical stance, contributing to genuine alteration, and personal growth.

### **1.2.1.3.1. Brookfield's Four Critical Lenses**

Brookfield (2017) explained RTP as, the continuity and deliberation system of recognition and examination of the correctness and credibility of our teaching assumptions regarding learning. In a manner, critical reflection takes place when we recognize and examine the presumptions that influence our actions (Brookfield, 2017, p.21, as cited in White, 2021, pp.170-171). Specifically, he asserted that typical assumptions are broad in education, and “critical reflection is all about hunting the assumptions that frame our judgments and actions as teachers.” In this regard, Brookfield (1998, p.197) defines critical reflective practice as “a process of inquiry, involving practitioners in trying to discover, and research, the assumptions that frame how they work” (cited in McDougall & Davis, 2011, p.438). Accordingly, teachers ought to be critically reflective educators to develop their self-awareness, understanding, and reflect on their teaching practices through four lenses, and to uncover assumptions that are rooted in educational atmospheres, as Brookfield (2017, pp.12-13, as cited in White, 2021, p.170) claimed “the most effective way to become aware of these assumptions is to view our practice from different perspectives. Seeing how we think and work through different lenses is the core process of reflective practice.” As a result, he proposed four lenses that practitioners might use to engage in meaningful critical reflection as part of critical practice, these resulted in the use of the expression “critically reflective practices”, which are as follows:

**Autobiographical Lens:** Brookfield (1995) asserts that undertaking self-reflective practices highly contributes to the foundational assessment of our pedagogical methods (cited in DeVaux, 2022, p.2). Self-evaluation enhances academics' teaching capacities by examining their teaching experiences cautiously. They must be able to talk to themselves saying, “What I am doing right now is creative and spontaneous, yet grounded in my examined experiences. I know it is good for me and my students. What's more, I know why it is good and if need be, I can tell you why” (Brookfield, 1995, p.47, as cited in Ndebele, 2014, p.535). In line manner, Brookfield (1995) proposes that it is a practical good beginning point to explore an individual's encounters as a learner. They could reflect on their previous practices as teachers or learners and the difficulties they experienced to “become aware of the paradigmatic assumptions and instinctive reasoning that frame how we work” (Brookfield, 1995, p.30, as cited in Ndebele, 2014, p.535). At this step, teachers can use several tools for self-reflection including video or audio recordings of their lectures and teaching methods, teaching logs, reflective journals, online portfolios, or self-assessment rubrics.

**Using Students' Eyes as a Critical Lens:** Usually, students are viewed as secondary collaborators in the teaching-learning process, it is necessary to regard how they perceive the process because it influences their learning. Cited in Ndebele (2014, p.535) viewing ourselves as students see us, can alert us of those deeds and suppositions that either validate or question current power relationships in the classroom. They also assist us in determining whether pupils understand the purpose of our teaching (Brookfield, 1995). The heart of RTP is knowing how teachers affect their students in classrooms. As described by Brookfield (2017, p.62) this is the foundation of “student-centered teaching: knowing how your students experience learning so you can build bridges that take them from where they are now to a new destination” (cited in White, 2021, pp.171-172). As a result, a difference in the teacher preparation programs is made by using students' eyes as a lens for critical perspective. Further, students' voices and feedback can be gathered in multiple ways involving: exit tickets, questionnaires, surveys, focus groups, or in-class evaluations to explore and comprehend many views and comments that are present within the same classroom. In turn, it will support students to be accountable for their own learning by providing them the chance to take part in the teaching-learning process. As a consequence, “anything contentious is highlighted, as is anything that needs further clarification. These comments become the basis for the questions and issues I address publicly the next time we're together” (Brookfield, 1995, p.117, as cited in Ndebele, 2014, p.536). Briefly, seeking students' feedback is regarded as an important factor that highlights what practices may necessitate improvement, such as aiding teachers in the enhancement of their language use, thinking abilities, and decision-making.

**Colleagues' Eyes or Peer Review as a Critical Lens:** According to Brookfield (1995) our coworkers behave as significant mirrors, reflecting us, often unexpectedly, representations of our activities (cited in Ndebele, 2014, p.536). Receiving feedback from peers may contribute to teachers' academic and PD. They let the teacher see the world from their perspective because they are friends who embrace critical thinking. Brookfield (1995) affirms that a critical friend will be involved in challenging our basic assumptions about education and empowerment to reveal novel viewpoints and reconsider obstacles or deeply delve into the reason behind the utilization of a method (cited in Ndebele, 2014, p.536). In the meantime, Miller (2010) maintains that peers can offer creative solutions for instructional issues by drawing attention to covered practices in a teacher's actions (cited in Ndebele, 2014, p.536). Simply put, colleagues can offer beneficial alternatives. Other benefits of colleagues' evaluations are listed below by Brookfield (1995). He claimed that when engaging in critical conversations with peers and

hearing about their interpretations of events they encountered, views of the practice are verified, reconsidered, and widened by the teacher and begin to discover that what they believed were special issues and failures, are faced by many other teachers like them (cited in Ndebele, 2014, p.536). Thus, colleagues can support better teaching and learning results, more collaboration, and higher teacher motivation. Teachers can seek comments from their colleagues by inviting them to observe their lessons and provide constructive feedback using peer feedback templates, critical conversations, or the peer coaching model.

**Theoretical Perspective as Critical Lens:** the final lens that supports critically reflective teaching in educational settings is reading critically what other educators have written about their study into the teaching of their disciplines. For Brookfield (1995), studying theory can assist us in recognizing that what we once believed to be indicators of our shortcomings as educators can be seen as the inevitable result of specific socioeconomic and political procedures, this prevents us from yielding to the notion that occurs in our classrooms is our fault (cited in Ndebele, 2014, pp.536-537). In addition, educators who conduct studies, display, or share scholarly literature demonstrate a sophisticated vocabulary for classroom instruction. So, this can be a psychological and political necessity, via which educators come to comprehend the connection between their personal [teaching] challenges and wider political procedures (Brookfield, 1995, as cited in Miller, 2010, p.1). Nonetheless, professionals may be unwilling to use educational literature they believe to be doubtful. With this regard, cited in White (2021, p.174), Brookfield (1995) claims that educators will argue that instructive research and theory do not have a thing to do with the specifics of their classroom, even though it “puts into cogent words something you’ve felt but been unable to articulate” (Brookfield, 1995, p.73). Another advantage of reviewing the literature according to Brookfield (1995) is verifying teachers’ preexisting beliefs about what constitutes “good” teaching, and present novel interpretations of well-known events, and recommending alternative approaches to instruction (cited in Ndebele, 2014, p.537). To complement the other lenses, Brookfield’s fourth lens encourages teachers to think about their own experiences and those of their students and colleagues in light of recent research and literature. This incorporates reading educational books, and research papers, engaging in professional learning communities, academic conferences, and listening to educational podcasts.

Overall, the outcome of critical reflection is ideally coming to a better understanding of the teachers’ authentic voice, a pedagogical authenticity that brings both values and dignity to their teaching practices.

### **1.2.2. Models of Reflective Teaching Practice**

When integrating reflection into practice, teachers might not know precisely how to reflect. The reflective process can be guided and “scaffolded” by using certain reflective models and frameworks designed by theorists to clarify how the RTP process occurs, they can range from complex to simple, and the purpose of selecting these models is to help teachers think more deeply about their teaching experiences and to give a clearer grasp of how the reflective operation progresses from reflective thought to RTP.

#### **1.2.2.1. Kolb's Experiential Learning Model (ELM) & Learning Styles Inventory (LSI)**

Kolb (1984) indicated that he “noticed the dimensions” (Kolb, 2015, p.56) in the works of famous twentieth-century thinkers John Dewey, Kurt Lewin, and Jean Piaget, and strived to combine the shared themes in their theoretical work into a structured system capable of handling the instructional obstacles that encounter the twenty-first-century community (Kolb, 2015). And proposed “a comprehensive theory which offers the foundation for an approach to education and learning as a lifelong process which is soundly based in intellectual traditions of philosophy and cognitive and social psychology” (Zuber & Skerritt 1992, p.98, as cited in Healey & Jenkins, 2000, p.3). Simply put, these scholars stressed revealing how experience influences human learning and development. Thus, Kolb (1984) created an Experiential Learning Cycle based on their notable literary works of the 20th century.

For Kolb (2015, p.37) “learning is the process whereby knowledge is created through the transformation of experience.” In the same line, Wain (2017, p.663) considered that “Kolb's Model focuses on the idea of ‘experiential learning’ to emphasize the importance of experience in shaping learning.” In simpler terms, practitioners acquire knowledge from the various experiences they had during their careers and translate them into an opportunity to learn. That is, learning is shaped by experience.

Additionally, the model offers a four-step cycle illustrating Kolb's theory of the experiential learning cycle, these four steps are outlined as “two dialectically related modes of grasping experience: Concrete Experience (CE) and Abstract Conceptualization (AC). In addition to two dialectical modes of transforming experience: Reflective Observation (RO) and Active Experimentation (AE)” (Kolb, 2015, p.51). From which people choose the ones that precisely fit their interests.

First, concrete experience is interested in exploring the distinctive and complicated aspects of current actuality, as opposed to the hypothetical and generalizing tendencies. In the first stage, educators face an experience that is either the recreation of a previously existing situation or an examination of the current, novel situation.

Second, reflective observation highlights comprehension instead of practical implementation and the occurrence of events. During this analytical stage, the teacher consciously thinks of what has been experienced. A crucial component of this step is identifying the gaps between experience and understanding. It also emphasizes the importance of teachers' emotions and the connections to their expertise and past experiences.

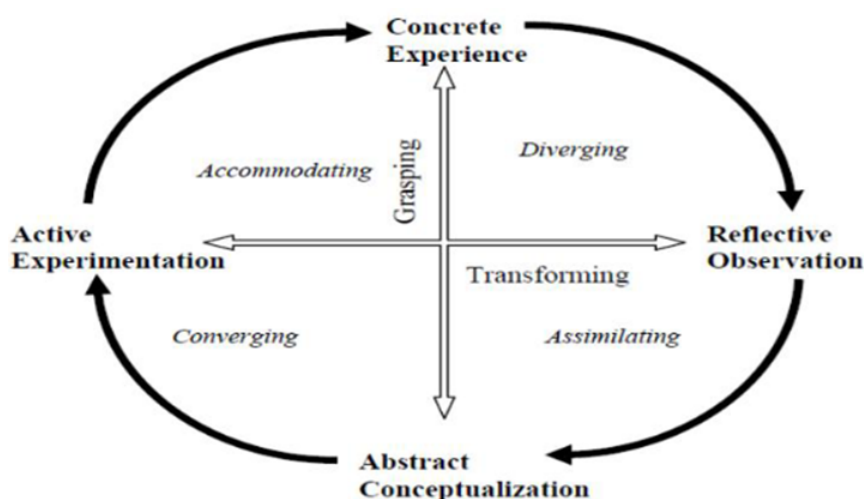
Third, abstract conceptualization involves applying structured planning, handling abstract symbols, and the numeric examination. This stage is about learning from the experience, educators establish new ideas based on earlier observations or adjust preexisting ones to explain their findings, acknowledge both positive and negative conclusions, and mark areas that require further investigation.

Fourth, active experimentation focuses on taking actions in contrast with reflective comprehension, a realistic focus on what succeeds contrary to what is absolute truth. This step requires teachers to apply the newly acquired information to different situations that may arise, this means transforming the analysis and justifications into plans and decisions. Teachers' planned objectives should be clear, quantifiable, doable, reasonable, and targeted. In this stage, teachers will also link back to stage one by taking on new experiences that are based on their acquired knowledge (Kolb, 1984). In short, this model underlines the significance of RTP in transforming everyday experiences into novel ideas, with learning emerging from the interaction between these steps, where the educator is required to experience, observe, reflect, and act.

Kolb's Experiential Learning Cycle can be entered at any phase, and the stages can proceed in any sequence, under the condition that all four steps will be taken. Hence, it is more effective to consider it a spiral of cycles. As Hurst Wajszczuk (2010, p.422) suggests "one might begin with active experimentation, for example, and then proceed to reflective observation and concrete experience, before arriving at abstract conceptualization" (cited in Behrendt & Machtmes, 2021, p.74). Nevertheless, if none of the stages are neglected, a comprehensive approach to acquiring and understanding the connection between theoretical concepts and particular situations can be accomplished.

Kolb's original Learning Style Inventory (LSI) developed four basic learning styles (Figure 1.2), each learning style is a fusion of two of the four learning phases and is linked to a distinct problem-solving approach. Different learning styles can be adopted by educators according to their preferences for learning and depending on the circumstances. According to Kolb (1984, pp.77-78), the four original learning styles are:

The Convergent Style, “lies in problem-solving, decision making, and practical application of ideas.” Abstract conceptualization is the force that drives behind active experimentation with convergent educators for the task's effective execution. With the divergent style, divergers perform best on operations that require “imaginative ability and awareness of meaning and value.” They are referred to as “brainstormers” (Kolb, 1984, p.77). Who favor observing rather than acting and tend to be creative. Divergers often combine reflective observation with concrete experience to formulate a creative solution. Furthermore, the assimilative style is characterized by “inductive reasoning and the ability to create theoretical models” (Kolb, 1984, p.78). Assimilators are more interested in abstract, logical aspects of theories than in practical ones, their primary goal is to explain their observations and incorporate abstract conceptualization with reflective abstract observation. In addition, accommodative style as opposed to the assimilative style, accommodators excel “in doing things, in carrying out plans and tasks, and getting involved in new experiences” (Kolb, 1984, p.78). They tend to be action-driven and risk-takers, where concrete experience and active experimentation modes are connected. The following figure demonstrates Kolb's Experiential Learning Cycle, outlining its four stages.



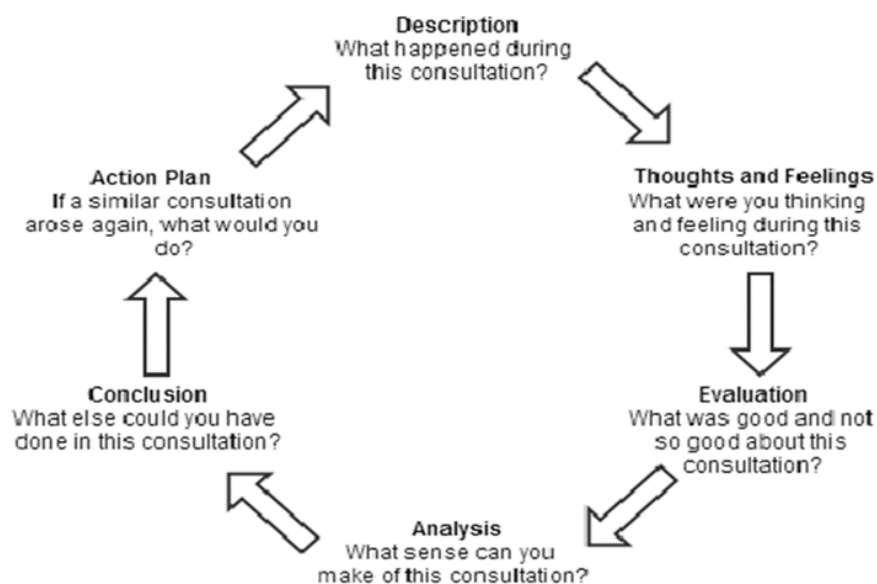
**Figure 1.2: Kolb's Experiential Learning Circle (1984, p.51)**

**Source: Cited in Saidi (2017, p.15).**

Hence, Kolb's Experiential Learning Model introduces an attractive paradigm of learning for higher educators as it places faith in the capacity of the individual to undertake gradual learning, growth, and maintaining the positive principles that are essential for educators in higher learning (Kolb, 2015).

### 1.2.2.2. Gibbs Reflective Model

Gibbs' Reflective Cycle or Reflective Model (1988), is derived from the earlier experiential learning model developed by Kolb (1984) as a more detailed version. It suggests that theory and practice reinforce each other in an endless circuit. Originally conceived as a "de-briefing sequence" (Gibbs, 1988, p.46, as cited in Finlay, 2008, p.8). Gibbs (1988, p.9) also underlined the significance of Kolb's theory and stated that teachers can only effectively improve by connecting reflections and actions collectively when he noted that "it is not enough just to do, and neither it is enough just to think. Nor is enough simply to do and think. Learning from experience must involve linking the doing and the thinking" (cited in Sedairia, 2019, p.36). The next figure presents Gibbs' framework illustrating its six stages.



**Figure 1.3: Gibbs 6-staged model of reflection**

**Source: Adapted from Gibbs (1988, as cited in Anderson et al, 2004, p.194)**

Gibbs (1988) proposed a circular concept with six ongoing stages that promote reflection, as illustrated in (McMillan & Weyers, 2013)

**Description:** The teachers' retrieval of actions relies on the ability of monitoring to ensure recall with precision, in addition to maintaining neutrality. That is the starting point which entails the experience being recalled and reflected upon.

**Feelings:** The teachers recognize responses to the situations. In other words, it encourages them to concentrate and reflect on their emotions during and after the experience (whether satisfactory or not satisfactory).

**Evaluation:** The teachers assess the pros and cons of the event. In other words, they seek to judge the experience that happened and try to reflect on its positive and negative sides with what went or did not go well, and how they dealt with it.

**Analysis:** The teachers specify interpersonal engagements with documented works and research. To breakdown the event into its various components so that each can be studied individually.

**Conclusion:** At this stage, teachers sum up their reactions to the occurrences and the knowledge acquired with the optimal responses or reactions for the future. In this respect, the practitioner will ultimately conclude what more steps, if any, could have been taken to achieve a different outcome since s/he has investigated the situation from different views with plenty of data on which to base his judgment.

**Action plan:** is an approach that formalizes the results of the teachers' reflection. The last stage requires creating an action plan that the practitioners can follow the next time they face a similar experience by anticipating the event appearing again and deciding what they would do differently being aware of their strengths and weaknesses (cited in Wain, 2017, p.663).

This six-phase model demonstrates how teachers' reflective thinking is always growing. To support them in their RTP process by offering a well-structured framework to perform it. According to Chen et al. (2018), six phases are underlying Gibb's framework, as manifested in this sequence of collaborative questions, the faculty of higher education is pushed to the contemplation and examination of their actions or events in an organized manner (cited in Hamaidi & Kachi, 2020, p.33). Respectively, these six phases that the teacher goes through throughout the self-reflection process are composed of multiple thought-provoking questions. The questions challenge the practitioners to reflect on and evaluate their actions at each step to create a more complete picture of what occurred.

### **1.2.2.3. Borton's Framework of Reflection**

Borton's reflective framework was introduced by Terry Borton, an American school educator in 1970 in his book "Reach, Touch and Teach". It is "a simple three-stage reflective

model that centers on just three questions: What? So What? Now What?" (Mills, 2021, p.24). First, for (Rolfe, 2014) the "What?" is "for sensing out the differences between response, actual fact, and intended effect." This stage of the RTP process involves the practitioner sensing and describing the precise events, tasks, or experiences that happened, along with their role and what s/he and others did. The "What" uses questions such as: in what way did I react to this? What did I want to accomplish? Throughout the entire experience, what went good and what went wrong? Second, the "So what?" stage is "For transforming that information into immediately relevant patterns of meaning."

The second is a transformational stage where principles, ideas, or theories originate through the conceptualization, assessment, and analysis of the experience. It is more reasonable and intellectual. That is to say, it is a knowledge-building stage. It may include questions like: So, what does this indicate? So, what different ways I can enhance this? Third, the "Now what?" phase is "for deciding on how to act on the best alternative and reapply it in other situations" (p.488). This is the doing stage with the main goal of translating the analysis to actions that solve the initial experience based on the lessons learned through it and regard potential consequences. It asks questions like: now what shall I do? Now what the consequences of my actions would be? Now what is learnt from that situation?

It is noticeable that Borton's framework includes every type of reflective thinking skill. It concentrates on reflection after action. However, it could also be applied to focus on reflection during and for action. As a result, "this What, So What, Now What sequence became the model on which we built a curriculum designed to make students more explicitly aware of how they function as human beings" (Borton, 1970, pp.88-89, as cited in Rolf, 2014, p.488). This demonstrates that Borton's model supports practitioners in reflecting on how they can personally grow and take accountability for the results of their response to the experiences for better student learning.

## **Part Two: Teachers' Professional Development**

Teachers' PD has been an ever-evolving process and an essential component of both teachers' personal and academic careers through which they broaden their knowledge, abilities, and teaching practices. It has recently drawn teachers' attention and become their primary focus. Freire (1998) points out that educators are "unfinished" resources who "need professional growth throughout their careers (Pennington, 1990, as cited in Belarouci & Semmoud, 2023, p.718). Nevertheless, to improve professionally, educators must practice

“reflection on classroom events which allows them to figure out ways for betterment their teaching profession” (ibid) to remain current with pedagogical approaches, and educational research so that to increase their effectiveness in the classroom. Therefore, for teachers, PD and RTP are two sides of the same coin.

### **1.2.3. Definition of Teachers' Professional Development**

Several perspectives have been expressed while tackling the term PD. According to the Oxford Dictionary (2008, p.351) “professional, of a profession, showing that somebody is well trained and highly skilled.” In the educational context when considering teaching as a profession, it cannot be isolated from PD. It is “the process by which ... teachers review, renew and extend their commitment as change agents to the moral purposes of teaching” (Day 1999, p.4). PD serves also as a “longer-term goal and seeks to facilitate the growth of teachers' understanding of teaching and of themselves as teachers” (Richards & Farrell, 2005, p.4). Glatthorn (1995, p.41) similarly proposes that PD is “the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (cited in Prieto et al., 2019, p.1). Furthermore, it is considered “an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students” (Diaz, 2003, p.1). In the same line, it is “about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth” (Avalos, 2011, p.10, as cited in Çetin & Bayrakcı, 2019, p.32). Altogether, the primary objectives of PD for Guskey (2002) are to bring “change in the classroom practices of teachers, change in their attitudes and beliefs, and change in the learning outcomes of students” (p.383).

Overall, PD can be defined from the provided definitions above as a continuous learning procedure where teaching practices are systematically evaluated, adjusted, and examined by teachers to meet their students' needs. PD allows teachers to utilize the knowledge they acquired to modify their instructional practices, enhance their students' learning levels, shape their personal and PD, and enhance the quality of teaching.

One of the most significant sources and effective means of PD in teaching is undeniably RTP, which also serves as an essential bridge connecting theory and practice. Pollard & Tann (1993) presented the opinion that an instructive circuit of professional development and competency is supported by reflective teaching practice (cited in Christodoulou, 2010, p.12). Similarly, according to Ur (1999), one of the first and strongest foundations for teachers'

professional development is their reflections on day-to-day actions in the classrooms. Similarly, Ferraro (2000, p.3) claims that “critical reflection upon experience continues to be an effective technique for professional development” (cited in Cavedon, 2014, p.3). All these perspectives highlighted the necessity of RTP to encourage educators’ ongoing PD and competency. Thus, PD has been strongly linked to RTP.

Teachers who practice reflective teaching have a better awareness and understanding of their own teaching methods, which increases their efficacy in the classroom, hence a better professional growth, because a reflective educator strives to address the difficulties associated with teaching in the classroom and be accountable for their own professional development (Zeichner & Liston, 1996, as cited in Yaman, 2016, p.438). Moreover, Bengtsson (1995) mentioned that reflective teaching pushes educators to put a barrier between their practices and themselves. As a result, to attain professional development, educators are forced to critically reflect on their methods (cited in Yaman, 2016, p.438). In other words, PD focuses on enabling instructors to establish their professional identities through self-reflection on their activities and practices in the classroom. As a result, promoting effective teaching. In summary, cited in Pandey (2012, p.40), Chaudhary (2008) in his article “Reflection as a key concept for teacher development” concludes that RTP is an effective skill for promoting teachers’ PD.

#### **1.2.4. The Characteristics of a Reflective Practitioner**

The teachers’ ability to actively engage in critical self-reflection to enhance their professional practices and knowledge, is influenced by his/her characteristics, predispositions, and psychological constitution. These characteristics play an integral role in setting the groundwork for a reflective practitioner’s journey toward self-awareness, critical analysis, and ongoing growth. In this regard, according to Dewey (1933), “one’s character or attitude is an essential feature of a truly reflective person” (p.20). Among the attitudes that should be fostered include:

**Open-mindedness:** is not blindness in accepting all ideas without brilliance in criticizing. Instead, it indicates considering diversity in viewpoints, accompanied by accepting the potential for mistakes even in the precious principles (Dewey, 1933, as cited in Rogers, 2002, p.861). It also means, “Freedom from prejudice, partisanship, and such other habits as close the mind” (Dewey, 1933, p.30, as cited in Spalding & Wilson, 2002, p.1395). This denotes that, to be open-minded involves being playful, rather than holding too firmly to the existing beliefs but letting the mind move around them. A reflective practitioner approaches

difficulties in novel ways. In addition, actively listens, to new ideas and opposing viewpoints that come from others, offer criticism, and can admit that his/her formerly held beliefs may be incorrect to enhance one's practice.

**Responsibility:** Dewey (1933) mentioned that becoming rationally responsible involves the outcome of an anticipated movement being considered... these results being embraced when pursued rationally from any already adopted position (cited in Spalding & Wilson, 2002, p.1395). Open-mindedness, directness, and wholeheartedness are tied to responsibility. This reflectivity state is marked by the need to consider that actions have consequences. Therefore, accountable practitioners are tasked with asking themselves about their work, comprehending problems, and providing solutions.

**Whole-heartedness:** For Dewey (1933) whole-heartedness is “genuine enthusiasm” (p.32). It requires the reflective practitioner to have a keen interest in a subject matter and to be passionate about it, to convey this passion in his ideas and thoughts. Also, s/he would have been able to maintain curiosity and the will to learn. Wilbur (2016, p.3) states that as an integral part of the reflective framework, wholeheartedness “considers the complexity of situations while maintaining a steadfast focus” (cited in Nurfaidah, 2018, p.40). That is a kind of total engagement.

**Directness:** means that reflective teachers ought to have confidence in their own experience and reject others' opinions or judgments. However, “it is what beginner teachers often lack. Because they are so identified with the content and their teaching of it, they often totally miss what is going on around them—most important, the learners and their learning” (Rodgers, 2002, p.860). Rodgers wants to clarify that beginner educators tend to focus entirely on delivering the lesson's content and neglect other parts of the classroom.

### **1.2.5. Reflective Teaching Procedures**

The educational environment offers a wealth of experiences that can be a beneficial source for teachers to enhance their professional practices by turning them into learning opportunities. As a reaction to these experiences, reflective teachers may employ a variety of investigative procedures as developmental tools to self-reflect in ways that suit their preferences, by writing, individual or group reflection. Such reflective procedures include:

### **1.2.5.1. Reflective Journals**

Keeping a journal or diary is a reflective tool that can be utilized to start a self-assessment process effortlessly because it is entirely personal and cost-effective. Firstly, a reflective journal is described as “a teacher’s inner dialogue expressed in writing to be a purposeful means of analysis and improvement of his/her pedagogical activities” (Švec, 2005, p.80, as cited in Christodoulou, 2010, p.23). In addition, Kok & Chabeli (2002, p.36) claimed that “reflective journals have been regarded as an important strategy that fosters reflective thinking.” It is also thought of as “a tool for self-discovery, an aid to concentration, a mirror for the soul, a place to generate and capture ideas, a safety valve for emotion, a training ground for the writer, and a good friend and confidant” (Klug, 2001, p.1, as cited in Belarouci & Semmoud, 2023, p.716). Secondly, reflective journals can be used by teachers as room for recording their ideas, emotions, and responses to teaching (Richards & Farrell, 2005) because, it preserves a regular record of their learning or teaching experiences, including observations of their actions and simple descriptions of happenings that can be referred to later (Richards, 1995, as cited in Kaung, 2020, p.10). Therefore, teachers who frequently document their teaching, according to McDonoug (1994) might have a greater awareness of “day-to-day behaviors and underlying attitudes, alongside outcomes and the decisions that all teachers need to take” (cited in Farrell, 2008, p.85). For the ultimate objective of improving future instruction and not just to keep a record of what succeeded and did not (Mermelstein, 2018, as cited in Farrell, 2008, p.1). In turn, that can help the educator control the learning environment (Semmoud, 2014).

In light of what has been said, a reflective journal is a helpful tool for documenting in-depth the reactions and emotions of the teachers and gathering information regarding every teaching event that took place throughout each practice. The information acquired helps educators ponder, identify issues, comprehend them, provide solutions, and refine their educational practices. Maintaining a reflective journal calls for a certain discipline in organizing time for doing it regularly which fosters autonomy and reflective thinking as an essential strategy for PD. Thirdly, it is also feasible to distribute the journal to other educators as “a basis for comparison, discussion, and further reflection” (Richards & Farrell, 2005, pp.72-73).

### **1.2.5.2. Teaching Portfolio**

It can also be called an educational portfolio, an educator's portfolio, or a teaching dossier. For Reis & Villame (2002), teaching portfolios embrace accomplishment, development, and self-reflection which can be referred to as intentional sets of work (cited in Flottesch, 2004, p.1). Alongside, the teaching portfolio is a developing group of carefully professional ideas, objectives, and knowledge that are linked with reflection and self-evaluation (Evans, 1995, as cited in Ali Hossain, 2021, pp.1-2). In other words, a teaching portfolio is the mirror of teachers that shows their teaching practices including their feelings, observations, and ideas through a set of well-organized collections of materials. It also serves as a record of their successes and areas of weakness. It enables educators to assess the quality of their work, give constructive criticism, and perceive teaching as a continuous process of experimentation, reflection, and learning. Which in turn aids PD and "presents evidence of the teacher's thinking, creativity, resourcefulness, and effectiveness" (Richards & Farrell, 2005, p.98).

### **1.2.5.3. Action Research**

Action research is a method for self-reflection, primarily associated with the concept of RTP, the term "Action Research" itself represents two characteristics of the activity, as Richards & Farrell (2005) describe, (1) research as being a structured method for conducting investigations and gathering data that is intended to shed light on a problem or issue and (2) action as applying hands-on abilities to solve classroom problems by "introducing innovations in teaching and learning" (Riding et al., 1995, as cited in Jafari, 2016, p.718). Subsequently, the concept of the teacher as a researcher. (Burns, 2010) states that, in their setting, educators adopt the roles of both participants and investigators. Moreover, action research is "aimed at improving strategies, practices, and knowledge of teaching contexts" (Prescott, 2011, p.13, as cited in Sinno, 2016, p.25). In other words, action research is a systematic process that combines research and practical action, aiming to change practice, create knowledge by applying innovative approaches or strategies to improve teachers' professional capabilities, and propose new solutions to practical problems for improvement.

Action research is a typical instance of a reflective teaching cycle which consists of four main stages: planning, conducting, observing, and reflecting (Kemmis & McTaggart, 1988, as cited in Lin & Zhang, 2014, p.2399). Thus, because it is critically reflective, it follows a cyclical pattern in which a particular classroom problem is the focus of observing, reflecting, planning, and acting. Therefore, this progressive process will benefit teachers by "understanding a lot of

teaching and learning processes deeper and gaining useful inquiry skills” (Richards & Farrell, 2005, pp.171-172). As a result, it calls for their accountability for changing their teaching, and “raising their consciousness to the complicated nature of their work and reveals to them what pushes their personal ways to teaching” (Burns, 2010, p.7). Accordingly, improving their PD.

#### **1.2.5.4. The Cognitive Coaching Model**

This model was first developed by Arthur Costa & Robert Garmston in the 1970s. It focuses on teachers’ cognitive processes such as their thoughts, assumptions, perceptions, and beliefs which affect their teaching practices. Ultimately, it encourages them to self-reflect. Costa et al (2016, p.4) defined cognitive coaching as “a form of dialogue that provides a space for self-reflection, for revising and refining positions and self-concepts” (cited in Hunter, 2023, p.13). To develop self-directed teachers who have the desire to learn continuously throughout their lives (Costa et al., 2015, as cited in Walczak, 2022, p.11). And to strengthen administrators’ and instructors’ ability to make complicated decisions and problem-solve (Costa & Garmston, 1985, as cited in Lipton, 1993, p.6). Therefore, an ongoing cognitive development. The cognitive coaching model is a three-step procedure that centers on “A planning conference” which is a created plan by the coach and the teacher that helps the latter to identify his/her particular learning focus and make clear what s/he hopes to accomplish for each lesson. “An observation” where the coach monitors the teacher conducting the lesson or instructional strategies, and “A reflecting conference” (Costa & Garmston, 1994, as cited in Uzat, 1998, p.11). Which focuses on how applying teaching and the assessments worked, with the backing of a competent mentor, coach, or peer who acts as an important figure that can be “Anyone in the educational setting” (Costa & Garmston, 1993, p.2, as cited in ATA, 2015, p.6). Who assists the teacher in taking action toward their objectives while at the same time aiding them in refining their planning, reflecting, problem-solving, and decision-making skills (Costa & Garmston, 2015, as cited in Walczak, 2022, p.13).

At every conversational step, the coach creates “a nonjudgmental” (Costa & Garmston, 2002, p.10, as cited in Göker, 2020, p.3) and safe environment. He must be a good observer, and attentive listener who refrains from adding their ideas to the discussion while helping the teacher to critically evaluate their methods. S/he also gathers information and learns how to ask questions that encourage the instructors’ reflective thinking. Rogers et al. (2016) declare that coaches “carefully listen, follow the agenda of the teacher, paraphrase what the teacher says, allow silence and space for reflection, and offer feedback in the form of a probing question or

a possible solution presented in the form of a question” (p.4). Based on truthfulness and respect which fosters meaningful relationships with other educators. Consequently, cognitive coaching can aid teachers advance professionally by strengthening the capacity to analyze familiar patterns of practice and uncover the fundamental presumptions that influence action (Costa & Garmston, 2002, as cited in Gonzalez Del Castillo, 2015, p.23). To find solutions to their problems that lead to the enhancement of their teaching practices. Thereby, supporting the academic achievement of their students.

### **1.2.6. The Importance of Reflective Teaching Practice on Teachers' Professional Development**

Many scholars have universally acknowledged that RTP is a strategy that could support teachers' PD and enhance the quality of teaching. For Ferraro (2000) & Bastidas (1996), reflective action is deemed an excellent professional development strategy. In the words of Lieberman & Miller (2000), engaging in the process of reflective teaching, reflective investigation, and reflection-on-practice results in the acquisition of the personal and professional expertise that is critical for a teacher's effectiveness. In the same line, cited in Mathew et al (2017, p.127), Jasper (2003) linked the reflective teaching practice with continuous learning that leads to forming independent, competent, and self-directed professionals.

RTP is highly connected to accelerated personal and PD, and a reduction in the gap between theory and practice. However, this is accomplished through the opportunity that reflective practice offers to educators to update their methods and comprehend the impact of their practices (Jacobs, Vakalisa & Gawe, 2011, as cited in Mathew et al., 2017, p.128). Accordingly, this process strengthens their capacity to solve issues efficiently (Shandomo, 2010) discover new decisions, and become more adaptable in their teaching (Liu & Zhang, 2014). This, in turn, helps them improve their self-consciousness, competence, and self-regulatory as they deal with the challenges and difficulties within their profession (Hall & Simeral, 2015; York-Barr et al., 2006, as cited in Wyatt, 2020, p.44). “And by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice” (Day 1999, p.4).

Overall, RTP is a powerful source for teachers' personal and PD that supports them to become more aware of their past and present actions, about themselves, their perceptions, attitudes, emotions, responses, and feelings. Then, using that knowledge to broaden their

existing ones, gain a deeper understanding of their teaching practices, and be able to handle many of the routine demands of teaching. As a result, to bring about change, they acquire and apply new teaching techniques and strategies linked to increased engagement and interaction. Moreover, a significant benefit of RTP is that it creates teachers with an intrinsic motivation for ongoing growth “for its own self-sustaining pleasurable rewards of enjoyment, interest, challenge, or skill and knowledge development” (Ushioda, 2008, p.21, as cited in Soberg, 2018, p.18). Teachers who are intrinsically motivated usually enjoy applying their abilities to tackle new tasks, learn novel competencies, and see the world from various angles. So, as an additional in the rapidly evolving modern workplace, intrinsic motivation supports a lifetime of change (Clanton Harpine, 2015, as cited in Freudling, 2020, p.135).

RTP is a useful technique to assist educators' PD and their practices to enhance students' learning. That is to say, it aims at constructing environments that are supportive and worthwhile for students to learn in (Mathew, 2012). So, all parties involved are advantageous since teachers establish a student-centered atmosphere through reflective practice (Gheith & Aljaberi, 2018). Cited in (Mathew et al., 2017, p.128) Jacobs, Vakalisa & Gawe (2011, p.60) postulate that “reflective teaching provides information on how teachers connect with learners meaningfully thus promoting sound teaching and learning practice.” This is by enabling educators to assess their relationships with their students and their views, capacities, achievements, and failures in the classroom (Lange, 1997, as cited in Ghaouar, 2016, p.101). This implies that RTP enables educators to have valuable insights into their students' abilities, needs, interests, and motivations which fosters a student-centered environment coupled with a positive student-teacher relationship. Additionally, reflective teachers can produce reflective learners, as Scales (2008, p.14) points out that “if we practice reflection, we can more effectively encourage learners to reflect on, analyze, evaluate, and improve their own learning” (cited in Ghaouar, 2016, p.101). This forms learners with accountability, self-independency, and self-directness who are committed to acquiring knowledge. Teachers can achieve that by posing questions to their students instead of providing solutions since it encourages them to develop critical minds to think critically about their strengths and potential improvement strategies. As a consequence, a part of a good teacher's effective instruction is to help students acquire a questioning mindset (Lyons, 2010, p.118, as cited in Ghaouar, 2016, p.101). Moreover, to maintain a strong knowledge basis, students are “being challenged by their teachers to use new learning techniques” (Aleissa, 2020, p.10). Which betters students' performance and engagement.

In summary, students' academic achievements might be realized through an ongoing cycle. First, RTP benefits teachers' PD. Second, PD improves teachers' abilities and expertise. Third, increased knowledge and abilities enhance instruction in the classroom. Fourth, more effective instruction benefits student performance. However, it is not possible to expect improved pupil learning if one connection is weak or absent (Yoon, 2007). RTP makes teachers realize that teaching is an "intellectual or moral pursuit characterized by creative and idiosyncratic responses to students" (Duffy, 1993, p.21, as cited in Gross, 2014, p.20). After having the capacity to understand better how their students learn topics and what method works best for them (Liu & Zhang, 2014). As a result, the RTP provides educators the freedom to act purposefully and free from habitual and impulsive behavior, as revealed by Farrell (2003) that a novel kind of self-articulated professionalism can be experienced and enjoyed by teachers through reflection (cited in Ghaouar, 2016, p.101). Thus, they are inspired by the RTP to think creatively and innovatively about situations and issues in the classroom and at school. This can improve the possibilities for students to learn (Calderhead, 1992, as cited in Al-Ahdal & Al-Awaid, 2014, p.763) by adopting the appropriate instructional pedagogies that involve, approach, and impart knowledge to them, a process known as "reconstructing and reconstructing knowledge" (Freire, 1998). This indicates that, learning obstacles that various learners face can be easily identified when teachers reflect on their pedagogical strategies. With this understanding, teachers will be more inspired to use their creative skills to design lesson plans and innovative teaching techniques that push them to perform various activities to raise students' engagement and motivation to learn, the prerequisite for their academic success, and help them gain the knowledge they need to become effective learners who perform better. Hence, RTP creates confident educators and learners who think more innovatively and creatively in integrating new teaching and learning strategies. In contrast, teaching and learning can become tedious, repetitive, and uninteresting when the same teaching methods, approach, and subject matter are used preventing students' improvement beyond what they already know.

A growing number of studies have been conducted to investigate the importance and effectiveness of RTP on teachers' PD. Li & Ye (2016) in their research "On Reflective Teaching of EFL Teachers in Local Universities of China" carried out a case study on EFL teachers' RTP at Leshan Normal University in China. Their results revealed that teachers' understanding of teaching can be enhanced by engaging in the process of RTP. Further, it enables them to solve their teaching issues, and most importantly, better their PD.

In addition, Disu (2017) investigated the lived experiences of twenty-one elementary school teachers in urban charter schools in New York City who employed reflective teaching within their practices. Through her phenomenological study on RTP, the findings demonstrated that, by engaging in this process, teachers were able to evaluate their teaching, search for new ideas, gather feedback, and examine and support students' learning. Moreover, her selected participants maintained that RTP develops teachers' growth and enhances their teaching skills.

To further illustrate the significance of RTP on teachers' personal and PD, Fatemipour & HosseingholiKhani (2014) looked at how RTP affects the EFL instructors' performance. The findings of their study implied that teachers' reflections using diary records and students' feedback as reflective teaching strategies, had a positive effect on their teaching skills and performance. Moreover, for educators to improve their teaching effectiveness, the results indicated that the participants changed their instructional preferences and examined substitute tasks based on their records through the previously mentioned reflective procedures.

### **1.2.7. Conclusion**

To conclude, this chapter consists of two parts. The first part provided a brief history of thought followed by the major theories that led to the appearance of reflection. Then, it introduced the concept of reflection and was narrowed into RTP. After that, three types of RTP were distinguished. Next, it discussed the models of reflection to facilitate the process for teachers. The second part defined the concept of PD and referred to the characteristics of a reflective practitioner. In addition, it represented the different tools and procedures that assist educators in their RTP and improve it. Finally, it highlighted the importance of RTP on teachers' PD. The coming chapter is concerned with describing the practical part of this research. It endeavors to present the data collection tools used and the research methodology followed.

## **Chapter Two**

---

### **Research Methodology**

## **2.1. Introduction**

On the grounds of the above literature review, reflective teaching practice as a gateway to professional development was chosen as a topic to investigate. Practicing reflective teaching provides teachers opportunities for self-improvement, enhanced student learning, and most importantly professional growth, along with bringing a remarkable change to teaching in general. Hence, the present chapter deals with the practical part of the current study that describes the research design and methodology. Then, it introduces the selected participants and offers a description of the data collection instruments that were employed as the basic part of this work.

## **2.2. The Research Design**

The primary objective of this research is to emphasize the importance of RTP in improving teachers' PD. It is mainly carried out to explore whether high school EFL teachers are reflective practitioners or not. This main research question that directs this study is reinforced by the following sub-questions: Why EFL high school teachers are not reflecting? How does lack of reflection affect their teaching performance and students' learning? The second question was: Are EFL high school teachers willing to improve professionally? In addition, based on these research questions it was hypothesized that high school EFL teachers may not be reflecting because they may not be aware of RTP's importance regarding their teaching experiences. Besides, it was assumed that EFL high school teachers may encounter challenges that prevent them from reflecting on their teaching practices. Furthermore, it proposed that lack of reflection may impact their teaching performance and students' learning negatively. Finally, it was hypothesized that EFL high school teachers have the desire to improve professionally.

To meet the research objective, a descriptive-analytical method was adopted because it can be a good starting point to build a basic comprehension of the current study as there might not be much known yet about the reflectiveness of high school EFL teachers. Further, the study tackled a mixed-method approach which aimed to collect a combination of both quantitative and qualitative data since it provides a deeper understanding of the research question and gains a full image of the phenomenon.

### **2.2.1. The Research Population and Sample Participants**

The target population for the present study was EFL high school teachers from the Dahra region. Thus, to represent the entire population, twenty teachers of all levels were

selected randomly as subjects. The twenty subjects were chosen from six different high schools namely: Bekkada Belmelh, Eddrief Brothers, and Belhandouz Adda in Mazouna, Mohamed Seddik Benyahya, and Toumi Abdelkader in Sedi M'hamed Benali, and Khlouf Mohamed in Mediouna. The participants' ages ranged from under (30) to (40-49) years old. Moreover, nine teachers hold a master's degree, eight teachers have a BA degree, and three others graduated from ENS. The reason behind selecting high school EFL teachers as population is that EFL secondary school classes embrace a complex environment with diverse students' learning styles, needs, and levels who study within different streams along with an overloaded content that allows teachers to practice reflective teaching while offering them numerous opportunities where they can have a room for adaptation, continuous learning, and improvement.

### **2.2.2. Data Collection Tools**

To answer the research questions that were mentioned formerly, the researcher has opted for two methods of gathering information for qualitative and quantitative data, these were teachers' semi-structured questionnaire and teachers' semi-structured interview.

#### **2.2.2.1. Teachers' Semi-Structured Questionnaire**

The teachers' questionnaire was handed to twenty high school EFL teachers in six high schools in the Dahra region. The process took a week for submitting the questionnaires from 11th to 15th March 2024 during their rest time from which each teacher was given one day to answer the questionnaire. In the meantime, they were invited to take part in the interview. The questionnaire was designed stemming from the main constituent of the first section in the theoretical chapter named: "Reflective Teaching Practice".

The questionnaire consisted of nine questions (5 structured with two multiple choice and three Lickert scale items, 2 semi-structured, and 2 unstructured). These questions were grouped under 2 sections, each one having certain objectives. The first section contained 4 questions to obtain some background information regarding the participants' age, degree, teaching experience, and the current high school they work in.

The second section was the crucial part of this questionnaire, it entailed 9 questions that were formulated indirectly with the ultimate objective of revealing whether high school EFL teachers reflect on their teaching practices and their students' learning or not. Moreover, it endeavored to investigate which type of reflection is much used amongst those teachers, whether reflection-in-action, reflection-on-action, reflection-for-action, or all. At last, it attempted to investigate the challenges that may impede them from engaging in this process.

To begin with, the first question was a yes-no question, where teachers were asked whether they stick to the same teaching ways every year, it was accompanied by asking them to justify their selected answers. The second question left space for teachers to describe their reactions to unplanned issues that arise during their teaching to know if they think on their feet and solve them depending on their prior knowledge to keep their lessons moving. In the third question, participants were asked whether they reflect on their lessons after teaching or not. To make it clear, teachers who answered with “Yes”, were asked whether they evaluate their lessons by taking down notes, inner mental dialogue, or both. On the other hand, teachers who answered with “No”, were offered four choices to choose from, this question seeks to discover if they face constraints that prevent them from engaging in this process. The proposed choices were: lack of assistance and materials, heavy workload, handling teaching alongside personal duties, and time limitations, as they were requested to mention any other difficulties if possible. Then, the fourth question tried to investigate if teachers gather students’ feedback concerning their teaching practices as a reflective tool to improve their teaching and their students’ learning. To clarify, participants who responded with “Yes”, were given the freedom to indicate the changes they made based on their students’ feedback. Conversely, those who responded with “No”, had the space to indicate the obstacles that were hindering them from doing that. The fifth question was an unstructured one, it asked teachers about the actions they take toward their students’ lower results to figure out if they reflect on the reasons behind this problem, whether their teaching methodology or their students.

In addition, the sixth question had four multiple-choice choices in which teachers were asked to tick the answers regarding their lesson plans. The reason behind it was to know if teachers reflect on their lesson plans and adapt them according to their students’ needs and understanding. The provided choices include: focusing on delivering the planned content without adjusting it concerning students’ needs, making some changes for students’ understanding but sticking to the original plan, regarding the plan as a flexible guide, and adjusting it after the lesson to meet the students’ needs, not refining the lesson plans due to the reliance on their teaching experiences. Finally, the questionnaire contained a series of three statements that required teachers to indicate the extent to which they agreed or disagreed with the items. The seventh question attempted to stress the same idea as the first question, it aimed at enquiring if teachers deliver their lessons using a preferred method of teaching without having an awareness of why they do it. The eighth question endeavored to explore whether teachers consider their past performance and adjust it to plan for future lessons accordingly.

Finally, the last question tried to know if teachers sacrifice chances to bring innovation and creativity to their teaching for the sake of enhancing their practices and catering to students' diversities regardless of their inspectors' directives.

#### **2.2.2.2. Teachers' Semi-Structured Interview**

To provide more reliability to the research findings, a semi-structured interview was used as the second tool to gather reliable and in-depth information about the research topic. It was conducted with five EFL high school teachers of the Dahra region who agreed to be interviewed from the twenty teachers who answered the questionnaires. They were interviewed face-to-face during their free sessions in the teachers' room. The researcher used audio records as equipment to collect teachers' answers. The interview took time from 20 to 27 minutes.

The teachers' semi-structured interview contained eleven questions (1 structured, 5 semi-structured, and 5 unstructured). They were determined in advance and can be gathered under two sections. The first section consisted of ten questions aimed at obtaining detailed answers about teachers' reflection along with providing them with a second chance to validate or invalidate their questionnaire answers. In addition, it aimed to investigate the impact of RTP on teachers' performance, students' learning, and their lessons. The questions were as follows:

Question (1) aimed to investigate the teachers' years of teaching experience to confirm whether reflection is practiced by both novice and experienced teachers or not.

Question (2) attempted to reveal whether teachers know the concept of RTP or not.

Question (3) aimed to have an insight into whether teachers are aware of RTP's importance regarding teaching, their practices, and their students' learning or not. Followed by asking them to mention some of its significance.

Question (4) gave space for teachers to indicate the essential factors that they consider in their planning stage.

Question (5) asked teachers whether they reflect on their teaching practices by note-taking or not. Followed by asking them about the kind of notes they take to reveal if their content is specifically used for reflection.

Question (6) tried to explore whether teachers use any reflective tools and procedures to reflect on their teaching practices or not. The suggested options were: reflective journals, teaching portfolios, and action research.

Question (7) asked teachers whether they re-use their successful lesson plans for the coming years. The reason behind asking the question was to discover the impact of using the same lesson plans on the quality of lessons, and teachers' performance.

Question (8) asked teachers a similar question as the one in the questionnaire to gain detailed responses. They were requested to share a real-life example regarding an unexpected problem they faced while delivering their lessons. They were offered some examples like technical issues, missing materials, unexpected visitors, and students' conflicts to guide their answers.

Question (9) was designed to investigate whether teachers reflect on their lessons when they go according to the plan. It was directed to emphasize that reflection is also for building upon areas of strength to improve in the future not only for addressing weaknesses or when the lesson is lined with the students' understanding. To clarify, teachers who answered with "Yes", were asked to what extent they engaged in this process to confirm that reflection is a continuous cyclical process, not a one-time occasion. By contrast, those who answered with "No", were questioned about how they prepare to teach their future lessons.

Question (10) was concerned with teachers' perceptions regarding their learners' progress throughout the school year. Teachers were questioned to describe their current students' levels compared to the beginning of the year. This question aimed to indirectly explore the impact of teachers' RTP or lack of such practices on students' learning process.

The second section consisted of one question, which was asked based on the main component of the second section in the literature review: "Teachers Professional Development", to know whether teachers aim to improve professionally. The question was as follows:

Question (1) enquired whether teachers have the will to develop within their profession, specifically, through the lens of RTP. Two sub-questions followed this question. Those who answered with "Yes", were requested to justify the how, mainly, to indicate the actions EFL teachers take towards improving professionally. It aimed to shed light on what is beyond reflection, which is the doing. However, those who answered with "No", were questioned to justify their choice.

**2.3. Conclusion**

To conclude, this chapter attempted to describe the research methodology followed in conducting this study. First, it highlighted the research aim, questions, hypotheses, and methods. Then, it presented the participants in addition to the setting where the investigation was done. After that, it provided a detailed description of the two research procedures of the same type, including the teachers' semi-structured questionnaire and the teachers' semi-structured interview. The upcoming chapter will deal with the data analysis of each tool, a discussion and interpretation of the results, and a set of recommendations.

## **Chapter Three**

---

### **Data Analysis & Recommendations**

### 3.1. Introduction

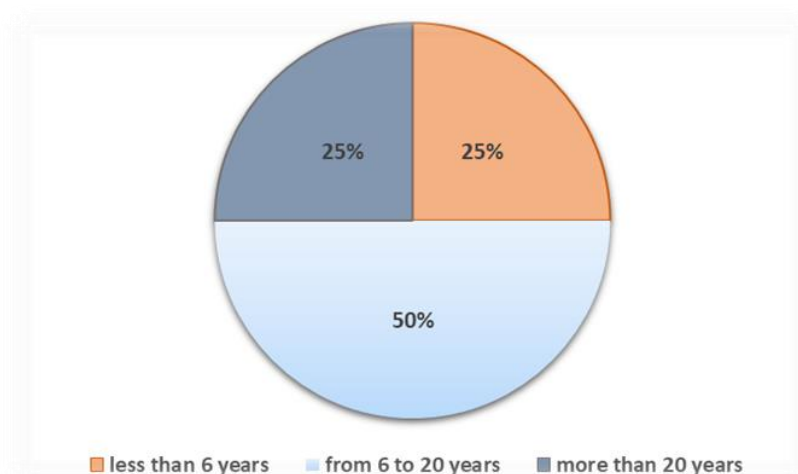
To have a complete picture of the research study, the first chapter presented an overview of RTP and teachers' PD, while the second chapter described the research methodology and the data collection tools used. The present chapter deals with the analysis, the discussion, and the interpretation of findings of the data collected through the teachers' semi-structured questionnaire and teachers' semi-structured interview to answer the previously stated research questions. By the end, this chapter will be closed with the research limitations and a suggested reflective worksheet with further recommendations for EFL high school teachers.

### 3.2. Data Analysis and Discussion

After gathering information from EFL high school teachers from the Dahra region using both teachers' semi-structured questionnaire and teachers' semi-structured interview, this section aims to provide a detailed analysis of all the questions asked within each tool and a discussion of the obtained results.

#### 3.2.1. Teachers' Questionnaire Data Analysis

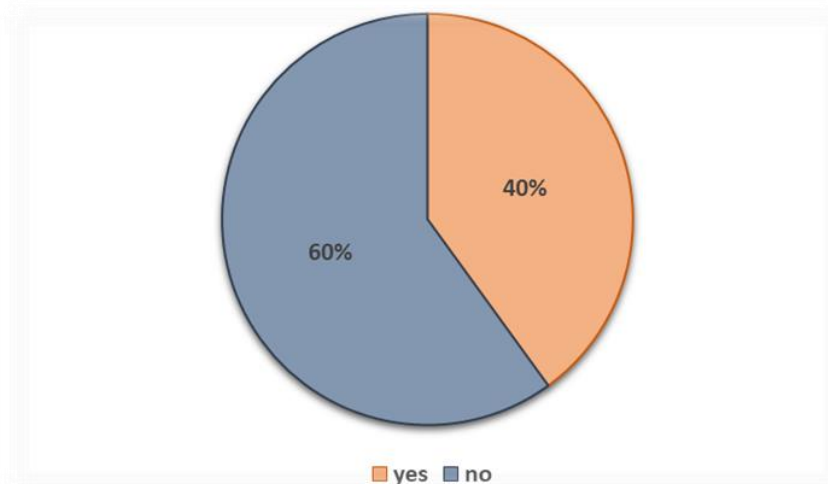
In the beginning, the first question asked belonged to the first section of the background information (see appendix 1, section 1). Teachers were questioned about their years of teaching experience. The figure below demonstrates teachers' responses.



**Figure 3.1. Teachers' Teaching Experiences.**

As it is noticed, (5) informants who represent (25%), stated that they had been teaching English for less than 6 years. On the other hand, (10) teachers who represent (25%) of the participants have a teaching experience that varies from 6-20 years. While (5) of them representing (50%) have more than 20 years of teaching experience. The data obtained indicates that (5) of the participants around (25%) were classified as new to the profession. In addition, (15) of the participants around (75%) have had significant teaching experience in English.

As for the first question from the second section (see appendix 1, section 2), teachers were asked about whether they use the same methods of teaching every year or not. The following table shows the teachers' answers.



**Figure 3.2: Teachers' Teaching Methods**

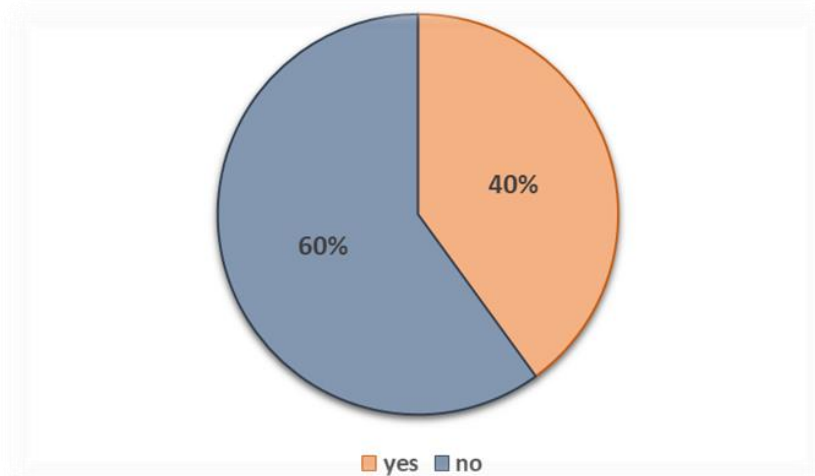
As it is observed, (40%) of participants noted that they employ the same methods of teaching every year. As for justifying their choices, they illustrated that they rely on past methods' effectiveness with all students as a successful reason for not to change. While others highlighted the lack of school resources and materials as impediments. Other teachers depend on their teaching experiences.

On the other hand, (60%) of the participants reported that they change their ways of teaching every year. To support their responses, the majority of them stress adapting their teaching methods due to the diverse students' learning needs, capacities, levels, interests, and learning styles within their classrooms every year.

Next, the second open-ended question attempted to determine how teachers react to unexpected problems during their teaching to investigate whether they reflect in the midst of

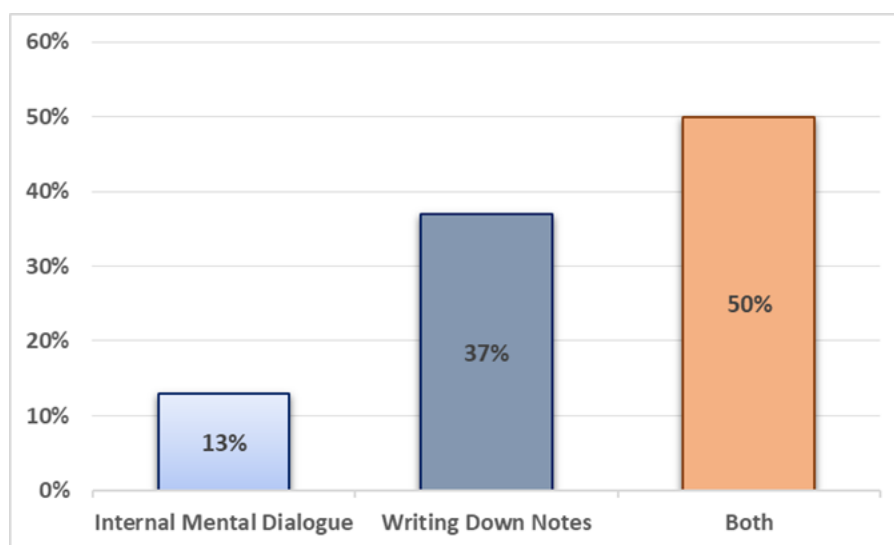
action to solve the issue or not. All the participants noted that they remained calm and tried to understand the problem to obtain instant and appropriate solutions in order to maintain the flow of the lesson as well as their students' learning.

The next figure shows the results of teachers' answers to the third question regarding the teachers' engagement in a post-lesson evaluation after each lesson they teach. It was followed by two sub-questions.



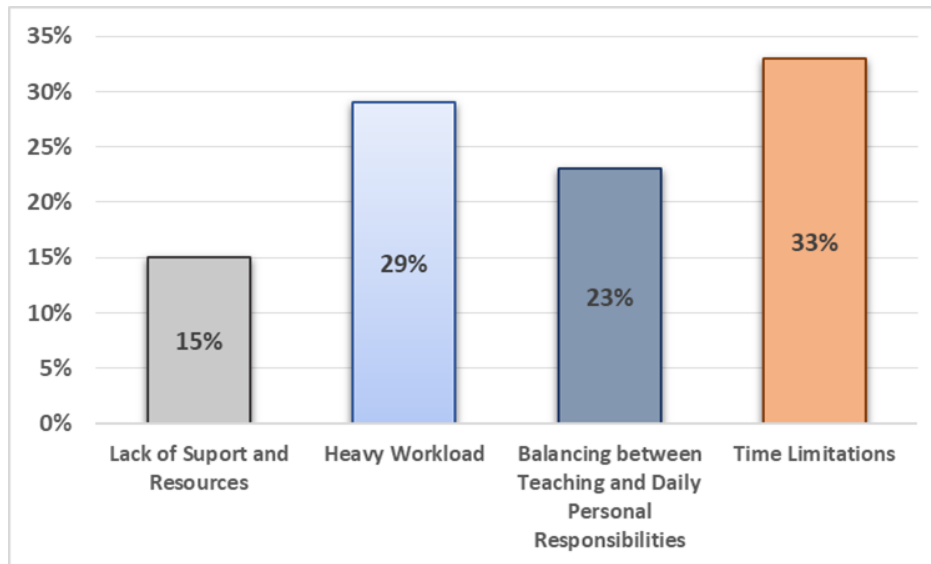
**Figure 3.3: Teachers' Engagement in Post-Lessons Evaluation**

As it is indicated in the figure 3.3, (40%) of the participants answered with "Yes" to the question. Most of them (50%) mentioned that they rely on using the techniques of both note-taking and internal mental dialogue to assess their teaching. Also (37%) of them prefer to write down notes, while a few others (13%) engage in internal mental recall.



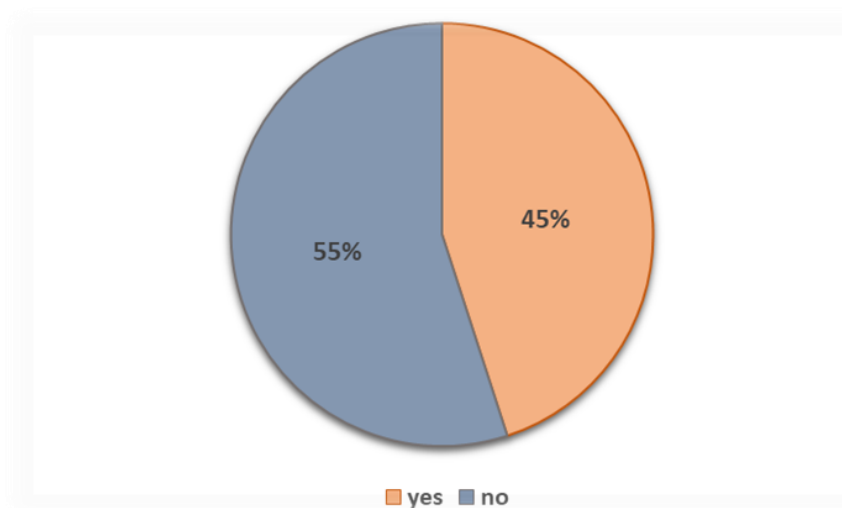
**Figure 3.4: Teachers' Preferred Methods for Lesson Evaluation**

By contrast, (60%) of the participants who responded with “No”, face barriers that hinder them from engaging in this process. It is pointed out in Figure 3.5 that (33%) of them experience limited time shortage. Whereas (29%) of them have a heavy workload. In addition, (23%) of teachers find it difficult to balance teaching with daily responsibilities, and only (15%) lack support and resources.



**Figure 3.5: Teachers' Challenges of Post-Lesson Evaluation Engagement**

The fourth question asked the participants whether they gather students' feedback concerning their teaching practices or not. It was followed by two sub-open questions to elucidate one's answer. This figure will highlight the teachers' responses.



**Figure 3.6: Teachers' Use of Students' Feedback**

The indicated results in Figure 3.6 demonstrated that (45%) of informants seek students' feedback about their teaching. For the collected answers from their explanations, they stated

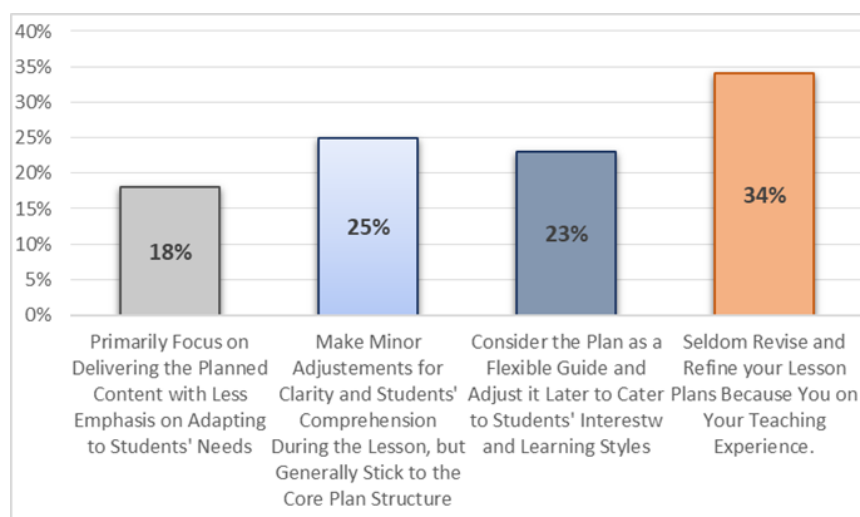
several instances. Some stated that they made changes in their teaching strategies such as: the way of explanation and the use of the mother tongue. Moreover, others mentioned another changes related to the lessons' content and delivery like changing the texts' topics, using visual aids, and fun games, adding plus as a source of motivation, speaking slowly and loudly, and writing clearly on the whiteboard. In addition, others specified that they are considering their students' voices and choices in how they learn.

Conversely, (55%) of them answered with "No" to this question. For most of them, the main reason for not seeking students' feedback was the limited time that allowed only the delivery of the lessons. Some of them claimed that they have a growing number of students, others mentioned losing classroom control, whereas the rest relied on their experiences without asking for students' feedback. Another teacher asserted that he had negative past experiences.

Next, the fifth open-ended question sought to discover what teachers would do if their students' results were low. On one hand, the most common responses teachers provided were trying to detect the reasons behind their low outcomes and motivating or supporting students through constructive feedback, encouragement, and creating a positive classroom culture. Other justifications indicated that they provide more explanations, homework, and assessments or do remedial work to enhance their learning. Additionally, others maintained that they try to focus on their weak points and re-explain the lessons if necessary, and adapt the lesson's procedures according to their low level.

On the other hand, some teachers ascribe students' low results to their negligence and carelessness about the subject. Others attributed it to their lack of discipline and weak study habits. Further, some asserted that they need to study harder and focus on revising their lessons and memorizing them. However, other teachers said that their lessons were appropriate to their students' levels.

Concerning teachers' responses to the sixth question of reflecting on and adjusting their lesson plans corresponding to students' needs and understanding are displayed in the following figure.



**Figure 3.7: Teachers' Decisions toward Lesson Plans after Teaching**

Clearly, the represented findings in Figure 3.7 signifies that very few teachers (18%) focus primarily on delivering the planned content with less emphasis on adapting to students' needs. While (25%) of them mentioned that during the lesson, they make minor adjustments for clarity and students' understanding. However, they stick to the core structure. Furthermore, some of the participants (23%) perceive the plan as a flexible guide and adjust it later to cater to students' interests and learning styles. Finally, most (34%) of them implied that they rarely revise and refine their lesson plans because they rely on their teaching experiences.

The seventh question asked teachers to what extent they agree or disagree with having a certain way of delivering their lessons that they are comfortable with. The following table demonstrates teachers' responses.

Options	Number of choices	percentages
<b>Strongly Disagree</b>	<b>2</b>	<b>10%</b>
<b>Disagree</b>	<b>6</b>	<b>30%</b>
<b>Agree</b>	<b>12</b>	<b>60%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 3.8: Teacher's Preferable Methods for Lesson Delivery**

As it is apparent in Figure 3.8, only (10%) of teachers strongly disagree with the statement of having a certain way of delivering their lessons that they are comfortable with. (30%) disagreed with the given statement. In contrast, the majority of teachers (60%) agreed that they have a certain way of delivering their lessons.

The next table represents the teachers' answers to question eight: to what extent teachers agree or disagree with the statement of revising their lessons' effectiveness after implementation and adjusting their future plans accordingly.

Options	Number of choices	Percentages
Strongly Disagree	2	10%
Disagree	10	50%
Agree	8	40%
Total	20	100%

**Table 3.9: Teachers' Engagement in Post-Lessons Evaluation to Form Future Plans**

As it is noticed, very few teachers (10%) strongly disagreed with the idea of revising their lessons' effectiveness after practice and adjusting their future plans accordingly. While a significant portion of them (50%) disagreed with the provided statement. On the other hand, (40%) of them claimed that they evaluate their lessons to enhance their future practice.

The last table illustrates teachers' responses to the last question: to what extent do they agree or disagree with following their inspectors' directives rather than being innovative and creative

Options	Number of choices	Percentages
Strongly Disagree	3	15%
Disagree	6	30%
Agree	9	45%
Strongly Agree	2	10%
Total	20	100%

**Table 3.10: Inspectors' Directives' Effect on Teachers' Creativity**

As it is clearly revealed, the results collected for the ninth question denotes that (15%) of the respondents strongly disagreed with following their inspectors' directives rather than being innovative and creative. In addition, (30%) of them disagreed with the idea. Whereas, the majority of them (45%) agreed with the statement. While only (10%) of teachers declared that they strongly agreed with following their inspectors' directives rather than being creative and innovative.

### 3.2.1.1. Discussion of Teachers' Semi-Structured Questionnaire

First, the findings indicated having (5) novice teachers who participated in the research study. It can be interpreted that they are more likely to engage in the RTP to enhance their practices. The results of having (15) experienced teachers, can be illustrated that they are expected to be more knowledgeable about the process to seek PD opportunities regarding their teaching. Additionally, concerning the teachers' teaching methods, the results showed that the majority of the participants claimed that they change their ways of teaching over time. When they were asked to justify their answers, a common response was that they meet diverse students every year within their classrooms. This implies that they are open to adapting their teaching methods to find suitable ones that cater to different students' needs and levels. On the other hand, some teachers do not modify their ways of teaching, defending their answers by relying on past successful methods and teaching experiences in addition to the lack of school materials.

Additionally, concerning teachers' reactions to unexpected classroom problems during teaching, the obtained data revealed that all the participants mentioned that, they attempt to understand the situation to provide appropriate solutions to keep the lesson moving. This indicates that teachers do not neglect the kind of problems that happen in their classrooms. Hence, they try to react immediately and impulsively to solve them.

Next, regarding teachers' engagement in post-lesson evaluation after teaching. The results implied that a minority of participants evaluate their teaching practices by either writing down notes, cognitively, or both. In other words, some teachers tend to prioritize evaluating their lessons because they seek ongoing improvement in their teaching practices. Likewise, the results revealed that they are enthusiastic about their job which allows them to discover ways to engage in this process and overcome challenges. Conversely, the majority of participants (60%) do not engage in this process as they face obstacles, it can be said that the most common difficulties for them were time limitations and heavy workload. In addition, other difficulties that were mentioned are balancing between teaching and personal responsibilities and lack of support and resources.

Furthermore, about whether teachers seek feedback from their students regarding their teaching practices, the findings demonstrate that some teachers take into consideration their students' feedback, as it helped them make changes in their teaching practices e.g., the lessons' content and delivery, the teaching strategies, and considering their students' voice and choice

in how they learn. Simply put, these teachers acknowledge the value of their students' feedback, allowing them to grow an open mindset that enables them to adapt and use this feedback as a valuable tool to improve themselves, their teaching, and their students' learning. By contrast, most of them (55%) mentioned what prevents them from doing that, such as time barriers, the enormous number of students, and depending on their experiences instead. Consequently, this denotes that they are missing out on this essential opportunity for constructive criticism to improve their teaching practices and create an efficient teaching-learning environment.

Additionally, most of the participants stated that they try to know the reasons behind their students' low outcomes and apply strategies according to that e.g., through further explanations, positive feedback, motivation, and remedial work. This suggests that teachers attempt to analyze this issue and provide the indicated instructional strategies. However, most importantly, they should look for the reasons beyond their students, e.g., regarding their teaching practices as a factor, that none of the participants have mentioned in their answers. On the contrary, some teachers attributed it to the students' negligence, lack of discipline, or that they plan lessons according to their levels.

Regarding the participants' reflection on and adjusting their lesson plans, the obtained data unveiled that the vast majority of teachers (34%) claimed that they rely on their teaching experiences. So, they rarely revise and refine their lesson plans. This demonstrates that they lack the practice of reflection by not analyzing their lesson plans and depending on their teaching experiences is not enough to attain change and improvements. Moreover, some of them make minor adjustments while sticking to the core structure for students' comprehension during the lesson. Besides, a minority of them consider the plan as a flexible guide and adjust it afterward to meet their students' interests and learning styles. Moreover, few of them mentioned that they focus on delivering the lesson with less emphasis on adapting to their students' needs.

After that, a minority of the informants affirmed that they disagreed with having a certain way of delivering the lessons that they are comfortable with, this demonstrates that they are confirming the idea of the first question asked in the questionnaire, which indicated that they are constantly changing their ways of teaching to align to students' needs. On the other hand, a larger number of participants (60%) agreed with the provided statement. However, the results implied that some of them contradicted their initial answers to the first question by

asserting that they change their methods of teaching every year. This can be illustrated that teachers' teaching performance could be affected negatively. As a consequence, their students' learning.

Then, the gathered data revealed that most participants (50%) confirmed that they do not revise their lessons after teaching and adjust their future plans accordingly. This demonstrates that they do not consider their past performance to improve in the future. On the contrary, a minority of them agreed with the idea. Finally, the findings of the last question showed that some teachers do not follow their inspectors' directives rather, they are innovative and creative. Whereas, most (45%) agreed with the provided statement.

### 3.2.2. Teachers' Semi-Structured Interview Data Analysis

The questions to be analyzed belong to the first section of the interview entitled "Reflective Teaching Practice".

**Question 1: How long have you been teaching English?** (See appendix 2).

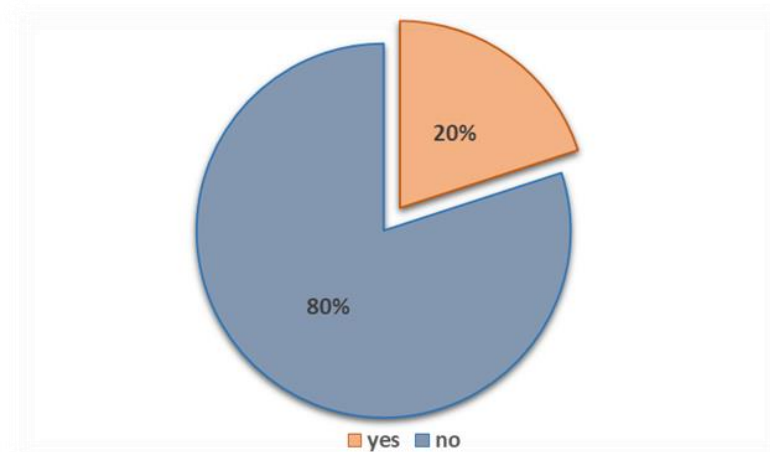
This question revealed different answers. Teachers' teaching experiences ranged between (3) to (30) years. This table will illustrate their answers:

Teaching experience	Number of teachers
Less than six years	1
From six to twenty years	2
From twenty to thirty years	2

**Table 3.11: Teachers' Teaching Experience.**

Therefore, there's only one novice teacher and four experienced teachers.

**Question 2: Are you familiar with the concept of reflective teaching practice?**



**Figure 3.12: Teachers' Familiarity with the Concept of Reflective Teaching Practice.**

The figure displayed teachers' responses to the second question about whether they are familiar with the concept of RTP or not. In the case of teachers who answered with "No", the researcher had to explain the concept to them. Only (20%) of participants representing teacher (A) showed familiarity with the term. However, (80%) of them representing teachers (B), (C), (D), and (E) said it is a new word for them.

**Question 3: How important do you think reflective teaching practice is regarding your teaching?**

Only teacher (A) who showed familiarity with the concept of RTP highly believed that it is important to a given extent for the lessons, teaching, and students. She mentioned that it is a helpful strategy to identify the areas of weaknesses, improvement, and students' challenging areas to make adjustments correspondingly. Moreover, the teacher saw the RTP process as an essential activity to be adaptable and flexible, to learn more, and to enrich the teaching experience. The teacher added that it welcomes the change in the teaching-learning process. Ultimately, improved teaching and enhanced students' learning outcomes.

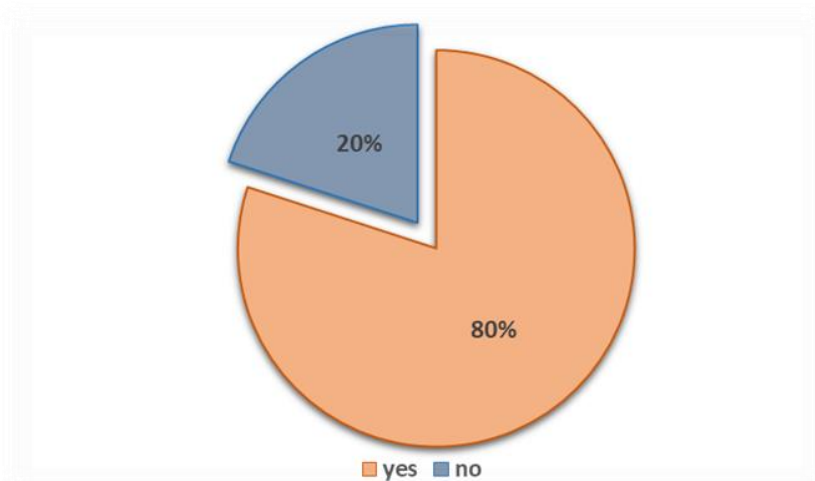
On the other hand, the rest four teachers indicated unawareness of the concept's importance and they replied with different answers to justify their claims. Teacher (B) considered the explanation of the concept and claimed that she evaluates her lessons, takes notes regarding her practices, and observes her students' struggles to make changes accordingly. In addition, teachers (C) and (D) mentioned a lack of engagement in such practices because of time limitations and intense workload. For teacher (E), the focus is on covering the content of the lessons and ensuring students' understanding.

**Question 4: What are the factors you consider most important when designing your lesson plans?**

Concerning this open-ended question, all teachers provided common answers. They consider planning their lessons following their students' needs, levels, learning styles, capacities, understandings, and interests along with the lesson's objectives and what should be covered during the lesson in terms of the kind of materials and tasks to meet their students' expectations.

**Question 5: Do you take notes regarding your teaching practices? What kind of notes do you take?**

The next figure presents teachers' answers to the question.



**Figure 3.13: Notes Taking as a Reflective Strategy.**

It is observed that the majority of teachers (80%) representing teachers (A), (B), (C), and (D) claimed that they write down notes concerning their practices. Whereas, teacher (E) representing (20%), answered with “No” to the question. In addition, (80%) of the participants who answered with “Yes”, were questioned about the kind of notes they write, to know whether these notes are specifically used for reflection or not. Teacher (A) and (B) mentioned notes regarding what worked and what did not, areas for further explanations, their students' participation, engagement, and their way of teaching.

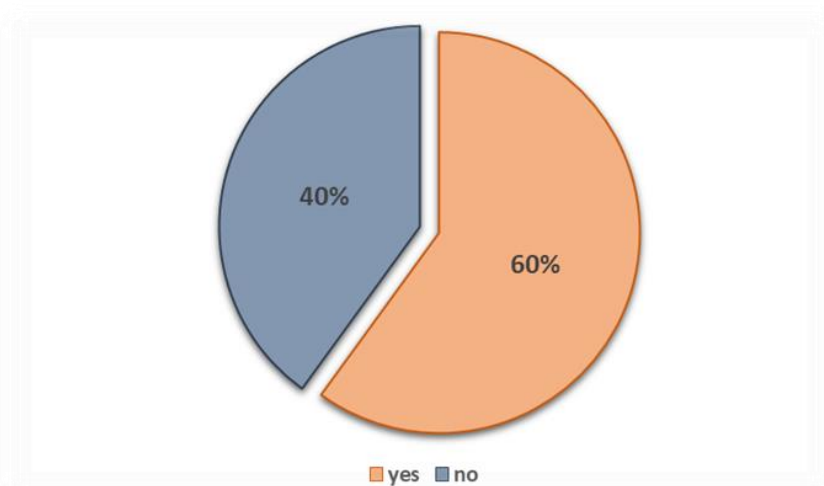
Conversely, teachers (C) and (D) declared taking notes concerning whether the lesson has been completed or not, the title of the lessons, the lesson stages, and usual information rather than reflective notes

**Question 6: Do you use any of these tools and procedures to evaluate your teaching practices: teachers’ portfolios, reflective teaching journals, or action research? If not, what do you use instead?**

Teachers (A), (B), (C), and (D) representing (80%) who responded with “Yes” to the previous question, stated that they do not use any of them, they mentioned using their logbooks or their lesson plans as tools to evaluate their practices. However, teacher (D) added that using these tools will demand extra work.

**Question 7: Do you re-use the same lesson plans yearly to save yourself time if they were successful? If yes, what challenges do you face when teaching these lessons? If not, what improvements did you notice regarding your teaching and lessons?**

The following figure presents teachers’ answers.



**Figure 3.14: Reusing Successful Lesson Plans Yearly.**

It is noticed that teachers (C), (D), and (E) representing (60%) of the participants indicated that they would use the same lesson plans for the next year if they were successful. However, teachers (A) and (B) representing (40%) of them answered with “No”. Teachers (C) and (D) who answered with “Yes”, provided various answers without indicating specifically the challenges they may face. They claimed to ensure that the lessons will be successful like the previous successful lessons and that challenges are presented always within the classrooms. While teaching experience was a helping hand for teacher (E) to deal with the lessons and their challenges.

In contrast, when it comes to mentioning any improvements, they observed regarding their lessons. Teachers (A) and (B) who answered with “No”, saw improvements concerning

the lessons and their ways of teaching such as time and classroom management, making good transitions, awareness of their students' diversities, creativity, and the ability to make the students engaged and attentive.

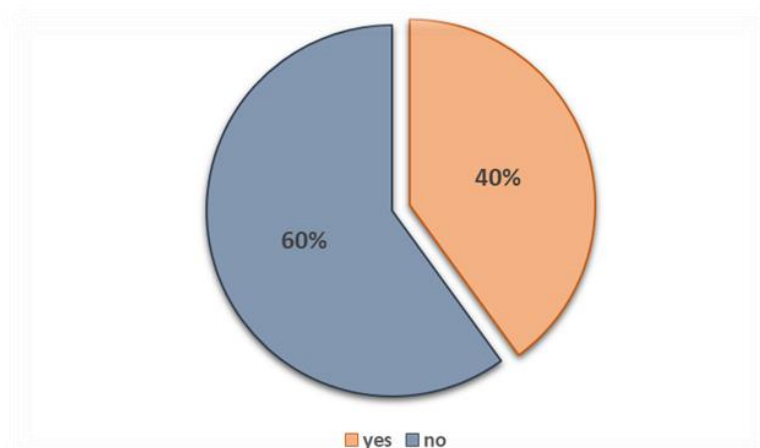
**Question 8: Can you share an instance when you faced an unexpected situation in the classroom in which your lesson was interrupted, such as technical issues, missing materials, and unexpected visitors, what did you do to keep your lesson moving?**

All the participants seemed to come across several problems which interrupted their lessons. All of them clearly stated how they cope with these situations to solve them to maintain their lessons' flow. Teacher (A) faced a problem with dysfunctional speakers when having a listening session about a dialogue performed between groups of people from different countries speaking about their lifestyles. So, she solved the problem immediately by inviting a group of students to do a role-play. Moreover, teacher (B) witnessed a problem with the projector that was not available that day to present a video. Therefore, she used the whiteboard while making copies of pictures within the same video, and she provided more examples and tasks. Additionally, teacher (C) encountered student conflict during a collaborative task. To address the situation, the teacher had to act firmly, and calmly by reminding them of the classroom rules, then helped the other class refocus again.

Furthermore, teacher (D) had a problem with the projector due to an electricity issue. The lesson was about presenting the steps of doing a project. To solve that, the teacher gathered the students in groups and drew on the whiteboard to explain it while providing examples from their real lives to design the solution in the form of a final project. Finally, teacher (E) faced an issue with the video she presented with sounds and subtitles during a pronunciation session. The teacher asked for her colleagues' help when the video continued to display without sounds. After that, she asked her students to read the subtitles one by one to make them engaged.

**Question 9: If your lesson goes as planned in the classroom, will you need to conduct a post-lesson revision afterward? If yes, how often do you engage in this process? If not, how will you prepare to teach your next lessons?**

This question aimed to emphasize that reflection is a continuing process of thinking about the areas of weaknesses and strengths to improve. The following figure demonstrates teachers' responses.



**Figure 3.15: Conducting Post Lessons Evaluation.**

As it is shown, teachers (A) and (B) representing (40%) of them agreed with the asked question. While (60%) of them represented teachers (C), (D), and (E) asserted that it is not necessary to evaluate their lessons later on if they were successful. The informants who answered with “Yes”, indicated that they engage in the process after each lesson by either writing down notes or cognitively. Conversely, those who answered with “No” were asked the second sub-question to know on what basis they will be preparing to teach their future lessons without evaluating the former one. Teachers (C) and (D) affirmed that they rely on the curriculum and the textbook to prepare for the next lesson. While teacher (E) depends on her teaching experience since she mentioned that she taught the lesson several times before.

**Question 10: Compared to the beginning of the school year, how would you describe your students’ level within your classes?**

Within this question, answers differed regarding teachers’ opinions about their students’ levels. Teachers (A) and (B) expressed satisfaction with their students’ levels. They described them as well-prepared, and knowledgeable about the subject’s content, and that their learning is progressing by having good marks. However, the other three teachers (C), (D), and (E) indicated some of their students’ struggles that they encountered. Teacher (C) mentioned her students’ carelessness about the subject and behavioral issues. Teacher (D) said that she noticed the majority of her students scored average and low marks on the final test. At last, teacher (E) ascribed her students’ low performance to the overloaded content which challenges them to remember all the information studied and the difficulty they have with understanding the English language.

Next, the last question to be analyzed belongs to the second section of the interview entitled “Teachers’ Professional Development” (See appendix 2).

**Question 11: Do you want to continue to learn and improve within your profession? How would you do that?**

The teachers’ five answers revealed that all of them want to improve within their profession. However, for the sub-question, only teachers (A) and (B) claimed that they take some measures to improve professionally such as reading books and making searches related to the subject, communicating with colleagues, seeking students’ feedback, learning from experienced teachers in the field, and reviewing their practices and students’ learning to improve. On the contrary, teachers (C), (D), and (E) mentioned what makes it difficult to improve professionally like a heavy workload, not having the proper time, getting older, or not being a priority.

### **3.2.2.1. Discussion of Teachers’ Semi-Structured Interview**

The results obtained from teachers’ semi-structured interview revealed that the interviewed teachers have different experiences starting from three to thirty years of teaching. Additionally, all teachers confirmed that they were not familiar with the concept of RTP except one teacher who recognized the term. In other words, this lack of familiarity implies that they either have not come across the term before or they may practice reflection but unintentionally. Moreover, only one teacher demonstrated a full awareness of the RTP’s importance while the other four teachers indicated that they did not. To be more precise, one of these four teachers declared applying the steps of a reflective practitioner, which suggests practicing reflection unintentionally without genuinely knowing the term. Further, all five teachers consider common factors when designing their lesson plans, most of them sustained that they plan lessons according to the needs, interests, and levels of their students together with the kind of materials and tasks, along with the lesson’s objectives. That is to say, teachers are aware of the students’ diversity they have within their classes and the learning goals, so they take them into account to engage in a thoughtful preparation process to design the lessons accordingly.

In addition, four informants proved that they take notes regarding their teaching practices. However, the answers of two of them revealed that the notes were restricted to the class and the lesson and they teach, whether it has been completed, and the stages they cover. Since these kinds signify teachers’ organization, they might not offer the deep details required

for reflection about their teaching and students' learning. While only (20%) representing one teacher claimed that he does not. Identically, the findings implied that all of them do not use any reflective tools and procedures to reflect on their teaching practices. They mentioned other tools e.g., personal logbooks and lesson plans which indicates an inefficient way to develop their professionalism.

Most importantly, the majority of teachers (60%) claimed that they use the same successful lesson plans every year, while few of them disagreed with the idea. Teachers who answered with "Yes", did not mention any challenges. Instead, they justified their answers by relying on their teaching experiences and past successes. This denotes that, these teachers might lack awareness of the challenges they faced when delivering the same successful lessons repeatedly. Or, they did not want to reveal these challenges. To clarify, teachers who re-use the same successful lesson plans might lose their creativity and passion to teach. Similarly, by applying a one-size-fits-all approach to a past successful lesson plan with other students, the new ones will feel bored and demotivated to learn. Conversely, the two teachers who responded with "No", mentioned the improvements they noticed concerning their teaching and the quality of lessons, for instance, classroom management skills, good transitioning, creativity, and the ability to engage students at the beginning of the lesson. This signifies that they consider the students' diversity they meet every year to design new lesson plans and change their methods of teaching accordingly to cater to their levels which keeps them engaged and interested. Consequently, the quality of lessons and ways of teaching are positively impacted by the practice of reflective teaching.

Moreover, teachers' answers in sharing examples about an unexpected problem they faced in the classroom confirmed what they had said in the questionnaire since all of them found a clear experience to account for, which indicated solving these problems immediately to maintain the lesson's flow. Additionally, results unveiled that most of teachers (60%) acknowledged that they do not evaluate their successful lessons, as they declared that they prepare for the coming lessons based on their experience as they taught the same lessons multiple times and consider the curriculum as a guide to help them plan for the next lessons.

Nevertheless, at the beginning of question two, teachers' responses clarified that they plan their lessons according to some important factors but, when it comes to this question, their answers contradict what they claimed previously. This indicates a lack of successful lesson evaluation to mark improvement areas and build upon them for future practice because RTP is

not only practiced to reflect on the problems and areas of weaknesses but comprise both of them. On the other hand, only two teachers stated that they evaluate their lessons regularly even if they were successful.

Regarding teachers' views about the level of their students within their classrooms compared to the beginning of the school year, some teachers mentioned that their students improved, they described them as well-prepared and well-knowledgeable about the content they studied, and having better marks. This demonstrates that teachers' evaluation of their practices and students' learning can be a contributing factor in positively influencing their students' achievements. On the contrary, the majority of teachers indicated that there is no difference since their students seem careless about the subject, have low learning outcomes, and face some obstacles i.e., remembering the content of all the lessons. Since teachers did not mention any procedures they take to address these problems, it demonstrates lack of evaluation of their teaching practices and their students' performance. Hence, this shortage of reflection can be one of the factors affecting their students' learning.

At last, when it comes to teachers' PD, all teachers confirmed that they want to improve professionally. However, when it comes to justifying how they achieve this goal. Only two teachers mentioned the steps they take to improve including reading, observing colleagues, communicating with them along with their students, evaluating their teaching and students' learning, and attending seminars. This indicates that these teachers are seeking PD opportunities to improve through the lens of RTP. By contrast, most of them pointed out the challenges they encounter such as time constraints, and heavy workloads. This means that either they desire to improve but these obstacles make it difficult for them. Or, they are not motivated enough to take action. As a result, they might miss opportunities for self-growth and improvement.

### **3.3. General Discussion of the Results**

Overall, the data gathered from teachers' semi-structured questionnaire indicated that teachers change their teaching methods every year because they meet different students with different learning needs and styles. However, the seventh question showed some contradicting results. Also, all participants affirmed that they react immediately to solve classroom problems. Whereas, the results of the third question confirmed that the majority of them do not engage in post-lesson evaluation as they face challenges which are: time constraints, heavy workload, balancing between teaching and daily personal responsibilities, and lack of support and

resources. This helps in answering the research hypothesis: EFL high school teachers may face challenges that prevent them from reflecting on their teaching practices which entails that the participants do not reflect on their teaching practices after the lesson. While some of them maintained that they engage in the process after every lesson by taking notes or having internal mental dialogue. However, they practice it while teaching in their classrooms. Furthermore, some informants ask for their students' feedback since it helped them make changes concerning their teaching practices such as what and how they teach, the teaching methods and approaches, and promoting students' autonomy in their learning. By contrast, the majority of them do not seek feedback for some reasons including students' huge number, time boundaries, and depending on the teaching experience. In addition, most of them do not revise and adapt their lesson plans as they rely on their teaching experiences, while others make adjustments during teaching for students' comprehension. Further, the results unveiled that most of them do not evaluate their lessons' effectiveness for future adjustments as they tend to be restricted by their inspectors' directives rather than bringing creativity and innovation to their teaching as opposed to the minority of them.

Therefore, the semi-structured questionnaire's results clarified that the majority of the selected participants do not engage in the process of RTP as is clearly shown in most of their answers to the provided questions including their teaching methods, post-lesson evaluation, seeking students' feedback, adjusting their lesson plans for students' needs, and integrating creativity into their practices.

According to the results of the interview, most of the informants were not familiar with the concept of RTP and its importance. At first, all of them said that they design their lessons according to their students' needs, learning styles, and interests. Then, the majority of them mentioned that they do not take notes which are restricted to their teaching practices and students' learning. Similarly, they do not employ any of the reflective tools and procedures such as reflective journals, teachers' portfolios, or action research. Additionally, most of them maintained that they use their successful lesson plans for the coming years, which can negatively impact their teaching performance and the quality of their lessons. Therefore, they might face obstacles when delivering them. Conversely, a minority of them noticed improvements concerning their teaching when adapting their lesson plans, notably: improved classroom management skills, good transitioning, creative teaching skills, and developing an understanding regarding their teaching and students. This result goes aligned with the research carried out by Zahid & Khanam (2019) who aimed to explore the impact of RTP on prospective

teachers' performance through an experimental study within action research. They discovered that the training that the participants had for the RTP enhanced their performance and skills as they evaluated and refined their teaching strategies through RTP. Likewise, the majority of participants do not evaluate their successful lessons as they rely on their teaching experiences for delivering the same lessons several times or being guided by the curriculum to prepare for the coming lessons which contradicts their initial answers of preparing the lessons according to their students' needs and interests. Most importantly, to see how RTP impacts students' performance, most participants mentioned their students' carelessness about the subject, encountering behavioral issues, having low averages, and finding obstacles in learning mainly: remembering the content of the lessons. On the contrary, some teachers who engage in the process regularly have noticed improvements in their students' learning, such as active participation, showing interest in the topic, well-preparation, and knowledge about the content they studied, and scoring good marks. This research finding is consistent with the study conducted by Shaheen et.al (2022) who wanted to explore the effect of RTP of university teachers on students' academic achievements and found that students' academic achievements are positively impacted by the teachers' use of RTP.

As for answering the second sub-question: how does lack of reflection affect EFL teachers' performance and their students' learning? And its hypothesis: lack of reflection affects EFL high school teachers' teaching performance and students' learning. The results clearly showed that RTP has a great impact on how teachers perform the lessons and as a result, their students' learning. Hence, it is proved that lack of reflection impact students' achievements and teachers' practices negatively. Finally, regarding teachers' PD, all the participants confirmed that they desire to improve within their profession. However, most of them do not take actions toward their aims as they justify their claims by having heavy workloads, time constraints, or being too old to pursue such opportunities. As a consequence, all the previously stated hypotheses have been proved.

As additional results, the study showed that the five novice EFL high school teachers who took part in the research study engaged in the process of RTP. However, the vast majority of experienced teachers do not practice reflection within their teaching for several reasons mainly: relying on their teaching experiences solely. Second, most of them are not familiar with the term RTP which indicates lack of engagement in this process since they also claimed that they are not aware of its importance regarding their practices. Third, another possibility is

that the minority of teachers who demonstrate applying reflective teaching may practice it unintentionally.

### **3.4. Research Limitations**

Several shortcomings were encountered throughout the research process. These limitations are identified as follows:

1. Regarding the literature review, there was limited access to journals, books, and resources related to the research topic because of payment.
2. Concerning the data collection tools, there was the intention to opt for teachers' observation and it could also be investigated through an experiment. However, they were canceled due to the hesitation and the lack of cooperation from teachers. Hence, the researcher relied on the teachers' semi-structured questionnaire and semi-structured interview which have provided worthy information that helped in the research process.
3. When it comes to conducting the interview, the participants were not available, which is the reason why the researcher worked with five teachers which was not a sufficient number to collect enough data. This was the most challenging limitation faced in the research process. In addition to some difficulties concerning collecting the data, five teachers did not give back the questionnaires.
4. The psychological state of the teachers also raised an obstacle as they were overwhelmed because of the amount of work they had like preparing for the students' exams which was also a reason for not participating in the interview and answering the questionnaires.
5. This study was conducted from teachers' insights. So, it should also be investigated from the students' perceptions to obtain more precise findings.
6. Lastly, as far as the scope of this investigation is concerned, the results obtained cannot be generalized to teachers across other contexts because of the different contextual factors within each setting e.g., school culture, students' categories within each region, and administrations of the schools.

### **3.5. Recommendations**

Based on the research findings, a reflective worksheet has been proposed for EFL teachers to aid them in their RTP process. This reflective worksheet covers the main essential questions that teachers should ask themselves when planning their lessons and after the lesson is done. Through it, EFL teachers will engage in the reflective thinking procedure to explore their own teaching practices, recognize their areas of strengths and weaknesses, refine their

teaching actions, and set professional goals for self-development. Hence, a meaningful teaching-learning experience is established.

## *Daily Self-Reflection Sheet*

**Date:**

### *Reflection Before Teaching*

**How can I establish an interesting and positive classroom atmosphere conducive to learning?**  
.....

**How can I create an effective lesson to get my students engaged in the learning process?**  
.....

**What specific learning goals do I want my students to accomplish at the end of the lesson?**  
.....

**What are the teaching methods and materials will I integrate into the lesson to simplify students' comprehension?.....**

**Does this plan align with the varied students' needs and learning styles?**  
.....

**What kind of activities and tasks will engage my students to learn?**  
.....

**Have I anticipated any unexpected challenges that I might face when teaching this lesson?**  
.....

**Have I anticipated any difficulties my students might have with this lesson?**  
.....

**What are the possible alternatives I have to plan for to solve these problems and support their learning?**  
.....

**What are the questions that I will be asking my students at each stage of the lesson to push them to think?**  
.....

**Am I prepared and organized to teach this lesson?**  
.....

## **Thoughts & Reflections During Teaching**

---

---

---

---

**Reflection After Teaching**

• **Reflecting on My Teaching Practices**

- Was the way I thought and presented the lesson effective?  
.....
- What were the elements of the lesson that worked well and that did not work well? And why?  
.....
- Was the language I used for the explanation clear, simple, and adjusted with my students' proficiency level?  
.....
- Did I facilitate the input for my students to help them learn?  
.....
- Did I change my way of teaching to cater to the diverse learning styles of students?  
.....
- Did I take breaks and avoid teaching continuously so my students would not lose interest in learning?  
.....
- Did I allow all my students to ask questions to involve them in the learning process?  
.....
- What were the problems that I encountered? Why did they occur?  
.....
- Did I provide constructive feedback for my students to improve and support their learning?  
.....
- Were the materials I used in the lesson efficient in encouraging students' learning?  
.....
- How was my attitude towards my students' learning? How did I act and react to them?  
.....
- Did I gather students' feedback concerning my teaching and the lesson's effectiveness?  
.....
- Was the time enough to teach the whole lesson? If not, why?  
.....
- Did I deviate from my lesson plan? Why?  
.....
- What was the best moment I had during the lesson today, and how can I have more moments like it?  
.....
- What did I learn from teaching this lesson today?  
.....
- Based on the evaluations of this lesson, what changes will I make for better future actions?  
.....

• **Reflecting on my students' learning**

- Did my students show interest and curiosity when they were learning?  
.....
- Did all students actively participate throughout the lesson?  
.....
- Did all the students understand the lesson?  
.....
- Did all students benefit from the lesson's tasks and activities?  
.....
- Does the kind of relationship I have with my students help them learn in the classroom?  
.....
- What were the areas that my students seemed confused with?  
.....
- Which parts of the lesson did my students seem to like?  
.....

• **Reflecting on my professional Development**

- What successes am I proud of in my career? How can I create more of them in the future?  
.....
- How will I work on my teaching to improve what I do?  
.....
- How can I improve as a language teacher?  
.....
- What are the obstacles that are stopping me from improving my teaching practice? How will I surpass them?  
.....
- How do I use students' feedback to improve my teaching?  
.....

In addition to the suggested reflective worksheet, a set of recommendations is listed for EFL teachers to integrate reflection within their daily practices and make it a persistent habit. First, EFL high school teachers have to develop a clear understanding and awareness of RTP and improve this process through:

- 1- Setting aside dedicated time to reflect on their teaching practices.
- 2- Making reflective teaching written by filling regularly their thoughts in the reflective worksheet, reflective journals, or teachers' portfolios to gain a deeper understanding of their teaching experiences in a structured and organized way.
- 3- Recording their lessons and watching themselves teaching to increase their levels of awareness about their actions and students' learning inside their classrooms.
- 4- Seeking students' feedback as a valuable tool to monitor and evaluate their teachers' practices. Teachers can gather students' comments through group discussions, open-ended questionnaires, or exit tickets.

Furthermore, regarding teachers' PD. EFL teachers can improve professionally in a variety of ways. These include:

- 1- Engaging in a continuous reflection concerning their teaching practices and setting personal improvement goals.
- 2- Mastering their teaching knowledge by reading relevant academic books and journals and staying up-to-date with recent educational research.
- 3- Having chances to observe their colleagues' teaching. For instance, this will help them gain insights into their colleagues' instructional methods and techniques to develop new teaching strategies for their classroom practices for continuous learning and professional growth.
- 4- Participating in professional seminars and attending conferences to seek opportunities for further learning regarding their teaching practices.

### **3.6. Conclusion**

This chapter attempted to answer the research questions by presenting a detailed analysis and discussion of the results gathered starting from the teachers' semi-structured questionnaire to the teachers' semi-structured interview. In addition, it provided a set of possible recommendations for EFL teachers in high schools. It mentioned the limitations of this research study. Finally, this chapter ended by proposing a reflective worksheet that could help them by constantly evaluating their teaching practices.

### General Conclusion

RTP is an ongoing cyclical process that allows teachers to think critically and evaluate their teaching experiences to better understand themselves, their teaching practices, and their students' learning. Hence, it acts as the most essential means to support teachers' PD by constantly engaging in a continuous learning process. Therefore, the ultimate purpose of this research was to highlight the importance of RTP as a valuable means to improve teachers' PD. Differently stated, the research attempted to explore whether high school EFL teachers of the Dahra region are reflective practitioners.

This research was composed of three chapters. The first chapter provided the theoretical background of the research topic and consisted of two sections. The first part presented the major theories that contributed to the foundation of reflection. Then, it introduced the concept of RTP and highlighted its types and the main reflective models to illustrate how the reflective teaching process occurs. The second part was devoted to the teachers' PD by presenting its definition, the main characteristics of a reflective practitioner, and the various reflective teaching tools and procedures namely: reflective journals, teachers' portfolios, action research, and the cognitive coaching model. Finally, it displayed the importance of RTP on teachers' PD.

The second chapter described the research methodology followed to answer the research questions: Do high school EFL teachers of the Dahra region practice reflection within their teaching? Why are EFL high school teachers of the Dahra region not reflecting on their teaching practices? How does lack of reflection affect their teaching performance and their students' learning? Are high school EFL teachers willing to improve professionally? The study has been conducted under a descriptive-analytical method by selecting a mixed-method approach to gather both quantitative and qualitative data from the participants through teachers' semi-structured questionnaire and teachers' semi-structured interview. The selected participants were 20 EFL high school teachers from 6 high schools in the Dahra region in Mostaganem. Through this chapter, the data collection tools employed were also described in detail. The third chapter focused on the analysis, discussion, and interpretation of the collected data from the participants. At last, this chapter covered the limitations of the study followed by a suggested reflective worksheet and some proposed recommendations for EFL high school teachers. In addition, the results of this research confirmed that the majority of EFL teachers do not engage in the process of reflection regarding their teaching practices. They also tend to

## General Conclusion

---

practice reflection in action (During teaching). However, most of them do not practice reflection on action (After teaching) which is regarded as a significant type of reflection to improve future actions. This is due to the challenges they face which impede them from reflecting on their teaching practices mainly; time constraints. Likewise, the results of the teachers' semi-structured interview proved that the majority of EFL high school teachers are not aware of RTP's importance. That is to say, this unawareness presents lack of engagement in this process within their teaching practices. Additionally, it was affirmed that lack of engagement in RTP affects the EFL high school teachers' performance and their students' learning negatively. At last, the research participants desire to improve professionally. However, they do not take action to reach this goal.

As a result, the previously stated hypotheses have been confirmed. It was assumed that EFL high school teachers are not reflecting as they may not be aware of the RTP's importance. It was expected that EFL high school teachers may face challenges that prevent them from reflecting on their teaching practices. It was also hypothesized that lack of reflection may affect their teaching performance and students' learning negatively. Finally, it was assumed that EFL high school teachers may have the willingness to improve professionally.

Overall, educators have to adopt any skill that aids them in reaching professionalism and RTP is a suitable way to enhance their teaching and support their personal growth. As a result, EFL teachers must be fully aware of the importance of RTP and develop a growth mindset toward change.

## List of References

Al-Ahdal, A. A., & Al-Awaid, S. A. (2014). Reflective Teaching and Language Teacher Education Programmes: A Milestone in Yeman and Saudi Arabia. *Journal of Language teaching and Research*, 5(4), 759-768. Retrieved January 2, 2024, from: [https://www.researchgate.net/publication/270162746\\_Reflective\\_Teaching\\_and\\_Language\\_Teacher\\_Education\\_Programmes\\_A\\_Milestone\\_in\\_Yemen\\_and\\_Saudi\\_Arabia](https://www.researchgate.net/publication/270162746_Reflective_Teaching_and_Language_Teacher_Education_Programmes_A_Milestone_in_Yemen_and_Saudi_Arabia)

Alberta Teachers' Association (ATA). (2015). *Building School Leadership Capacity through Cognitive Coaching*. The Ministry of Education. Edmonton, Alta: ATA. Retrieved January 20, 2024, from: <https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-6%20Building%20School%20Leadership%20Capacity.pdf>

Aleissa, R. Y. (2020). *The Effectiveness of Reflective Practice in Teachers' Professional Development*. York University. Retrieved February 1, 2024, from: [https://www.academia.edu/103127535/The\\_Effectiveness\\_of\\_Reflective\\_Practice\\_in\\_Teachers\\_Professional\\_Development\\_Reem\\_Y\\_Aleissa?uc-sb-sw=57786721](https://www.academia.edu/103127535/The_Effectiveness_of_Reflective_Practice_in_Teachers_Professional_Development_Reem_Y_Aleissa?uc-sb-sw=57786721)

Ali Hossain, M. (2021). *Teaching Portfolio as a Tool Stimulates Teachers' Reflection on Teaching Resulting Self & Professional Development*. Jahangirnagar University. Retrieved, Febraury 1, 2024, from: [https://www.academia.edu/50996324/Teaching\\_Portfolio\\_as\\_a\\_Tool\\_Stimulates\\_Teachers\\_Reflection\\_on\\_Teaching\\_Resulting\\_Self\\_and\\_Professional\\_Development](https://www.academia.edu/50996324/Teaching_Portfolio_as_a_Tool_Stimulates_Teachers_Reflection_on_Teaching_Resulting_Self_and_Professional_Development)

Amulaya, J. (2011). What is reflective practice? *Community Science*, 1-5. Retrieved January 27, 2024, from: <https://communityscience.com/wp-content/uploads/2021/05/What-is-Reflective-Practice.pdf>

Anderson, A. G., & Knowles, Z., & Gilbourne, D. (2004). Reflective Practice for Sport Psychologists: Concepts, Models, Practical Implications, and Thoughts on Dissemination. *The Sport Psychologist*, 18(2), 188-203. Retrieved, January23, 2024, from [https://www.researchgate.net/profile/Zoe-Knowles/publication/234166673\\_Reflective\\_practice\\_A\\_review\\_of\\_concepts\\_models\\_and\\_practical\\_implications\\_for\\_enhancing\\_the\\_practice\\_of\\_applied\\_sport\\_psychologists/links/09e4150fbd449a9c33000000/Reflective-practice-A-review-of-concepts-models-and-practical-implications-for-enhancing-the-practice-of-applied-sport-psychologists.pdf](https://www.researchgate.net/profile/Zoe-Knowles/publication/234166673_Reflective_practice_A_review_of_concepts_models_and_practical_implications_for_enhancing_the_practice_of_applied_sport_psychologists/links/09e4150fbd449a9c33000000/Reflective-practice-A-review-of-concepts-models-and-practical-implications-for-enhancing-the-practice-of-applied-sport-psychologists.pdf)

Bastidas, A. J. (1996). Teaching portfolios as assessment tools. *English Teaching Forum*, 34(4), 10-15. Retrieved November 25, 2023, from: [https://www.researchgate.net/profile/Jesus-Bastidas/publication/265538740\\_The\\_Teaching\\_Portfolio\\_A\\_Tool\\_to\\_Become\\_a\\_Reflective\\_Teacher/links/556f50b208aefcb861dd861e/The-Teaching-Portfolio-A-Tool-to-Become-a-Reflective-Teacher.pdf](https://www.researchgate.net/profile/Jesus-Bastidas/publication/265538740_The_Teaching_Portfolio_A_Tool_to_Become_a_Reflective_Teacher/links/556f50b208aefcb861dd861e/The-Teaching-Portfolio-A-Tool-to-Become-a-Reflective-Teacher.pdf)

Beauchamp, C. (2006). *Understanding Reflection in Teaching: A Framework for Analyzing the Literature*. McGill University, Montreal. Retrieved December 28, 2023, from: <https://escholarship.mcgill.ca/downloads/h989r751x.pdf>

Behrendt, M., & Machtmes, K. (2021). Exploring the Catalyst Energizing the Kolb Learning Cycle. *Experiential Learning & Teaching in Higher Education*, 4(1), 73-80. Retrieved January 19, 2024, from: <https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1084&context=elthe>

Belarouci, L., & Semmoud, A. (2023). EFL University Teachers' Perceptions Toward Reflective Teaching as a Necessity for Professional Growth. *The journal of El-Ryssala for studies and research in humanities*, 8(2), 714-725. Retrieved January 1, 2024, from: <https://www.asjp.cerist.dz/en/downArticle/223/8/2/224564>

Bemnansour-Benyelles, R., Megnafi, I. H. (2017). EXPLORING LEARNERS' WRITING DIFFICULTIES THROUGH REFLECTIVE PRACTICE. *International Journal of Humanities and Social Sciences*, 6(3), 55 – 66. Retrieved December 31, 2023, from: <https://www.iaset.us/download/archives/--1491828264-6.%20Abs%20IJHSS%20-%20Exploring%20Learners%20Writing%20Difficulties%20through%20Reflective%20Practice.pdf>

Boud, D., Keogh, R., & Walker, D. (1985). Promoting reflection in learning: A model. In D. Boud, R. Keogh, & D. Walker (Eds.), *Reflection: Turning the experience into learning* (pp. 18-40). London: Kogan. Retrieved December 29, 2024, from: [https://craftingjustice.files.wordpress.com/2017/04/david-boud-rosemary-keogh-david-walker-reflection\\_turning-experience-into-learning-routledge-1985-pp-1-165.p](https://craftingjustice.files.wordpress.com/2017/04/david-boud-rosemary-keogh-david-walker-reflection_turning-experience-into-learning-routledge-1985-pp-1-165.p)

Bull, V. (2008). *Oxford Learner's Pocket Dictionary* (4th ed.). Oxford University Press.

Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York: Routledge. Retrieved December 13, 2024, from: [https://www.academia.edu/5011394/Doing\\_Action\\_Research\\_in\\_English\\_Language\\_Teaching](https://www.academia.edu/5011394/Doing_Action_Research_in_English_Language_Teaching)

Cavedon, C. C. (2014). *The Power of Reflective Power Professional Development in Changing Elementary School Teachers' Instructional Practices*. Portland State University. Retrieved January 25, 2024, from: [https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=3075&context=open\\_access\\_etds](https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=3075&context=open_access_etds)

Çetin, C., & Bayrakçı, M. (2019). TEACHER PROFESSIONAL DEVELOPMENT MODELS FOR EFFECTIVE TEACHING AND LEARNING IN SCHOOLS. *The Online Journal of Quality in Higher Education*, 6(1), 32-38. Retrieved December 27, 2023, from: <https://tojquih.net/journals/tojqih/articles/v06i01/v06i01-04.pdf>

Christodoulou, I. (2010). *TEACHER SELF-REFLECTION*. MASARYK UNIVERSITY. Retrieved January 1, 2024, from: [https://is.muni.cz/th/266245/pedf\\_m/DPIva\\_Christodoulou.pdf](https://is.muni.cz/th/266245/pedf_m/DPIva_Christodoulou.pdf)

Christodoulou, N. (2013). *THE IMPACT OF GUIDED REFLECTIVE PRACTICE ON THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN HIGHER EDUCATION IN CYPRUS*. University of Nottingham. Retrieved January 22, 2024, from: [https://eprints.nottingham.ac.uk/13635/1/Thesis-Niki\\_Christodoulou.pdf](https://eprints.nottingham.ac.uk/13635/1/Thesis-Niki_Christodoulou.pdf)

Darling-Hammond, L. (2010). *Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching*. Retrieved January 2, 2024, from: <https://eric.ed.gov/?id=ED535859>

Day, C. (1999). *Developing teachers: the challenges of lifelong learning*. London: Falmer. Retrieved January 30, 2024, from: <https://files.eric.ed.gov/fulltext/ED434878.pdf>

DeVeaux, N. (2022). The challenges of evaluating teaching practice in Higher Education: An analysis using Brookfield's Lenses of Critical Reflection. *Journal of Higher Education Research*, 5(3), 1-10. Retrieved January 23, 2024, from: <https://eprints.lincoln.ac.uk/52314/1/Nicola-Deveaux-Impact-article-The-challenge-of-Teaching.pdf>

Dewey, John. (1910). *How We Think*. New York: D.C.HEATH and CO. Retrieved November 20, 2023, from: <https://bef632.files.wordpress.com/2015/09/dewey-how-we-think.pdf>

Diaz-Maggioli, G. (2003). *Professional development for Language Teachers* EDO-FL 03-03. ERIC Digest. Retrieved December 29, 2023, from: <https://unitus.org/FULL/0303diaz.pdf>

Disu, A. (2017). *A Phenomenological Study on Reflective Teaching Practice*. Concordia University. Retrieved March 16, 2024, from: [https://digitalcommons.csp.edu/cgi/viewcontent.cgi?article=1068&context=cup\\_commons\\_grad\\_edd](https://digitalcommons.csp.edu/cgi/viewcontent.cgi?article=1068&context=cup_commons_grad_edd)

Farrell, T. S. C. (2008). *Reflective Practice in the Professional Development of Teachers of Adult English Language Learners*. Brock University, Ontario, Canada. Retrieved December 23, 2023, from: <https://files.eric.ed.gov/fulltext/ED505394.pdf>

Fatemipour, H., & Hosseingholikhani, F. (2014). The impact of reflective teaching on the EFL teachers' performance. *Journal of Educational and Management Studies*, 4(4), 796-799. Retrieved March 15, 2024, from: [https://www.jems.science-line.com/attachments/article/27/J.%20Educ.%20Manage.%20Stud.,%204\(4\)%20796-799,%202014.pdf](https://www.jems.science-line.com/attachments/article/27/J.%20Educ.%20Manage.%20Stud.,%204(4)%20796-799,%202014.pdf)

Ferraro, J. M. (2000). *Reflective Practice and Professional Development*. ERIC Digest. Retrieved December 27, 2024, from: <https://files.eric.ed.gov/fulltext/ED449120.pdf>

Finlay, L. (2008). *Reflecting on 'Reflective practice'*. *Practice-based Professional Learning Paper 52*. The Open University. Retrieved January 23, 2024, from: [https://oro.open.ac.uk/68945/1/Finlay-\(2008\)-Reflecting-on-reflective-practice-PBPL-paper-52.pdf](https://oro.open.ac.uk/68945/1/Finlay-(2008)-Reflecting-on-reflective-practice-PBPL-paper-52.pdf)

Flottemesch, K. (2004). Teaching Portfolios: Reflective Practice of One's Own Learning. *Northwest Journal of Teacher Education*, 3(1), 1-4, from: <https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1097&context=nwjte>

Freire, P. (1998), *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*, Lanham, MD, Rowman and Little. Retrieved December 27, 2024, from:

<https://abahlali.org/wp-content/uploads/2012/08/Paulo-Freire-Pedagogy-of-Freedom-Ethics-Democracy-and-Civic-Courage-2000.pdf>

Freudling, M. (2020). Awareness of intrinsic motivation in leadership. *Journal of Applied Leadership and Management*, 8, 134-151. Retrieved February 6, 2024, from: <https://www.econstor.eu/bitstream/10419/251930/1/179811304X.pdf>

Ghaouar, N. (2016). Towards an Effective practice through Reflective Teaching. *Revue des Sciences Humaines*, 44, 97-109. Retrieved December 26, 2024, from: <https://www.asjp.cerist.dz/en/downArticle/41/16/2/4702>

Gheith, E., & Aljaberi, N. (2018). Reflective teaching practices in teachers and their attitudes toward professional self-development. *International Journal of Progressive Education*, 14(3), 160-179. Retrieved January 12, 2024, from: [https://www.researchgate.net/publication/327142255\\_Reflective\\_Teaching\\_Practices\\_in\\_Teachers\\_and\\_Their\\_Attitudes\\_Toward\\_Professional\\_Self-development](https://www.researchgate.net/publication/327142255_Reflective_Teaching_Practices_in_Teachers_and_Their_Attitudes_Toward_Professional_Self-development)

Göker, S. D. (2020). Cognitive coaching: a powerful supervisory tool to increase teacher sense of efficacy and shape teacher identity. *An international journal of teachers' professional development*, 24(4), 1-24. Retrieved January 25, 2024, from: [https://www.researchgate.net/publication/343007319\\_Teacher\\_Development\\_An\\_international\\_journal\\_of\\_teachers'\\_professional\\_development\\_ISSN\\_Print\\_Cognitive\\_coaching\\_a\\_powerful\\_supervisory\\_tool\\_to\\_increase\\_teacher\\_sense\\_of\\_efficiency\\_and\\_shape\\_teacher\\_identity](https://www.researchgate.net/publication/343007319_Teacher_Development_An_international_journal_of_teachers'_professional_development_ISSN_Print_Cognitive_coaching_a_powerful_supervisory_tool_to_increase_teacher_sense_of_efficiency_and_shape_teacher_identity)

Gonzalez Del Castillo, A. (2015). *Cognitive Coaching as a Form of Professional Development in a Linguistically Diverse School*. University of Missouri-St. Louis. Retrieved February 2, 2024, from: <https://core.ac.uk/download/pdf/217322222.pdf>

Gross, E. A. (2014). *The Role of Reflection in Expert Teacher Instruction*. The Graduate School of Wayne State University. Retrieved December 28, 2023, from: [https://digitalcommons.wayne.edu/cgi/viewcontent.cgi?article=2072&context=oa\\_dissertations](https://digitalcommons.wayne.edu/cgi/viewcontent.cgi?article=2072&context=oa_dissertations)

Guskey, T. (2002). Professional development and teacher change. *Teachers and teaching*, 8(3), 381–391. Retrieved December 27, 2023, from: [https://www.researchgate.net/publication/254934696\\_Professional\\_Development\\_and\\_Teacher\\_Change](https://www.researchgate.net/publication/254934696_Professional_Development_and_Teacher_Change)

Habók, A., & Oo, T. Z. (2020). The Development of a Reflective Teaching Model for Reading Comprehension in English Language Teaching. *International Electronic Journal of Elementary Education*, 13(1), 127-138. Retrieved December 30, 2023, from:

<https://files.eric.ed.gov/fulltext/EJ1272669.pdf>

Hamaidi, F., & Kachi, I. (2020). *The Impact of Teachers' Self-Reflection Development on Classroom Management Strategies: The Case of Teachers at the Department of Letters and English Language*. University 8 Mai 1945 Guelma. Retrieved January 15, 2024, from: [https://dspace.univ-](https://dspace.univ-guelma.dz/jspui/bitstream/123456789/10779/1/M821.312.pdf)

[guelma.dz/jspui/bitstream/123456789/10779/1/M821.312.pdf](https://dspace.univ-guelma.dz/jspui/bitstream/123456789/10779/1/M821.312.pdf)

Hanson, K. (2013). *Supporting the Development of Reflective Dispositions for Professional Practice*. University of Worcester. Retrieved January 10, 2024, from:

<https://tactyc.org.uk/pdfs/2013-conf-Hanson.pdf>

Hasniza, N. I., Surif, J., Arshad, M. Y., & Mahani, M. (2012). Self-Reflection Focusing on Pedagogical Content Knowledge. *Social and Behavioral Sciences*, 56, 474–482. Retrieved December 25, 2023, from:

[https://www.researchgate.net/publication/257717324\\_Self\\_Reflection\\_Focusing\\_on\\_Pedagogical\\_Content\\_Knowledge](https://www.researchgate.net/publication/257717324_Self_Reflection_Focusing_on_Pedagogical_Content_Knowledge)

Healey, M., & Jenkins, A. (2000). Kolb's Experiential Learning Theory and Its Application in Geography in Higher Education. *Journal of Geography*, 99(5), 185-195. Retrieved January 24, 2024, from:

[https://www.researchgate.net/publication/233121264\\_Kolb's\\_Experiential\\_Learning\\_Theory\\_and\\_Its\\_Application\\_in\\_Geography\\_in\\_Higher\\_Education](https://www.researchgate.net/publication/233121264_Kolb's_Experiential_Learning_Theory_and_Its_Application_in_Geography_in_Higher_Education)

Houston, W.R. (1988) Reflecting on reflection in teacher education In H.C. Waxman (ed.), *Images of reflection in teacher education* (pp. 3-58). Reston, Virginia: Association of Teacher Educators. Retrieved January 30, 2024, from:

<https://files.eric.ed.gov/fulltext/ED316542.pdf>

Hunter, H. (2023). *THE IMPACT OF COGNITIVE COACHING ON HIGH SCHOOL ENGLISH TEACHERS' IMPLEMENTATION OF METACOGNITIVE READING STRATEGIES*. University of South Carolina. Retrieved February 4, 2024, from:

<https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=8168&context=etd>

Jafari, M. H. (2016). Action research in reflective EFL teaching. *International Journal of Educational Research and Reviews*, 4(5), 717-722. Retrieved November 30, 2023, From: <https://www.internationalscholarsjournals.com/articles/action-research-in-reflective-efl-teaching.pdf>

Kaung, P. P. (2020). *A STUDY OF TEACHERS' REFLECTIVE TEACHING PRACTICES ON STUDENTS' ACADEMIC ACHIEVEMENT IN MYANMAR*. KDI School of Public Policy and Management. Retrieved January 20, 2024, from: <https://archives.kdischool.ac.kr/bitstream/11125/34411/1/A%20Study%20of%20teachers'%20Oreflective%20teaching%20practices%20on%20students'%20academic%20achievement%20in%20Myanmar.pdf>

Killion, J. P., & Todmen, G. R. (1991). A Process for Personal Theory Building. *Educational Leadership*, 43(6), 14-16. Retrieved January 30, 2024, from: [https://files.ascd.org/staticfiles/ascd/pdf/journals/ed\\_lead/el\\_199103\\_killion.pdf](https://files.ascd.org/staticfiles/ascd/pdf/journals/ed_lead/el_199103_killion.pdf)

Kok, J., & Chabeli, M. M. (2002). Reflective journal writing: How it promotes reflective thinking in clinical nursing education: A students' perspective. *Curationis*, 25(3), 35-42. Retrieved December 25, 2023, from: [https://www.researchgate.net/publication/11032393\\_Reflective\\_journal\\_writing\\_How\\_it\\_promotes\\_reflective\\_thinking\\_in\\_clinical\\_nursing\\_education\\_A\\_students'\\_perspective](https://www.researchgate.net/publication/11032393_Reflective_journal_writing_How_it_promotes_reflective_thinking_in_clinical_nursing_education_A_students'_perspective)

Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall. Retrieved January 22, 2024, from: [https://www.researchgate.net/publication/235701029\\_Experiential\\_Learning\\_Experience\\_As\\_The\\_Source\\_Of\\_Learning\\_And\\_Development](https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development)

Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed). Upper Saddle River: Pearson Education. Retrieved January 24, 2024, from: [https://www.researchgate.net/publication/315793484\\_Experiential\\_Learning\\_Experience\\_as\\_the\\_source\\_of\\_Learning\\_and\\_Development\\_Second\\_Edition\\_3-58](https://www.researchgate.net/publication/315793484_Experiential_Learning_Experience_as_the_source_of_Learning_and_Development_Second_Edition_3-58)

Li, Z., & Ye, Z. (2016). On reflective teaching of EFL teachers in local universities of China-A case study of Leshan Normal University, Sichuan. *English Language Teaching*, 9(6), 154-161. Retrieved February 13, 2024, from: <https://www.ccsenet.org/journal/index.php/elt/article/view/59751>

Lieberman, A., & Miller, L. (2000). *Teaching and Teacher Development: A New Synthesis for a New Century*. In Education in a New Era, Brandt, R. (ed.), 47-65. Retrieved December 15, 2024, from: <https://wiki.sugarlabs.org/images/7/76/Lieberman2000ch.3.pdf>

Lin, L., & Zhang, Y. (2014). Enhancing Teachers' Professional Development through Reflective Teaching. *Theory and Practice in Language Studies*, 4(11), 2396-2401. Retrieved January 19, 2024, from: <http://www.academypublication.com/issues/past/tpls/vol04/11/25.pdf>

Lipton, L. (1993). *Transforming Information into Knowledge: Structured Reflection in Administrative Practice*. Retrieved January 12, 2024, from: <https://files.eric.ed.gov/fulltext/ED361903.pdf>

Liu, L., & Zhang, Y. (2014). Enhancing teachers' professional development through reflective teaching. *Theory & Practice in Language Studies*, 4(11), 2397- 2401. Retrieved January 30, 2024, from: <http://www.academypublication.com/issues/past/tpls/vol04/11/25.pdf>

Lyons, N. (1998). Reflection in teaching: Can it be developmental? A portfolio perspective. *Teacher Education Quarterly*, 25(1), 115-127. Retrieved December 27, 2023, from: [https://teqjournal.org/backvols/1998/25\\_1/1998v25n111.PDF89](https://teqjournal.org/backvols/1998/25_1/1998v25n111.PDF89)

Mathew, N. G. (2012). Reflective Classroom Practice for Effective Classroom Instruction. *International Education Studies*, 5(3), 205-211. Retrieved January 31, 2024, from: [https://www.researchgate.net/publication/314747583\\_Reflective\\_Classroom\\_Practice\\_for\\_Effective\\_Classroom\\_Instruction](https://www.researchgate.net/publication/314747583_Reflective_Classroom_Practice_for_Effective_Classroom_Instruction)

McDougall, J., & Davis, W. (2011). Role reversal: Educators in an enabling program embark on a journey of critical self-reflection. *Australian Journal of Adult Learning*, 51(3), 434-455. Retrieved January 24, 2024, from: <https://files.eric.ed.gov/fulltext/EJ954475.pdf>

Merriam-Webster. (n.d.). *Reflection*. In Merriam-Webster.com dictionary. Retrieved January 31, 2024, from: <https://www.merriam-webster.com/dictionary/reflection>

Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. San Francisco, CA: Jossey-Bass. Retrieved January 30, 2024, from: [https://www.umsl.edu/~henschkej/henschke/fostering\\_transformative\\_adult\\_learning.pdf](https://www.umsl.edu/~henschkej/henschke/fostering_transformative_adult_learning.pdf)

Miller, B. (2010). *Brookfield's Four Lenses: Becoming a Critically Reflective Teacher*. The University of Sydney. Retrieved January 22, 2024, from: [https://valenciacollege.edu/faculty/development/courses-resources/documents/brookfield\\_summary.pdf](https://valenciacollege.edu/faculty/development/courses-resources/documents/brookfield_summary.pdf)

Mills, G. (2021). *Exploring the reflective practice of a multidisciplinary team within an elite English football academy*. Bournemouth University. Retrieved January 30, 2024, from: <https://eprints.bournemouth.ac.uk/38250/>

Moon, J. (2005). *Guide for busy academic: Learning through reflection*. London: Higher Education Academy. Retrieved January 27, 2024, from: <https://nursing-midwifery.tcd.ie/assets/director-staff-edu-dev/pdf/Guide-for-Busy-Academics-No1-4-HEA.pdf>

Nager, L. H. (2017). *BUILDING A CRITICALLY REFLECTIVE PRACTICE: RELATING BROOKFIELD'S FOUR LENSES TO INSERVICE TEACHERS' EXPERIENCES*. Mercer University. Retrieved January 2, 2024, from: [https://ursa.mercer.edu/bitstream/handle/10898/5084/Nager\\_mercer\\_1160E\\_10064.pdf?sequence=2&isAllowed=y](https://ursa.mercer.edu/bitstream/handle/10898/5084/Nager_mercer_1160E_10064.pdf?sequence=2&isAllowed=y)

Ndebele, C. (2014). Using Evaluation as Action Research: Reflections on Teaching Practice Using Brookfield's Four Lenses Model. *The Anthropologist*, 17(2), 533-541. Retrieved January 22, 2024, from: [https://www.researchgate.net/publication/290590190\\_Using\\_Evaluation\\_as\\_Action\\_Research\\_Reflections\\_on\\_Teaching\\_Practice\\_Using\\_Brookfield's\\_Four\\_Lenses\\_Model](https://www.researchgate.net/publication/290590190_Using_Evaluation_as_Action_Research_Reflections_on_Teaching_Practice_Using_Brookfield's_Four_Lenses_Model)

Ningsih, Y. D., & Lengkanawati, N. S. (2023). REFLECTIVE TEACHING AMONG INDONESIAN NOVICE EFL TEACHERS: HINDRANCES TO THE PRACTICE. *A Journal on Language and Language Learning*, 26(2), 561-576. Retrieved December 29, 2023, from: <https://e-journal.usd.ac.id/index.php/LLT/article/view/6951>

Nurfaidah, S. (2018). Three Attitudes of a Reflective Teacher. *Research and Innovation in Language Learning*, 1(1), 39-48. Retrieved January 5, 2024, from: [https://www.researchgate.net/publication/331401958\\_Three\\_Attitudes\\_of\\_a\\_Reflective\\_Teacher](https://www.researchgate.net/publication/331401958_Three_Attitudes_of_a_Reflective_Teacher)

Olteanu, C. (2017). Reflection-for-action and the choice or design of examples in the teaching of mathematics. *Mathematics Education Research Journal*, 29(3). Retrieved January

22, 2024, from: [https://www.researchgate.net/publication/318152325\\_Reflection-for-action\\_and\\_the\\_choice\\_or\\_design\\_of\\_examples\\_in\\_the\\_teaching\\_of\\_mathematics](https://www.researchgate.net/publication/318152325_Reflection-for-action_and_the_choice_or_design_of_examples_in_the_teaching_of_mathematics)

Pacheco, A. Q. (2005). REFLECTIVE TEACHING AND ITS IMPACT ON FOREIGN LANGUAGE TEACHING. *Actualidades Investigativas en Educación*, 5, 1-19. Retrieved December 30, 2023, from: <https://www.redalyc.org/articulo.oa?id=44720504006>

Pandey, S. R. (2012). Reflective Practice: A Gateway to Professional Development. *Journal of NELTA*, 17(1-2), 40-49. Retrieved December 28, 2024, from: <https://www.nepjol.info/index.php/NELTA/article/view/8091/6576>

Pitsoe, V. J. (2013). Re-thinking Teacher Professional Development through Schön's Reflective Practice and Situated Learning Lenses. *Mediterranean Journal of Social Sciences*, 4(3), 211-218. Retrieved January 21, 2024, from: [https://www.researchgate.net/publication/256685118\\_Re-thinking\\_Teacher\\_Professional\\_Development\\_through\\_Schon's\\_Reflective\\_Practice\\_and\\_Situated\\_Learning\\_Lenses](https://www.researchgate.net/publication/256685118_Re-thinking_Teacher_Professional_Development_through_Schon's_Reflective_Practice_and_Situated_Learning_Lenses)

Prieto, P. L., Magnuson, P., Dillenbourg, P., & Saar, M. (2019). *Reflection for Action: Designing Tools to Support Teacher Reflection on Everyday Evidence*. Tallinn University, Leysin American School, Ecole Polytechnique Federale de Lausanne. Retrieved February 1, 2024, from: <https://osf.io/bj2rp/download?format=pdf>

Ratminingsih, N. M., Artini, L. P., & Padmadewi, N. N. (2018). Incorporating self and peer assessment in reflective teaching practices. *International Journal of Instruction*, 10(4), 165–184. Retrieved December 26, 2023, from: [https://www.researchgate.net/publication/320166093\\_Incorporating\\_Self\\_and\\_Peer\\_Assessment\\_in\\_Reflective\\_Teaching\\_Practices](https://www.researchgate.net/publication/320166093_Incorporating_Self_and_Peer_Assessment_in_Reflective_Teaching_Practices)

Redmond, B. (2006). *Reflection in Action: Developing Reflective Practice in Health and Social Services*. Aldershot: Ashgate Publishing Limited. Retrieved January 23, 2024, from: [https://api.pageplace.de/preview/DT0400.9781351905930\\_A29557147/preview-9781351905930\\_A29557147.pdf](https://api.pageplace.de/preview/DT0400.9781351905930_A29557147/preview-9781351905930_A29557147.pdf)

Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. New York: Cambridge University Press. Retrieved January 31, 2024, from: <https://assets.cambridge.org/97805218/49111/sample/9780521849111ws.pdf>

Rodgers, C. (2002). Defining Reflection: Another Look at John Dewey and Reflective Thinking. *Teachers College Record*, 104(4), 842-866. Retrieved January 3, 2024, from: [https://www.researchgate.net/publication/240645823\\_Defining\\_Reflection\\_Another\\_Look\\_at\\_John\\_Dewey\\_and\\_Reflective\\_Thinking](https://www.researchgate.net/publication/240645823_Defining_Reflection_Another_Look_at_John_Dewey_and_Reflective_Thinking)

Roehrig, G., Anwar, T., Ellis, J., & McFadden, J. (2022). Exploring reflective practices of beginning science teachers in an online induction program. *Contemporary Issues in Technology and Teacher Education*, 22(2), 353-381. Retrieved January 22, 2024, from: <https://citejournal.org/wp-content/uploads/2022/05/v22i2science1.pdf>

Rogers, W. T., Hauserman, C. P., & Skytt, J. (2016). Using Cognitive Coaching to Build School Leadership Capacity: A Case Study in Alberta. *Canadian Journal of Education*, 39(3), 1-29. Retrieved January 16, 2024, from: [https://www.researchgate.net/publication/311700239\\_Using\\_cognitive\\_coaching\\_to\\_build\\_school\\_leadership\\_capacity\\_A\\_case\\_study\\_in\\_Alberta](https://www.researchgate.net/publication/311700239_Using_cognitive_coaching_to_build_school_leadership_capacity_A_case_study_in_Alberta)

Rolf, G. (2014). Reach Touch and Teach. *Nurse Education Today*, 34(4), 488-489. Retrieved January 30, 2024, from: [https://www.academia.edu/12279776/Reach\\_touch\\_and\\_teach](https://www.academia.edu/12279776/Reach_touch_and_teach)

Romero Martin, S. M., & Valero Farfan, Z. M. (2014). *CRITICAL REFLECTION AS A STRATEGY FOR PROFESSIONAL DEVELOPMENT*. UNIVERSIDAD LIBRE DE COLOMBIA. Retrieved December 30, 2023, from: <https://repository.unilibre.edu.co/bitstream/handle/10901/8592/completo1%20UNIVERSIDAD%20LIBRE%20DE%20COLOMBIA%20-%20LIBRO%20DE%20CRITICA%20REFLEXION%20COMO%20ESTRATEGIA%20PARA%20EL%20DESARROLLO%20DE%20LA%20COMPETENCIA%20PROFESIONAL%20DE%20LOS%20DOCENTES%20DE%20LA%20EDUCACION%20INICIAL%20Y%20BASICA%20PRIMARIA%20Y%20SECUNDARIA%20DE%20COLOMBIA.pdf?sequence=1>

Saidi, N. (2017). *INVESTIGATING THE EFFECT OF LEARNING STYLES ON EFL LEARNERS' ACADEMIC ACHIEVEMENT IN THE ORAL EXPRESSION COURSE*. University of Guelma. Retrieved February 15, 2024, from: <https://dspace.univ-guelma.dz/jspui/bitstream/123456789/2200/1/M821.099.pdf>

Sedairia, N. (2019). *The Role of Self-Reflection Strategy in Developing EFL Learner's Reading Comprehension*. University of 08 Mai 1945, Guelma. Retrieved January 15, 2024, from: <https://dspace.univ-guelma.dz/jspui/bitstream/123456789/4832/1/M%20821.225.pdf>

Semoud, A. (2014). Observation as a Reflective Model for Novice and Experienced Teachers to Enhance Effective Teaching. *European Academic Research*, 2(1), 42-52. Retrieved December 30, 2024, from: <https://euacademic.org/UploadArticle/422.pdf>

Senapaty, H. (2019). *Reflective Teaching: A handbook towards preparing a Reflective Teacher*. Sri Aurobind Marg, New Delhi: National Council of Educational Research and Training, from: [https://ncert.nic.in/dte/pdf/Reflective\\_Teaching-13221.pdf](https://ncert.nic.in/dte/pdf/Reflective_Teaching-13221.pdf)

Shaheen, Gh., Saeed Khan, M., & Irshad Khan, SH. (2022). Impact of Reflective Teaching Practices of University Teachers on Academic Achievement of Students. *Global Educational Studies Review*, 7(2), 147-155. Retrieved May 11, 2024, from: [https://www.researchgate.net/publication/361645599\\_Impact\\_of\\_Reflective\\_Teaching\\_Practices\\_of\\_University\\_Teachers\\_on\\_Academic\\_Achievement\\_of\\_Students](https://www.researchgate.net/publication/361645599_Impact_of_Reflective_Teaching_Practices_of_University_Teachers_on_Academic_Achievement_of_Students)

Shandomo, H. M. (2010). The role of critical reflection in teacher education. *School-University Partnerships*, 4(1), 101-113. Retrieved February 4, 2024, from: <https://files.eric.ed.gov/fulltext/EJ915885.pdf>

Shon, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. USA: Basic Books. Retrieved December 25, 2023, from: <https://rauterberg.employee.id.tue.nl/lecturenotes/DDM110%20CAS/Schoen-1983%20Reflective%20Practitioner.pdf>

Sinno, Ch. (2016). *REFLECTIVE TEACHING: IMPACT, SUPPORTS, AND BARRIERS FROM UAE-BASED ESL TEACHERS' PERSPECTIVES*. The American University of Sharjah. Retrieved December 14, 2023, from: <https://dspace.aus.edu:8443/xmlui/bitstream/handle/11073/8699/29.232-2016.14%20Cherine%20Sinno.pdf?sequence=1&isAllowed=y>

Soberg, P. (2018). *Reflective Learning: Fostering Motivation, Metacognition, and Autonomy and Raising Language Learning Strategy Awareness*. University of Wisconsin-River Falls. Retrieved February 6, 2024, from: <https://minds.wisconsin.edu/bitstream/handle/1793/78796/PatrickSoberg.pdf?sequence=1&isAllowed=y>

Spalding, E., & Wilson, A. (2002). Demystifying Reflection: A Study of Pedagogical Strategies That Encourage Reflective Journal Writing. *Teachers College Record*, 104(7), 1393-1421. Retrieved January 27, 2024, from: [https://www.researchgate.net/profile/Elizabeth-Spalding/publication/249400288\\_Demystifying\\_Reflection\\_A\\_Study\\_of\\_Pedagogical\\_Strategies\\_That\\_Encourage\\_Reflective\\_Journal\\_Writing/links/5773b45608aeb9427e23f20f/Demys](https://www.researchgate.net/profile/Elizabeth-Spalding/publication/249400288_Demystifying_Reflection_A_Study_of_Pedagogical_Strategies_That_Encourage_Reflective_Journal_Writing/links/5773b45608aeb9427e23f20f/Demys)

[tifying-Reflection-A-Study-of-Pedagogical-Strategies-That-Encourage-Reflective-Journal-Writing.pdf](#)

Tanaka, J. (2019). *QUALITATIVE CONTENT ANALYSIS OF REFLECTION IN LANGUAGE TEACHER PRACTICUM SETTINGS*. UNIVERSITY OF HAWA. Retrieved January 2, 2024, from: <https://scholarspace.manoa.hawaii.edu/bitstreams/cbfde212-1899-482e-9cff-b3cf2c96df94/download>

Ur, P. (1999). *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP. Retrieved January 26, 2024, from: <https://sacunslc.files.wordpress.com/2015/03/penny-ur-a-course-in-language-teaching-practice-of-theory-cambridge-teacher-training-and-development-1996.pdf>

Uzat, S. L. (1998). *Cognitive Coaching and Self-Reflection: Looking in the Mirror While Looking Through the Window*. University of Southern Mississippi. Retrieved January 31, 2024, from: <https://files.eric.ed.gov/fulltext/ED427064.pdf>

Van Manen, M. (1977). Linking Ways of Knowing with Ways of Being Practical. *Curriculum Inquiry*, 6(3), 205-228. Retrieved January 2, 2024, from: <https://www.tandfonline.com/doi/abs/10.1080/03626784.1977.11075533>

Wahyudi, R. (2012). *Reflective Teaching, Post Method Pedagogy and Teacher Professional Development and How These Interrelate to Each Other and Improve Classroom Teaching*. UIN Maulana Malik Ibrahim Malang. Retrieved March 22, 2024, from: [https://www.researchgate.net/publication/282664106\\_Reflective\\_Teaching\\_Post\\_Method\\_Pedagogy\\_and\\_Teacher\\_Professional\\_Development\\_and\\_How\\_These\\_Interrelate\\_to\\_each\\_other\\_and\\_Improve\\_Classroom\\_Teaching](https://www.researchgate.net/publication/282664106_Reflective_Teaching_Post_Method_Pedagogy_and_Teacher_Professional_Development_and_How_These_Interrelate_to_each_other_and_Improve_Classroom_Teaching)

Wain, A. (2017). Learning through reflection. *British Journal of Midwifery*, 25(10), 662-666. Retrieved January 5, 2024, from: [https://www.researchgate.net/publication/320342913\\_Learning\\_through\\_reflection](https://www.researchgate.net/publication/320342913_Learning_through_reflection)

Walczak, B. (2022). *USING COGNITIVE COACHING TO FACILITATE INSTRUCTIONAL REFLECTION*. Rowan University. Retrieved February 1, 2024, from: <https://rdw.rowan.edu/cgi/viewcontent.cgi?article=4032&context=etd>

White, M. A. (2021). Positive Professional Practice: A Strength-Based Reflective Practice Teaching Model. *The Palgrave Handbook of Positive Education*, 165-204. Retrieved

January 23, 2024, from:

[https://www.researchgate.net/publication/368876851\\_Positive\\_Professional\\_Practice\\_A\\_Strength-Based\\_Reflective\\_Practice\\_Teaching\\_Model](https://www.researchgate.net/publication/368876851_Positive_Professional_Practice_A_Strength-Based_Reflective_Practice_Teaching_Model)

Wyatt, B. (2020). *TEACHER REFLECTIVE PRACTICE AND THE INFLUENCE ON STUDENT ACHIEVEMENT*. Gardner-Webb University School of Education. Retrieved February 2, 2024, from: <https://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1025&context=education-dissertations>

Yaman, S. (2016). A study on reflection as a source of teacher development: Pre-service and experienced teachers. *Educational Research and Reviews*, 11(7), 437-448. Retrieved November 29, 2023, from: <https://files.eric.ed.gov/fulltext/EJ1099965.pdf>

Yoon, K. S., Duncan, T., Lee, S. W. Y., Scarloss, B., & Shapley, K. L. (2007). Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues & Answers. REL 2007-No. 033. *Regional Educational Laboratory Southwest (NJ1)*. Retrieved January 28, 2024, from: [https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Zahid, M., & Khanam, A. (2019). Effect of Reflective Teaching Practices on the Performance of Prospective Teachers. *The Turkish Online Journal of Educational Technology*, 18(1), 32-43. Retrieved April 29, 2024, from: <http://www.tojet.net/articles/v18i1/1814.pdf>

## Appendices

### Appendix (1): Teachers' Semi-Structured Questionnaire

Dear teacher, you are kindly requested to answer the following questions freely and honestly, please note that your responses to the subsequent items will be kept strictly anonymous and the research is for purely academic purposes.

Thank you for your great help

#### Section One: Background Information

---

**Directions:** Please complete the background information below.

- **Age Range:** A- Under 30  B- 30-39  C- 40-49  D- 50 or over
- **Degree:**
- **Teaching Experience:**
- **The Current Workplace:**

#### Section Two: Research-Related Questions

---

**Directions:** Please answer the following questions. You may tick the boxes.

1) Do you use the same teaching methods every year?

Yes

No

A- Please justify your choice.....  
.....

2) How would you react if you encounter an unexpected problem during your teaching in the classroom?

.....  
.....  
.....

3) Do you conduct a post-lesson evaluation after every lesson you teach?

Yes

No

**A-** If yes, do you prefer to evaluate the lessons you taught by:

Writing down notes  Internal mental dialogue  Both

**B-** If not, what challenges prevent you from evaluating your lessons? (You can choose multiple answers)

Lack of support and resources  Heavy workload  Balancing between teaching and daily personal responsibilities  Time limitations  Others, please name them.....

**4)** Have you ever tried to seek feedback from your students regarding your teaching practices (e.g., the lesson, your way of teaching... etc.)?

Yes  No

**A-** If yes, what changes have you made regarding your teaching practices based on their feedback?

.....  
.....

**B-** If not, what prevents you from doing that?

.....  
.....

**5)** What would you do if your students' outcomes were low?

.....  
.....  
.....  
.....

**6)** When you put your lesson plan into practice, do you: (You may tick multiple answers)

- Primarily focus on delivering the planned content with less emphasis on adapting to students' needs

- Make minor adjustments for clarity and students' comprehension during the lesson, but generally stick to the core plan structure

- Consider the plan as a flexible guide and adjust it later to cater to students' interests and learning styles

- Seldom revise and refine your lesson plans because you rely on your teaching experience

**Directions:** On a scale from **1 (strongly disagree)** to **5 (strongly agree)**, please cross the box that best describes you.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Items	1	2	3	4	5
1. I have a certain way of delivering my lesson that I am comfortable with, I do not know why I do it the way I do it, I just do it.					
2. After implementation, I revise my lessons' effectiveness and adjust my plans accordingly.					
3. I tend to follow my inspector's directives rather than be innovative and creative.					

**Thank you for your collaboration.**

## **Appendix (2): Teachers' Semi-Structured Interview**

- 1-** How long have you been teaching English?
- 2-** Are you familiar with the concept of reflective teaching practices?
- 3-** How important do you think reflective teaching practices are regarding your teaching?
- 4-** What are the factors you consider most important when designing your lesson plans?
- 5-** Do you take notes regarding your teaching practices? If yes, what kind of notes do you take?
- 6-** Do you use any of these tools and procedures to evaluate your teaching practices: teachers' portfolios, reflective teaching journals, or action research? If not, what do you use instead?
- 7-** Do you re-use the same lesson plans yearly to save yourself time if they were successful? If yes, what challenges do you face when teaching these lessons? If not, what improvements did you notice regarding your teaching and lessons?
- 8-** Can you share an instance when you faced an unexpected situation in the classroom in which your lesson was interrupted, such as technical issues, missing materials, and unexpected visitors, what did you do to keep your lesson moving?
- 9-** If your lesson goes as planned in the classroom, will you need to conduct a post-lesson evaluation afterward? If yes, how often do you engage in this process? If not, how will you prepare to teach your next lessons?
- 10-** Compared to the beginning of the school year, how would you describe your students' level within your classes?
- 11-** Do you want to continue to learn and improve within your profession? How would you do that?