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**Adopting a Reflective Approach to Teaching as a Strategy for
Effective Classroom Practice: The Case of M'sila Secondary
School EFL Teachers**

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Doctorate in Didactics of English language

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Mrs. Amel Bouguerra

Dedication

I dedicate this humble work to the purest soul of my dearest mother

(Mercy be upon her soul)

To my little family, my husband Sofiane and my kids Amir and Iline

To my Niblings: Firass, Ghassan, Ghayth, Adam and the little sweetie

Mayane

To my respectful father, and sisters: Dounia and Souhila

To my Brothers Hicham and Abdlhafid

To my dearest sweethearts Nihal, Sondous, and special thanks to

Ayoub my eldest son whom I did not give birth.

To everyone who contributes in fulfilling this modest work

Amel

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Abstract

Reflective teaching has been incorporated into teacher education and development programs to challenge technical rationality and allow teachers greater freedom in developing their own strategies based on classroom experiences. This thesis explores the perceptions of secondary school EFL teachers and inspectors regarding the impact of reflective practice and professional development and training programs (PDTP's) on classroom performance. Using an exploratory approach, data were collected adhering to a mixed-methods approach wherein teacher questionnaires, semi-structured interviews with inspectors, classroom observations, and analyses of professional development seminars were employed. The teacher reflective teaching questionnaire was used to assess levels of reflection and identify teachers with high levels of practical and critical reflection. Further, classroom observations of two reflective teachers assessed the impact of reflectivity on performance. Semi-structured interviews explored inspectors' views on implementing reflective approaches in development programs. The study involved 150 EFL teachers and 2 inspectors from the Wilaya of M'sila. Results indicated that teachers demonstrate moderate levels of reflection, employing reflective strategies without full awareness of reflective teaching concepts. Inspectors recognize the value of reflective practices but note that professional development programs promote reflective skills implicitly, influenced by technical rationality orientation.

Key words: Reflective Teaching. EFL teachers. EFL inspectors. PDTP's.

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List of Abbreviations and Acronyms

AC: Abstract Conceptualization

AE: Active Experimentation

CE: Concrete Experience

CTDG: Collaborative Teacher Development Groups

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Languages

I: Inspector

ISPDPs: In-service Professional Development Programs

M: Mean

RPDM: Reflective Practitioner Development Model

PD: Professional Development

PDTP's: Professional Development Training Programs

PCL: Professional

PPT: Power Point Presentation

PGPOFR: Practical Guide for Peer Observation, Feedback and Reflection

POT: Peer Observation in Teaching

RA: Reflective Approach

RP: Reflective Practice

RT: Reflective Teaching

RTS: Reflective Teaching Scale

RTQ: Reflective Teaching Questionnaire

IRTQ: Impact of Reflective Teaching Questionnaire

RO: Reflective Observation

SD: Standard Deviation

SPSS: Statistical Package for Social Sciences

T: Teacher

TSES: Teacher Self-efficacy Scale

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GENERAL INTRODUCTION

1. Background of the study

Teaching English as a foreign language is a dynamic field that has witnessed consecutive fluctuations over the last decades. The endeavour for effective teaching and learning processes places a burden on language theoreticians, participants in general and teachers more specifically. With the emanation of new language teaching and learning approaches and methods, new attributes and roles were assigned to teachers to blatantly perform in their classrooms. These teaching approaches were theoretical lacking sufficient reference to their practicality in the real world classroom. This fact let teachers often bewildered as to which teaching approach premises they conform and how they should be implemented to ascertain efficacy and quality in both learners' outcomes and pedagogical practices. In this regard, Rivers (1992) claims that:

“As fashions in language teaching come and go, the teacher in the classroom needs reassurance that there is some bedrock beneath the shifting sands. Once solidly founded on the bedrock, like the sea anemone, the teacher can sway to the rhythms of any tides or currents, without the trauma of being swept away purposelessly.”

(WILGA RIVERS, 1992, p. 373 cited in Kumaravadivelu, 2003)

Additionally, the conventional and restricted vision of the teacher as technician, consumer, and transmitter of other people's knowledge, has been widely dominating in teacher performance, preparation, and professional development programs. It could be contended that this has contributed to what appears to be a deprofessionalisation of teaching by making teachers more restricted than autonomous, and as an outcome, transforming them into technicians rather than real professionals (Gray, 2007). These attempts to apply standardized approaches to teaching have opposed the multifaceted nature of real world teaching classrooms through limiting teachers' role in the curriculum to a rudimentary and routine components (Hlebowitsh, 1990).

Ultimately, Justifiable dissatisfaction with established methods inevitably and increasingly led practicing teachers to rely on their intuitive ability and experiential knowledge. EFL teachers conclude that no single method or approach can serve all teaching situations, thereby, denouncing the method era and marking the dawn of post method pedagogy orientation (Kumaravadivelu, 2003). The latter necessitates the particularity of teaching contexts and that teachers should be more reflective ,practical, and seek to develop their own theories of teaching based on their own experiences, as well as urging teachers and students to be aware of their subject-positions that is, their class, race, gender, and ethnicity and be sensitive to how these affect education. As it stands, teachers' voices , backgrounds, and assumptions about teaching and learning play an important role in both determining and generating teaching and learning theories and approaches that best cater to the specifics of each classroom. This perspective was founded on the assumption that teachers are best suited for recognizing and addressing their own problems via thorough reflective and continuous study of their practices (Somekh, 1995, pp. 343–345 cited in Halliday, 1998).

As it stands, educationists and researchers, contemporarily recognise the reflective teaching approach that has its underpinning roots stemmed from initiatives advocated by philosophies as cognitive and social constructivism, post method pedagogy condition as well as critical thinking theory, as a convenient approach for the appraisal of teacher contribution in articulating effective pedagogical classroom instructional practices that may comply with the particularities of their teaching contexts. Besides, this approach puts teachers in a continual process of learning that contribute to the heightening of their professional expertise. Teachers as reflective practitioners deliberate and ponder upon their teaching past experiences to delineate their weaknesses and strengths seeking potential improvements.

Due to this course, teachers would be more creative, problem solvers, and critical thinkers about their own practice leading to generating their personal theories in use.

The Reflective Teaching approach becomes an overarching orientation in teacher education and professional development programs over the world due to its sophisticated rationales towards the appraisal of teacher classroom practices to generate teaching theories. It gives teachers autonomy and space to recall, consider and evaluate their past teaching experiences for the purpose of improvement, empowerment and effectiveness of their pedagogical instruction to achieve self-ongoing professional development.

5. Statement of the Problem

Traditionally, teachers were acting as knowledge transmitters with a passive role limited to Implementing predetermined theoretical assumptions. Admittedly, teacher preparation and development programs seemingly adopt a technical rationality towards teaching wherein the transmission of theoretical knowledge constitutes the major factor for teaching efficacy. Amidst these views, teachers were propelled to accommodate to every teaching method premises presented as the efficient method in heightening the teaching learning outcomes. The quest was entirely linked to theoretical assumptions regardless the insufficient knowledge provided for its praxis in the real classroom world. . In this respect Valli (1997, as cited in Sanal. 2006) contends that:

"There is a concern that teachers are trained as skilled technicians who are limited in their behaviors and alternatives, and who base their actions on habit rather than careful thought" (p.70).

Additionally , the major problematic that stems directly from the discrepancies between theory and practice discounts and undermines the contribution of EFL teachers' intellectual knowledge, teaching experience , skills , beliefs and assumptions about teaching

to be implemented in the teaching process to achieve quality teaching. Teachers generally are recognized only as passive technicians or knowledge transmitters who perform pre-determined curriculum objectives.

In this regard, the transition from traditional methods to contemporary communicative approaches in the Algerian educational context has brought about dramatic inconsistency and mismatch between the newly adopted approaches' theoretical premises and their application in the real world classrooms. In light of this, the Algerian educational responsibilities provided EFL teachers with training programs to familiarise them with the new approaches premises. Nevertheless, the focus of the training programs was merely on theoretical knowledge rather than on the application of methods.

Particularly, with reference to the rationale in the present thesis, secondary school EFL teachers in M'sila are often baffled with the practical implementation of the adopted method's premises that do not congruent with the specifics of the teaching context (hinter-lands) and learner capabilities. Additionally, the conformity to the top-down tenets of certain teaching methods was conducive to routinized teaching, de-skilled teachers, and restricted teachers' role to mere passive technicians. Consequently, due attention was required to the quest for alternative approaches that emancipate teachers from the mandatory and standardized nature of methods. In this vein, frequent calls for the incorporation of reflective teaching strategies proclaim that it would mitigate the dissatisfaction with method through acknowledging teachers' perspectives emanated from their direct and continual involvement with the contingencies of real classroom instruction. [Zeichner &Liston \(2014\)](#) echoed that:

"The move toward seeing teachers as reflective practitioners is also a rejection of top down forms of educational reform that involve teachers only as conduits for implementing programs and ideas formulated elsewhere".

In light of this, there seems a need for change from technical rationality and routinized teaching practices to a practice that is more reflective, problem solving and creative teaching to cope with educational complexities that impede the effectiveness of both in-service EFL teachers' ongoing development and their teaching pedagogical practices.

6. Aims of the Study

Ample research, at the international level, has been undergone about the impact of reflective teaching on EFL teachers' performance. Nevertheless, at the Algerian level, studies pertaining to reflective teaching and particularly in-service teachers is said to be at its early stages. Notwithstanding the available research on reflective practice, it tends to have an extensive inclination to the articulation of reflective teacher education programs and prospective teachers' reflective activities. Accordingly, the present thesis study has grounds on the assumption that the impact of reflective teaching on in-service teachers' performance is not yet fully explored.

As it stands, the main aim of the present study is to present reflective teachers as agents of change who can contribute to the leverage of educational potentials. In the forgoing, the study aims to explore the influence of reflective activities on EFL teachers' classroom practices. Moreover, the study tends to explore the role of EFL inspectors and the PDTP's in empowering teachers' reflective skills and capacities. Furthermore, the study is an attempt to bring out reflective teaching to the limelight as an innovative and effective teaching approach that can be used under the promises of any teaching method, hence, subverting the pitfalls of technical rationality in teaching. Besides, this study is an initiative to motivate EFL teachers, regardless the lack of mentorship and inspector accompaniment in hinter lands like M'sila, to incorporate reflective practice as a panacea for the multiplicity of teaching methods and the discrepancies between theoretical knowledge and practical real classroom settings. At last, the study offers a set of suggestions and implications for both EFL teachers,

EFL inspectors that would orient their practice to be more reflective at the level of classrooms and in the articulation of PDTP's content.

7. Research Questions

The thesis aspires to answer the following three main questions:

1. What levels of reflection do EFL teachers acquire and what are their most frequent reflective practices?
2. What are secondary school in-service teachers' perceptions towards the impact of reflection on their classroom practices?
3. What are EFL teachers and inspectors' perceptions towards the role of inspectors and PDTP's in promoting for teacher reflectivity?

8. Research Tools

In order to answer the aforementioned research questions, a set of miscellaneous research tools were employed. Two questionnaires were designed and administered to two samples of secondary school EFL teachers. The first questionnaire was administered to the whole sample secondary school EFL teachers in M'sila whereas the second questionnaire targeted a considerable number of reflective teachers who demonstrated high and moderate levels of practical and critical reflection levels. In regard to the first questionnaire, it entailed two different and complementary sections that probed for EFL teachers' perceptions regarding their levels of reflective practice, the incorporation of reflective practices in classroom instruction and the assistance provided by EFL inspectors and PDTP's for enhancing their reflective capabilities. The second questionnaire was an attempt to answer the research question pertains to EFL teachers' perceptions towards the impact of reflective practice on their classroom performance.

Additionally, an un-structured observation was implemented as a tool for gathering observable data from reflective teachers' classroom and school environment practices and

attitudes. Besides, the research employed semi-structured interviews with EFL teacher inspectors to investigate their perceptions towards facilitating teachers' reflection and fostering reflective teaching in the PDTP's. Along with inspector interview, lectures delivered during two seminars were collected in an attempt to investigate the already espoused reflective promises.

9. Context of the Study

EFL teachers over the world have been suffering from the instability of teaching and learning processes and the roles attributed to them. The Algerian EFL teachers are not an exception. The Algerian educational system has undergone significant transition from traditional approaches towards the adoption of communicative teaching and learning approaches manifested in the implementation of the competency based approach. This latter resulted in massive changes in the school curricula aims and objectives that necessitate an urgent adjustment of the pre-service as well as in-service professional development training programs. Nevertheless, there is a wide consensus among teachers that The Algerian Educational responsibilities have so far neglected the importance of teacher training due to several reasons as budgetary and maintenance reasons. As it stands, the lack of teacher mentoring and the inefficiency of professional training programs that focus more on theoretical knowledge than on the practicality of the intended approach in the real world classroom necessitates the incorporation of a reflective approach. This latter is widely recognised as a substantial strategy to bridge the gap between theory and practice.

The research will focus on secondary school EFL teachers in the wilaya of M'sila. M'sila is an Algerian wilaya located in the middle east of Algeria; it belongs to the north saharian wilayas. It employed (208) EFL teachers with different qualifications ranged from classical licence degree, master, or national schools for teachers. Those teachers disperse over (76) secondary schools in the different districts of the wilaya. Two inspectors are in

charge of supervising the associated number of EFL teacher. Table 1 below shows the dispersal of schools, districts and EFL teachers on corresponding EFL inspectors.

Table 1: The dispersal of schools, districts and EFL teachers on EFL inspectors

	Number of schools under supervision	Districts under supervision	Number of teachers under supervision
Inspector 1:	24 secondary school	Msila, Hammam Dalaa, Chlal, Ain Lhjal, and Sidi Aissa.	109 teacher
Inspector 2:	22 secondary school	M'sila, Wlad Daradj, and Magra.	99 Teacher

(Source: Appendix G)

10. Defining Concepts

Reflective Teaching (RT): a teaching approach that rejects the traditional premises associated to teachers and their roles in the teaching learning process. It advocates teachers as active participants who can theorize and generate their own teaching strategies through observing, analysing, and evaluating their teaching experiences. Reflective practice is a cyclical process that starts with questioning what works and what did not work in a teaching experience and ends with generating a new view towards teaching.

Classroom Practices: Refer to the set of teacher activities in the classroom including teaching strategies and instructional methods implemented to achieve an effective interaction with learners. It refers to all the actions, behaviors, gestures, and activities used to probe the teaching process. It mainly focuses on designing classroom pedagogical instructions, classroom management, interaction and collaboration with colleagues, and student interaction engagement.

Professional Development (PD): Refers to all processes, activities and programs provided by educational institutions or inspectors to improve teacher performance. It focuses on enhancing teacher 'teaching skills, attitudes, and the understanding of teaching profession. It has several facets as seminars, workshops, field-visits, coordination, collaboration to mention just a few.

Reflective Practitioner: The reflective teacher is a teacher who mulls over, ponders upon, evaluates, decides, and criticizes his teaching experiences to gain new views about teaching and improve potential teaching practice. Certain characteristics are attributed to the reflective teacher such as open-mindedness, responsibility and whole-heartedness (Dewey, 1933).

Technical rationality in teaching: A traditional teaching orientation that is based on knowledge transmission. Teachers are regarded as passive participants who perform predetermined objectives and teaching strategies generated by linguists far from the real classroom teaching settings.

11. Outline of the Thesis

The present thesis falls into four chapters:

Chapter one attempted to provide a comprehensive insight into the relevant literature.

It falls into two sections:

Section one was entitled “ From technical routinized action into reflection on action”, this section provides an insightful discussion and presentation of related literature starting with reviewing technical teaching as an incentive for the dawn of reflective teaching. After that, a comprehensible literature is discussed in trying to conceptualize reflective teaching, reflective PDTPs, pioneers contributions, and attributes and skills of reflective teachers. The chapter goes further to entail a thorough review of the benefits of reflective practice.

Section two was entitled “Reflective teaching in the limelight”, it delves into reviewing reflective teaching in EFL/ESL contexts providing definitions of prominent EFL educationists and theorist. The chapter stands on both theoretical and practical sides of the approach suggesting some reflective strategies and implementation procedures. Besides, the different levels and frameworks of reflection were presented, in relation to EFL/ESL contexts. The chapter concluded with discussing some limitations and gaps in reflective teaching.

Chapter two pertains to the research methodology adhered in the study. The chapter is prone to provide a succinct description of the method, the research design and the different data collection instruments used for gathering teachers perceptions, inspectors perceptions, and seminars documents .Besides, the chapter describes the sample and sampling procedures, and specifies the analytical procedures and statistical tools employed in the study.

Chapter three presents and interprets the study findings. It dwells on the results obtained from the different research tools through displaying qualitative results, numerical, graphical, and tabular outputs that correlate to answer the set forward research questions.

Chapter four is dedicated to thorough discussion of the results trying to answer the research questions. It ends with stating down the research implications, limitations, and suggesting further research studies in correspondence to the research findings.

CHAPTER ONE

LITERATURE REVIEW

SECTION ONE: FROM TECHNICAL ROUTINIZED ACTION TO REFLECTION ON ACTION

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Introduction

This section is devoted to review relevant research literature wherein the transition from technical rationality and routine action in teaching to reflection on teaching experiences is explored through presenting and advocating practical research in providing Models for teaching and teacher education and development. The review suggests that reflective teaching is a hallmark in establishing the foundations for the highest classroom practice and professional competence. Accordingly, conceptualizations and definitions for reflective practice were established through reviewing, analyzing, and standing on the shoulders of giants in the domain of reflective practice in education. The researcher then reviewed practical works that presented the reflective models for teacher professional development and major traits of reflective practitioners to draw insights from them and relate them to our study. To present reflective teaching as a revolutionary approach, the review explores works that lauds the approach to discern its merits on teacher classroom performance and quality teaching.

1.1. Technical Rationality in Teaching

The concept of technical rationality in teaching and teacher education stems its origins from the process-product paradigm that anchored research and knowledge production in the late 1960's and early 1970's (Tylor Webb, P. 2002). Hodkinson (2011) claimed that under a systematic production process approach, technical rationalism argues that humans may be governed as if they are machines (p: 199). Furthermore, technical rationalism is a positivist theoretical perspective grounded in an objectivist epistemology based on “*observable facts, empirical observation, and analytically sound propositions*” (Schön, 1983, p. 32). According to Schön (1983), technical rationality is the legacy of positivism, the dominant philosophical philosophy that arose in the late nineteenth century as an explanation of the growth of science and technology to human well-being. Positivism assumes that reality is knowable and predictable through correct methods of measurement (Griffith, B& Loveless, D, J, 2013, p: 22). Schön (1983) goes further saying that, technical rationality was a dominating viewpoint that emphasized the application of scientific theory and procedures to practical situations (p: 40). In Schön's words (1983), technical rationality is grounded on the ‘*instrumental process of problem solving made rigorous by the application of scientific theory and technique*’ (p: 21).

Technical rationality is reflected in the educational settings through the adoption of a scientific approach towards the improvement of teachers 'classroom practices and the articulation of best professional training programs. Learning to teach in English and foreign language teaching (EFL) has traditionally been considered as a process of understanding linguistic and meta-linguistic material, practicing classroom procedures and techniques, and

gaining theoretical rationales for them (Freeman, D 2002). In a sense then, teachers are supposed to report teaching problems to specialized educational theorists (mainly applied linguists) who work on theorizing standardized and universal teaching practices that fits all contexts and eventually lead to teaching effectiveness. In this line of thought, Kumaravadivelu (2003) states that the technical rationality in teaching and teacher education is distinguished by a rigid role connection between theorists and teachers; theorists conceive and produce information, while teachers comprehend and apply knowledge. They are not responsible for developing new information or theories; their job is to carry out what was prescribed to them. Moreover, Halliday (1998) describes the technical rationality in education as the belief that effective teaching is comparable to efficient teacher performance of pre-determined and assigned goals.

Nisbet, J & al (2013) further argue that, in the technical rationality view of teaching and teacher education, educators must be familiar with the theoretical principles guiding the conditions of learning as well as the methods that can be utilized to improve those conditions. However, it is the responsibility of educational researchers and curriculum developers to develop the essential theoretical ideas. The professional practitioner's job is limited to merely applying the pertinent concepts, not to develop them (P: 237). This perspective to teaching assumes that there is a tight link between teaching effectiveness and particular predictable and consistent teaching practices based on scientific research. Additionally, the effectiveness of teachers' performance is evaluated based on how closely they adhere to the body of professional knowledge and how well they impart it to pupils. Therefore, this assumption primarily confines to solving educational problems through an extensive scientific research and examination of all available alternatives to reach the best outcomes. In effect, technical rationalism maintains that the only way to get knowledge is via experimentation with visible phenomena that would generate rules and standards that fit all contexts.

1.1.1. Technical Rationality Models to Teacher Education and Development

The American philosopher Donald Schön first introduces the technical rationality model to professional practice. Schön in his seminal book *'Reflective Practice: How professionals think in Action'* (1983) referred to traditional professional development approaches as Technical Rationality. Schön vividly criticized the technical epistemology towards professional development questioning its efficiency as a process of problem solving. He emphasised the role of the complexities of practice in the real world arguing that *'with this emphasis on problem solving , we ignore problem setting , the process by which we define the decision to be made , the ends to be achieved, the means which may be chosen'* (p: 40). In this concern, Zeichner and Liston (1987) note that traditional teacher education programs use a technical rationality model and aim to promote teachers' pedagogical skills and strategies that are drawn from a corpus of prior knowledge. They believe that traditional methods do not support teachers' complete professional development since they impede their ability to progress in a self-directed manner.

Schön in his second milestone book *'Educating the reflective practitioner (1987)'* provides an irony regarding how to deal with problems in professional practice. The irony was contingent upon two perspectives: the first deals with problems on the high ground of the swamp that can be managed and solved through the application of technical procedures based on scientific research. The second perspective goes profoundly to the deepest swampy lowlands that defy the technical solutions and calls for nonrigorous understanding of the swampy zones of practice. As Schön (1987) pinpoints:

'The practitioner must choose, Shall he remain on the high ground where he can solve relatively unimportant problems according to prevailing standards of rigor, or shall he descend to the swamp of important problems and nonrigorous /inquiry' (p: 3)

Therefore, Schön (1983, 1987) succinctly appraised professional practitioners' creativity and advocated for an epistemology based on reflection in action. Schön's works represent a hallmark that orient the view of professionalism as a process of training practitioners to implement predetermined scientific research findings to a more artistry, competence, and inquiry-based process to reach professional expertise.

Wallace (1991) referred to technical rationality in language teacher education and development programs as *the applied science model*. This latter represents the conventional and possibly most common paradigm guides training or educational initiatives for the workforce. The model is based on providing teachers with necessary theoretical knowledge in order to be implemented in the real world classroom emphasizing that '*the whole issue of the practice of profession is therefore merely instrumental in its nature*' (p: 8). Advocators of this model adopted it as an alternative to the teacher craft model. They opposed unscientific and mystical approaches to teacher education and development claiming that empirical science applied to the intended aims may address teaching issues (Wallace, 1991).

The applied science model presents a viewpoint on education that is based on received information, or knowledge that is the result of study. According to this approach, the researcher and the teacher are seen as distinct roles, with the teacher serving as the research's consumer. This distinction between the researcher and the practitioner led to a huge gap between theory and practice in teacher professionalism. **Figure 1.1** shows the applied science model presented by Wallace (1991).

Richards' s. J (1989) writings were overarching in the conceptualization of teacher education and professional development objectives. Richards's ideas were demarcated by a meticulous distinction between approaches to teacher education and development. According to Richards, teacher education and professional development has two facets: Teacher training approach vs. Teacher development approach. Teacher training premises

seems to comply with both the technical rationalist model of professional development criticized by Schön (1983, 1987) and Wallace's (1991) Scientific and Craft models of teacher education and development (Ohata, K, 2007). Teacher training whether prospective or in-service positioned teachers to be mere passive technicians. It is a top-down process where general theoretical rules and knowledge handed-down by science based pre-existing principles is transmitted to teachers in a form of skills and competences. Accordingly, Clarke & Hdlingsworth, (2002) argue that under the training paradigm, teachers' growth is closely related to the pre-planned professional development activities that implied a deficit in teacher skill and knowledge. They further stated that training professional development programs focused upon teachers' mastery of prescribed skills and knowledge.

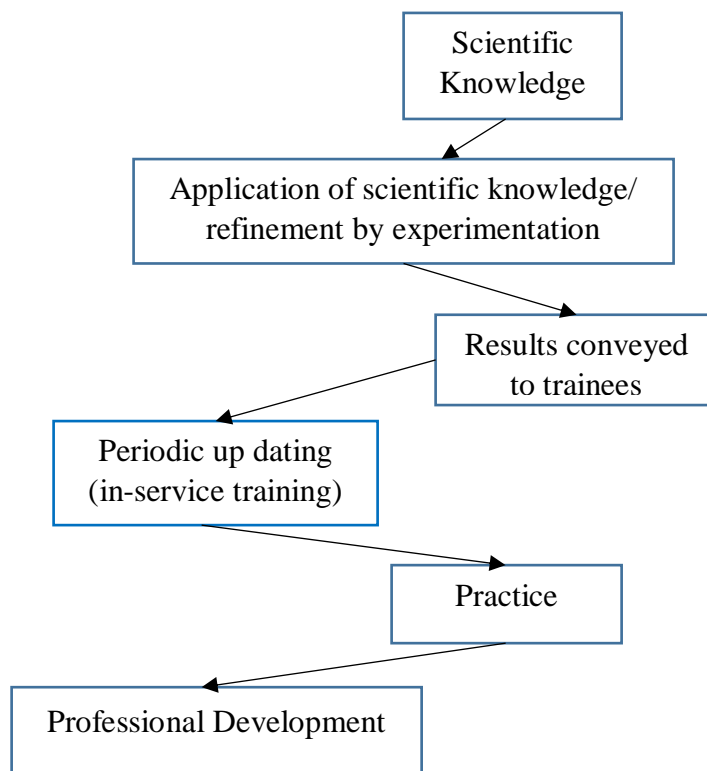


Figure 1.1: The applied scientific model to teacher education and Development, Wallace (1991. P: 9)

On the other hand, the development approach viewed teacher preparation towards professionalism as an intuitive self-inquiry action process. Additionally, the development approach regards teacher preparation towards professionalism as an intuitive self-inquiry action process. In this bottom-up process, teachers' creativity, beliefs, and assumptions about their teaching practices are highly valued in describing the characteristics of effective teaching practices. Eventually, the main difference between teacher training and teacher development lies in the involvement of teachers' cognition and theories devised from teaching experiences as a tool for teacher learning and personal professional growth. **Table1.1** represents the differences between training approach (Technicist) and development approach to teacher education as proposed by Jack Richards.

	Training and Development Perspectives in Teacher Education	
	Training	Development
Approach	<ul style="list-style-type: none"> • Deficiency view • Methods based • External knowledge • Improvement oriented • Prescriptive atomistic approach • Top-down 	<ul style="list-style-type: none"> • Development view • On-going process • Internal knowledge • Awareness oriented • Non-prescriptive holistic approach • Bottom-up
Process	<ul style="list-style-type: none"> • Modeling • Practice • Imitation • Short-term 	<ul style="list-style-type: none"> • Inquiry based • Reflective • Action research • long term
Teacher Educator/ Inspector role	<ul style="list-style-type: none"> • Hero • Expert • Model • Interventionist 	<ul style="list-style-type: none"> • Collaborator • Consultant • Participant • Facilitator
Teacher role	<ul style="list-style-type: none"> • Technician • Apprentice • Passive • Subordinate 	<ul style="list-style-type: none"> • Knower • Investigator • Active • Co-participant

Table 1.1: The differences between Training and Development approaches in teacher education, Richards, J, (1989. p: 81).

1.1.2. Teachers as Passive Technicians

The fundamental concepts of teachers as passive technicians traced back to the behavioral perspective on teaching and learning. In the behavioral tradition, the empirical verification of content knowledge understanding is the core principle of teaching and teacher education (Kumaravadivelu, 2003). Kumaravadivelu states that *'In this technicist or transmission approach, the teacher's primary role in the classroom is to function like a conduit, channeling the flow of information from one end of the educational spectrum (i.e., the expert) to the other (i.e., the learner) without significantly altering the content of information'* (p.8). Thus, teachers, for those who advocate the technical rationality view, are required to blatantly grasp a battery of content knowledge and act as transmitters of predetermined, prescribed objectives and procedures to future generations of students. For those advocators *'teaching is simply a matter of having a firm-grasp of subject matter and basic skills'* (Tylor Webb, 2002). In the same vein, , teachers as passive technicians are entirely responsible for teaching mandated curriculum (Socket, 1996 Cited in Taraman & Korkmaz ,2021) through developing teaching practices according to a top-down pedagogical assumptions ; they rarely question the validity or relevance of the content or pedagogical practices in specific teaching contexts (Dinçer ,2022).However, for teachers who do not have the resources, the confidence, or the competence to experiment with new, self-initiated approaches, technical rationality in teaching offers a safe and secure setting.

Teachers, who are the ones familiar with the exigencies of their daily classroom settings in contrast to theorists who are typically detached from it, do not have the opportunity to

employ their own experiences, creativity, or critical thought in the practice of their profession. In this line of thought, Zeichner and Liston (1987) argue that technical rationality trains teachers to be technicians enslaved to how successfully perform predetermined objectives established by others (Linguists). They stated that *"the teacher as technician would be concerned primarily with the successful accomplishment of ends decided by others"* (p: 27). **Table 1.2** below summarizes the major characteristics of EFL teachers as

Characteristics of Teachers as Passive Technicians
<ul style="list-style-type: none"> • Is a good practitioner of formal curriculum • Does not work collaboratively or collectively as he/she has all the professional knowledge to teach • Is a knowledge worker who aims to teach what needs to be taught • Is not aware of the needs for personal professional development • Trusts the information provided for him/her. Therefore, she/he does not need to question it • Thinks that she/he is the only source of knowledge , an expert of knowledge

passive technicians

Table 1.2: Characteristics of Teachers as Passive Technicians (Adapted from Toraman & Korkmaz, 2022)

1.2. Reflective Teaching as a Response to Technical Rationalism

Reflective teaching represents the alternative teaching and learning approach that would subvert the pitfalls of the technical rationality orientation, and recognize teachers as ‘*knowledge generators*’ (Stremmel, 2002). In this vein of thoughts, Calderhead & Gates (1993) argue that *‘At a time when teachers are increasingly portrayed in educational policy as technicians or deliverers of the curriculum, Reflective teaching offers promise of an alternative conceptualization that appropriately recognizes the thoughtful and professional aspects of teacher’s work’*.

Additionally, Lytle (1999 as cited in Stremmel, J, 2002) opines that '*the narrow notion of teacher as technician has been a catalyst for the current teacher-as-researcher movement*'. Kumaravadivelu (2003) in his turn reiterated that the evolution of the reflective approach towards teaching is partly a reaction to the 'fixed assumptions and frozen beliefs' of the technical rationality view. As several scholars (Schön 1987, Freeman & Johnson 1998, and Kumaravadivelu 2003) criticized the technical rationality in teaching, a set of shortcomings can be drawn out from their views:

- The Technical rationality view of teaching is regarded as an over-simplification of the complex exigencies of the teaching process. (Kumaravadivelu, 2003)
- It considers teachers as empty vessels that should be filled with specific theories and skills. (Freeman & Johnson, 1998)
- It leads to the disempowerment of teachers as they act as knowledge transmitters confined to certain teaching knowledge.
- It makes teaching a routinized, passive, and unchallenging behaviour. (Zeichner and Liston, 1987)
- It kills teacher creativity, capability, and excitement towards the teaching profession.
- One fits all undervaluing the discrepancies of contexts.
- The model of Technical Rationality appears as radically incomplete'. Schön (1983, p. 165)

Significantly, this evolution was conducive to a considerable recognition that more freedom should be given to teachers. Those latter are individuals who enter teacher education and development programs with prior experiences, personal values, and beliefs that inform their knowledge about teaching and shape what they do. Introducing reflective practice to the realm of teaching and teacher development has been suggested to help both per-service

and in-service teachers to better understand the nuances of the teaching process. Admittedly, a significant improvement in teachers' pedagogical and theoretical knowledge about teaching.

1.2.1. Conceptualizing Reflective Practice

Reflective practice is a concept that carries diverse connotations. Reflective teaching, Reflective thinking, Critical reflection, Reflective practice, Reflective approach and Reflection are often used interchangeably to refer to the same meaning (Farrell, S, C, 2019). However, Despite this multiplicity of conceptions of reflective teaching, "*they all share an emphasis on the importance of examining the thoughts and understandings that we bring to our teaching and the efforts in which we are engaged while we are teaching*" (Zeichner & Liston, 2014).

1.2.1.1. John Dewey

The origins of reflective thinking in education are traced back to the works of the American cognitive constructivist John Dewey (1910, 1933) who is considered the pioneer of the term Reflective thinking. This latter was introduced as an alternative to routine action that is commonly guided by impulse, tradition, and authority (Dewey, 1933, p: 118). Dewey (1933) contrasts routine action to reflective thought claiming that routine action refers to the habits of thought that are '*systematic, lack evidence, rely on mistaken beliefs or assumptions or mindlessly conform to authority and tradition*' (Larrivee, 2006). Moreover, Sellars, M (2017) defines routine thinking as the thinking (and any subsequent actions) that resulted from an individual's automatic adherence to rules originating from authority or from tradition. Eventually, routine in teaching without any reflection can lead to burnout on the job (Farrell, 1999).

Dewey's works marked tremendous influence on educational orientations; his writings could equally be an appropriate preface to some modern day studies into the enhancement of teachers' professional knowledge and student learning (Loughran, J, 1996). His theory of learning from reflecting on experience prompted an alteration in teacher roles from passive transmitters of routinized actions to more critical reflective practitioners. According to Dewey (1910), reflective thinking constitutes of "*the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends*" (p.6). He suggested that this process of contemplating beliefs and knowledge to make future decisions could be implemented through five stages (not necessarily in order) (Loughran, 1996). The process starts with (1) making suggestions or ideas that arise when confronting a puzzling situation, and then followed by (2) detecting the problem that leads to (3) generating hypotheses that should be (4) reasoned and mentally processed to be finally (5) tested and corroborated as new understanding of knowledge.

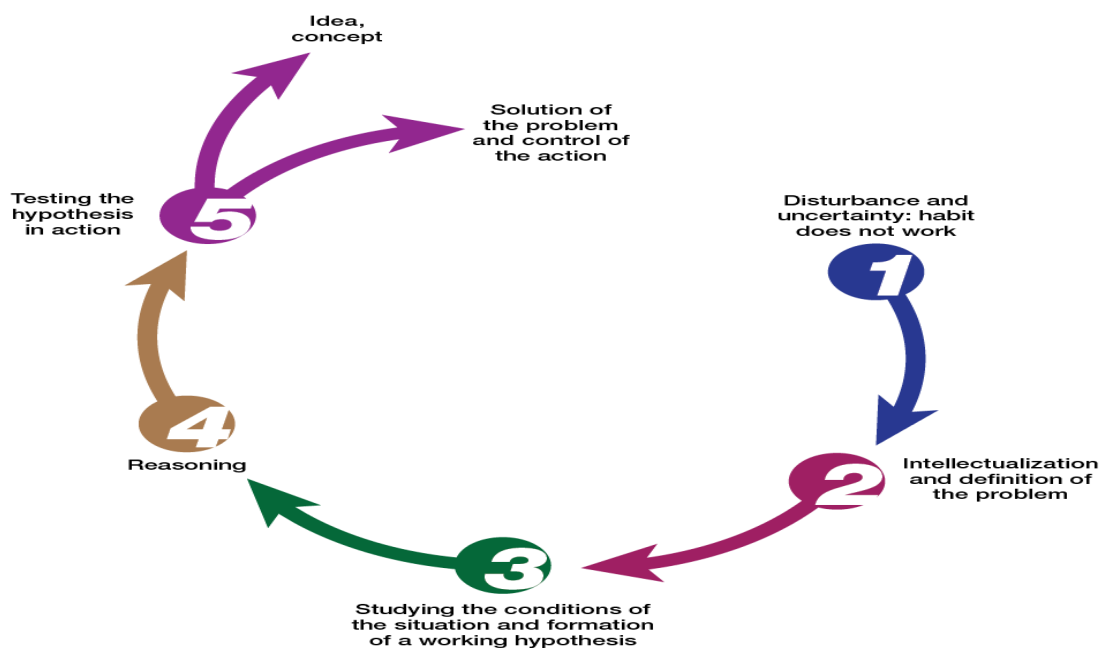


Figure: 1.2: Dewey 'Reflective cycle stages (Adapted from Third, 2022, p: 34)

Dewey (1933) further states that to reflect, means keep looking for additional evidence, for new data to develop and corroborate the suggested beliefs or nullify its irrelevance postulating that:

‘Reflective practice is the impetus of the practitioners to inquire into their own practices, question why they choose certain approaches, resources, techniques and activities over others. This questioning combined with the ability to evaluate the appropriateness of the choices for the learners and material being developed forms the essence of reflective practice.’ (p.15)

Drawing on Dewey’s words, reflective practice is a form of mental processing (meta-cognitive activity) that we use to fulfill a purpose or achieve some anticipated outcome. It is broadly based on knowledge processing and understanding of relatively complicated, uncertain, doubtful, and complex teaching situations that are likely to be encountered through teaching praxis. Therefore, reflection is then a substantial component in teachers’ understanding of their own teaching practice, beliefs and contexts, henceforth, the use of reflective teaching by teachers can enable them to mull over prior knowledge, look for options, and elaborate new strategies to improve what is being done and taught in classrooms.

According to Dewey, the reflective approach to teaching is basically bound on the involvement of teachers in the teaching learning process considering their assumptions, skills , beliefs , experiences and knowledge about teaching to be implemented then evaluated for better teacher performance and learner outcomes . In this forgoing, reflective teachers are asked to ponder upon and mull over their past experiences and frequently ask questions as: what is being done? Why it is done that way? , and how can it be done better in the future?

1.2.1.2. Donald Schön

Several scholars went further to elaborate on Dewey's conceptualization of reflective practice assuming that it didn't provide clear understandings and still on the philosophical sphere of reflection. Donald Schön is another prominent character in the research on reflective practice who expands on the works of his teacher John Dewey. Schön (1983)' model of reflective practice proclaims that reflection can take two forms, Reflection In-action and reflection On-action. **Figure: 1.3** illustrates the two types of reflection elaborated by Donald Schön.

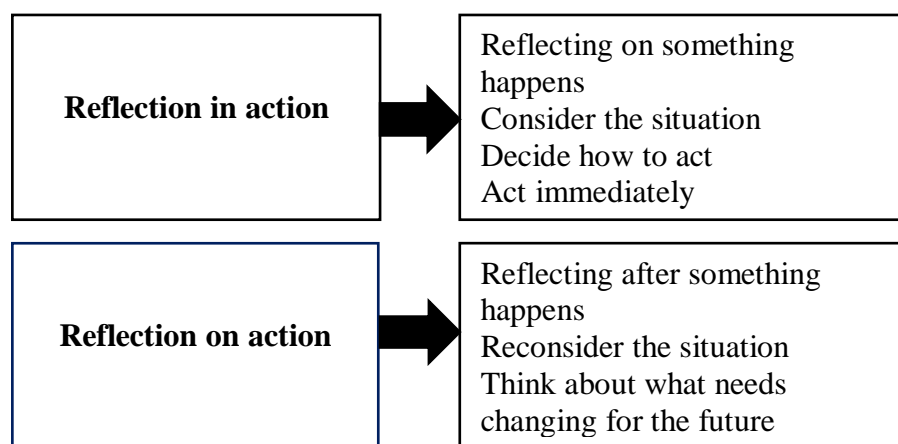


Figure 1.3: Schön's Reflective Model (Adapted from Al-Amrani, 2021)

Reflection in-action is generally spontaneous, intuitive performance of tacit knowing that allows teachers to reshape the unexpected teaching situation. Van Manen (1991, cited in Odabasi & Vekli, 2013) defines reflection-in-action as an active or interactive reflection which '*allows us to come to terms with the situation or problem with which are immediately confronted. This stop-and-think type of reflection permits us to make decisions virtually on the spur of the moment*' (p. 512).

Crawford & al (2011) elaborated on Schön definition relating it more with teaching contexts; he assumes that reflection in-action can have two meanings. First, it is an unconscious type of on the feet improvisation to solve and respond to in-the-moment

unexpected problematic situations ,where the teacher is required to employ an internal conversation to discern on-the-spot strategies (Quesada, A, 2011). The second meaning is closely related to occurring experiences in particular contexts, in other words, teachers reflect on actions amidst the teaching experience while still inside the classroom settings. Furthermore, Reflection in-action can refer to professional practice knowledge that is typically "tacit." In the words of Schön (1987), "... we reveal it by our spontaneous, skill application of the performance: and are characteristically unable to make it verbally explicit". The term "reflection in-action" then describes a quick series of mental processes related to an issue that needs to be resolved right away (Kompf, M & Bond, R, 1995).

In terms of reflection on-action, it is used for retrospective thinking or thinking after the event. It takes place following a teaching experience during which teachers review, assess, and consider their experiences in an effort to improve performance and produce more successful teaching and learning results. Reflection-on-action refers to a post-event anxiety that aims to improve upon an experience, or to address a problem, challenge, or issue that was just encountered. Similar to Dewey's concept of reflection, reflection-on-action forms the foundation of much of the literature on reflective teaching and reflective teacher education.

Recently, Van Manen (1991) developed a new related concept that further expands on Shon's work labeled Reflection for-action (Korucu-Kis & Yusuf Demir, 2019). It occurs after the two phases of reflection referring to thinking about future actions with the intention of improving teachers' performances. Van Manen (1991 cited in Burhan-Horasanlı, E & Ortaçtepe, D, 2016) asserts that educators utilize reflection to address issues that arise during instruction as well as potential issues or complexities that they could run into in the future. Stated differently, reflective practitioners can assess their own strengths and shortcomings, as well as the tactics or approaches they employ in the classroom, through reflection-for-

action. This allows them to improve their teaching practices by resolving issues or circumstances before they arise. This type of reflection necessitates that teachers should be able to expect what will happen in their classroom performances based on the evaluation, examination and a scrutinized review of previous teaching experiences so that to draw a framework for effective pedagogical practices.

1.3. EFL Teachers as Reflective Practitioners

Teachers are one of the pillars in the teaching learning process who must be acquainted with several essential characteristics that would be conducive to effective teaching. Admittedly, preparing and training teachers is a process of inculcating certain features in them. These features would allow teachers to become professionals and consider which components of their professional practices are most effective in the EFL and ESL environments that they would like to continue using and which ones need to be improved (NCERT, 2021).

In recent decades, teachers' roles and attitudes in the teaching process have notably changed. Teachers moved toward freedom in their teaching behaviors adapting themselves to contemporary constructivist views, experiential learning and post method condition premises. Widdowson (1990) pinpoints that, in this era “*it is teachers who have to act as mediators between theory and practice, between the domain of disciplinary research and pedagogy*” (p. 22). Evidently, there is a broad tendency towards teachers as agents of change and reflective practitioners who contribute in guiding school reform, development, and improvement. Purposefully, The incorporation of reflective practice ,which serves the previous trends’ premises, into the teaching realm calls for the inculcation of specific attributes and skills in teachers such as self-evaluation, self-observation, self-efficacy, metacognitive skills, and foster critical and problem solving abilities.

The reflective approach (RA) to teaching entails different perceptions of teacher characteristics and teaching skills in the process of teaching (Richards, J, C. 1991). Richards (1991) states that reflection on teaching practice encourages teachers to evolve beyond automatized and routinized responses to classroom performances, seeking a greater degree of consciousness of how to teach, the sort of decisions made while teaching, and the repercussions of a certain classroom instructional setting. Thus, adopting a reflective approach to teaching practice calls for the elaboration of specific skills, knowledge, and attributes imbued in teachers to become practitioners. Moreover, Quezada (2010) postulates that, to be reflective teachers; we must examine what we do in the classroom, evaluate why we do it, and determine whether it is effective (a process of self-observation and self-evaluation). He further asserts that teachers as practitioners should discover and investigate their own practices and underlying ideas by gathering information about what happens in their classroom and then analyzing and assessing it. This may lead to modifications and improvements in their teaching methods. Ideally, Reflective teaching is then a form of professional development that begins in the classroom. To this end, Reflective teachers are those who have the ability to foster reflection as a vital tool in their classrooms (Tajareh & Rashtchi, 2019).

In the same vein of thoughts, Zeichner & Liston, (2014) define a reflective practitioner as a teacher who is able to be introspective and retrospective about his teaching practice. Stated differently, the reflective teacher 1) scrutinizes frameworks and endeavors to resolve the predicaments encountered in the classroom. 2) He is conscious of and inquire about the presumptions and ideals that the teacher brings to the classroom. 3) He pays close attention to the institutional and cultural environments in which he works as a teacher; 4) He participates in the creation of curricula and initiatives to transform schools; and 5) he assumes accountability for his own professional growth (p.8).

1.3.1. Reflective Teachers' Attributes

The educationists Donald Schön and John Dewey first introduced the concept of reflective practitioner to the realm of educational research. They succinctly examined the role of reflective practice in developing practitioner's professionalism and valuing teaching experience, respectively. According to Schön, the reflective practitioner is the teacher who is aware of the teaching complexities that resist the traditional technical orientation in their endeavor for expertise. He goes on to say that, the reflective practitioner is not just skilled and competent, but also "*thoughtful, wise, and contemplative*", and that their job requires "*intuition, insight, and artistry*" (Gupta & al. 2019).

Dewey (1933) identified three crucial attributes for reflective practitioners and quality teachers. He claimed that these key attitudes remain at the forefront of teacher reflection (Lord & Lomicka, 2007). Open-mindedness, responsibility, and wholeheartedness are the traits he presumes as important prerequisites to ensure fostering and implementation of reflection (Rogers, 2002). Additionally, Pollard et al (2005) pinpoint that these three attitudes are required in predisposing teachers to reflective teaching.

First, open-mindedness requires teachers to be inclined towards developing a receptive mindset that value any alternative sources for teaching knowledge. This attribute focuses upon putting the teacher in continuous enquiry that is essential to cater for educational inconsistencies and complexities. Dewey (1933) states that open-mindedness is a necessary attribute for reflective teachers because it enables them to explore the diversity of the teaching profession through being open to alternative possibilities and even question their dearest beliefs about teaching. In Dewey's words, open-mindedness is defined as the "*active desire to listen to more sides than one; to give heed to the facts from whatever source they come; to give full attention to alternative possibilities; and to recognize the possibility of error even in the beliefs that are dearest to us*" (1933, p. 29).

The second attribute is formulated as responsibility that entails moral action, wherein teachers should develop an awareness of their teaching practice (Gudeta, 2022). Stated differently, responsible teachers are in charge of identifying their weaknesses, consider the ramifications of their classroom actions, and ask themselves questions such as what they are doing and why they are doing it that way.

The last reflective teachers' attitude is whole-heartedness, where teachers are required to be fully involved in their teaching through demonstrating an enthusiasm in a flood of ideas and thoughts (Nurfaidah, 2018). They should develop the ability to overcome fears and certainties to evaluate practice and make meaningful change (Impedovo & Khatoon, 2016). Correspondingly, Zeichner (1981) emphasised that given these three attitudes of open-mindedness, responsibility, and wholeheartedness, together with command of the skills necessary for inquiry, a teacher is reflective.

1.3.2. Reflective Teachers' Skills

Dymoke & Harrison (2008) encapsulate the practical aspects of reflective teachers in five skills or competences regarded as essential for reflective practice: observation, communication, team working, judgment, and decision-making (p: 22).

❖ **Observation Skill:** for teachers to become reflective practitioners they have to develop *finely honed observational skills* (Osterman, 1998). Observation constitutes the basic phase in the reflective practice cycle through descriptive accounts of actual classroom experiences. Numerous practical tools were suggested through literature to develop teachers' observation skills such as writing, drawing, video and audio recording and even photography an artefact or product of teaching. (Dymoke & Harrison, 2008).

❖ **Communication skills:** that can be developed through the keeping of personal journal or dairy, a more formal professional portfolio, supported by formal tutorials with a mentor (Dymoke & Harrison, 2008, p: 26).

❖ **Judgment skill:** is when teachers might skilfully combine details of the event with their judgments or with additional explanations and theories (Mirzaei & al 2014) .Stated differently, teachers as judges should discern best ideas that suit their teaching settings rather than one fit all perfect ideas.

❖ **Decision-making:** is also one of the reflective skills suggested by Dymoke & Harrison (2008), it is defined as selecting a course of action to achieve a desired purpose. Regarding Team working skill, it can be developed through Co-teaching, Collaborative practitioner enquiry, and action research (Dymoke & Harrison, 2008).

1.3.3. Reflective vs. Non Reflective Practitioners

Larrivee & James Michael Cooper (2006) provide a thorough distinction between reflective (thoughtful) practitioners and non-reflective teachers, Burned-out practitioners (Farrell 1999) or thoughtless teachers (Zeichner and Tabachnick, 1991).They suggest that non-reflective teachers react without conscious consideration of alternative responses. Settling too quickly on only one explanation of a behavior or situation leads to a narrow range of potential solutions. Non-reflective teachers react to individual classroom situations without connecting them to other events. The orientation is reactive attributing ownership of problems to students or others. They view students and classroom circumstances as beyond their control, seeing themselves as victims of circumstances. They are willing to take things for granted without questioning, justifying teaching methods without exploring alternatives. They enforce predetermined standards of operation without adapting or restructuring based on students' responses.

On the other hand, Larrivee & James Michael Cooper, (2006) postulate that reflective practitioners tend to have an inquiry stance towards educational objectives. Where they actively search for an understanding of classroom exigencies developing a curious, exploratory orientation towards teaching practice that is in constant formation and requires

continuous investigation. **Table 1.3** below summarizes the distinctive attributes of reflective and non-reflective teachers.

Reflective Teachers	Non-Reflective teachers
<ul style="list-style-type: none"> - Gather helpful information about students' needs to deal with the problems - Are manageable and supportive - Keep themselves up-to-date with relevant issues in teaching subjects - Modify their methods for a specific class - Are effective and creative - Attend many workshops and study more on related materials - Share information with other teachers - Take responsibility for their own professional development - Work as members of a team - Foster positive working relationships - Take part in overall curriculum planning - Have time set in class - Focus on strengths and weaknesses of students 	<ul style="list-style-type: none"> - Neglect the students' needs - Are unmanageable and discouraging - Use old-fashioned techniques in class - Use the same method for all classes - Are unimaginative and conservative - Have no interest in participating in workshops - Do not share their information with anyone - Are irresponsible - Sticking to their own authority in class without taking part in the group - Do not pay attention to positive working relationships - Do not take part in curriculum designing - Do not manage their time in class - Do not accept individual differences among students

Table 1.3: The distinctive attributes of reflective and non-reflective teachers (adapted from Tajareh & Rashtchi, 2019, p: 9).

1.4. Reflective Practice in Teacher Professional Development Programs

Nowadays, reflective practice (RP) is regarded as a measure of professional competence across a wide range of professions, including education. It is reasonable to state that RP is an essential component of education and development programs in the majority of these professions (Farrell, 2019). On a worthier side, these days, educators and teacher trainers emphasize that language teachers should participate in the emerging trend of teacher professional growth throughout their professional development (Semmoud, A & Azzouz, O, 2012). Accordingly, the majority of teacher educators support the idea that reflection is a critical ability that every teacher should develop. Therefore, it is now widely acknowledged

that training professionals to be reflective practitioners is a necessity, and it is becoming more and more accepted as the ideal to strive for in many different fields (Larrivee, 2008). Admittedly, pre-service and in-service educators and teacher supervisors have actively sought programs meant to "make" reflective practitioners (Loughran, 1996).

According to Freeman (2016, cited in Farrell 2022), the integration of reflective practice into language teacher education and development programs is predicated on two ideas: 1) when teachers are able to take action, their instruction improves. 2) A more professionalized perspective of teaching is supported by this change from instinctive to deliberate behavior. Indeed, programs centered on reflective thinking or practitioner approaches should provide teachers with knowledge about teaching, supervised practice, guided reflection while teaching, peer visits and consultations, faculty and supervisor consultations, as well as self-reflection (Allen, 1991, Cited in Chisholm & Mervin .2012).

Down to earth, it is broadly recommended that Teacher education and development programs should provide opportunities to teachers for reflection through implementing models and frameworks that set the structure for reflective practice. Zeichner and Liston (1986) were among the first who advocated for a reflective orientation in teacher education and development. They proposed an *inquiry-oriented* teacher education and development program based on reflective action. This approach focuses on providing teachers with *skills that enable them to exercise reasoned judgments about which educational goals are to be achieved and which teaching methods and contexts are conducive to the achievement of these goals* (Zeichner &Liston 1986, as cited in McLaughlin, 1990). In other words, the inquiry-oriented approach calls for a total engagement of teachers in the educational stuffs that determine the structure of the teaching process. In this regard, Teachers are to be active agents through a systemic and continuous inquiry to develop, orient, and assess educational goals.

In the same Context, Wallace (1991) was credited for setting the basic distinctive structures that differentiate the reflective model from other models (the craft, the applied science model) in teacher Education and Development Programs. He proposed a reflective model that focuses on entangling teachers as active agents in the teaching process. As illustrated in **Figure 1.4**, the paramount goal of this model is to imbue teachers with the capacities of aligning both theoretical knowledge received throughout their academic training with the knowledge they obtain from real classroom experiences. As it stands, teachers engage in a reflective cycle wherein they mull over their practical experiences and draw their personal decisions, theories, and knowledge about teaching practice. Subsequently. According to Wallace’s reflective model, teacher training and development focuses more on maintaining a balance between theoretical and experiential or practical knowledge (Hedgcock, 2002).

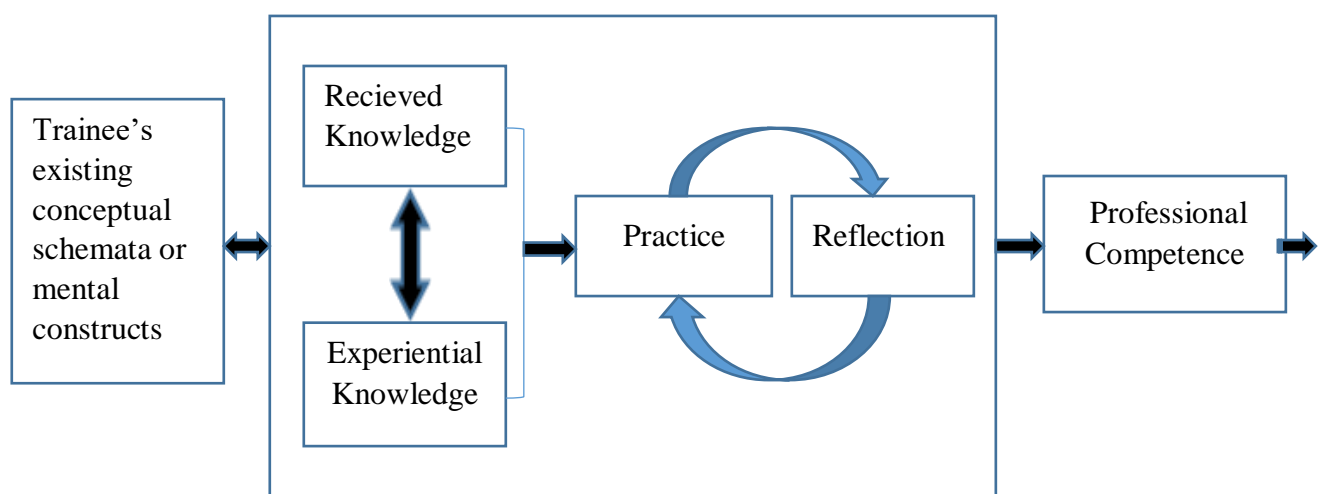


Figure 1.4: Reflective Practice Model of Professional Development (Wallace, 1991, p. 49)

Recently, with the emerging need to prepare reflective practitioners who are able to cater to continuous development in the teaching profession, in-service professional development programs (ISPDPs) are set to develop teachers’ reflective abilities. Based on Kolb’s experiential learning cycle Ulas Kayapinar (2018) suggested a model called *the*

Reflective Practitioner Development Model (RPDM) that focuses upon prompting and evaluating teachers' reflective skills and self-efficacy beliefs using a teacher reflective scale (TRS) and teacher self-efficacy scale (TSES), respectively. As illustrated in **Figure 1.5**, the model is based on the following reflective elements that foster teacher's reflective abilities: professional development (PD) workshops; reflective (classroom) observations; feedback; focus group discussions; co-planning, and peer observations. According to this model, by observing and challenging routine practice situations, teachers' awareness of the possibility of engaging in problem identification may be increased.

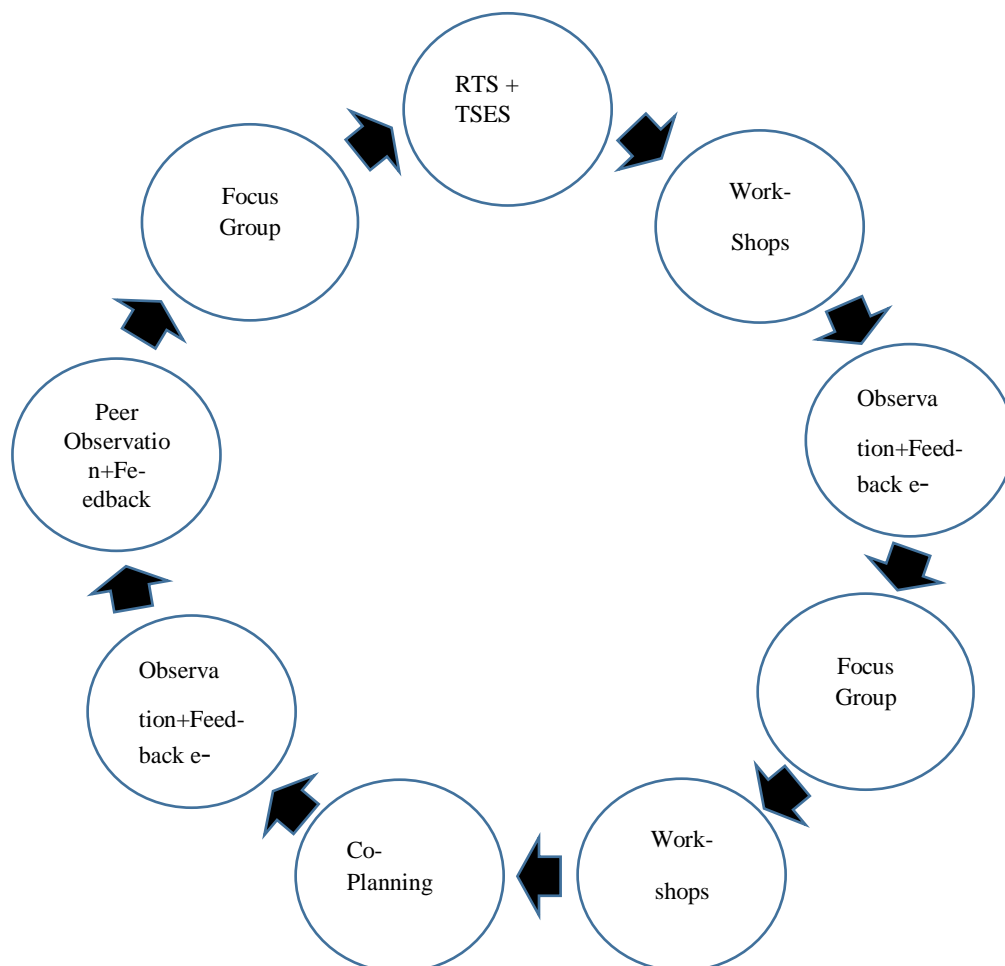


Figure 1.5: Components of the Reflective Practitioner Development Model (Ulas Kayapinar, 2016)

Concisely, as reflective practice in teaching was broadly accredited as an efficient tool for teacher professional development, myriad models were developed to set a clear structure and roadmap to fully harness teacher professional development. However, it is salient that all these models poor in the same objective and do not nullify or contradict each other but they supplement and develop the ideas and structures envisioned in each perspective or model towards generating an efficient model for reflective practice in teacher professional development and academic preparation.

1.5. The Benefits of Reflective Teaching on Teachers Classroom

Practices

A large portion of the literature review that has been done so far presupposed that reflective teaching and teacher effectiveness are positively correlated (Farrell, 1999). Obviously, there seems to be a worldwide consensus on the usefulness of reflective practice in developing and improving EFL teachers' abilities (Farrell, 2019). Furthermore, the Reflective Teaching approach becomes an overarching orientation in teacher education and professional development programs over the world due to its sophisticated rationales towards the appraisal of teacher's practical experiences to generate teaching theories. It gives teachers autonomy and space to recall, consider and evaluate their past teaching experiences for the purpose of improvement, empowerment and effectiveness of their pedagogical instruction to achieve self-ongoing professional development.

Reflective teaching (RT) is a distinctive attribute of a competent teacher, a key component of teacher training programs, and one of the most important factors in teaching practice. It considers the flow of teaching in the classroom, the dos and don'ts of practices, and the practicality of the materials (Achraf, A. et al 2016). Moreover, reflective practice (RP) is essential for EFL practitioners to improve their attitudes, convictions, and instructional strategies. It requires commitment to self-improvement and understanding.

Therefore, reflection is an invaluable tool for professional development, but requires continuous innovation and application of classroom knowledge to theory.

Richards and Lockhart, (1996) proclaim that experience in teaching is insufficient for professional growth, but that experience together with reflection can be an effective path for EFL teacher's professional development (Qing, XU, 2009). In this vein of thought, Fines (2014) opines that reflection connects previous and present teaching experiences, offers meaning to experience, and gets a teacher ready for practice in the future. Therefore, By means of reflection, the teacher is able to reveal and assess the implicit perceptions that have developed around the repetitive experiences of a specialized activity, as well as generate new interpretations of the instances of ambiguity or uniqueness that he could permit himself to come across (Schön, 1987. p.61).

Pollard. A (2014. p.18) asserts that Reflective activity is of vital importance to the teaching profession because:

- It underpins professional judgment and its use for worthwhile educational purposes;
- It provides a vehicle for learning and professional renewal and thus for promoting the independence and integrity of teachers;
- Above all, it is a means to the improvement of teaching, the enhancement of learning and the steady growth in standards of performance for both schools and national education systems.

NODOUSHAN (2011) encapsulates the advantages of reflection on teaching practice in four major aspects: Flexibility, Practicality, Professionalism, and sustainability. 1) Reflective practice makes teaching flexible through addressing diverse teaching strategies, learning and teaching styles. 2) Practicality in teaching arises when teachers are able to align theoretical teaching knowledge with real settings of classrooms. Indeed, reflection offers

teachers opportunities to generate their personal teaching theories through examination and evaluation of their practical teaching experiences. 3) Professionalism is another overarching aspect of reflective practice. This latter requires teachers to engage in a continuous process of learning that promote for their cognitive and practical skills and competences. 4) The cyclical nature of reflective practice allows for sustainability in the teaching process via regular adjustments, implementation, fine-tuning, and follow-up ensuring optimal results.

Ahmad et al. (2013, p. 73. As cite in Mesa, 2018) emphasized the role of reflectivity arguing that: "*Reflectivity is one of the characteristics of effective teachers*". In that sense, reflection encourages language teachers to be more competent because they develop critical thinking, problem solving and decision making skills that play a vital role in the effectiveness of classroom teaching practices. In sum, reflective teaching is a process that requires preparing teachers to be able to assess their performance in class and provide specific action on their teaching practices.

Hung & Thuy (2021) identified four benefits for reflective practice in teaching. They postulated that reflective practice has a positive impact on 1) raising teachers' awareness of their practice through providing opportunities for teachers to unearth their weaknesses and strengths alongside with developing a richer understanding of their own teaching practices. Besides, reflective teaching 2) helps teachers gain experience and renovating instruction that would enable them to subvert routine actions and deal with future confronting teaching situations. Furthermore, reflective teaching 3) assists teachers in satisfying their psychological needs. In other words, reflection provides teachers with self-confidence to avoid insipid teaching. Finally, 4) reflection is conducive to developing teaching profession wherein teachers can develop new teaching theories based on practical experiences that would prompt and improve pedagogical instruction.

Conclusion

The chapter attempted to provide a general scope on the main incentives that were conducive to the emanation of reflective thinking in teaching. The pitfalls of technical rationality in teaching and teacher education and development were presented as the paramount motivators for educationists to elaborate on reflection as a remedial panacea to technical rationality tenets. The chapter tries to envision the discrepancies between technical rationality and reflective thinking in teaching presenting the two orientations as contradictory both semantically and practically. The next chapter puts reflective teaching in the limelight discussing it the context of EFL/ESL teaching.

SECTION TWO: REFLECTIVE TEACHING IN THE LIMELIGHT

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Introduction

The pivotal aim of this section is to put reflective teaching in EFL and ESL contexts in the limelight. It falls into the different connotations of reflective practice elaborated by prominent educationists in the field of foreign and second language teaching and teacher learning. Besides, the chapter embarked on some reflective strategies procedures, and frameworks that facilitate the implementation of reflective practice in real teaching settings. Then, levels of reflective practice were thoroughly discussed. The chapter ends up with a discussion of gaps and limitations in both conceptualization and the practicality of reflective practice.

1.6. Reflective Practice in EFL/ESL Teaching

During the 1980's, the concept of reflection and reflective teaching grew popular with the call for professionalism of teaching and teacher education (Farrell, 1999). Though the reflective approach was introduced to the development of professional practice in the late 1930's and 1980's, it has not been espoused in the realms of EFL and ESL teaching until the beginnings of the 1990's. . Conceptualizing and endorsing reflective practice in the teaching and development of EFL and ESL teaching was elaborated through the overarching works of plethora of scholars and educationists such as Zeichner and Liston, Richards and Lockhart, F, C, Farrell, Rodgers, Pennington, Loughran to mention just a few.

In the realm of foreign languages (FL), reflective teaching (RT) is defined by Pennington (1992, p: 47 cited in Farrell 1999) as "*deliberating on experience, and that of mirroring experience*", wherein teaching becomes a process of looking back experience to discern defaults and striving solutions. Furthermore, Richards (1991) opines *that reflection refers to an activity or process in which experience is recalled, considered, and evaluated, usually in relation to a border purpose. It is a response to an experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action.*

More related to EFL/ESL teaching Korthagen (1993, cited in Farrell 1998) states that reflection in teaching is generally admitted as how teachers learn to identify and critically analyze their own beliefs about teaching with more responsibility given to their actions. Admittedly, reflection is then a deliberate, responsible, purposeful, metacognitive thinking

and/or action in which teachers engage in order to improve their professional practice (Sellars, M, 2017).

In the same vein, Richards and Lockhart's (1996) hallmark book entitled *Reflective Teaching in Second Language Classrooms* provides a thorough exploration of the nature of reflective teaching in EFL and ESL classrooms. Drawing on their conceptualization of reflective teaching practice, reflection involves asking and answering questions that prompt teachers to evaluate and decide if aspects of their own teaching could be changed, and to monitor its effects on teaching performance (p.2). Furthermore, questioning the exigencies of teaching practice is often the result of describing problems, uncertainties, complexities and doubtful situations that conventional teaching approaches fail to answer, eventually, a call for a thorough contemplation of teaching practices through reflection

Jay. J.K. (2003) postulates that "*Reflection means 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*" (p.1). She goes on to say that reflection is one of the ways teachers develop in and learn from their work, a type of continuing experiential learning that is ideally suited to the ever-changing classroom environment. Thus, teachers should consider their classrooms as laboratories for looking back their teaching experiences, evaluate and analyze its usefulness to apply the new knowledge to daily classroom.

Furthermore, Larrivee (2008) contends that the word "*reflection*" and "*reflective practice*" are employed across the literature to refer to a variety of behaviors, from examining the ethical, social, and political ramifications of a lesson to dissecting a particular lesson's feature. Eventually, a teacher's repertory of beliefs, attitudes, abilities, and actions is referred to as their practice. Reflection is then a human activity in which teachers recapture their

experience, think about it, mull it over and evaluate it (Boud, Keogh and Walker, 1985, p. 19 cited in Loughran, J 1996).

Additionally, Brookfield (2017) opines that critical reflection is quite simply *"the sustained and intentional process of identifying and checking the accuracy and validity of our teaching assumptions."*(p.3). He further claims that critically reflective teaching happens when we build into our practice the habit of constantly trying to identify, and check, the assumptions that inform our actions as teachers. Brookfield goes forward to elaborate a tool that teachers can use as a vehicle to foster reflective practice in their teaching process in a manner that puts professional development in the limelight of pedagogy. This tool is represented in four lenses that engage teachers in a continuous, rigorous, and critical reflection: (1) Student' eye, (2) Colleagues' Perceptions, (3) Personal experience, (4) Theory **(Figure 1.6)**

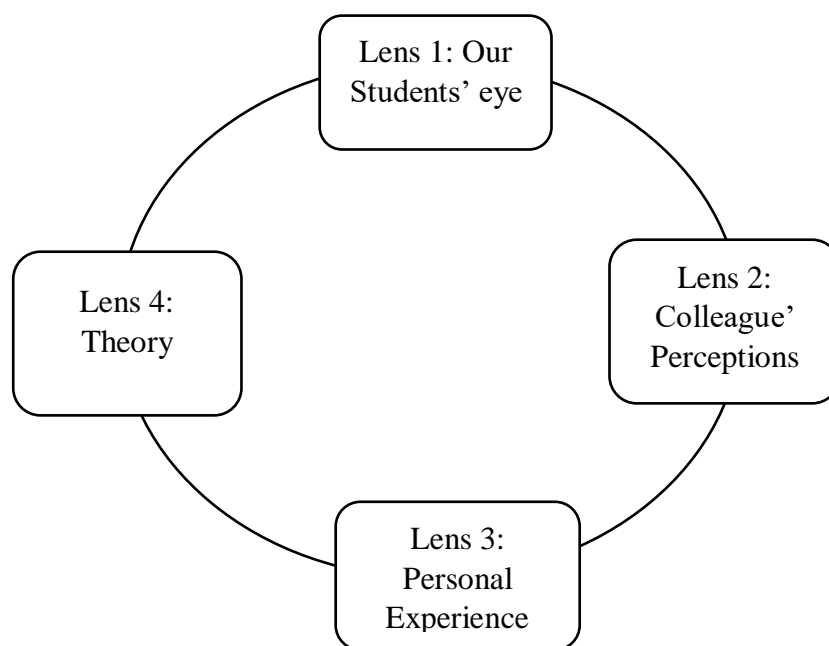


Figure 1.6. Brookfield' four lenses of critical reflection (Adapted from White, 2021)

Brookfield (2017) argued that students' perceptions are of a paramount important for teachers to develop their pedagogic knowledge. He suggests that teachers need to develop an awareness regarding what students hold in their minds as an essential step for student-

centered teaching process. Brookfield also accentuated the role of critical colleagues in facilitating and debriefing the difficulties encountered in classroom teaching. Plank (2011 cited in Brookfield, 2017) emphasised that: *“Talking to colleagues unravels the shroud of silence in which our work is wrapped”*.

Personal experience or the autobiographical lens was proposed by Brookfield as the third tool for reflective practice. It falls into the sensitive role of teachers’ personal experiences as learners or teachers in solving concurrent teaching problems. It represents the foundation of critical reflection through prompting teachers to focus on their previous experiences to *“become aware about the paradigmatic assumptions and instinctive reasoning that frame how we work”* (Brookfield, 1995, cited in Miller, 2010).

Theory or theoretical literature was the fourth reflective lens suggested by Brookfield. Teachers’ engagement in educational research and theoretical literature through researching, presenting and publishing scholarly journals and writings may enrich their vocabulary of teaching practice as well as establishing a link between private teaching struggles and broader relevant issues (Miller, 2010).

1.7. Strategies To Foster Reflective Practice in EFL /ESL Classrooms

The reflective strategies refer to the practical aspects of reflection (Fat’hi & Behzadpour, 2011) through the implementation of a variety of tools, procedures or strategies. Teachers are required to use and undertake these strategies to fulfill a reflective practice and personal professional expertise. The literature suggested multiple tools that can be utilized by teachers to investigate their teaching practice, henceforth fostering reflection in teaching. Along this literature exploration, Richards and Lockhart (1998) identified varied strategies like diary or teaching journals, peer observation, audio and video recording, student feedback, and action research (Ferdowsi & Afghari , 2015) .

Worth noting that scholars suggested several other strategies such as portfolios, lesson reports, teacher development groups, analyzing critical incidents, and questionnaires to mention a few (Meza, 2018). However, the strategies discussed in this section are recognized as the most familiar, accessible, and manageable for in-service teachers to implement in their daily teaching process.

1.7.1. Journal Writing

Journal writing is one of the most popular and simple forms of reflective practice and it has garnered a lot of attention in terms of encouraging reflective practice in the classroom. The word journal has received varied labels used interchangeably though literature such as ‘journaling, logs, dairies, dialectical notebook, workbook, journal keeping’ (Stevens & Cooper, 2023).

Richards (1991) defines a journal as the regular process of keeping accounts about teaching and learning experiences, recording reflections on practice, and straightforward descriptions of events. He further states that these practices form the basis for later reflection. Moreover, Richard and Lockhart (1996) postulate that a journal is ‘*a teacher’s written responses to teaching events*’. Stated differently, journaling refers to the process of describing everyday classroom activities and performances in a written form assuming further contemplation and reflection purposes. More recently, Stevens & Cooper (2023) defined journal writing as a sequential, dated chronicle of events and ideas, which include personal responses, and reflections of the teacher. They claim that journals should have six defining attributes: Written, Dated, Informal, Flexible, Private, and archival.

Reflective diaries or journals are recognized as important and powerful resources for promoting reflective practice in the teaching profession (Fakazli, 2021). In the realm of English Language Teaching (ELT) Richards and Lockhart (1996) associate two main purposes for keeping a journal in stating that ‘*1) Events and ideas are recorded for purpose*

of later reflection and 2) *The process of writing itself helps trigger insights about teaching. Writing in this sense serves a discovery process*' (p: 7). Therefore, writing journals had helped teachers become more self-aware, knowledgeable about ELT-related topics, able to reason, and communicate with the teacher mentor (Abednia & Ghanbari, 2013). Furthermore, Loughran (1996) postulates that journal writing is a means that enables teachers look back on or forward to an event in a desire that it will be a *catalyst for reflection*. In the same vein of thoughts, Evans & Maloney, (1998) opine that keeping journals or dairies is highly suggested as a technique of assessing one's own practice by analyzing, criticizing, evaluating, and identifying new challenges for future action. Additionally, Stevens & Cooper, (2023) suggest that, while there are several instruments for embracing reflective practice, journaling provides actual proof of one's growing cognitive processes by chronicling valuable, often emotional, moments of insight.

Procedures for maintaining a journal are provided by Richards and Lockhart (1996): Write entries frequently—once or twice a week, or even every day if you can. After a class, it might be helpful to take five or ten minutes to write or record the material. When you go back over the entries in your diary, consider the following questions:

- What do I do as a teacher
- What principles and beliefs inform my teaching
- Why do I teach the way I do
- What roles do learners play in my classrooms
- Should I teach differently

(Richards &Lockhart 1996, p: 7)

1.7.2. Peer Observation and Feed-back

Peer observation and feedback is another tool that teachers can employ to enhance their reflective practice. This strategy entails teachers observing the classroom performance of

other teachers to learn from each other and determine effective teaching strategies through providing constructive feedback for the observed teacher. With an emphasis on teachers' unique needs and the chance to learn from others' practice while providing constructive criticism to peers, peer observation tries to facilitate the sharing of practice in order to influence practice

Generally, more experienced colleagues, teacher mentors, or inspectors play the role of the observer and feedback provider. [David Gosling \(2002\)](#) distinguished three distinct models of (Peer observation in teaching (POT): An Evaluation Model where it takes a judgmental orientation held by teacher inspectors and administrative staff. It aims at identifying underperformance, confirm probation, appraisal, promotion, quality assurance, and assessment. A second model is referred to as the Development Model that is commonly done by teacher mentors observing novice teachers for improving performance and teaching practice. The Third Model labeled the Peer Review Model is commonly done through teachers observing each other in a non-evaluative and assessment process. It is based on teachers' engagement in discussions about teaching and self and mutual reflection. This model enables teachers to analyze, discuss, and criticize teaching methods in a non-judgmental and informal atmosphere.

Peer observation is conducive to several powerful advantages on both the observer and the observed teachers' classroom performance and collegiality establishment among them. It is a structured and negotiated way of teachers working together to refine and improve their practice, and can support teachers to enhance student learning when situated in a broader culture of collaboration, mutual trust and respect. In this concern, [Richards \(1991\)](#) postulates that peer observation and feedback can provide opportunities for teachers to view each other's teaching in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching. Moreover, [Semmoud \(2015\)](#) states

that Peer observation tends to be a collegial deal especially when it happens to be held between prospective and experienced teachers in a non-supervisory or evaluative process. Therefore, Peer observation enables teachers to build their individual capability and develop a shared understanding of effective classroom practice as well as allowing teachers to build their capability in giving and receiving feedback.

Peer observation can be implemented in a cyclical process providing feedback and reflection. As illustrated in **figure 1.7** below, the cycle includes five phases: Teacher self-reflection, Pre-observation conversation, Peer observation, teacher and observer reflection, and Post-observation conversation (PGPOFR, 2018). The 'cycle provides a basis for the implementation of peer observation, feedback and reflection. It includes the key phases for successful peer observation, which supports improvements in teaching practice and student learning.

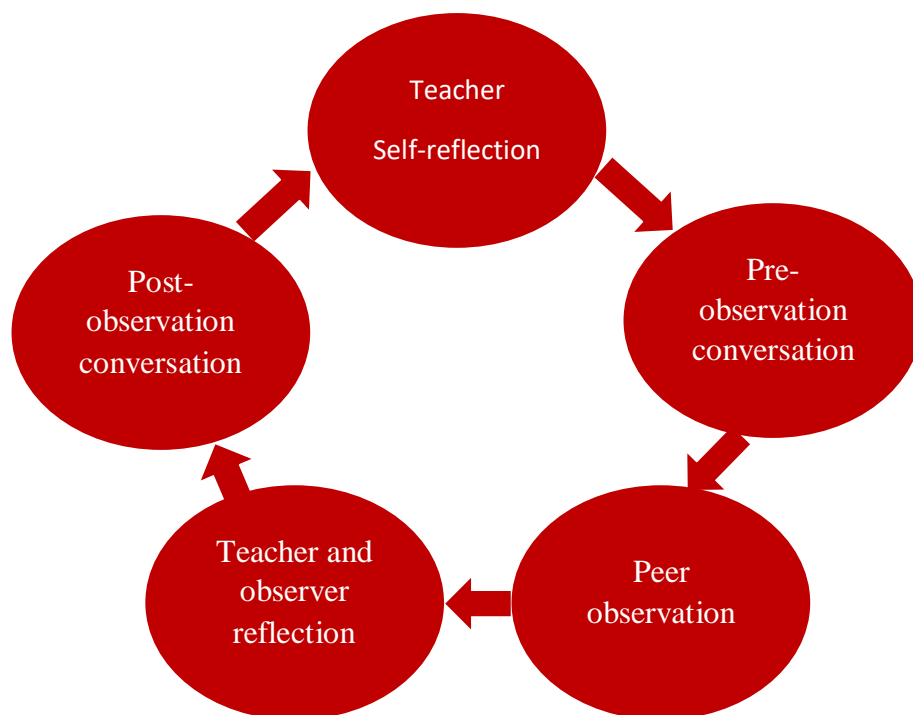


Figure 1.7: The cyclical phases for reflective peer observation (Adapted from A practical guide for peer observation, feedback and reflection, 2018)

1.7.3. Collaborative Professional development groups

Though reflection tend to imply a personal process, we would like to point out that reflective practice can be a cooperative activity best completed through interaction with others. The inherently collaborative nature of reflective teaching practice. Reflective action about *shared* concerns in groups must occur at *every* stage of the reflective process, we have argued that reflective teaching is a *social* practice that is dependent upon interactions with others. In many ways it is the collaborative character of reflective teaching that give it its power and offers hope that the kinds of institutional and cultural changes that are needed will be realized (Zeichner & Tabachnick, 1990).

A teacher reflection group is a place for language teachers to come together to talk about their work in a supportive and evaluation-free environment. Can be formed not only within a single school but may also span several schools or school districts as well as other organizations. Additionally, virtual groups can be formed among teachers located far apart geographically (Farrell & Jacobs, 2016).

Among the many skills important for reflection in professional collaborative groups (PCG) are comparing understandings, requesting assistance, providing suggestions and feedback, responding productively to suggestions and feedback, requesting reasons, giving reasons, disagreeing politely, praising and thanking others in a specific manner, and paying attention to group functioning leading to deeper reflection, more learning, and more enjoyment of learning. (Farrell & Jacobs, 2016).

The formation of collaborative teacher development groups (CTDG) is conducive to promote for effective reflective practice for EFL teachers. They can provide enriching opportunities for teachers to develop into professional practitioners (Farrell, 1998). .In this vein, Pollard & Collins (2005) pinpoint that the value of engaging in reflective activity is always enhanced if it can be carried out in association with other colleagues, be they trainees,

teaching assistants, teachers or tutors. Reflection together in seminars or workshops should bring valuable opportunities to share and compare, support and advise in reciprocal ways. Moreover, the design of teacher collaborative reflection groups can provide teachers with intrinsic rewards, as well as offer practical solutions to real-life classroom problems. By being part of a supportive and sympathetic group of colleagues helps teachers identify and address professional practice-related issues and challenges, teachers may feel energized and therefore can be more effective in their classroom practice (Glazer, 2004, Mede, 2010, Houde, 2018).

1.7.4. Mentorship

Teacher mentors are widely known to be an important catalyst for reflective practice in teaching. Through dialogue, professional conversations, teacher mentors can help their mentees to improve their teaching performance by facilitating their discussion of the praxis from different perspectives (Attard Tonna & al, 2017). A mentor or critical friend, who guides, asks questions, offers a different perspective and provides resources and shares skills can be invaluable. It should be someone who challenge and encourage considering different perspectives.

Mentoring is a means of providing support, challenge and extension of the learning of one person through guidance of another who is more skilled, knowledgeable and experienced (Pollard & Collins, 2005). Rose (2007) postulated that mentoring will support individual teachers in reflecting on and describing their practice. As a result of these focused discussions, a teacher is able to better understand practice and be able to take steps to improve practice.

Mentoring can be two faceted ; formal and informal : formal when it becomes an official mentoring program with predetermined objectives, responsibilities of mentors and mentees and evaluation methods are clearly specified . On the other hand, informal

mentoring takes the form of peer mentoring in general cases where an experienced teacher is assigned to supervise and guide novice colleagues in the same school. (Desouky & Adel, 2020)

Studies show that using mentorship to assist in teaching practice and experience can lead to an effective reflective practice (Loughran, 2017, cited in Pottinger & al 2019). According to Dyson (2019), reflective mentoring can be supported by five elements:

- Provision of ongoing support and guide
- Developing a relationship built on trust over time
- Involvement in frequent and regular conversation
- The creation of a non-judgmental environment
- Regularly discussing and revisiting issues and problems

1.7.5. Student Feedback

Ample research has proven the effectiveness of using student feedback on teaching of in-service teachers as a strategy for enhancing teacher reflective practice, teacher– student relationship, and a more sophisticated view on the needs of students (Gobel, 2021). Brookfield (2017) referred to student feedback as one of the four lenses for reflective practice. He proposed student lenses as an efficient tool for espousing reflective practice in classrooms. It can be employed through the integration of students as active participants in the teaching learning process. Stated differently, teachers can engage students in their reflective practice through appraisal of their authentic perceptions regarding teacher performance, teaching strategies and techniques that were best for enhancing students learning outcomes. In this regard, Shooohoo (1993) pinpoint that:

‘Somehow educators has forgotten the important connection between teachers and students. We listen to outside experts to inform us, and, consequently, overlook the treasure in our own backyards: our students. Student perceptions are valuable to

our practice because they are authentic sources: they personally experience our classrooms firsthand'. (Shoohoo, 1993, p. 386 cited in Hood, 2020)

Accordingly, the relevance of student perceptions on teaching is apparent by the very fact that students and their learning are targets of teaching, and as such, students can refer to their experiences with different subjects and teachers. Hence, their observation of the teaching and learning process may contain highly relevant information for teachers.

Receiving feedback on their behaviour can be particularly helpful for teachers, as it expands their perspectives in a meaningful way and might give insights into the teaching process (Helmke, 2015, Cited in Gobel, 2021). Moreover, Elliot (2023) has empirically proved that student feed-back allows teachers to gain valuable insights into how our students perceive our class to find out how our students are experiencing the lesson, it helps identifying areas of strength and growth adjusting and supplementing our teaching strategies and approaches accordingly, helps build trust and rapport with our students. In the same vein of research, Iqbal Zafar's (2016) study portrays student feedback as an important source of reflection for teachers. Inviting students' feedback on lesson plans, delivery of lessons and classroom management can facilitate teachers to take responsibility of their professional development. Teachers can identify and rectify their mistakes through student feedback similarly, feedback from students enables teachers to incorporate student insights into their daily teaching practices, through asking students about what worked well and what didn't work in their classrooms.

More recently, Hood (2020) in his doctoral thesis, discussed teachers perceptions on the impact of student feedback on enhancing their reflectivity. The results unveiled that student feedback provides necessary input for teacher reflective teaching. He organized the thesis results into four overwhelming themes regarding the impact of student feedback on improving teacher reflective practice:

- It helps improving teacher instructional performances
- Tolerance of negative comments from students are conducive to spur reflection
- Strengthening the teacher-student relationship
- Teachers must be vulnerable to feedback

1.8. Frameworks for Reflective Practice in Language Teaching

There is no universal definition of a framework. The Cambridge Dictionary (2023) states that frameworks *are* “a supporting structure around which something can be built; a system of rules, ideas, or beliefs that is used to plan or decide something.” A framework is designed to facilitate the alignment of particular theoretical and underlying beliefs about teaching with the real classroom world practices. In the context of reflection, Frameworks are formulated to provide thorough insights to practitioners into the process of reflection, guides them, and enables them to address the appropriate practical steps in embracing reflective teaching promises.

Reflective teaching approach has conceived expansive attempts to draw down a holistic universal framework, (see, for example, Kolb (1984), Brookfield (2017), Dewey (1933), Schön (1983), (1987), Gibbs (1988), and Farrell, (2015). Although, the various frameworks evolved over decades have been tackled from different perspectives, they still tend to be complementary not contradictory, henceforth, practitioners can utilize the framework that is appropriate to their capacities and preferences or mingle between the frameworks. Bellow we tried to portray two of the most popular reflective frameworks arranged from the ancient to the more recent.

1.8.1. Kolb’s Framework (1984)

Kolb’s framework is most commonly known as experiential learning. Experiential learning emphasised the role of experience in the learning process, as it seen learning as a continuous inquiry and reformulation of experiences. Kolb (2015) postulates that

experiential learning does not nullify the promises of other learning theories developed by scholars such as (Behaviorism, Skinner. Cognitivism, Piaget and others), however, it tends to synthesize their works to generate a theory that would give a significance to experience in the learning process and develop a framework that structure the transformation of experience into a reliable information.

In relating reflection to experiential learning, Kolb based much of his works on Dewey's perceptions of experience and the need for reflection to value experience. In this vein, Dewey (1933) claimed that *'It was necessary to reflect on experience in order to draw out the meaning in it and to use that meaning as a guide in future experiences'* (Cited in Kolb, 2015. p. xxi). Down to earth, Kolb 'reflective framework focuses on reflection as an integral phase in experiential learning.

Figure 1.8 below explains the cyclical (spiral) nature of Kolb's reflective framework known as experiential learning cycle. Kolb' framework entails four interrelated stages, starting with exposition to concrete experience that consists the starting point of processing the new knowledge and launching a reflective observation. The second stage is Reflective observation where information is supposed to be transformed and inclined towards new perceptions of the concrete experience.

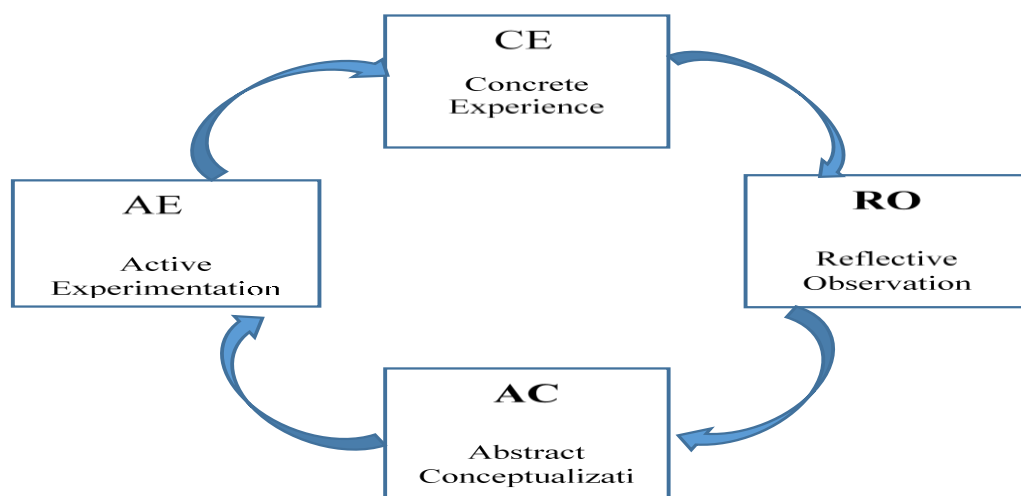


Figure 1.8: Kolb's Reflective Framework (Experiential Learning) adopted from (Kolb, 2015, p: 51)

The third stage is the Abstract conceptualization where the practitioner is supposed to fit what is newly learnt with already known knowledge. The last stage named active experimentation takes place when the practitioner considers how to put what is learnt into practice. This process of experiencing, reflecting, conceptualizing, and action is cyclically done as the problem is repeatedly framed and reframed, and solutions to complicated or confusing challenges are systematically explored (Sellars, M, 2017).

1.8.2. Farrell's Framework (2015)

Farrell S, C is another prominent educationist in the field of EFL teaching and learning. Farrell proposes Underpinning ideas for the incorporation of reflective practice in EFL contexts. He advocates for a reflective approach in EFL teaching through providing a framework that structure the process of reflection in teaching.

Farrell and Kennedy (2019) argue that reflective practice in teaching have been routinized through limiting it to a mere process of answering ritualized questions about teaching practices for the purpose of improvement. Intentionally, Farrell tend to develop a distinguishable framework that encompasses a holistic approach to reflection. They proclaimed that the other reflective frameworks are aptly confined to the intellectual, cognitive, and metacognitive aspects of practice. However, Farrell's (2015) framework, shown in **Figure 1.9** below, provides a holistic approach that recognizes the personal, spiritual, and emotional aspects of reflection. This Framework looks at the ' *technical aspects of teaching, internal aspects (philosophy, principles, theory), and external aspects (social, cultural, and political settings)*'. In other words, Farrell (2015) aims to provide a comprehensive framework that integrates all facets of reflection, including the non-cognitive facets of teachers' work as well as the intellectual and cognitive facets (Suphasri, K &

Chinokul, S, 2021). The Framework entails five phases for reflection: philosophy, principles, theory, practice, and beyond practice.

First, **Philosophy**, considers that teachers ‘backgrounds from where they have evolved such as (heritage, ethnicity, religion, socio-economics, family, and personal values) can affect their classroom practice and influence who they are as language teachers (Farrell, 2022). Henceforth, this stage of reflection examines the ‘teacher-as-person and suggests that professional practice is invariably guides by teachers’ basic philosophy developed since birth. Therefore, in order to be able to reflect on our basis philosophy, we need to obtain self-knowledge through exploring, examining and reflecting on their backgrounds (Farrell, 2017).

Second, **Principles**, includes reflections on teachers’ assumptions and beliefs about teaching English. It enables teachers to gain deeper awareness of their teaching practice. According to Farrell (2024) **Principles** are tightly related to teachers’ personal maxims generated and verified during teaching experiences. Farrell (2024) pinpointed that principles enable teachers to detect the transferability of their teaching values into practice.

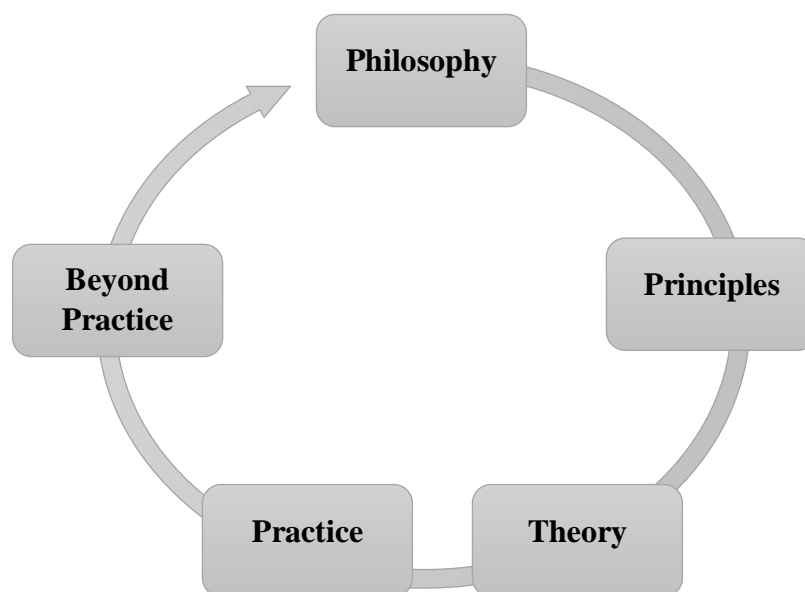


Figure 1.9: *Framework for Reflecting on Practice (Farrell, 2015, p 22)*

Third, **Theory**, examines the different choices teachers make about a particular language skill taught or will be taught. Reflecting on those choices will enable teachers to generate their own teaching theories stemmed from practical experiences based on official teaching theories. Farrell (2022) refers to theories generated by teachers as un-official theories or theories-in-use differentiating them from official theories prescribed by others (Linguists). Reflecting on practice is the next stage wherein teachers put their own theories into practice with more visible actions that enable them to establish connections and determine the discrepancies between their philosophy, principles and theory. Using both reflection on-action and In-action provide language teachers with opportunities to explore what they do in their classrooms.

Finally yet importantly, Comes **Beyond Practice** stage or **Critical Reflection**, at this level, teachers are required to transcend the classroom settings through reflecting on outside issues that can impact their practice both inside and outside classrooms. According to Farrell (2022), these issues can be moral, political, emotional, and ethical and community or social issues that teachers should explore and link them to their classroom practices.

As illustrated in the aforementioned reflection frameworks, they generally differ in steps, concepts, and how in-depth they are. Albeit, it is evident that they share common themes and goals in trying to structure the process of reflective teaching. Noteworthy that this diversity in reflective teaching models and frameworks is the result of a lack of a precise definition for reflective teaching. (This point will be thoroughly discussed in the part of the gaps and limitations in reflective practice).

1.9. Levels of Reflective Practice

In the quest for clarifying and understanding the process and aspects of reflective practice, numerous scholars and educationists attempted to describe and delineate the different levels of reflective practice (Valli 1992, Larrivee 2008, Van Manen 1977, Zeichner

and Liston 1987). Though scholars differ on the hierarchical nature of the distinctive levels of reflective teaching, they generally agree on the three levels presented by Van Manen (1977) (Taggart & Wilson, 2005).

Technical reflection, practical reflection, and critical reflection are the three levels of reflective activity that Van Manen (1977) suggested to be represented hierarchically. The

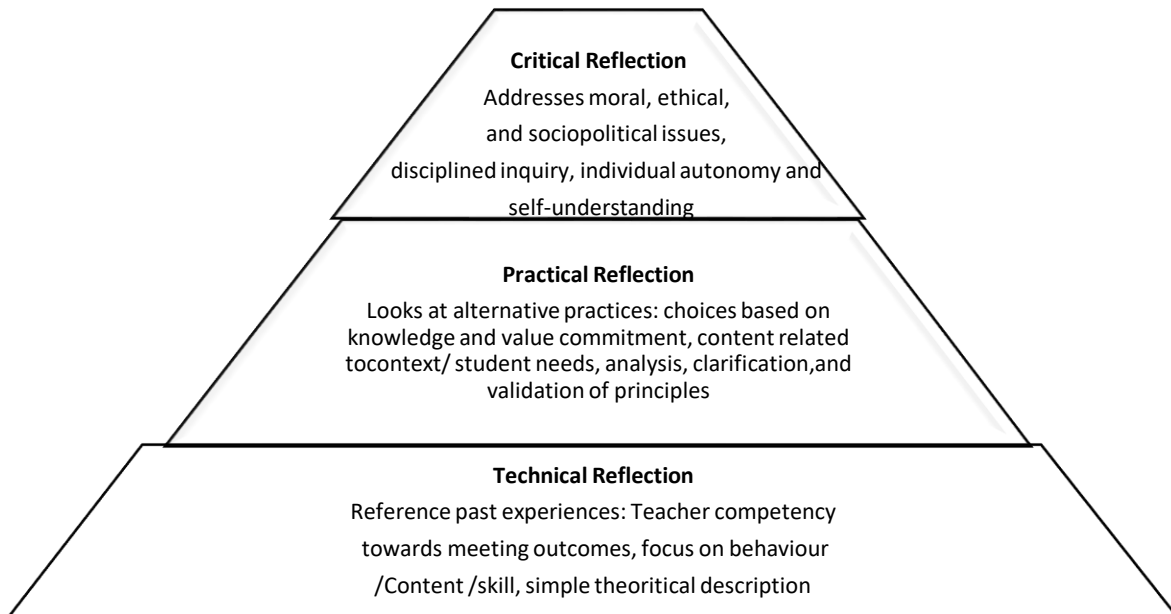


Figure 1.10: The Reflective Practice Levels Pyramid (Adapted from Taggart & Wilson, 2005)

reflective practice levels pyramid (see **Figure 1.10**) illustrates the three distinctive levels of reflective practice agreed upon by scholars. The levels provide a yardstick for tracking the development and advancement of teachers. There are certain classroom procedures and instructor characteristics linked to each of these levels. Van Manen aims to assist practitioners in thinking back on previous teaching experiences, management situations, and leadership occasions in order to improve potential interactions in the classroom. Van Manen (1977) three levels of reflective practice are chosen to be discussed thoroughly as they represent the most common categorization and facilitated model.

1.9.1. Technical Level: (Valli 1992 & Manen 1977), or surface reflection as labeled by Larrivee (2008), is the initial level of reflection. At this level, teachers compare their personal abilities to professional standards, graduate competencies, external goals, and teaching competencies, and continue to work on improving their professional performance in respect to these per-established benchmarks (Sellars, 2017). Teachers work with limited schemata to draw from while dealing with classroom challenges, getting through lessons, and employing instructional management strategies (Taggart & Wilson, 2005). Taggart & Wilson (2005) summarized teachers' practices at the technical level proclaiming that:

“Outcomes for practitioners reflecting at technical level may involve appropriate selection and implementation of lessons to achieve objectives. The objectives are not problematic nor does the practitioner deliberate on the context of the situation. Acquisition of skills and technical knowledge is important, as are methodological awareness and ability to implement a preset lesson”. (P: 2)

Stated differently, teachers functioning at the technical level emphasized the efficiency and the effectiveness of the results without further exploration or change. The desired objective is how to achieve the pre-determined, accurate and granted information efficiently considering general teaching skills and methods, and the application of studies to teaching contexts. Teachers at the level of technical reflection are often persons with minimal experience, who pick the lessons suitable for them and attempt to meet the learning objectives stated in the classes (Van Manen 1977, cited in Orakçı, 2021) and generally ask questions such as: are the techniques applied, and are they effective in accomplishing the pre-determined goals? (York-Barr, 2006).

1.9.2. The Practical level (Van Manen 1977): commonly referred to as the pedagogical level (Larrivee, 2008), is founded on the notion of practical action, in which the goal is to elucidate and clarify the assumptions and predispositions that underpin practical concerns,

as well as to analyze the educational repercussions of an activity. At this level, every action is perceived as tied to specific value commitments, and the actor analyzes the value of conflicting educational purposes (Zeichner & Liston 1987). In other words, practical reflection involves teachers into an inquiry about their teaching beliefs and predispositions encountered during classroom practices as well as questioning the results and the effects of their teaching strategies, curriculum objectives on student learning. The ultimate outcome at this level is for teachers to develop an understanding of the concepts, contexts and theoretical teaching knowledge in relation to classroom practical activities and seek alternative practices that cater for the desired contexts and settings.

1.9.3. Critical reflection Level: is concerned with informing the practical reflection by incorporating moral and ethical considerations related to the problem into the discussion with the purpose of supporting student equity, justice care and compassion without personal bias. Includes a focus on social, moral, political and ethical issues. It incorporates the development of open-mindedness, rational judgment and creativity (Sellars, 2017). Ultimately, teaching should extend beyond classroom boundaries taking into consideration its deep relationship with the surrounding dimensions that have an affect the pragmatic nature of the intended teaching course. In the forgoing, Van Manen (1977 Cited in Gupta, 2019) argues that this level of reflectivity is the most desirable, noting that:

“Universal consensus, free from delusions or distortions, is the idea of a deliberative rationality that pursues worthwhile educational ends in self-determination, community, and on the basis of justice, equality, and freedom”
(p. 227).

1.10. Limitations of Reflective Teaching

Notwithstanding the positive perspectives and merits reflective practice has undergone, it suffers from several impediments that hamper a proper and effective

implementation of its promises in real-life classroom and school settings. Accordingly, numerous scholars have given due attention to this problematic issue setting down the different constraints of the incorporation of reflective practice in educational contexts. Literature has categorized these limitations and gaps into two main areas: Conceptual and Practical obstacles (Akbari, 2007, cited in Frankamo & Zeru 2022).

1.10.1. Conceptual Limitations

❖ Lack of a clear and universal definition

Rogers (2002) contends that despite the evident need for a systemic accomplishment of reflective thinking, it is more difficult to distinguish what systemic reflective thinking is. She elaborated on four problems that impede the successful implementation of reflective practice. She argues that, though reflective practice is widely encouraged through literature and finely identified as a desirable standard to which teachers and learners should strive, (1) it still lacks a clear definition or sometimes refer to overlapping or fuzzy meanings (Rogers 2002, Farrell 2019, Zeichner 1994). According to Rogers, this lack of clarity in conceptualizing reflective practice would be conducive to three major concomitant problems of assessing a hazy skill, losing value, and difficulty in setting obvious ramifications on both teachers professional development and student' learning.

Likewise, Farrell, (2019) discusses the same idea pinpointing that:

‘There is still no agreement on what RP is or how it should be implemented. Although many educators encourage some form of reflection there is still not agreement across the professions about how to define the concept or what it entails, and in addition, the literature does not provide a mutually agreed model on how RP should be operationalized within TESOL’ .

He goes further to state that the precise definition of RP remains vague with resulting misunderstandings about the philosophical traditions behind whoever is work is cited when

attempting to define this interesting, yet complex topic (Farrell, 2019). In this vein of thoughts, York-Barr (2006) contends that there is no universally accepted definition for reflective practice but a multitude of perspectives. This view is also echoed by Finlay (2008), who also proposes that reflective practice is not always a straight-forward procedure (cited in Nia Cole-Jones, 2024).

Additionally, Moon (1999) postulates that the literature associated varied definitions and interpretations for the term reflective practice, she described it as a *chaotic catalogue of meanings* (p: 4), ultimately, she concluded that it is difficult to recall that there are common-sense meanings of reflection. For example there are some theoretical definitions for reflective practice that are narrow therefore honing off parts of the commonly understood activity by denoting particular purposes or conditions under which reflection occurs.

Overall, while there are a lot of worthwhile and fascinating conceptual approaches to reflective teaching, very few, if any, provide useful standards for determining what constitutes a valid justification for instructional actions (Zeichner & Tabachnick, 1990).

1.10.2. Practical Limitations

Alongside with conceptual constraints, reflective teaching demonstrated a dissatisfaction with the way it's implemented in real educational contexts. Teachers as the main responsible for the application of reflective teaching promises into their classrooms and school settings, have encountered numerous obstacles that impede an effective incorporation of reflective practice. According to literature, several pitfalls were associated to the practical side of reflective teaching: Time constraints, deficiency in RT knowledge, school culture, and the introspective nature of reflection were the most recurrent disadvantageous aspects of reflective teaching in educational research.

❖ Time Constraints

A fulsome assemblage of research has tackled the practical constraints in fostering reflective practice both in teacher education and development programs and real teaching contexts (Grant & Zeichner, 1984. Sunra & al, 2020, Bouakaz & Bachar, 2023. Phan & Nguyen, 2024). Grant and Zeichner (1984) for example, found that the shortage of the class time and the conflict between the dominant institutional norms of the teaching place and the desired course of action are the main challenges reflective teachers face in their practice (cited in Tajik & Ranjbar, 2018). Stated differently, lack of reflection time allocation whether at the level of personal reflection or collaborative reflection will be conducive to ineffective communication between teachers to reflect and learn from their teaching practices. Therefore, RT is so “*time-consuming*” that “*many teachers would avoid*” and “*not want to ruminate themselves on past experiences*” (Kuswandono, 2012, cited in Phan & Nguyen, 2024).

❖ **Reflective Teaching Knowledge**

Additionally, a large scale of research accentuated the dearth in EFL teachers’ knowledge of reflective practice as one of the major impediments for effective implementation of reflective practice into teachers every day teaching practices. In this regard, Norkamto & Sorasa (2023) and Fonkamo & Zeru (2022) founded that EFL teachers encountered numerous constraints in implementing reflective practice into their teaching due mainly to their lack of understanding the preliminary structures and strategies of reflective teaching in real classroom settings. Likewise, Ynnurati & Treagust (2015) disclosed that EFL teachers have low levels in denoting and delineating the elementary understandings of reflective teaching.

❖ **School Culture and Administrative obstacles**

Another issue in reflective practice is referred to as school culture as some administrations do not promote for cooperation and even be part of it as well as teachers

personal attitudes towards teaching and collaborative work being pessimistic and reluctant to cooperate (Shanmugavelu, 2020) and complacent in their comfortable zones without any endeavors to alleviate their practice. This view is reiterated by Ginns (2010, cited in Pekkarinen and Hirst, 2017), as they argue that limited appreciation of teaching and the lack of support from academic administrators and peers have been identified as pitfalls that hamper reflective activities.

❖ **The Introspective nature of Reflective Practice**

“Introspection is a conceptual companion of reflection in that it involves a systematic examination of one's own thoughts and thought processes”.

(Michael & Richards, 1995).

The nature of reflective teaching towards being more introspective makes it related to teacher personal cognitive and meta-cognitive mental abilities in assessing and managing teaching problems. This dismay was conducive to several ramifications that puts the reliability of teacher reflection in a disputable situation.

Michael & Richards (1995) delved into literature that criticized introspection as a process for reflective practice associating three broad pitfalls to the introspective nature of reflection. Firstly, they denoted the metacognitive nature of introspections that makes it an unobservable realistic behaviour and so far a myth that does not exist. Secondly, they questioned the reliability, objectivity, and consistency of the outcomes obtained from reflective introspection arguing that it is difficult to be applied and never observably verified. Thirdly, they criticized the concomitant issues to reflective introspection such as privacy, description of mental events, as well as difficulties with the observer's interference with the observed.

Conclusion

The chapter attempted to provide an inclusive visioning of the reflective approach in teaching. It focused upon the practical side of the reflective teaching strategies in the classroom and school environment through providing a set of strategies and approaches that teachers could adopt in their process for developing as reflective practitioners. Besides, the section presented two of the reflective frameworks that would provide a roadmap for a structured implementation of the reflective approach in teaching. The chapter, also, delved into the literature that studied the distinctive limitations and gaps in fostering reflective teaching. The next chapter is devoted to presentation of the adhered research methodology in the current study.

CHAPTER TWO METHODOLOGY

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Introduction

The aim of this chapter is to highlight the methodology and methods implemented in the study along with plausible justifications for the use of each method to address the research questions. Additionally, the chapter provides a meticulous description of the research methods, the study design. A comprehensive description of data collection instruments is then presented, covering both Qualitative and Quantitative tools, followed by discussion of the population and sampling procedures. The procedures used in the construction and administration of data collection tools are described in detail. Finally, the chapter concludes with a description of the analytical processes of data including both types of data collection instruments.

2.1. Research Method

The thesis is an exploratory study that adopted a Mixed-Methods research approach, wherein the quantitative and the qualitative research methods were integrated to answer the research problem. Worth noting that exploratory research is done to learn more about a subject that is not well understood. According to (Dubey & Kothari, 2022) the purpose of exploratory research is to present background information, acquaint oneself with the issue, and, as the name suggests, simply "explore" it.

Johnson et al, (2007) defined mixed- methods research as” *a type of research in which the researcher or team of researchers combines elements of qualitative and quantitative (viewpoints, data collection, analysis, inference techniques) for the purposes of breadth and depth of understanding and corroboration*” (p: 123, cited in Creswell and Plano Clark, 2011). Therefore, to address the issues of a single study, the researcher employed mixed-methods research wherein he collects and analyzes data, integrates the findings, and develops conclusions using qualitative and quantitative techniques or methods.

The implementation of a variety of research methods has been theoretically justified in providing effective and reliable data. The shortcomings of utilizing a single method of research can be subverted by the strengths of the other method in a complementary perspective to address the research problem. As indicated by Creswell & Plano Clark, (2011) mixed –methods research is the best approach to address research problems and questions where one data source “*can be insufficient, results need to be explained, exploratory findings needs to be generalized*” (p: 8); hence, a supplementary method is required to enhance the primary one.

As for the benefits of employing a variety of qualitative and quantitative data collection methods, Dawadi & Shrestha (2021) indicate several benefits of combining the two study approaches. First, the extension of study helps scholars to broaden their investigation to a

suitable depth and breadth. Second, the assumption that both types of study have merits and, in certain ways, are complimentary leads to increasing value by integrating them. Indeed, a principled mix of the two approaches helps researchers gain a thorough grasp of the research study. Third, acquire more robust findings by gathering varied sorts of data that give deeper insights on a phenomena than the approaches alone can offers,

Drawing on the Mixed-Method characteristics and benefits mentioned above, the integration of both qualitative and quantitative research methods is the appropriate to serve the current thesis research questions. First, the exploratory nature of the research study and the investigation of different perspectives of research participants compel the researcher to get more comprehensive and reliable data utilizing different distinctive tools. Second, the study addressed three principle questions listed below:

1. What levels of reflection do EFL teachers acquire and what are their most frequent reflective practices?
2. What are secondary school in-service teachers' perceptions towards the impact of reflection on their classroom practices?
3. What are EFL Teachers and inspectors' perceptions towards the role of inspectors and PDTP's in promoting for teacher reflectivity?

It is evident that these questions are interrelated, complementary, and distinctive in nature, in other words, data collected from answering the first question constitutes the basis for launching new data collection procedures to answer the second question. Regarding the third research question, it enhances the data gathered in the first two questions to get insightful and thorough explanation for the research problem.

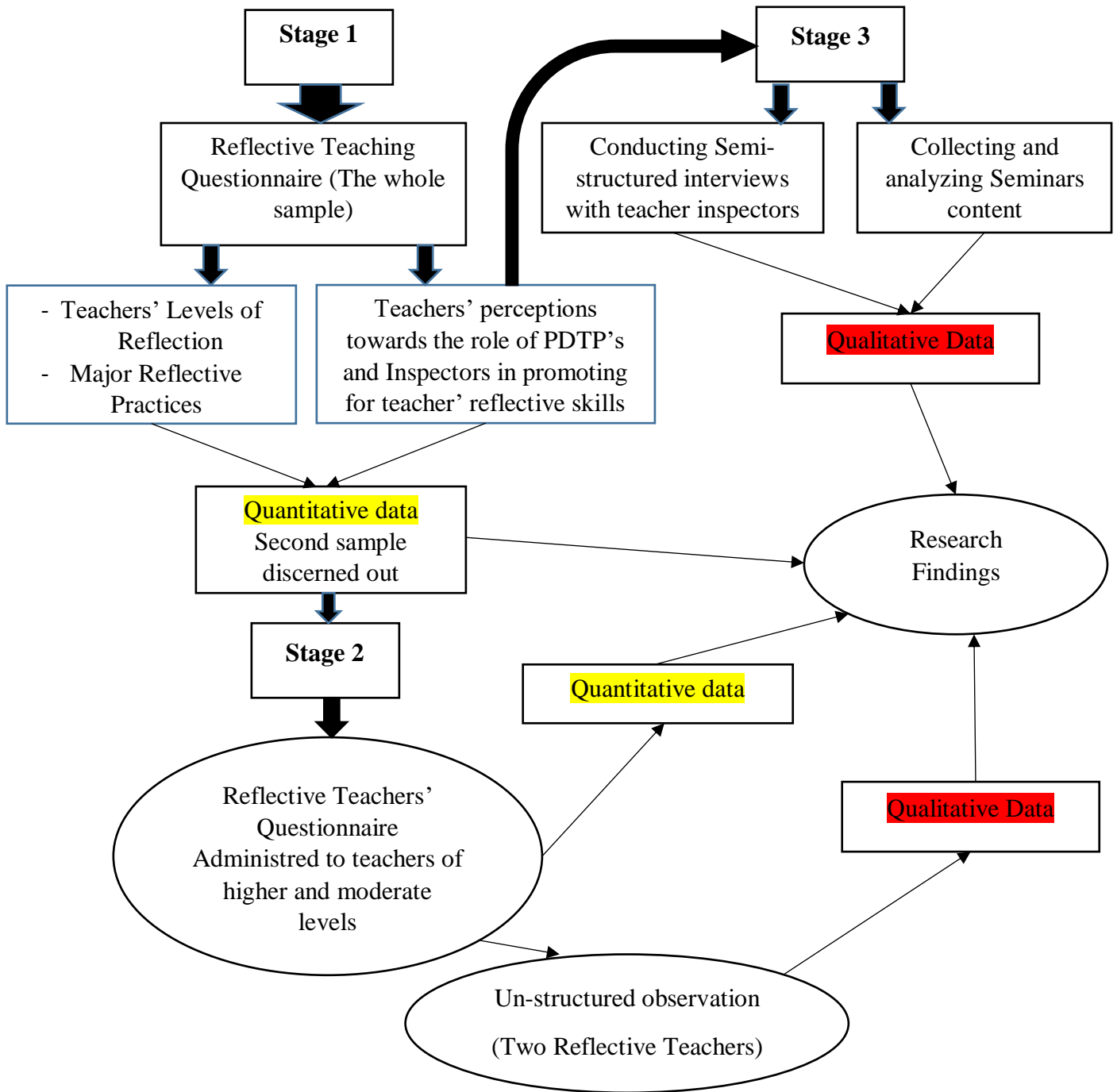
2.2. The Study Design

As elucidated in the study design below, the research adopted an explanatory sequential design. This latter is a type of Mixed-methods research approach wherein the research started

by collecting quantitative data then qualitative data. The explanatory sequential mixed methods approach is a mixed methods strategy based on strong quantitative strategies through two-part data-collecting procedure wherein quantitative data is initially gathered, results analyzed, and then utilized to design or expand upon the second qualitative phase (Creswell & Creswell, 2018). Therefore, the current research involves a three folded survey procedures. These procedures were demarcated by the use of varied methods that interweave to answer the research problem. In fact, the study starts with the administration of the first questionnaire then conduct a pilot study. The quantitative data obtained from the statistical analyses of the first questionnaire calls for the administration of the second questionnaire along with scheduling an interview and gathering documents for analysis. The quantitative data from the second questionnaire was supplemented with qualitative data from unstructured observation sessions.

The qualitative data came from three tools (semi-structured interview, unstructured observation, and document analysis), each would provide evidence and support for the data obtained from the statistical analysis of the quantitative data, to answer a particular research question. Correspondingly, interweaving the data from quantitative and qualitative tools constitutes the basis for the whole research findings. Throughout the study, the varied data gathered to answer the three research questions are combined to address the research problem comprehensively.

Figure 2.1: The research study design



2.3. Data Collection Instruments

To fulfil the research objectives and assure the results, a variety of qualitative and quantitative data collection instruments were employed. It becomes a truism in research that the use of multiple data sources assists in increasing the validity, reliability, and richness of the results, as well as the ability to address inconsistencies or contradictions in the data (Kuhn, 2023). In this study, we used four instruments that serve the research questions. Two quantitative teacher questionnaires, semi-structured interview, classroom unstructured observation, and documents analysis.

2.3.1. Reflective Teaching Questionnaire (RTQ)

This questionnaire aims at unveiling teachers' levels of reflective teaching and the major practices and assumptions endorsed by teachers in implementing the reflective approach. Besides, it seeks to reveal teachers' points of view regarding the role of PDTP's and inspectors in helping them foster a reflective teaching orientation in their classrooms.

Down to earth, the first questionnaire was obviously used as the basic source for data collected in stage one. The need for using the questionnaire at the starting stage has two purposes. First, the questionnaire is desired to help us categorize teachers according to their levels of reflective practice. Henceforth, determine the category of teachers that would participate in the second stage of the research, and particularly those who could best fit in providing responses to the already formulated research questions. Second, the use of the questionnaire aims at revealing teachers views that could be corroborated or nullified by Qualitative data (unstructured interview and documents content analysis).

2.3.2. The Impact of Reflective Teaching Questionnaire (IRTQ)

The second questionnaire was administered to a particular category of teachers that was selected based on the statistical results of the second section in questionnaire 1. It sought to unveil teachers' viewpoints, as reflective practitioners, about the impact of endorsing

reflective teaching strategies on their classroom practices and performance. Worth noting, that the impact of reflective teaching questionnaire was delivered after decoding the shifts attributed to teachers' emails and questionnaire sheets.

Actually, the two questionnaires complete each other in the fact that the first questionnaire provides raw data for the second one to proceed with new investigations. Therefore, both questionnaires are interrelated and complementary to answer the first two main questions of the research.

2.3.3. Teacher Unstructured-observation

In order to give thorough insights into the quantitative results attained from both questionnaires described earlier, the researcher organized unstructured observation sessions with two participants who were concerned with answering the second questionnaire. Observation was used as a qualitative data collection instrument mainly to support the participants' responses to the second quantitative questionnaire. It aims at providing in-depth and rich insights into participants' behaviour and practices that congruent with the premises of the reflective teaching approach. Observation constitutes the last phase in collecting data for stage two.

2.3.4. Inspector Semi-Structured Interview

After statistical analysis of data attained from the third section of the first questionnaire, the researcher opts for employing the semi-structured interview as a data collection instrument that provides evidence from another participant perspective. Unstructured interviews are usually open-ended which *'try to probe into the mind of respondent, allowing the interviewee to express his or her own thoughts rather than restricting him or her to the available response options'* (Dubey & Kothari, 2022). Therefore, the semi-structured interviews with inspectors were designed to gather in-depth insights from experienced professionals who oversee and support EFL teachers. These interviews aim to understand

the role of inspectors in promoting reflective practices and professional development among teachers. The semi-structured format allows for flexibility in questioning, enabling the interviewer to probe deeper based on the responses received, ensuring comprehensive data collection. Due to certain inconvenience, the researcher could not meet the inspectors face-to-face, so, she opts for an online interview utilizing the Google Meet application. What counts for the inspectors is that they were collaborative, easygoing, and eager to be part in a research that would develop and progress educational potentials.

2.3.5. Seminars content

To sustain both data collected from teachers and the inspectors' viewpoints regarding the third research question, the researcher attended two seminars scheduled by one of the teacher inspectors interviewed earlier. Not worthy, a seminar *'is an academic forum whose major purpose centers on a reflection or discussion of problems. It is piloted by a coordinator who has a written responsibility of putting down precise or brief summary of the views expressed by each member of the discussion panel'* (Osamwonyi, 2016). From the forgoing, among the varied strategies for in-service teachers professional and ongoing development (workshops, conferences, visits and demonstrations, staff meetings), seminars constitute the most common strategy in in-service teachers' professional development. Thereby, the researcher tend to gather the content of the PPT presentations delivered throughout two seminars scheduled by one of the participant inspectors. The aim behind employing the content of seminars as a source for the research data is to detect the presence of the reflective teaching promises in the teacher development and training programs as well as reinforcing the data collected from interviewing the teacher inspector.

2.4. Participants , Sample , and Sampling Procedures

The main targeted sample in this study is Secondary school EFL teachers working in the region of M'sila, Algeria (N=208).

For the secondary participants in this study, two teacher inspectors in M'sila were invited to take part in the research. The inspectors were sent an official invitation through their e-mails. Unfortunately, the first inspector refused to take part in the research for certain inconvenience. For the second inspector he welcomed and appreciated the idea of developing educational research. What counts for him is that he did not hesitate to agree, and provide knowledge for the sake of developing educational research and teachers' practices.

According to [Dr. Dhivyadeepa \(2015\)](#), sampling in educational research is commonly used to allow for the extensive examination of a subset rather than the entire population. He goes on to define the sample as a subset of the population from which the researcher aims to generalize the results.

In this study, to reach the intended objectives, two types of sampling were employed for EFL secondary school teachers and inspectors as the main participants. First, convenience sampling was adopted for the first sample represented in secondary school EFL teachers working in M'sila because of their accessibility and availability to the researcher.

The second sample was purposive as EFL teachers who took part in answering to the second questionnaire were selected purposively. Their selection was according to the statistical analysis of their medium or advanced levels of reflective teaching obtained from the second section in the first questionnaire. Based on [Schutt' \(2009\)](#) words, '*Purposive sampling refers to a group of non-probability sampling techniques*' (p: 173) in which participants are selected based on a specific set of qualities that the researcher wants to investigate.

2.5. The Process of Collecting Data

2.5.1. Questionnaires Construction and Administration

Actually, the questionnaires were administered and constructed based on the literature review provided in chapter two. After intensive readings and analyses of related studies, the

researcher was able to set down the appropriate items that serve the research questions and problem. The sections of the questionnaires were thoroughly selected according to the research objectives.

2.5.1.1. Reflective Teaching Questionnaire Construction (RTQ)

The questionnaire entails three sections. The first section was devoted to demographic information wherein teachers were asked to provide their personal information such as (gender, years of experience, e-mails or phone number). The aim behind asking for e-mails or phone numbers is to reconnect the participants after statistical analysis of section two in this questionnaire. The section ends with an open-ended question about EFL teachers' knowledge regarding the innovative Reflective teaching approach.

Regarding the second section of the questionnaire, it was designed as a five-item Likert scale wherein teachers were asked to demonstrate their frequency in utilizing and implementing the provided reflective practice indicators that would determine their reflective levels. The choices ranged from rarely to usually. It consists of nineteen (19) indicators for teachers' levels of reflective practice and the different reflective strategies embraced by EFL teachers. The (19) indicators were categorized according to [Van Manen \(1977\)](#) categorization of reflective teaching levels discussed earlier in reviewing related literature. From one (1) to seven (7) items, were indicators and practices complying with the surface technical level of reflection. Items from eight (8) to fourteen (14) indicate the second level of reflection referred to as practical (pedagogical) level. The last five (5) items were concerned with the highest-level of reflection labelled critical reflection.

The third section in this questionnaire is designed based on four-item Likert scale wherein teachers exhibit their perceptions revealing their personal stances using a scale ranged from agree- strongly agree to disagree -strongly disagree. This section entails eleven (11) items that investigate EFL teachers' viewpoints regarding the role of PDTPs and teacher

inspectors in helping EFL teachers embrace reflective practice in their classrooms along line with boosting their reflective skills.

2.5.1.2. Pilot Study of the (RTQ)

Actually, it is mandatory to carry out pilot study to determine the feasibility, clarity, and usability of the research tools. Pilot studies enable to address issues that needs revision or modification before indicate that a problem needs refinement or modification before deciding on its validity (Chandra & Sharma, 2004).

Accordingly, the questionnaire was piloted by distributing it to EFL teachers working in secondary schools in the districts of Hammam Dalaa, Tarmount, and Wanougha. Thirty (30) questionnaires sheets retrieved and then presented to statistical analyses to calculate the reliability and validity using Cronbach Alpha and Pearson correlation measures. Based on the obtained results, the questionnaire approved valid and reliable (Statistical illustrations are provided in RTQ Piloting Data in Chapter four)

2.5.1.3. Reflective Teaching Questionnaire (RTQ) Administration

As an initial stage, the researcher strived to obtain official information regarding the number of EFL teachers, number of secondary schools and their geographic locations that was provided by the Academy of Education in M'sila. This latter refused to provide such information unless the researcher exhibits an official application sealed by her affiliation institution. After obtaining all necessary information, the researcher grouped the questionnaire sheets under the name of each secondary school and the number of EFL teachers preparing for a pilot study.

Before piloting the questionnaires, and In order to ensure the validity of the two questionnaires, they were sent via e-mail to my supervisor Professor Leila Kara-Mustefa Boussena, Doctor Hamoudi Boubakar and Doctor Saoud Amar from Chlef University, Msila University, and El Oued University, Respectively. They reviewed, consulted, and

demonstrated their views on the questionnaire items and their congruency with the research objectives. Their recommendations and pieces of advice were taken into consideration from the side of the researcher and applied some refinements and adjustments to the questionnaires construction accordingly.

Fortunately, the distribution of the questionnaire coincide with the arrangement of a seminar that gathers teachers from 24 secondary schools. The researcher asked for inspector consent to distribute the questionnaire, henceforth, quarter an hour was devoted to answer the questionnaire and retrieve the handouts immediately. Regarding the other secondary schools that were not concerned with the seminar arrangement, the researcher, as an EFL secondary school teacher, relied on her colleagues to deliver the questionnaire.

The questionnaire targeted to the whole number of EFL teachers in Msila (N=208) (see appendix D) with the exclusion of (30) teachers participated in the pilot study, the number becomes (178). Over the (178) distributed sheets, (160) sheets were retrieved as some teachers did not answer the questionnaire, some were in a maternal leave, and others were in sick leave. Among the (160) sheets, ten (10) sheets were excludes in a process of clearing up data. Three (3) sheets were blank, three (3) contain half answers, and four (4) were rained sheets (one item crossed more than one time). Indeed, the total number for the valued sheets is then (150) that were eventually set towards statistical analyses.

2.5.1.4. Attributing codes and decoding process

To assist the process of determining the second sample of the research, the gathered questionnaire sheets were encrypted with numbers and assigned to instructors' e-mail addresses or phone numbers. The data from the sheets was then entered into Microsoft Excel and analyzed statistically using SPSS. This latter calculates the means and standard deviations of each item in the questionnaire, as well as the cumulative mean for the items that represent each reflective level. This technique enables for the selection of sheets'

numbers that score higher means in the second and third levels of reflection, as elaborated in items (8) to (19).

Once the required sheet numbers have been figured out, the decoding process launched through determining the desired sheets and assigning email addresses or phone numbers to each sheet number. Ultimately, the second sample size was selected, then the piloting and administration of the second questionnaire was launched.

2.5.1.5. The Impact of Reflective Teaching Questionnaire (IRTQ) Construction

This questionnaire was constructed simultaneously with the first one but delivered in different times. This questionnaire entails one section targeting a purposive sample of EFL teachers that demonstrate practical or critical reflective levels based on statistical analysis. It adopts a four-item likert scale giving teachers four stances to elucidate their degree of agreeability and disagreeability regarding the discussed issue. The questionnaire consists of Eight (8) items that investigate EFL teachers' views regarding the impact and the benefits of embracing reflective practice on their classroom practices and performance.

2.5.1.6. Pilot Study of the (IRTQ)

The statistical analyses of the first questionnaire disclosed that over (150) EFL teachers participated in responding to the questionnaire, (70) who teachers demonstrate higher or medium practical and critical level of reflection were chosen to be the sample for the reflective teacher questionnaire. Hereafter, a pilot study launched to reveal the reliability and validity of the second questionnaire. Ten (10) teachers selected randomly were reconnected via their corresponding e-mail accounts to participate in piloting the questionnaire. Again, using the statistical package for social sciences (SPSS), the internal consistency and means of the questionnaire items were calculated to determine its reliability and validity. Cronbach Alpha is the most common statistical method to determine the internal consistency and

means in a questionnaire, henceforth, Cronbach Alpha of the desired questionnaire was calculated and scored a high reliability to the questionnaire.(Statistical illustrations are provided in Piloting (IRTQ) Data section in chapter four).

Once the questionnaire was validated statistically, it was sent to the rest number of teachers. Actually. Not all teachers reconnected responded to the questionnaire, over (70) corresponded teachers, (50) teachers' responses could be gathered, excluding the ten (10) who participated in the pilot study.

2.5.1.7. The Impact of Reflective Teaching Questionnaire (IRTQ)

Administration

This questionnaire was delivered via teachers' e-mails after a decoding process of statistical analyses of the questionnaire sheets and sorting out the teachers who would represent the second sample as reflective practitioners. Their responses revealed higher percentages in the frequency of practical and critical reflective levels indicators. The researcher first connected the teachers either via e-mail or phone number to inform them with their levels and requested for a second questionnaire completion. Most of the selected teachers demonstrate a willingness and consent to fill in the questionnaire and take part in the second stage of the research

2.5.2. Teacher Unstructured- observation Process

After obtaining the results of the impact of reflective teaching questionnaire (IRTQ), two of the respondent teachers were reconnected through their e-mail accounts for the arrangement of unstructured observation sessions. The two teachers did not hesitate to show their consent to be subject for observation. The selected teachers were easy to reach and work in the researcher's neighborhood secondary schools. Each of the teachers was observed for two days for four sessions with different levels and streams.

The researcher attended the lessons and sticks around the teachers for the two days of teaching. A set of notes were jot down regarding teachers' classroom performance, variety in teaching techniques, classroom management, student control, language proficiency, journals, tendency towards collaboration, seeking peer feedback, documented and arranged peer-observation sessions. The fact that each teacher was observed for two successive days made it impossible to observe two teachers in one week for two reasons: first, it was an exhausting task for the researcher: second, teachers' teaching timetables did not permit for two days successively. Accordingly, the process of observing the two teachers took two weeks, two days in each week.

2.5.3. Inspector Semi-structured interview process

After sending inspectors an official invitation for conducting the interview, a set of questions were drafted assuming further discussion during the conversation. As soon as the researcher received the inspectors' acceptance to the invitation and their consent to take part in the research, the researcher had created Google meet links and sent them to inspectors to schedule interviews. Discussions that last for more than 20 minutes were finely recorded. The interview entangled a set of open-ended questions that center around the importance and the implementation of the reflective approach in teacher professional development programs that would help create reflective practitioners.

2.5.4. Seminars Content Collection Process

As an EFL secondary school teacher, I was invited to participate in the seminars arranged by the inspector in charge of supervising our district. The seminars took place during the school year 2023/2024, one in the first semester at the beginning of the year and the other in the last semester at the end of the school year. The researcher acted as an observer jotting down notes on what is going on in the seminar regarding inspector and teacher interaction, behaviors, activities, and inspector role. At the end of the seminar, the researcher

asked the inspector to provide her with the power point presentation document that entails the content delivered during the seminar.

2.6. Ethical Considerations

Participants will not suffer any damage as a result of their participation in this study. The participants, secondary school EFL instructors, and teacher inspectors in the wilaya of M'sila will all provide their complete approval before the study begins. Furthermore, the researcher's privacy and respondents' anonymity would be protected. Respondents' voluntary participation will be viewed as extremely significant.

The data will be handled with a sufficient level of confidentiality. Misleading information and biased presentation of main data findings shall be avoided. However, maintaining the greatest degree of objectivity in debates and analyses throughout the research will be taken into account. Furthermore, affiliations of any kind, sources of data, and potential conflicts of interest will be declared. Finally, any communication on this exploratory research would be honest and transparent.

2.7. Data Analysis Procedures

2.7.1. Analysis Procedures of Quantitative Data

The data obtained from both questionnaires employed in the research were analysed using the **SPSS** (Statistical Package for Social Sciences) program for detailed statistical analyses. The program was used as the main data analysis tool for two reasons. Firstly, the program allows for obtaining graphical and tabular output options that help to provide clear and effective presentation of the research findings. Secondly, the program facilitates the process of discerning out the second sample from the whole research population. The process of employing the SPSS to obtain statistical results is thoroughly discussed in statistical procedures item.

2.7.2. Analysis Procedures of Qualitative Data

Qualitative data obtained from reflective teaching open-ended question, interviewing, observation and seminars (PPT) lectures and documents were manually analysed wherein the researcher relied on qualitative interpretations and understandings of the data patterns.

2.7.2.1. Reflective teaching knowledge open-ended question Analysis

Procedures

This question is set as part of teacher personal information, it aims at measuring and determining teachers' knowledge about reflective teaching. The open-ended nature of this question tended to give teachers space to express themselves, thoughts and perspectives regarding reflective teaching. Therefore, the content of teachers definitions to reflective teaching were analysed using thematic analysis procedures. Thereby, teachers' responses were coded through highlighting common key words then categorized into themes that demonstrate teachers' perspectives about the nature of reflective teaching.

2.7.2.2. Un-structured Observation analysis procedures

The data obtained from observing teachers in their classrooms and school environment were analyzed to sustain quantitative results that answer the second research question. The analysis of observable data enables the researcher to establish the extent to which teachers' responses to the RTQ congruent with their actual settings performance and corroborate the effectiveness of reflective teaching on teachers' classroom practices. The analyses process was based on teacher observation and evaluation criteria developed by (Ali Sadia, 2007) in his research paper entitled '*Reflective Teacher Observation Model for In-service Teacher Trainees*'. According to these criteria, the researcher' notes about the observed teachers' reflective practice were evaluated through associating scores to each indicator for the targeted teaching aspects. The overall grade of both teachers was the sum of their sub-grades attained from the existence of teaching aspects indicators in their classroom performance and school environment attitudes. To ensure the reliability of the scoring process, the

researcher sought assistance from teacher inspectors as professionals who were more familiar with grading teachers' performance.

2.7.2.3. Inspector Semi-structured Interview Analysis Procedures

Data obtained from the interview was analyzed to answer the third research question in which it sought the inspectors' perceptions and views regarding fostering and implementing reflective practice in teaching and teacher professional development programs. As an initial phase, the recorded discussions were transcribed manually, and then subjected to thorough analysis of the content in an endeavor to determine and draw out conclusions based on information provided by inspectors. In the second phase, inspectors' responses were categorized through coding common ideas between them.

2.7.2.4. Seminars Content Analysis Procedures

Qualitative Content Analysis method was employed to analyze the content of seminars (PPT) lectures and attached documents. Content analysis is used to analyze data from recorded communication artifacts. The analysis of the (PPT) lectures and the teacher documents aims to identify some reflective teaching patterns in their content. Admittedly, their content reviewed and thoroughly analysed in a desire to answer the following question:

1. Are reflective teaching promises present in the content of power point presentation lectures and assisted documents, delivered in seminars?
2. Does the content promote for teacher reflective skills as communication, collaboration, critical thinking, problem solving, observation, and peer feedback?

2.8. Statistical Procedures

The survey data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 26. The following statistical tools were employed:

- **Percentages and Frequencies:** To understand the personal characteristics of the sample and their responses to the survey statements.
- **Arithmetic Mean:** To identify the trends of the study sample towards each statement or dimension.
- **Standard Deviation:** To understand the extent to which the responses of the study sample to each statement deviate from the mean.
- **Pearson Correlation Coefficient:** To determine the degree of correlation of each survey item with the total score of the dimension or axis it belongs to, and to understand the correlation between the axes and dimensions of the survey.
- **Cornbrash's Alpha Test:** To determine the reliability of the survey items.

Conclusion

This chapter tried to provide a succinct visualization of the methodology adhered in the present study. Certain methodological tools and procedures were required to answer and verify the present research questions and seek the corroboration of the predetermined research objectives. Admittedly, each of the employed tools, participants, analyses procedures, design, and statistical procedures were comprehensively described and meticulously explained. The coming chapter displays the findings of this chapter.

CHAPTER THREE

PRESENTATION AND INTERPRETATION OF RESULTS

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Introduction

This chapter presents the data obtained from all stages of the study. It includes the results of the experimental studies and the data collected through various tools, the Teacher Reflective Practice Survey the Reflective Teacher Questionnaire, inspector semi-structured online interview, teacher observation, and seminar content. The analysis includes reliability and validity tests of the tools and presents the results according to the research methodology outlined in the previous chapter. The aim is to present the findings, draw conclusions, and make inferences, with a detailed discussion of the results to follow in the subsequent chapter.

3.1. Pilot Study of the Research Questionnaires

In fact, the use of statistical packages in educational research facilitates the process of determining the reliability and validity of the research tools through providing significant statistical measures and coefficients. Reliability and validity are two aspects of rigorous and worthy research tools; therefore, researchers heavily focus on quantifying the measurability of their tools prior to the launching of the research. Validity refers to the extent to which the utilized tool measures what it purports to measure whereas reliability is defined as the extent to which a research instrument produces the same results in repeated trials (Bhattacharyya, S & al, 2017).

3.1.1. Piloting (RTQ)

The research Questionnaires developed for this study underwent reliability and validity tests using various methods. The initial version of the Reflective Teaching Teacher questionnaire were tested on a group of 30 English language teachers. The responses from this pilot sample were used to analyze reliability and validity as presented below.

3.1.1.1. Reliability of the (RTQ)

Reliability analysis of the Reflective Teaching Questionnaire was conducted by analyzing the pilot sample's responses to the initial versions of the surveys. Cronbach's Alpha coefficient was calculated for all scales and sections. Cronbach's Alpha is used to estimate the stability of the study. Stability refers to the accuracy of the results and their degree of agreement if the study is repeated at another time by another researcher, reflecting the generalizability of the results.

- A value less than 0.6 indicates weak reliability, necessitating a review of the survey's construction.
- A value between 0.6 and 0.7 indicates acceptable reliability.
- A value between 0.7 and 0.8 indicates good reliability.

- A value exceeding 0.8 indicates excellent reliability.

Cronbach's Alpha coefficient was calculated using SPSS 26, and the results are shown in **Table 3.1** below:

Table 3.1: Cronbach's Alpha values for RTQ items

Dimensions	Number of Items	Cronbach's Alpha Coefficient
Section1 : Teachers as Reflective Practitioners	19	0.620
Section2: Professional development training programs to promote teacher reflective skills.	11	0.734
Reflective Teaching Teacher Questionnaire	30	0.687

According to information demonstrated in table **3.1** above, we observe that:

- The reliability coefficient for all items of the "Teachers as Reflective Practitioners" section is 0.620, indicating acceptable reliability.
- The reliability coefficient for all items of the "Professional development training programs to promote teacher reflective skills." section is 0.734, indicating good reliability.
- The reliability coefficient for all items of the "Reflective Teaching Teacher Questionnaire" was 0.687, indicating acceptable reliability and can be relied upon for field application of the study.

3.1.1.2. Validity of the (RTQ)

➤ The internal consistency validity for the "Teachers as Reflective Practitioners' section.

The internal consistency validity for the "Teachers as Reflective Practitioners" dimension was measured using the Pearson Correlation Coefficient for each item with the total score of the dimension or axis it belongs to.

Table 3.2: The correlation between the technical level items and the total section score

Items	Correlation Coefficient	Significance Level (Sig)	Decision
1. I teach according to preset and pre-determined curriculum objectives and strategies.	0.421	0.014	Significant at 0.05
2. I am willing to take everything related to teaching (content, strategies, curriculum objectives.....etc.) as granted without questioning.	0.534	0.002	Significant at 0.01
3. I support my teaching beliefs and experiences with evidence from theory or research.	0.552	0.002	Significant at 0.01
4. As a teacher, I am reoccupied with classroom , management, control, and student compliance	0.445	0.011	Significant at 0.05
5. I find it difficult to set a relationship between my teaching strategies and student actions.	0.418	0.021	Significant at 0.05
6. I describe teaching problems simplistically without further exploration or attempts to solve it.	0.767	0.000	Significant at 0.01
7. I give no importance to alternative teaching strategies, just operating in routinized mode.	0.574	0.001	Significant at 0.01

It's salient from the table that the Pearson correlation coefficient values for all items of the Technical Level dimension are positive and statistically significant, ranging between 0.418 and 0.767. Thus, all items are moderately to strongly correlate with the total score of the dimension, indicating they are valid and can be relied upon in our study.

Table 3.3: Correlation between the practical level items and the total section score

Items	Correlation Coefficient	Significance Level (Sig)	Decision
8. I keep journals, accounts, and videos of my teaching for reviewing and analytical purposes seeking improvement and change.	0.411	0.024	Significant at 0.05
9. I engage in constructive criticism of my own teaching for self-assessment and efficacy purposes.	0.476	0.008	Significant at 0.01
10. I exchange my teaching experiences and discuss it with peers and mentors for	0.473	0.008	Significant at 0.01

mentorship, advice, and feedback (virtual or face-to-face).			
11. I invite my peers to observe my teaching and observe their practice to learn about efficient classroom practices.	0.678	0.000	Significant at 0.01
12. I adjust my methods and strategies taking into consideration the complexity of classroom dynamics and its openness to further investigation.	0.537	0.002	Significant at 0.01
13. I participate in collaborative groups (virtual or face-to-face) discussing, reflecting, sharing teaching experiences, and seeking effective teaching practices.	0.394	0.031	Significant at 0.05
14. I acknowledge students perspectives through seeking their feedback on my teaching strategies	0.434	0.017	Significant at 0.05

Obviously, the numerical indicators of the Pearson correlation coefficient values for all items of the Practical Level dimension are positive and statistically significant, ranging between 0.394 and 0.678. Thus, all items are moderately correlated with the total score of the dimension, indicating they are valid and can be relied upon in our study.

Table 3.4: Correlation between the critical level items and the total section score

Items	Correlation Coefficient	Significance Level (Sig)	Decision
15. As a teacher, I think of outside social and political events that can influence my teaching inside the class.	0.592	0.001	Significant at 0.01
16. I do not see teaching as an isolated practice but as related to broader social, cultural, political, and historical contexts.	0.663	0.000	Significant at 0.01
17. I am aware that teaching beliefs and actions are not congruent and take actions to rectify it.	0.463	0.010	Significant at 0.01
18. I am eager to criticize current teaching practices and generating new hypotheses from my teaching experiences.	0.764	0.000	Significant at 0.01
19. I can challenge general teaching assumptions by calling it into question relying on my own teaching beliefs and theories.	0.688	0.000	Significant at 0.01

Regarding the indicators of the critical reflective level, the Pearson correlation coefficient values for all items are positive and statistically significant at the 0.01 level, ranging between 0.463 and 0.764. Thus, all items are moderately to strongly correlate with the total score of the dimension, indicating they are valid and can be relied upon in our study. Therefore, all dimensions of the Teachers as Reflective Practitioners axis are valid and internally consistent, and can be relied upon in our study.

➤ **Internal Consistency Validity of the ‘Professional Training Programs to Enhance Reflective Skills of Teachers’ section.**

Table 3.5: Correlation between items of the PDTP’s to enhance teachers reflective skills section and the total section score

Items	Correlation Coefficient	Significance Level (Sig)	Decision
1. Professional development programs give more emphasis to the transmission of theoretical knowledge about teaching methods neglecting how it should be practiced in real-world classrooms.	0.384	0.035	Significant at 0.05
2. PDTPs provide teachers with necessary skills to be more reflective practitioners than technical transmitters of knowledge.	0.398	0.033	Significant at 0.05
3. PDTPs devoted to EFL teachers have a significant impact on improving teacher classroom practices.	0.566	0.001	Significant at 0.01
4. PDTPs focus on developing teacher self-reflection through observing, describing and assessing personal experiences as a start for future improvement.	0.487	0.006	Significant at 0.01
5. Inspectors focus on teacher ongoing development through continuous accompaniment (regularly arrange seminars, workshops, field-visits.....etc.), and needs analyses.	0.435	0.016	Significant at 0.05
6. Inspectors have a cooperative role rather than being judgmental on teacher performance.	0.567	0.001	Significant at 0.01
7. Inspector field visits focus mainly on developing teacher cognitive creativity	0.455	0.012	Significant at 0.05

rather than on the employment of predetermined specific teaching strategies.			
8. PDTPs (seminar content, workshops, field-visits,....etc.) help teachers to be critical thinkers, creative producers of knowledge, decision makers , problem solvers and active agents in reflective inquiry (research)	0.662	0.000	Significant at 0.01
9. Inspectors work on keeping teachers informed about the updates in teaching methods, new strategies, and educational research.	0.839	0.000	Significant at 0.01
10. Inspectors promote for collaborative teaching through supporting learning teaching communities and be part of it.	0.750	0.000	Significant at 0.01
11. Inspectors give a high value and appraise teacher personal beliefs, assumptions, and theories about teaching practice.	0.653	0.000	Significant at 0.01

Based on the numerical indicators on table **3.5**, the Pearson correlation coefficient values for all items of the Professional Training Programs to Enhance Reflective Skills of Teachers axis are positive and statistically significant, ranging between 0.384 and 0.839. Thus, all items are moderately to strongly correlate with the total score of the axis, indicating they are valid and can be relied upon in our study.

3.1.2. Piloting the (IRTQ)

After getting the second sample from the analysis of the (RTQ), that represents teachers with practical and critical level of reflective practice, ten (10) teachers where reconnected through their e-mail accounts for a pilot study for the second Questionnaire.

3.1.2.1. Reliability of the (IRTQ)

The reliability of the Impact of Reflective Teaching Questionnaire was evaluated using the Cronbach's Alpha coefficient. The results are summarized below:

Table 3.6: Cronbach's Alpha for the Impact of reflective teaching Questionnaire

Dimension	Number of Items	Cronbach's Alpha
------------------	------------------------	-------------------------

Reflective Teachers' Scale	7	0.720
----------------------------	---	-------

The Cronbach's Alpha coefficient of 0.720 indicates a good level of reliability, suggesting that the questionnaire is consistent and reliable for practical use in the study.

3.1.2.2. Validity of the (IRTQ)

The internal consistency validity of the dimension assessing the impact of adopting reflective teaching strategies on teachers' classroom practices and performance was evaluated by examining the correlation between each item and the overall score of the dimension:

Table 3.7: Correlation between items and overall score for IRTQ

Items	Correlation Coefficient	Significance Level (Sig)	Decision
1. Reflective teaching helps me to determine what works well/bad leading me to think of refining instructional strategies for best classroom practice.	0.588	0.00	Significant at 0.01
2. Being a reflective teacher helps to assess and adapt my classroom teaching strategies.	0.505	0.000	Significant at 0.01
3. Reflecting on my teaching practice supports my professional development and continuous learning.	0.665	0.000	Significant at 0.01
4. Reflective teaching helps me perceive coherence between theory and practice through personal exploration of the exigencies of teaching in real classroom worlds.	0.598	0.000	Significant at 0.01
5. Reflective teaching has a significant positive effect on my teaching practices.	0.655	0.000	Significant at 0.01
6. Through reflection I could subvert the routinized teaching practices.	0.596	0.000	Significant at 0.01
7. Reflecting on my practice helps to value my teaching experiences by setting them as a starting point for change and refinement.	0.663	0.000	Significant at 0.01

The Pearson correlation coefficients for each item are positive and statistically significant at the 0.01 level, indicating that all items are moderately to strongly correlate with

the overall score of the dimension. This demonstrates the validity of the items for assessing the impact of reflective teaching strategies.

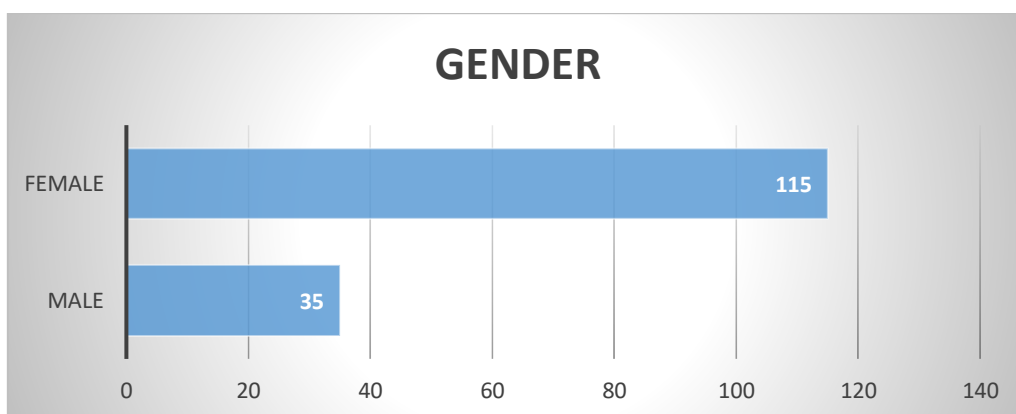
3.2. Presentation and Interpretation of the (RTQ) Findings

The main study was conducted on a sample of 150 secondary school teachers working in M'sila province, selected conveniently.

3.2.1. Demographic results

This part in the questionnaire is designed to seek teachers' personal information regarding their gender and years of teaching experience as a secondary school EFL teacher. Tables 3.8, 3.9, and graphs 3.1, 3.2 display the obtained data.

3.2.1.1. Gender Variable



Graph 3.1: The distribution of teachers according to the gender

Table 3.8: Characteristics of participants by Gender

Gender Variable	Frequency	Percentage
Male	35	23.3%
Female	115	76.7%
Total	150	100.0%

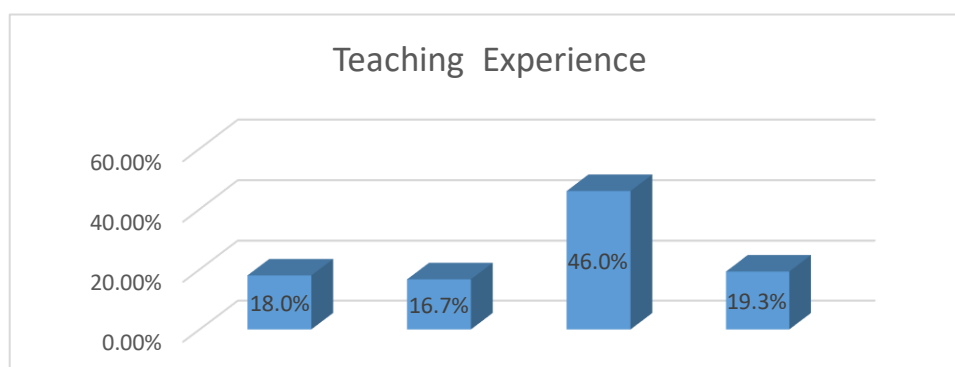
From the results demonstrated in both table 4.8 and figure 4.1 above, we observe that the sample consists of 150 secondary school teachers working in the M'sila province, with the majority being female at 76.7%, followed by males at 23.3%. This disparity can be

interpreted as a larger tendency for females to work in the teaching profession compared to males, or it could be due to social or cultural preferences leading women to choose this field more than men.

3.2.1.2. Teaching Experience variable

Table 3.9: Characteristics of participants by Teaching Experience

Professional Experience Variable	Frequency	Percentage
Less than 5 years	27	18.0%
5-10 years	25	16.7%
10-20 years	69	46.0%
More than 20 years	29	19.3%
Total	150	100.0%



Graph 3.2: The distribution of teachers according Teaching experience

Based on the results displayed on both table and figure, we notice that the highest percentage of high school teachers working in the state of M'sila have professional experience ranging from 10 to 20 years, accounting for 46.0%. This reflects extensive and cumulative experience in the field of education, which may indicate job stability and a desire to continue in the profession for extended periods.

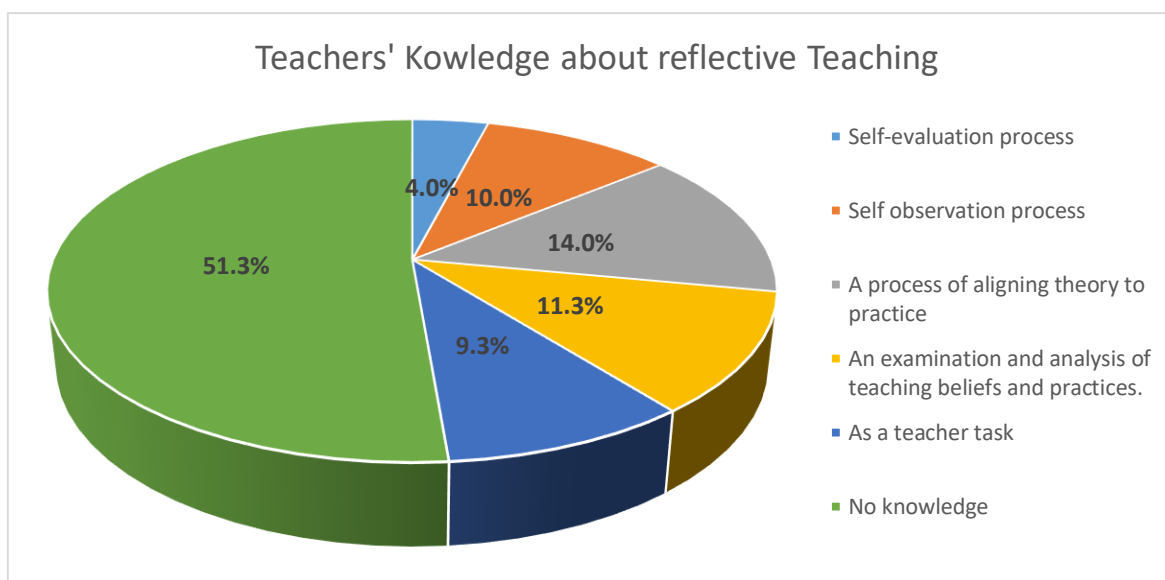
Following this, the category with more than 20 years of teaching experience constitutes 19.3%. This suggests the presence of highly experienced teachers capable of providing high-quality education based on many years of experience. The category with less than 5 years of teaching experience accounts for 18.0%. This indicates the entry of a new generation of

teachers into the field, which is a sign of renewal and modernization in the teaching staff. Finally, the category with teaching experience ranging from 5 to 10 years represents 16.7%. This indicates a transitional period between new teachers and those with extensive experience, where this category begins to establish its position and acquire more skills and experience.

Overall, this distribution reflects a balance between different levels of experience in the teaching staff, which can contribute to the exchange of experiences among teachers and enhance the quality of education in high schools in the wilaya of M'sila.

3.2.2. Findings Regarding EFL Teachers Reflective Teaching Knowledge

The third item in teacher personal information serves the purpose of determining teachers' knowledge about reflection as innovative teaching method. After a detailed analysis of teachers' responses to this question, six (6) common themes were drawn out according to their frequency in teachers' responses. The pie chart below displayed the obtained themes, their frequencies and percentages.



Graph 3.3: Teachers knowledge about reflective teaching

Based on the Graph **3.3**. The majority of teachers surveyed (51.3%) reported having no knowledge about reflective teaching. This indicates a significant gap in awareness or understanding of reflective teaching practices among the teachers. A notable portion (14%) of teachers understand reflective teaching as a process of aligning theory with practice. This shows that some teachers see reflective teaching as a means to connect educational theories with real classroom practices. About (11.3%) of teachers consider reflective teaching as a self-observation process, indicating that some teachers recognize it as a method for self-assessment and personal professional development. A small proportion (10%) of teachers view reflective teaching as a process of examination and analysis of their teaching beliefs and practices, showing awareness of the need for critical reflection on their own methods and ideologies. A fewer number (9.3%) of teachers consider reflective teaching as a specific task for teachers, possibly indicating that they see it as an additional responsibility rather than an integral part of their teaching practice. The minor group of teachers (4%) associates reflective teaching with self-evaluation, suggesting that only a few teachers see it as a systematic way to assess their own effectiveness in teaching.

Accordingly, the aforementioned findings unveil three areas in teachers' knowledge about reflective teaching. Firstly, a knowledge gap about the term, the fact that more than half of the teachers have no knowledge about reflective teaching highlights a significant area for professional development. Secondly, varied Understandings of the term , among those who do have knowledge, there is a diverse understanding of what reflective teaching entails, ranging from self-evaluation to aligning theory with practice. Thirdly, professional development needs, the data suggest a need for increased training and resources to help teachers understand the term so as to effectively incorporate it in their daily teaching practices.

3.2.3. EFL teachers as reflective practitioners

In order to measure the degree of response from the study sample members regarding the questionnaire items, the five-point Likert scale was used as shown in the following (table 3.10):

Table 3.10: Distribution table of the Five-Point Likert Scale

Degree of Agreement	Usually	Often	Sometimes	Rarely	Never
Weight	5	4	3	2	1

The range of the weighted arithmetic mean was determined by calculating the difference between the highest and lowest scores on the five-point Likert scale ($5-1=4$), then dividing it by 5 to get the length of the cell ($4/5=0.8$). This value was then added to the lowest value on the scale, which is 1, to determine the minimum value for this cell. Thus, the length and degree of the cells became as follows:

Table 3.11: Categories of the Likert Scale and their significance

Level of frequency	Range of Arithmetic Mean	Response
Very Low	1 to 1.79	Never
Low	1.80 to 2.59	Rarely
Moderate	2.60 to 3.39	Sometimes
High	3.40 to 4.19	Often
Very High	4.20 to 5	Usually

3.2.3.1. EFL Teachers levels of reflective practice.

This section is designed to determine the levels of EFL teachers' reflective practice based on Van Manen (1977) classification of reflective levels: Technical, Practical, and Critical.

3.2.3.1.1. Technical level

Items from 1 to 7 were set to probe teachers' perceptions towards the frequency of implementing technical indicators in their classroom performance settings. Table 3.12 illustrates EFL teachers' responses to the Technical Level indicators.

Table 4.12: EFL teachers' responses to the technical level indicators

Item No.	Frequency	Never	Rarely	Sometimes	Often	Usually	Arithmetic Mean	Standard Deviation	Level of Frequency
1	Count	3	13	36	50	48	3.84	1.034	High
	%	2.0	8.7	24.0	33.3	32.0			
2	Count	27	31	23	34	35	3.12	1.443	Moderate
	%	18.0	20.7	15.3	22.7	23.3			
3	Count	2	13	44	42	49	3.82	1.03	High
	%	1.3	8.7	29.3	28.0	32.7			
4	Count	7	16	28	51	48	3.78	1.146	High
	%	4.7	10.7	18.7	34.0	32.0			
5	Count	19	40	49	28	14	2.85	1.149	Moderate
	%	12.7	26.7	32.7	18.7	9.3			
6	Count	32	45	32	28	13	2.63	1.250	Moderate
	%	21.3	30.0	21.3	18.7	8.7			
7	Count	50	39	25	27	9	2.37	1.277	Low
	%	33.3	26.0	16.7	18.0	6.0			
Technical Level							3.20	0.716	Moderate

The findings presented in table 3.12 indicated a moderate level of frequency among EFL teachers regarding the practicality of the technical level indicators with a general arithmetic mean of $M=3.20$ and a standard deviation of $SD= 0.716$. Noticeably, a big proportion of teachers reported high frequencies in teaching according to predetermined curriculum objectives, reliance on theoretical teaching knowledge, and being fully swamped with classroom management and student control. These ideas are represented in items (1, 3, 4) with high average mean values of $M= 3, 84$, $M= 3, 83$, $M= 3, 87$, respectively. In addition, a considerable proportion of EFL teachers demonstrated moderate levels of frequency regarding their willingness to take everything related to teaching as guaranteed and

unquestionable, difficulty in setting relations between teaching strategies and student actions, and their simplistic description of teaching problems without a desire for exploration. These ideas were represented in items (2, 5.6) with moderate average Mean values of M= 3, 12, M= 2, 85, M= 2, 63, respectively. As for Item 7, EFL teachers show low frequencies (with M= 2, 37) in giving no importance to alternative teaching strategies and operating in a routinized mode. Eventually, these numerical findings indicated that to a certain extent, the promises of technical rationality are still present in EFL teachers' daily classroom practices.

3.2.3.1.2. Practical Level

Regarding the practical level of reflection, items from 8 to 14 were employed to indicate frequencies of incorporating practical reflection activities in teachers' daily classroom performances and school environment attitudes. Table 4.13 displays the findings.

Table 3.13: EFL teachers' responses to the practical level indicators

Item No.	Frequency	Never	Rarely	Sometimes	Often	Usually	Arithmetic Mean	Standard Deviation	Degree of Agreement	
8	Count	13	24	47	54	16	3.18	1.076	Moderate	6
	%	8.7	16.0	31.3	36.0	8.0				
9	Count	9	36	38	45	22	3.23	1.149	Moderate	4
	%	6.0	24.0	25.3	30.0	14.7				
10	Count	13	34	35	46	22	3.20	1.198	Moderate	5
	%	8.7	22.7	23.3	30.7	14.7				
11	Count	14	36	49	41	10	2.98	1.077	Moderate	7
	%	9.3	24.0	32.7	27.3	6.7				
12	Count	10	21	32	64	23	3.46	1.115	High	2
	%	6.7	14.0	21.3	42.7	15.3				
13	Count	6	20	47	43	34	3.52	1.103	High	1
	%	4.0	13.3	31.3	28.7	22.7				
14	Count	8	33	43	43	23	3.26	1.127	High	3
	%	5.3	22.0	28.7	28.7	15.3				
Practical Level							3.26	0.705	Moderate	

According to the findings displayed in table 3.13, EFL teachers revealed moderate level of frequency concerning the practicality of the practical level indicators in their classroom performances and school environment attitudes represented in a general arithmetic mean $M= 3,26$ and standard deviation of $SD= 0, 705$. Their responses ranged between moderate levels of frequency for the applicability of items (8, 9, 10, and 11) and high level of frequency for items (12, 13, and 14). Remarkably, EFL teachers exhibit average levels of frequency in keeping journals, accounts, and videos of their teaching practices for analytical purposes, self-assessment, mentorship, and peer-feedback with relatively moderate means of $M= 3,18$, $M= 3,23$, $M= 3,20$, and $M= 2,98$, respectively. On the other side, EFL teachers' insights portrays high levels of frequency regarding the openness and dynamicity of the teaching process, collaboration, and student feedback with rather higher arithmetic values of $M= 3, 46$, $M= 3, 52$, and $M= 3, 26$, respectively. Admittedly, these data demonstrated that EFL teachers acquire an acceptable level as reflective practitioners.

3.2.3.1.2.1. EFL Teachers most Frequent Practical Reflective Practices

In addition to the findings on the practical level of EFL teachers, their most frequent reflective practices and attitudes were explored. Table 3.13 displays the order of the questionnaire items for the practical level from the highest to the lowest mean. According to EFL teachers' insights, (Item 13) using collaborative groups (virtual or face to face) to share experiences and elaborate effective teaching strategies is the most frequent reflective practice with highest mean value ($M=3, 52$) . The second rank goes for (Item 12) adjusting teaching methods and recognizing the dynamicity of classrooms with a mean value of ($M=3, 46$). (Item 14) the acknowledgement of student feedback is ranked as the third frequent reflective practice with mean value ($M= 3, 26$). The next ranked reflective practice referred to (Item 9) the utility of self-assessment and criticism for personal professional development

(M= 3, 23) succeeded by (Item 10) the activity of seeking virtual or on site feedback and advice from mentors (M=3, 20). (Item 8) Keeping journals, records, and videos of teaching practice for potential analyses and improvement is ranked the sixth practice with mean value (M=3,18) .The last reflective practice in regard to teachers’ practicality frequencies goes for (Item 11) the incorporation of peer feedback and observation as a tool for espousing reflective practice in classroom and school environment settings (M= 2, 98).

3.2.3.1.3. Critical Level

Concerning the critical level, items from 15 to 19 were devoted to delve into EFL teachers insights regarding how frequently critical indicators are espoused in their teaching performances. Table 3.13 elucidate the findings regarding EFL teachers’ responses.

Table 3.14: EFL Teachers Responses to the Critical Level indicators

Item No.	Frequency	Never	Rarely	Sometimes	Often	Usually	Arithmetic Mean	Standard Deviation	Level of Frequency
15	Count	30	52	31	35	2	2.51	1.097	Low
	%	20.0	34.7	20.7	23.3	1.3			
16	Count	24	27	43	55	1	2.68	1.098	Moderate
	%	16.0	18.0	28.7	36.7	0.7			
17	Count	21	35	37	45	12	2.58	1.191	Low
	%	14.0	23.3	24.7	30.0	8.0			
18	Count	13	40	48	36	13	2.47	1.096	Low
	%	8.7	26.7	32.0	24.0	8.7			
19	Count	21	48	39	31	11	2.45	1.152	Low
	%	14.0	32.0	26.0	20.7	7.3			
Critical Level							2.51	0.481	Low
Section1 : Teachers as Reflective Practitioners							3.11	0.368	Moderate

Table 3.13 evinced the level of frequency of the critical level indicators in EFL teachers’ classroom performances. In terms of levels, item 15 (the incorporation of social and political events in classroom teaching content) was of a low frequency (M= 2, 51)

indicating that EFL teachers rarely do it. Item 16 was of a relative level of frequency ranging as moderate. This reveals that EFL teachers occasionally ((M= 2, 68) see teaching as not an isolated practice but related to broader social, cultural, historical and political contexts. Item 17 scored a low level of frequency (M= 2, 58) indicating that EFL teachers show lower awareness regarding the inconsistency between teaching beliefs and actions and the need to be rectified. At last, as for items 18 and 19 they scored the lowest levels of frequency (M= 2, 47. M= 2, 45, respectively) indicating that EFL teachers rarely criticize and challenge current teaching methods and rely on their own generated theories about teaching.

Overall, in account of the obtained levels of reflective practice (Tables 3.11, 3.12, and 3.13), EFL teachers demonstrate low levels regarding the critical level (M= 2, 51, SD= 0,481). However, their overall ranking for the questionnaire 19 items indicates that they acquire a moderate level (M= 3, 11, SD= 0,368) as reflective practitioners.

3.2.4. Teachers’ Perceptions towards the Role of PDTP’s in enhancing their Reflective Practice

To measure the degree of response from the study sample members regarding the items of the second dimension, the four-point Likert scale was used as shown in the following table:

Table 3.15: Distribution Table of the Four-Point Likert Scale

Degree of Agreement	Strongly Agree	Agree	Disagree	Strongly Disagree
Weight	4	3	2	1

The range of the weighted arithmetic mean was determined by calculating the difference between the highest and lowest scores on the four-point Likert scale (4-1=3), then dividing it by 4 to get the length of the cell (3/4=0.75). This value was then added to the lowest value on the scale, which is 1, to determine the minimum value for this cell. Thus, the length and degree of the cells became as follows:

Table 3.16: Categories of the Likert Scale and Their Significance

Level of agreement	Range of Arithmetic Mean	Response
Very Low	1 to 1.74	Strongly Disagree
Low	1.75 to 2.49	Disagree
High	2.50 to 3.24	Agree
Very High	3.25 to 4	Strongly Agree

EFL Teachers Perceptions on the role of PDTP's and inspectors in enhancing teacher reflective skills were explored in the second section of Reflective teaching teacher questionnaire, though 11 items (Table 3.17) . Following that, Inspector's perceptions regarding the same issue were revealed through interview data. The findings were supported with data from seminars content analysis results.

Table 3.17: EFL teachers' insights regarding the role of inspectors and PDTP's in enhancing their reflective Practice

Item No.	Frequency	Strongly Disagree	Disagree	Agree	Strongly Agree	Arithmetic Mean	Standard Deviation	Level of Agreement
1	Count	10	38	68	34	2.84	0.852	High
	%	6.7	25.3	45.3	22.7			
2	Count	21	72	46	11	2.31	0.803	Low
	%	14.0	48.0	30.7	7.3			
3	Count	18	67	52	13	2.40	0.811	Low
	%	12.0	44.7	34.7	8.7			
4	Count	23	59	47	21	2.44	0.915	Low
	%	15.3	39.3	31.3	14.0			
5	Count	76	72	2	/	1.50	0.527	Very Low
	%	50.7	48.0	1.3	/			
6	Count	22	50	47	31	2.58	0.978	High
	%	14.7	33.3	31.3	20.0			
7	Count	24	75	32	19	2.30	0.889	Low
	%	16.0	50.0	21.3	12.7			
8	Count	28	66	36	20	2.32	0.929	Low

	%	18.7	44.0	24.0	13.3			
9	Count	46	55	30	19	2.14	0.999	Low
	%	30.7	36.7	20.0	12.7			
10	Count	12	26	67	45	2.96	0.893	High
	%	8.0	17.3	44.7	30.0			
11	Count	12	39	61	38	2.83	0.900	High
	%	8.0	26.0	40.0	25.3			
Section2: Professional Training Programs to Enhance Reflective Skills Among Teachers						2.42	0.477	Low

The findings represented in table 3.17 clarifies that EFL teachers in the province of Msila had deficient training about reflective teaching as an innovative teaching method. This is echoed in the low average mean value $M= 2, 42$ and relatively low standard deviation $SD= 0,477$ for the degree of agreement among teachers on the whole section items. As a salient fact, EFL teachers demonstrate high levels of agreement regarding the focus of PDTP's on (Item 1) the transmission of theoretical knowledge about teaching methods neglecting how it should be applied in real-world classrooms ($M=2,84$). In addition, a large proportion of EFL teachers expressed their dissatisfaction on the role of PDTP's in improving their self-reflection abilities (Item 4), (Item 2) preparing teachers as reflective practitioners rather than technical transmitters of theoretical knowledge, (Item 7) focusing on the employment of predetermined objectives rather than developing teachers cognitive creativity, and (Item 9) the deficiency in keeping teachers updated and informed about actualities in educational research (with relatively low mean values for all areas of concern $M= 2, 44$, $M= 2, 31$, $M= 2,30$, $M= 2,14$ respectively), henceforth, (Item 3) having no significant impact on enhancing their classroom practices (low mean value $M= 2, 40$).

Notably, (Item 5) almost all EFL teachers participated in the study show a strong disagreement on the role of inspectors in providing continuous accompaniment through the

arrangement of regular visits, seminars , and workshops (with very low mean value M= 1,50).

In spite of the dissatisfactions and deficiencies of the role of inspectors and PDTP's in promoting for EFL teachers reflective abilities, participant teachers elucidated high degrees of agreement towards (Items 6, 10, 11) the role of inspectors being more cooperative than judgmental, promoting for collaborative teaching, and appraising teachers' personal assumptions about teaching practice, with relatively higher mean values (M= 2, 58, M= 2, 96, M= 2, 83 respectively).

3.3. EFL Inspectors' insights towards their role and the PDTP's in promoting for teacher's reflective skills.

The thematic analysis of inspectors' responses to the interview inquiries was conducive to the articulation of four main themes:

❖ Reflective teaching as an innovative teaching approach:

Both inspectors demonstrate a high leveled knowledge regarding the concept of reflective teaching and its sophisticated advantages on both teachers and learners. They intensified the merits of reflection as a teaching method that alleviates teachers' classroom practices and enhancing the learning experience. Reflection is recognized by both inspectors to be a crucial activity that teachers should regularly incorporate into their different teaching contexts. In this respect, inspectors' responses were as follows:

I1: *“Reflective teaching is indeed an innovative and powerful method. It involves teachers continuously analyzing and evaluating their own teaching practices.....This method encourages teachers to think critically about their instructional methods, classroom management, and student interactions”.*

I2: *“Reflective teaching is an innovative approach that encourages teachers to continuously evaluate and improve their teaching practices. By regularly reflecting on*

their experiences, teachers can identify strengths, pinpoint areas for improvement, and adapt their methods to better meet the needs of their students..... ultimately enhancing the learning experience”.

❖ **A focus on the transmission of theoretical knowledge:**

Regarding the issue of the type of knowledge transmitted in in-service PDTP’s, both inspectors claimed that these programs are inclined to focus upon the transmission of theoretical knowledge about teaching methods corroborated by educational research. They pinpointed that PDTP’s have less interest on the practicality of the established teaching approaches, what matters was to equip teachers with updated theoretical studies for effective teaching and learning. Inspectors stated that:

I1: *“There is often a tendency for PD programs to focus more on the transmission of theoretical knowledge and less on the appraisal and reflection of teachers' personal experiences. Many PD programs emphasize established theories derived from educational research”.*

I2: *“Professional development programs often place a significant emphasis on transmitting theoretical knowledge, such as official theories about effective teaching methods and strategies”.*

Notwithstanding the essential role of theoretical knowledge, inspectors go further to emphasize the utmost need for the involvement of reflective teaching strategies in the articulation of PDTP’s. They strongly defend the appraisal of teachers’ theories in use generated through continuous reflection. They opines that:

I1: *“PD programs that include opportunities for teachers to reflect on their own practices, share experiences, and discuss how to integrate theory with practice tend to be more impactful.*

I2: *“Practical, experiential knowledge can offer invaluable insights and foster a more holistic approach to professional development”.*

❖ **No clear Implementation of reflective teaching in PDTP’s**

Participant inspectors were asked about the formal incorporation of reflective teaching in the articulation of the PDTP’s devoted to secondary school EFL in-service teachers. Building on their responses, it could be deduced that there was no clear reference to reflective teaching promises, skills or attitudes. The concept of reflection rendered overlooked or implicitly referred to. In this respect, inspectors’ responses to this inquiry claimed that:

I1: *“....., but its official incorporation into PD programs and training varies by region, institution, and program..... there is always a room for improvement in ensuring that reflective practice is deeply embedded and meaningfully applied in professional development”.*

I2: *“However, the extent to which it is officially and systematically included can vary significantly between different supervisors and inspectors”.*

❖ **Inspectors as reflective educators**

Though reflective teaching was not formally espoused into PDTP’s devoted for secondary school EFL teachers in M’sila, inspectors appear to have a reflective perspective in their interactions with teachers under their supervision. In this regard, both inspectors tended to adopt a cooperative rather than judgmental roles in assessing teachers’ performance and show an inclination towards the appraisal of teachers’ personal experiences. Inspectors pinpointed that:

I1: *“The role of the supervisor can vary between cooperative and judgmental, but ideally combines elements of both to support teachers in their professional growth while ensuring accountability”.*

I2: *“I focus on being a coach rather than just a supervisor... I choose to play the role of a coach because a coach guides rather than dictates. They help teachers make their own decisions based on their strengths and areas for growth”.*

In concern with providing teachers with continuous accompaniment inspectors stated that it was beyond their desire because of its relation with other issues which may impede the frequent schedule of seminars, workshops and field-visits. These viewpoint was clearly illustrated in inspector 1’ response:

I1: *“However, several factors can impact the ability to provide such support consistently, practical challenges related to resources, time, logistics, and institutional support can impact the ability to provide such continuous accompaniment”.*

As it stands, data from inspectors’ semi-structured interviews revealed a scarcity in the implementation and incorporation of reflective teaching promises, skills and attitudes. These findings congruent with those obtained from section two in the reflective teaching teacher questionnaire wherein teachers’ perspectives demonstrate an insufficient support from inspectors and PDTP’s to enhance their reflective practice.

3.4. The implementation of reflective teaching in the PDTP’s delivered during seminars.

This data collection tool was probed mainly to investigate the incorporation of reflective teaching promises in seminars content. Conceptual content analysis method was utilized to detect the existence of concepts, phrases, words, patterns, activities, and attitudes that promote for reflective teaching in general and reflective teachers specifically. The analyses of the two seminars lectures revealed an implicit reference to the reflective teaching premises. Again, no clear reference to certain activities or procedures as reflective strategies or even some teacher aspects as reflective skills.

Nevertheless, observing teacher-inspector interaction during the seminars evinced a co-operative role for inspectors through opening discussions with teachers, appraising

teachers' views regarding the content of the seminar lecture and encouraging them for peer interactions to draw conclusions. Therefore, a reflective attitude could be attributed to inspectors-teacher relationship.

Concerning the first seminar lecture entitled “**Distribution vs. Progression: definitions**”, it evidently focused upon establishing a conceptual background regarding the two terms. In other words, the whole seminar time was devoted for discussing certain definitions, aspects, and differences between concepts. However, the connotations of the terms provided by the inspector called attention to teachers' roles in the implementation of both concepts in real settings. On the one hand, distribution was presented as a document that limits teacher creativity or contribution in the selection of appropriate content or time for his learners to reach desired outcomes. Stated differently, the distribution is a document that conform teachers to a pre-determined units, time, dates and sessions with no room for adaptability or change. Distribution was defined as:

“The distribution sets pre-established, closed, binding on the agenda: it imposes the date, time, and the number of the sessions and the contents to be taught”.

This definition stresses the static nature of teaching/ learning content, objectives and time. According to the distribution teachers are mere implementers of pre-determined content regardless the needs and variability in their learners' competences. Therefore, no room for teachers as reflective practitioners in the teaching/learning process.

“It represents the projection of the teacher as a static process. It does not take into account the needs of the learner. It does not accept readjustments because it is established at the beginning of the year”.

Strikingly, on the practical side and as an EFL teacher for more than fifteen years, the same distributions were adopted for more than a decade. No considerations were given to

current technological developments, student needs or even new teachers mindset. The static nature of the pre-set content and limited time were conducive to nonchalant teachers and jadedness in teaching. Teaching becomes an insipid activity with the same content delivered for different generations of learners.

On the other hand, the progression that was defined as a “*flexible and adaptable approach to the needs of the learner and teaching situations*”, gave more freedom for teachers to adapt, supplement and select appropriate activities and procedures that serve the pre-determined distribution content. As it stands, the progression seems to conform to the reflective approach promises giving teachers the right to express their voices, consider learners needs, practice some remedial work, and incarnate their creative ideas in the process of teaching. The lecture identifies the progression as an approach which is:

“Dynamic. It is built on the basis of the needs of the learner identified at the end of the various assessments. It incorporates readjustments.”

In regard to the second seminar, it was a combination of training course and a workshop. The training course focused mainly on theoretical knowledge regarding how to create a lesson plan while the workshop was devoted to the application of theoretical procedures tackled in the training course through the formation of group works to create a lesson plan. Notably, the training course was merely a transmission of theoretical knowledge regarding the conceptualization of a lesson plan, components of a lesson plan, aims, timing, materials, and procedures. In fact lesson planning can be embraced as a reflective tool motivate teachers for reflection on-action through questioning, after the end of each lesson, the effectiveness of their planning procedures and think about potential alternatives and changes or practical denotations were employed in both the training course and the practical workshop.

However, the item entitled “Potential learner problems and possible solutions” encourages teachers for reflection in-action when faced by unexpected and unplanned situations through looking for instant alternatives. This view is clear in the phrase “*be prepared to Include alternative activities / sometimes we divert or abandon what we are doing*”. Additionally, the last item under the sub-title “Evaluating lesson plan effectiveness” has evidently embarked on an important reflective strategy through prompting teachers to take an evaluative stance towards the outcomes of their lesson (self-evaluation). Remarkably, the suggested evaluation questions addressed learner’s apprehension rather than teacher performance (Learning but not teaching). Example questions from the seminar PPT lecture are:

- ✓ Were the learners engaged with the foreign language throughout?
- ✓ Were they attentive all the time?
- ✓ Did they enjoy the time, were they motivated?
- ✓ Were they active all the time?
- ✓ Did the lesson went according to plan?

Overall, it was salient that the second seminar tend to entail some reflective tools and procedures encouraging teachers to plan their lessons, reflect in-action, on-action and for-action. Nevertheless, these strategies were implicitly presented, no reference to them as reflective procedures that can help teachers enhance their classroom performance. Besides, though more importance was given to the theoritical side, the inclusion of a practical side through a workshop would facilitate overcoming the mismatch between theory and practice.

Regarding the workshop, it concentrated on the practical side of the seminar, it prompted teachers to collaborate and communicate in settling common teaching issues. In this case, the task was to prepare a sample lesson plan using group work as a strategy for sharing experiences and heightening the level of creativity among teachers. Albeit, the time

devoted for the workshop was not enough to fulfill the assignment henceforth it was left unaccomplished. In general, the seminar tend to promote for some reflective activities and attitudes though implicitly without any reference to reflective teaching as a teaching and learning approach that both contributes in developing teachers learning and professionalism and their classroom teaching strategies and techniques.

3.5. Reflective teachers’ insights towards the impact of reflective teaching on classroom practices.

Items 1 to 7 in this questionnaire was set to probe EFL reflective teachers’ insights regarding the impact of being reflective practitioners on their classroom performance. The findings are displayed in table. Noteworthy that these findings were supported with the data obtained from unstructured observation of two reflective teachers.

Table 3.18: EFL reflective teachers insights towards the impact of reflective teaching on classroom Practices

Item No.	Frequency	Strongly Disagree	Disagree	Agree	Strongly Agree	Arithmetic Mean	Standard Deviation	Degree of Agreement
1	Count	-	-	22	38	3.63	0.485	Very High
	%	-	-	36.7	63.3			
2	Count	-	-	19	41	3.68	0.469	Very High
	%	-	-	31.7	68.3			
3	Count	-	-	36	24	3.40	0.494	Very High
	%	-	-	60.0	40.0			
4	Count	-	-	43	17	3.28	0.454	Very High
	%	-	-	71.7	28.3			
5	Count	-	-	30	30	3.50	0.504	Very High
	%	-	-	50.0	50.0			
6	Count	-	-	44	16	3.26	0.445	Very High
	%	-	-	73.3	26.7			
7	Count	-	-	28	32	3.53	0.503	Very High
	%	-	-	46.7	53.3			

Section 1: The impact reflective teaching on teachers' classroom practices.	3.47	0.293	Very High
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Regarding EFL reflective teachers' insights towards the merits of espousing reflective teaching promises in their daily teaching performances, a very high general level of positive agreement among teachers were detected. According to that numerical values clarified in the table above EFL reflective teachers strongly agree that reflective teaching helped them to ruminate and refine teaching strategies (M= 3, 63, SD= 0,485). They strongly agree on the positive effects of reflective teaching on developing self-assessment skills and strategies (M=3, 68, SD= 0,469). For EFL reflective teachers, reflective teaching has proved to be an effective tool for teacher professional development and lifelong learning (M=3, 40, SD=0,494). Likewise, using reflective teaching as a strategy to align theory and practice scored very high levels of agreement among respondents. At last, EFL reflective teachers show strong consensus on the role of reflection in subverting the routinized nature of teaching (M= 3, 26, SD= 0,445) and heightening the learning outcomes through the appraisal of personal teaching experiences (M= 3, 53, SD= 0,503).

Remarkably, EFL reflective teachers' strong agreement on all the (7) items of the questionnaire, demonstrates the positive impact of reflective teaching on classroom practices through developing teachers professionally, and provide continuous and lifelong learning strategies. This view is echoed in the observation of the performance of two reflective teachers. The observed teachers' teaching attitudes and practices were assessed through giving them grades over 20. Table **3.19** bellow displays the results from observing the performance of two reflective teachers who scored high practical and critical reflection levels.

Table 3.19: Two EFL reflective teachers' observation results

	Distribution of teachers sub-marks on the teaching aspects	Grade /20
Teacher 1	<ul style="list-style-type: none">-Instructional skills : 2,5/3-Classroom management and organization : 2,5/3-Student discipline and attendant problems: 2/2-Knowledge of subject matter: 2,5/3-Interest in teaching pupils: 1,5/3-Preparation and scholarship: 2.75/3-Efforts towards improvement: 1,5/3	15,25
Teacher 2	<ul style="list-style-type: none">-Instructional skills : 2,25/3-Classroom management and organization : 2,25/3-Student discipline and attendant problems: 1,75/2-Knowledge of subject matter: 2,5/3-Interest in teaching pupils: 1,75/3-Preparation and scholarship: 2/3-Efforts towards improvement: 1,75/3	14,25

The findings displayed in table (4.19) strongly support the findings of the second questionnaire. The table clarifies that the two observed teachers scored good marks (**T1**: 15, 5/20, **T2**: 14, 25 /20) regarding the implementation of reflective teaching promises. The criteria used to assess teachers reflective activities and attitudes was adopted from Ali, S (2007), the model focuses upon seven (7) teaching aspects with certain indicators. Teachers' marks were the accumulation of their sub-marks on the appearance of each indicator in their performance and attitudes.

Notably, both teachers scored relatively high grades in the instructional skills (**T1**: 2,5/3, **T2**: 2,25/3), student discipline and attendant problems (**T1**: 2/2 ,**T2**: 1,75/2), classroom management and organization(**T1**: 2,5/3 , **T2**: 2,25/3) , preparation and

scholarship (**T1**: 2,75/3 , **T2**: 2/3), and knowledge of subject matter (**T1**: 2,5/3 , **T2**: 2,5/3). Regarding the other two teaching aspects, interest in teaching pupils (**T1**: 1, 75/3, **T2**: 1, 5/3) and efforts towards improvement (**T1**: 1, 75/3, **T2**: 1, 75/3), teachers' scores were moderate. Accordingly, these finding fully elucidate a corroboration of the positive impact of reflective teaching on teachers' classroom practice.

Conclusion

The current chapter tried to portray the accumulated data through the employment of a set of miscellaneous research tools. As a preliminary stage, the results of the undertaken pilot studies for both reflective teaching teacher questionnaire and reflective teachers' questionnaire. Their feasibility was calculated using particular statistical values and procedures. Afterwards, a detailed analysis, description, and interpretation of the obtained results were presented. The next chapter is respectively devoted for a detailed discussion of the gathered findings.

CHAPTER FOUR
DISCUSSION AND IMPLICATIONS
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Introduction

The aim of this chapter is to provide a thorough discussion the research findings displayed in the previous chapter. The discussion portrays findings obtained from the different research tools employed in the study as correlated elements integrated together to answer the research inquiries. Therefore, the chapter offers a holistic vision to the findings that facilitate the understanding of the influence of EFL teachers' reflective practices and levels on the improvement of classroom practice. Likewise, the discussion tried to portray the interrelation between teachers' reflection and their professional training programs through setting a correlation between the research results to draw out final conclusions. Worth noting that the discussion process is done in light of related literature trying to set alignments between current research findings and previous studies in the same context.

4.1. Restatement of the research Questions

As stated previously, the current thesis sought to explore the impact of reflective teaching on classroom practices from the perspectives of secondary school EFL teachers and inspectors. As it stands, three main research questions were set forward to be answered. The research process passed through three stages to answer one of the research questions.

As an initial stage the study sought to categorize teachers according to Van Manen reflective levels model (Technical, Practical, and Critical) referring to major reflective practices as indicators. This categorization allows for the determination of reflective EFL teachers who would express their perceptions regarding the impact of being reflective practitioners on their classroom practice and performance as a second stage. Lastly, the study sought EFL teachers and inspectors' perspectives regarding the role of professional development programs devoted for in-service secondary school EFL teachers in improving teachers' reflective skills and attitudes.

Thereupon, each stage of this research addresses one research question. The first stage research question would be 1) to determine the levels of reflective practice and the most frequent reflective activities secondary school EFL teachers in the province of M'sila foster in their daily classroom teaching experiences. The second stage research question would consider 2) EFL teachers' perceptions towards the impact of reflective practice on their classroom performance. The final stage would detect 3) the role of inspectors and PDTP's in alleviating EFL teachers' reflective skills and abilities.

4.2. Summary of the research findings

This section is devoted for a recapitulation of the research finding accumulated through the employment of questionnaires, observation, interviews, and analysis of documents as research instruments.

Regarding the first research question related to secondary school EFL teachers' levels of reflective practice and their most frequent reflective activities, Participants demonstrated moderate levels for both technical and practical levels and low levels for the critical level. This reveals that technical rationality is still instilled in their teaching perspectives. Although, EFL teachers demonstrated low knowledge in conceptualizing reflective teaching, they scored a general moderate level for the incorporation of reflective activities in their classrooms. This discloses that EFL teachers unintentionally foster the promises of reflective teaching with medium levels.

Concerning the second part of the first question, participating in virtual and face-to-face collaborative groups to discuss, reflect, and share teaching experiences for effective classroom practices was classified as the most frequent reflective activity among secondary school EFL teachers. As the second frequent reflective activity, EFL teachers show awareness of the complexity and dynamicity of their classrooms through regularly adjusting and questioning current teaching methods and strategies. The incorporation of student feedback and self-assessment as reflective strategies were ranked as less frequent whereas reflective activities such as journal writing, mentorship, and peer observation were the least frequent among EFL teachers.

As regards the impact of fostering reflective activities and attitudes on classroom practices, it was probed for relying on the reflective EFL teachers' questionnaire and teacher un-structured observation notes. EFL reflective teachers' perceptions showed a strong consensus on the significant positive effect of reflective teaching on determining what works well and what didn't work, refining instructional strategies, adapting and supplementing teaching materials, supporting professional and continuous learning, aligning theoretical knowledge with real world classroom practices, subverting the routinized nature of teaching, and appraising personal teaching experiences as a resource for generating new teaching

theories. Therein, EFL reflective teachers' perceptions disclosed high levels of agreement on the positive role of reflective teaching on improving the effectiveness of their classroom performances showing high mean values for all the indicators employed in this questionnaire.

The section of un-structured observation notes was employed to obtain observable data from teachers' real teaching contexts. As it stands, the notes were taken from observing classroom performance and school environment attitudes of two reflective teachers. The participant teachers were chosen from the second sample as they acquire high levels in both practical and critical reflection, in a general glimpse, high marks were accumulated by both teachers regarding the implementation of the different reflective teaching aspects categorized under the following themes (Appendix C): Instructional skills, classroom management and organization, student discipline and attendant problems, knowledge of subject matter, interest in teaching students, preparation and scholarship, and efforts towards improvement. The occurrence of indicators associated to the aforementioned areas of teaching were relied on to evaluate and grade teachers' reflective activities (the process is explained in chapter two). In due course, the obtained grades congruent with the findings obtained from in the "Impact of reflective teaching questionnaire" in supporting the crucial role of reflective practice in heightening the efficacy of teachers' classroom performances and hence improving the teaching quality.

As far as the third research question is concerned, it was designed to identify whether inspectors and PDTP's designed for in-service secondary school EFL teachers in M'sila are promoting for alleviating teachers' reflective skills and abilities or not. This inquiry is set to be answered through the section of professional development in reflective teaching teacher questionnaire, inspectors' semi-structured interview, and seminars content analysis.

The section developed in the reflective teaching teacher questionnaire sought EFL teachers' insights towards inspectors' attitudes and the content provided by PDTP's. With regard to this section, EFL teachers' responses revealed strong dissatisfaction with the content of PDTP's as it still focus upon creating technical transmitters of theoretical knowledge rather than reflective practitioners. Moreover, EFL teachers' insights revealed that they received deficient training in reflective teaching and that they were not equipped with necessary skills to incorporate reflective practice in their classrooms. EFL teachers' responses also exhibit a dearth of inspector continuous accompaniment through regular visits, seminars and workshops. Nevertheless, the majority of EFL teachers (exhibited through high Mean values) disclosed the supportive role of inspectors being more cooperative than judgmental, appraising teachers' creativity, and promoting for collaborative communities among teachers.

As regards the inspectors' interview was concerned, it was designed to probe secondary school EFL inspectors, in Msila province, perspectives in regard to their role in assisting EFL teachers become reflective practitioners and subvert the deficiencies of technical rationality in teaching. These include the promotion for reflective promises through the appraisal of teachers theories in use, fostering collaboration critical thinking activities, focus upon the practicality of teaching methods and strategies, adopting a cooperative role rather than judgmental. The findings from interviewing inspectors came to support teachers' insights in regard to the support provided by both inspectors and PDTP's. Hereby, four main themes were infused from coding and categorizing EFL inspectors' responses, which were:

- ❖ Reflective teaching as an innovative teaching approach
- ❖ A strong focus on dispersing theoretical knowledge in the content of PDTP's.
- ❖ PDTP's maintained no clear incorporation of reflective teaching promises.
- ❖ EFL inspectors as reflective educators

These themes accentuated the dearth in incorporating reflective teaching into the content of PDTP's tailored for EFL secondary school teachers in Msila, henceforth a salient inclination towards technical rationality in teaching. Pertaining to both EFL teachers and inspectors' insights, a broad consensus on the deficits of contemporary PDTP's in creating reflective practitioners was widely striking. Nevertheless, inspectors' interactions, attitudes, and evaluation procedures render to proclaim an undeniable inclination towards being reflective educators.

In respect to the employment of seminars lectures (PPT presentations) as a data collection instrument, it was utilized to support the perspectives of both teachers and inspectors regarding the promotion for teacher reflective skills. The analysis of the two seminars' lectures evinced a shortage or even an absence of a clear orientation towards enhancing teacher reflective skills. Apparently, the first seminar lecture was devoted to a full transmission of theoretical knowledge trying to equip teachers with differences in the conceptualization of progression and distribution terminologies. As far as the second seminar lecture, it addressed the subject of lesson planning by providing teachers with the essential techniques for creating an appropriate lesson plan. As it stands, both lessons were focused upon dispersion of theoretical and conceptual knowledge about teaching. Eventually, these findings were concomitant with teachers and inspectors perspectives.

4.3. A dearth in EFL teachers' reflective teaching knowledge

The findings obtained in the present study demonstrated that more than half of EFL teachers participating in the study have no idea about the concept of reflective teaching or its practical implementation procedures. These results align with Ynnurati & Treagust, (2015) and Derinalp (2022) who investigated the perspectives of Indonesian teachers' reflective practice and their conceptualization of the term reflective practice respectively. Both studies portrayed that most participant teachers exhibit no clear or sufficient knowledge

about the term or limiting it to a mere problem solving process. In the UAE context, Constintinou (2009) revealed that EFL teachers possessed general knowledge in conceptualizing the term reflective teaching.

Likewise, Norkamto & Sorasa 2023, Gudeta, D 2022) on their side addressed teachers' lack of understanding of reflective practice as a thorny issue in the implementation of reflective teaching into classrooms that is conducive to a misunderstanding and correct application of reflective strategies. Similar results were obtained in the Ukrainian context, Kharlay & al (2022) concluded that in spite of the gap in in-service EFL teachers' conceptualization of reflective practice, they demonstrate a consistent and systematic implementation of varied reflective strategies.

4.4. EFL teachers acquire moderate levels of reflective practice

The research findings of the current research disclosed that secondary school EFL teachers acquire moderate levels in both technical and practical reflection while they demonstrated a lower critical reflection level. In a general view, participant teachers exhibited a moderate level of reflection through espousing a set of reflective practices and attitudes in their teaching practice. The findings go in line with those obtained by Rahimi & Chabok (2012) which denoted moderate levels of reflective practice exhibited by some Iranian EFL teachers.

The findings confront with Constintinou (2009) study which revealed that UAE EFL teachers acquire a technical or interpretive level of reflective practice (the lowest level of reflection). Likewise, Faghihi & Sarab (2016) and Farahian & Rajabi (2022) portrayed that Iranian EFL teachers exhibit relatively low levels of reflection due to their reliance on personal rationality in teaching, inclination towards traditional teaching methods, and top-down nature of curricula.

4.5. Reflective strategies and attitudes espoused by EFL teachers

Although secondary school EFL teachers evinced a lack of reflective teaching knowledge, it was salient from the study results that they unintentionally foster a considerable set of reflective activities and attitudes in their teaching. According to teachers responses, the most common and frequent reflective strategies fostered in their classrooms were collaboration with both forms (virtual and onsite), student feedback, and self-assessment. What stoked dreadfully was the negligence of journal writing and peer-observation and feedback as strategies for either reflection or professional development. The findings aligns with [Tosriadi & al \(2018\)](#) where they portrayed that EFL participant teachers have no involvement peer-coaching activity as a tool for reflective practice. The study results are also in line with [Hung & Thuy \(2020\)](#) which revealed a significant scarcity in the implementation of journal writing as a reflective tool among Vietnams EFL teachers. They suggested workload, time constraints and insufficient reflective knowledge as the major barriers for EFL teachers to write reflective dairies.

These results confronted with EFL teachers counterparts in Ukraine ([Kharlay & al 2022](#)) and Indonesia ([Cholifah & al, 2020](#)) where they preferred peer-observation as their most common reflective strategy followed by either student feedback or journal writing.

4.6. A significant room in fostering reflection in PDTP's

M'sila secondary school reflective EFL teachers and inspectors participated in this study through reflective teachers questionnaire and inspector interviews, demonstrated a consensus on the potent role of reflective teaching in nurturing reflective practitioners. Moreover, EFL inspectors emphasised that reflection should be the vanguard of any professional development program; albeit they strikingly denoted that there was always a room for reflective teaching promises to be embedded in current serving teachers' professional development programs. These perspectives go down with their counterparts in

the wilaya of Telemcen investigated by Semmoud & Azzouz (2012). Through the employment of a combination of research tools to trace the pitfalls in the Algerian PDTP's and suggesting a model of reflective teaching for secondary school teachers, Semmoud & Azzouz (2012) concluded that current professional development programs have never introduced teachers to the components of reflective practice.

Furthermore, these results also go in line with what Paul Sze (1999) claims, arguing that:

“Despite the suggestions that have been made, with a handful of exceptions, there have not been many actual attempts in implementing a reflective approach at a teacher development programme level”.

In the same vein, the study also revealed that current PDTP's devoted to secondary school EFL teachers is characterized by a salient inclination towards the dissemination of theoretical knowledge (top-down approach) about teaching and learning thereby enacting technicians rather than reflective practitioners (bottom-up approach). This view was echoed in the works of several scholars and educationists (Shon 1987, Wallace 1991, Richards 1996, Zeichner and Liston 2014) who argue that received knowledge is not sufficient for developing professional teachers. This view was contingent on the fact that the transmission of theoretical knowledge was confined to the acquisition of the fundamental skills necessary for teaching, teachers' competency in their subject matter area, and the application of instructional methodologies (Pineda, 2002, cited in Fandiño, 2013).

Notwithstanding the crucial role of theoretical knowledge, those scholars tend to suggest a more emphasis on reflective and experiential learning in articulating EFL teachers development programs. They went further to elaborate reflective models to facilitate the process of fostering reflection in EFL teacher development programs.

4.7. Reflective Practice as a potent strategy for teacher improvement

4.7.1. Reflective teaching to robust classroom practices

Regarding the perceptions of reflective EFL teachers on the benefits of reflective teaching on their classroom performance, the results evinced that reflection empowers their practice through elevating the effectiveness of their instructional strategies, enabling them to assess, adapt, and refine teaching techniques, and eventually leading to lucidity of teaching practice. These findings go down with the findings of the study conducted by [Agnihotri & al \(2024\)](#), which revealed that reflective teachers exhibit high levels of confidence in their teaching abilities, classroom management skills and overall effectiveness. The study also suggested that teachers who engage in reflective practice easily identify effective teaching strategies that best cater to their students' needs and learning styles.

Likewise, in the Iranian context, [Fatemipour & Hosseingholikhani \(2014\)](#) studied the relationship between teachers' reflective strategies and the improvement of classroom performance. Their study disclosed that teachers' reflection has a significant positive effect on teachers' performance enabling EFL teachers to consider alternative activities and manipulate their teaching preferences. In the same research context (Iranian), [Ferdowsi & Afghari \(2015\)](#) proved that reflective EFL teachers were more successful in managing the different teaching aspects.

Moreover, in the American context, a large scale of research ([Morgan 2007](#), [Saulsberry 2012](#), [Burrows 2012](#), [Disu 2017](#)) investigated and explored EFL teacher's perspectives towards the effectiveness of employing different reflective strategies on the leverage of their performance and the heightening of teaching quality. All of the research studies disclosed a general agreement on the significant role of reflective practice in enacting confident teachers through enabling them to gain insights into their teaching practice, determine their weaknesses and strengths, generate their own effective teaching strategies and hence

improvement of teaching quality. American EFL teachers' perspectives regarding the numerous merits of reflective teaching have not strayed far from the perspectives of secondary school reflective EFL teachers in Msila, Algeria, who participated in the second questionnaire employed in the present study. They, in their turn, evinced a high consensus on the role of reflective practice in enhancing their classroom practices.

4.7.2. Reflective teaching for professional growth

It becomes a truism that reflective teaching is undoubtedly conducive to professionalism through engaging teachers in an ongoing bottom-up inquiry process about real teaching experiences. Secondary school reflective EFL teachers participated in this study, concur indubitably on the support provided by reflective practice in heightening the quality of their teaching and professional horizons. This view was emphatically highlighted by Finlay (2008), she opines that:

“Reflection aims at making you more aware of your own professional knowledge and action by challenging assumptions of everyday practice and critically evaluating Practitioners’ own responses to practice situations”.

At the level of Algerian university teachers, Semmoud & Benrabe (2022) suggested that reflective practice is an ultimate necessity for quality teaching and professional development. Likewise, Belarouci & Semmoud (2023) investigated EFL teachers' perception -at the University of Telemcen- on the incorporation of reflective strategies for professional growth. The study aimed to present and prompt EFL teachers to foster reflective strategies in their teaching classrooms to ascertain continuum in professionalism. Ultimately, reflective practice was presented as an efficient strategy towards teacher professional development.

Similarly, in the Asian context, Diasti & Kuswando (2020) and Baluchzada (2023) conducted thorough reviews of current Asian literature concerning the effectiveness of

reflective practice on heightening the horizons for EFL teachers' professional development. The reviews evinced that most of the reviewed research papers supported and encouraged the significance of reflective practice in the professional growth of EFL teachers.

4.7.3. Reflective teaching to subvert technical rationality in teaching

The shift from preparing passive technicians to reflective practitioners has long burdened educationists; their quest for articulating theories and practical strategies to overcome the disadvantages of technical rationality has been counted tremendous (Schön 1987, 1983, Dewey 1933, Kumaravadivelu 2003, Brookfield 2017). In light of this, reflective teaching was introduced to the educational mainstream as an invaluable strategy for teachers to recognize their active role in setting the fundamental purposes and ends of their teaching practice (Zeichner, 1998). Reflective teaching gauges teachers to generate context specific theories rather than merely carry out predetermined theories that are supposed to fit all teaching contexts, henceforth, enacting reflective practitioners rather than passive technicians.

As it stands, the current research findings denoted an inclusive agreement among secondary school reflective EFL teachers on the effectiveness of reflective teaching subverting the pitfalls of technical rationality in teaching. These findings are in line with the findings obtained from a thorough study of reflective teaching as a response to technical rationality in teaching conducted by Fynn-Aikins (2016). The study examined the possibilities of reflection as a response to techno-rationalism and ultimately disclosed that technical rationality may be effectively addressed by reflective practice, which allows practitioners to create meaning for their work that is not possible through strict adherence to imposed and predetermined teaching rationality.

4.7.4. Reflective teaching to establish a relevance of theory for practice

Investigating participant reflective EFL teachers perceptions in the present study, denoted that reflective practice assisted them in relating theoretical assumptions about teaching and learning with practical classroom settings. This view has been echoed the writings of Osterman (1998) pinpointing that reflective practice with its roots in the constructivist paradigm is an effective strategy *for competent action and improved performance* because the application of reflective strategies in the professional development context would undoubtedly assist teachers to overcome the mismatch between theory and practice through bringing both of them to the real classroom settings ; henceforth facilitating the integration of theory into practice. She further opines that:

“The objective is not merely to understand theory in isolation, but to see how theory can contribute to an understanding of what we do and why. There is a guiding belief that theory has direct relevance to practice and these connections need to be addressed explicitly in the classroom”.

4.8. Pedagogical Implications

The thesis findings have practical implications for EFL teachers, EFL inspectors, and professional development articulators at the level of Msila province. Several factors should be reconsidered in articulating, implementing, and maintaining a lifelong learning process in in-service EFL teachers’ professional development programs. As a matter of fact, professional development programs are more likely to prioritize an inquiry-based agenda instead of a mere focus on acquiring teachers with a theoretical knowledge base.

A lot of issues emerged in this exploratory study, teachers’ oblivious knowledge about reflective teaching, teachers’ reflective activities and attitudes, inspectors’ familiarity with the potent role of reflective practice, and the restricted technical knowledge base transmitted in in-service EFL teachers professional development programs. Therefore, the thesis results

hold several potential implications that would assist in the leverage of both teaching quality and teacher efficacy.

4.8.1. Implications for Teachers

Research literature eminently emphasised the potent role of reflective practice in both pre-service and in-service EFL teachers, henceforth, opening opportunities for teachers to implement reflective practice may further strengthen their classroom performances and self-efficacy. Therefore, the results of the present research suggested that EFL secondary school teachers in M'sila district:

- ✓ Should strive for the betterment of their classroom practices though the incorporation of reflective strategies whether personal or collective.
- ✓ More time should be devoted to peer-observation and feedback for the purpose of sharing experiences and evaluating teaching practices.
- ✓ Teachers should develop an awareness of their reflective practices for their lifelong learning and continuous professional development.
- ✓ More considerations should be given to journal writing not as a descriptive tool but as an analytical strategy that leads to potential changes and ameliorations in teaching assumptions and practices.

4.8.2. Implications for Teacher Inspectors

Regarding teacher inspectors, the thesis results assume that inspectors in charge of supervising secondary school EFL teachers in the district of Msila:

- ✓ Should give more attention to teachers' personal perceptions of teaching effectiveness and acknowledge their theories in use which may pave the way for inspectors to articulate appropriate content for seminars and workshops.
- ✓ Special assistance and accompaniment should be given to EFL teachers taking into consideration the peculiarities of the hinter-lands in Algeria.

- ✓ Regular seminars and workshops should be scheduled to discuss novelties and impediments in teaching and teachers performances.
- ✓ Regarding EFL teachers Knowledge of reflective Practice in teaching, inspectors in charge of supervision could integrated reflective teaching courses into the teacher training agenda to provide teachers with sufficient theoretical and practical knowledge of reflective teaching. Seminars or workshops on reflective teaching could be held for the sake of developing the teachers' reflective teaching knowledge and skills.
- ✓ Practical guidelines for reflective teaching practice could be suggested to in-service EFL teachers, specifically what reflective activities to conduct or which tools to use so that they could make sense of strategies to exercise Reflective teaching effectively.

4.8.3. Implications for Educational Stakeholders and professional development programs developers

According to the thesis results, the professional development and training programs are more likely advised to focus more on:

- ✓ Developing teacher competence through regular needs analyses studies regarding what English language teachers need to know about teaching and learning, and study how their knowledge, assumptions, and attitudes affect their classroom performances.
- ✓ Transcending the mere dissemination of theoretical knowledge about effective teaching methods that fits all contexts to a more creative
- ✓ Developing reflective practitioners rather than passive technicians.

Conclusion

This chapter tried to offer a comprehensive examination of the results presented in Chapter four. The findings were addressed as interrelated factors and associated findings from the study. In this regard, findings were presented as a single image of the entire, rather than as separate groups of data. The current chapter presented the findings that contribute to the understanding of, mainly the role of reflective teaching in developing effective classroom practices and subverting the technical rationality in teaching as well as inspectors and PDTP's role in alleviating and supporting EFL teachers' reflective skills and capacities. On account of this, the discussion sought to connect the findings and conclusions to the context of previous studies in the literature, limitations, and further research suggestions. The chapter concluded with some practical implications.

GENERAL CONCLUSION

Teaching and learning a second language has long been an issue of mystery and dynamicity in educational research. The consecutive endeavor for generating effective teaching and learning methods that fits all situations, contexts, and students learning styles has been demarcated by a significant failure. Generalizability of teaching methods and techniques was an unattainable issue. Amidst these difficulties, teachers, as one of the pillars in the teaching learning process, have been long portrayed as the technical transmitters and implementers of theoretical knowledge manifested in predetermined methods, strategies, and objectives. These underlie essentials for teachers to be given a voice through appraising their personal teaching theories infused from their connection with real-world classrooms. In this respect, Reflective teaching presented teachers as effective participants who can use the peculiarities of their classrooms to generate teaching methods appropriate to their learners, contexts, and educational settings.

This postulation was taken as a catalyst for the current research study. An exploratory study was conducted on a case study of M'sila secondary school EFL teachers, to unearth the impact reflective teaching has on teachers' classroom performance. In doing so, a set of questions were formulated regarding teachers' levels of reflective practice and their most common reflective activities, then the impact of employing those activities in teaching on teachers' classroom performance ; and lastly exploring the incorporation of reflection in both teacher development programs and inspector-teacher relationship. Eventually, suggesting reflective teaching as an innovative teaching approach that presents teachers as Agents of change.

The research sample was made up of secondary school EFL teachers and inspectors in the region of M'sila. Accurately, (150) secondary school EFL teacher and (2) secondary school EFL teacher inspectors constitute the participants of the current study. EFL teachers'

participation was represented in responding to two questionnaires and field observation sessions while inspectors participate through an online semi-structured interview.

As it stands, the rationale in this research was to put reflective teaching in the limelight as a panacea for the debate on effective teaching methods and hence introduce its merits on the classroom performance and practice of EFL teachers. Accordingly, the study relied on the practicality of some reflective teaching indicators in EFL classroom settings as well as some indicators on the inquiry-based orientation in current PDTP's devoted for secondary school EFL teachers in Msila to determine their effect on EFL teachers' classroom performance.

On the one hand, the research made use of the reflective teaching indicators to determine EFL teachers' levels of reflection as well as the most frequent reflective activities and attitudes. On the other hand, it aims at identifying high leveled reflective teachers to check out their perceptions on the significance of espousing reflective activities on their classroom practices. Likewise, the research attempted to spot the occurrence of the inquiry-based orientation indicators in PDTP's through teachers and inspectors insights. Fundamentally, all the associated research phases were set forth to answer the following questions:

1. What levels of reflection do EFL teachers acquire and what are their most frequent reflective practices?
2. What are EFL in-service teachers' perceptions towards the impact of reflection on their classroom practices?
3. What are inspectors' perceptions towards their role and the in-service EFL teachers' professional development programs in promoting for teacher reflective skills?

To achieve the study objectives and answer the research questions, methodology decisions were taken in terms of quantitative and qualitative research approaches. Two questionnaires were designed and administrated to secondary school EFL teachers to answer the first and the second research questions. Respectively, The two sections in the 'Reflective Teaching Questionnaire' data collection instrument was employed to explore EFL teachers' reflection levels and activities incorporated in EFL classrooms as well as investigating their perceptions on the support provided by PDTP's and inspectors to create reflective practitioners. Additionally, the questionnaire was meant to identify high and moderate leveled EFL teachers as participants in the second questionnaire. As it stands, the second questionnaire was intended to explore the insights of reflective EFL teachers towards the influence of reflective practice on their classroom performance. Besides, un-structured observation of two EFL teachers with high practical and critical levels of reflection was implemented to support the data from the 'Impact of Reflective Teaching Questionnaire' instrument.

Moreover, the research involved an inspector semi-structured interview as a tool to explore the role of EFL inspectors in supporting and enhancing EFL teachers' reflective skills and abilities. Due to this course, the researcher sought to explore the same issue in section two of the 'Reflective Teaching Teacher Questionnaire' from the perspective of EFL inspectors. Along with the analysis of current PDTP's content delivered during two seminars, the two tools were included as data collection instruments that the study relied on to answer the last question in this research.

A voluminous literature review of reflective teaching as a response to technical rationality in teaching was comprehensively undertaken in the two sections of chapter one. On the one hand, the first section tended to unearth and understand the varied issues about the incentives that led to the emergence of reflective practice as an innovative approach

towards teaching, learning, and teacher education and development. As it stands, technicism in both teacher development and teacher characteristics were discussed thoroughly and presented as a motivation towards reflective teaching. As an initial step in presenting reflective practice, an inclusive conceptualization of the term from the lenses of two prominent giants in this domain was provided. As a second step, characteristics of reflective practitioners and reflective models in teacher development were presented. In the foregoing, merits of reflective practice on teacher classroom practices was handled as the last item in this chapter.

On the other hand, section two delved into the issue of reflective teaching in EFL/ESL contexts. It embarks on definitions provided by prominent EFL/ESL educationists, theorists and researchers. The chapter then entailed practical strategies, frameworks, and levels that guide teacher reflection and facilitate its implementation in real classroom and school environment contexts. The chapter ends up by discussing major limitations and gaps associated to the reflective approach.

The second chapter embarked on the distinctive methodological procedures employed in the research study. Initially, the chapter illustrated and justified the adopted method, schematized the research design and described the targeted research participants. Then, a comprehensive description of the varied research tools, analyses and statistical procedures, employed to collect data about teachers and inspectors perceptions.

As for the third chapter, it was devoted for a detailed presentation of the findings gathered from all stages and research tools employed in the research while chapter four dwelled on the discussion and interpretation of the obtained results, relating it to wider research literature. Henceforth, providing answers to the research questions.

Overall, this thesis contends that teachers are the most powerful agents of change who can contribute to the leverage of the educational quality and potentials. Linguists,

educationists, and curriculum developers should heavily depend on teachers and deeply consider their theories in use (generated from reflecting on personal teaching experiences) in the articulation of effective teaching and learning strategies. Reflective teachers should be given the opportunity to express their voices in educational reforms and improvements.

It becomes a truism that EFL teachers and inspectors should prioritize the incorporation of reflective teaching premises as a basic feature of their everyday classroom teaching experiences, rather than heavily rely on prescribed procedures of educational syllabi and curricula. Stated differently, journaling, observing, mentoring, describing, collaborating, deciding, pondering, and seeking constructive feedback are skills and attitudes that ought to be gradually imbued into both EFL in-service teachers' every day teaching practices and the content PDTP's devoted for them.

Limitations of the study

This work is neither comprehensive nor holistic. It encountered pitfalls that were conducive to limitations as generalizability of the research findings.

Generalizability of findings

The following external factors limited the generalizability of the present research findings.

- ❖ Sample bias can be a limitation in this study as the study took place in a particular regional district, a particular country, and a particular level of education that can make the establishment of generalized findings a bit implausible.
- ❖ The reflective teaching teacher questionnaire used in this study is based mainly on teachers' responses regarding the implementation of reflective practice in their teaching practice. This limited any practical investigation of teachers' reflective strategies.

- ❖ The content of PDTP's is articulated by inspectors on the grounds of needs analyses of the teachers under supervision; and the analysis of only two seminars of one inspector would make the findings vulnerable to inspectors' perspectives and priorities. Therefore, the current thesis results may be associated only to secondary school EFL teachers in M'sila.
- ❖ As reflective teaching is to a far extent a personal introspective approach, the findings may differ with teachers of high cognitive and critical skills.
- ❖ The majority of participants in the current research were female teachers, indicating a potential for different results with male teachers and an obstacle toward generalizability of the findings for both gender.

Further research suggestions

The present thesis explored EFL teachers and inspectors' perceptions regarding the influence of reflective teaching on teachers' classroom practices. Likewise, the thesis investigated the influential role of inspectors and PDTP's in heightening teachers' reflective capabilities. The research findings brought certain assumptions into the limelight and hence tend to provide a trajectory towards further investigations and empirical studies to corroborate or nullify them.

1. The study findings of the present study accentuates the imminent role of reflective practice in empowering teachers' performance. Hence, we suggest further empirical studies to verify the authenticity of the explored assumption.
2. More research studies are suggested regarding teachers' levels of reflective practice through analyses of teachers' reflective tools such as journals, peer-observation, and other strategies.
3. As the research findings were grounded on teachers' perceptions, further studies are provoked to tackle the issue of teacher reflectivity from students' perceptions.

4. The findings of the present study also summons for further studies on the articulation of Professional development training programs that promotes for in-service teacher reflectivity.
5. Further studies are to be conducted establishing a correlation between teachers' levels of reflection and their teaching experience being novice or veteran.

Additionally, a large scale empirical studies are recommended to explore the impediments for the articulation of inquiry-based Professional development training programs along with the challenges of reflective teaching perceived by both EFL teachers and inspectors.

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APPENDICES

Appendix A:

Reflective Teaching Questionnaire

This questionnaire is administered to secondary school teachers working in the wilaya of M'sila for the completion of a doctoral thesis entitled: '**Exploring the Impact of Reflective Teaching on Classroom Practices: The Case of EFL Teachers in M'sila Secondary Schools**'. The purpose of this questionnaire is two folded: First, it sought to determine teachers' levels of reflective practice. Second, it aspires to investigate teachers' perceptions regarding the role of professional development training programs and inspectors in developing reflective practitioners. Therefore, as EFL teachers, you are the main source for our research data, and your perceptions are highly appreciated. I would be grateful to get your honest responses to the questionnaire items. Thank you for your cooperation.

The researcher: Mrs. Bouguerra Amel

Section1: Teacher Profile

1. What is your gender: Male Female
2. Teaching Experience : Less than 5 years Between 5 to 10 years Between 10
to 20 years
More than 20 years
3. Your email address: Or Phone number:
4. What knowledge do you have about reflective Teaching?
.....
.....
.....
.....

Section 2: Teachers as Reflective Practitioners

Please read the reflective teaching level indicators and practices listed below, and then select the rates that best represents the status of your teaching practices:

(From 1 to 7 Technical surface level. From 8 to 14 Practical pedagogical level. From 15 to 19 Critical reflection level)

Items	Usually	Often	Sometimes	Rarely	Never
1. I teach according to preset and pre-determined curriculum objectives and strategies.					
2. I am willing to take everything related to teaching (content, strategies, curriculum objectives.....etc.) as granted without questioning.					
3. I support my teaching beliefs and experiences with evidence from theory or research.					
4. As a teacher, I am reoccupied with classroom , management, control, and student compliance					
5. I find it difficult to set a relationship between my teaching strategies and student actions.					
6. I describe teaching problems simplistically without further exploration or attempts to solve it.					
7. I give no importance to alternative teaching strategies, just operating in routinized mode.					
8. I keep journals, accounts, and videos of my teaching for reviewing and analytical purposes seeking improvement and change.					
9. I engage in constructive criticism of my own teaching for self-assessment and efficacy purposes.					
10. I exchange my teaching experiences and discuss it with peers and mentors for mentorship, advice, and feedback (virtual or face-to-face).					
11. I invite my peers to observe my teaching and observe their practice to learn about efficient classroom practices.					
12. I adjust my methods and strategies taking into consideration the complexity of classroom dynamics and its openness to further investigation.					
13. I participate in collaborative groups (virtual or face-to-face) discussing, reflecting, sharing					

teaching experiences, and seeking effective teaching practices.					
14. I acknowledge students perspectives through seeking their feedback on my teaching strategies					
15. As a teacher, I think of outside social and political events that can influence my teaching inside the class.					
16. I do not see teaching as an isolated practice but as related to broader social, cultural, political, and historical contexts.					
17. I am aware that teaching beliefs and actions are not congruent and take actions to rectify it.					
18. I am eager to criticize current teaching practices and generating new hypotheses from my teaching experiences.					
19. I can challenge general teaching assumptions by calling it into question relying on my own teaching beliefs and theories.					

Section 2: Professional development training programs to promote teacher reflective skills.

Please read the items, and then indicate your perceptions regarding the role of Professional development programs and inspector contributions in boosting your reflective teaching practices.

Items	Strongly agree	Agree	Disagree	Strongly disagree
1. Professional development programs give more emphasis to the transmission of theoretical knowledge about teaching methods neglecting how it should be practiced in real-world classrooms.				
2. PDTPs provide teachers with necessary skills to be more reflective practitioners than technical transmitters of knowledge.				
3. PDTPs devoted to EFL teachers have a significant impact on improving teacher classroom practices.				
4. PDTPs focus on developing teacher self-reflection through observing, describing and				

assessing personal experiences as a start for future improvement.				
5. Inspectors focus on teacher ongoing development through continuous accompaniment (regularly arrange seminars, workshops, field-visits.....etc.), and needs analyses.				
6. Inspectors have a cooperative role rather than being judgmental on teacher performance.				
7. Inspector field visits focus mainly on developing teacher cognitive creativity rather than on the employment of predetermined specific teaching strategies.				
8. PDTPs (seminar content, workshops, field-visits,....etc.) help teachers to be critical thinkers, creative producers of knowledge, decision makers , problem solvers and active agents in reflective inquiry (research)				
9. Inspectors work on keeping teachers informed about the updates in teaching methods, new strategies, and educational research.				
10. Inspectors promote for collaborative teaching through supporting learning teaching communities and be part of it.				
11. Inspectors give a high value and appraise teacher personal beliefs, assumptions, and theories about teaching practice.				

Appendix B:

The Impact of Reflective Teaching Questionnaire

After statistical analyses of your responses to the levels of reflective teaching questionnaire, your results demonstrated that you acquire an advanced level of reflection ranged between practical and critical level. Henceforth, as reflective practitioners, we sought to investigate your perceptions regarding the impact of being reflective teachers on your classroom practices and performance.

Section 1: The impact of endorsing reflective teaching strategies on teachers' classroom practices and performance.

State your perceptions on the impact of being a reflective practitioner on your classroom practices and performance.

Items	Strongly agree	Agree	Strongly disagree	Disagree
1. Reflective teaching helps me to determine what works well/bad leading me to think of refining instructional strategies for best classroom practice.				
2. Being a reflective teacher helps to assess and adapt my classroom teaching strategies.				
3. Reflecting on my teaching practice supports my professional development and continuous learning.				
4. Reflective teaching helps me perceive coherence between theory and practice through personal exploration of the exigencies of teaching in real classroom worlds.				
5. Reflective teaching has a significant positive effect on my teaching practices.				
6. Through reflection I could subvert the routinized teaching practices.				
7. Reflecting on my practice helps to value my teaching experiences by setting them as a starting point for change and refinement.				

Appendix C:

Transcribed version of Inspector semi-structured online interview (1)

Researcher: Good morning sir, hope you are doing well.

Inspector: Good morning! I'm doing well, thanks for asking. I will do my best to assist you today.

Researcher: Actually, let me express my profound gratitude for accepting to be part of my humble research. My research centers around exploring the impact of reflective teaching on teachers' classroom practices and performance. Likewise, the research aspires to investigate your role as teacher supervisors, and the professional development programs in embracing and guiding teachers towards this innovative teaching and learning approach. Therefore, I seek your precious answers to my inquiries.

Inspector: That sounds like a valuable research focus. Reflective teaching is indeed a significant area for improving classroom practices and performance. I'm happy to help with your inquiries regarding reflective teaching, the role of teacher supervisors, and the incorporation of reflective practices in professional development programs.

Researcher: What do you think about reflective teaching as an innovative method of teaching? Do you think it has a significant impact on teachers' classroom performance?

Inspector: Reflective teaching is indeed an innovative and powerful method. It involves teachers continuously analyzing and evaluating their own teaching practices, experiences, and the impact they have on students. This method encourages teachers to think critically about their instructional methods, classroom management, and student interactions.

- a) Reflective teaching allows teachers to identify what works well and what doesn't. By regularly reflecting on their lessons. Teachers can make adjustments to improve their effectiveness and adapt their strategies to better meet the needs of their students.
- b) Teachers who engage in reflective practices are more likely to pursue further education and training, stay updated with new teaching methods, and grow in their profession.
- c) When teachers reflect on their practices, they often find ways to make learning more engaging and relevant to students. This can lead to increased motivation and better learning outcomes.
- d) Reflective teaching helps teachers develop stronger problem-solving skills.
- e) Reflective teaching encourages teachers to consider how their actions affect their students. This awareness can lead to improved relationships and a more supportive classroom environment.
- f) Teachers who regularly reflect on their practice are more adaptable to changes and new challenges. This flexibility can be crucial in responding to diverse student needs and evolving educational standards.

Researcher: well, do you think that professional development programs give more emphasis to the transmission of theoretical knowledge (Official theories about effective teaching methods and strategies) rather than promoting for the appraisal of teachers' personal experiences (their theories in use) . By the way, who is responsible for setting the content of teacher PDTP's and on what grounds?

Inspector: You've touched on an important issue in professional development (PD) for teachers. There is often a tendency for PD programs to focus more on the transmission of theoretical knowledge and less on the appraisal and reflection of teachers' personal experiences. Many PD programs emphasize established theories derived from educational

research. This approach provides a solid foundation of what is known to be effective based on broader studies and evidence. However, this can sometimes overshadow the value of teachers' personal experiences and insights, which are also crucial for practical application and adaptation in the classroom. While theoretical knowledge is essential, its effectiveness depends significantly on how well it can be adapted to individual teaching contexts. PD programs that include opportunities for teachers to reflect on their own practices, share experiences, and discuss how to integrate theory with practice tend to be more impactful.

The content of PD programs is typically set by a combination of stakeholders including, educational authorities such as national or regional education departments or ministries often outline broad standards and goals for teacher development. Schools and school districts may design PD programs based on local needs and priorities. Academic Researchers contribute by providing evidence-based practices and theories.

To create more effective PD programs, a balance between theoretical knowledge and practical application is essential.

Researcher: Can we say that reflective teaching is officially incorporated in setting the content of teacher professional development and training programs? Do you think the current PDTP's provide teachers with necessary skills to be reflective practitioners? Would you explain the embraced strategies?

Inspector: Reflective teaching is increasingly recognized as a valuable component of professional development (PD) for teachers, but its official incorporation into PD programs and training varies by region, institution, and program. The integration of reflective teaching into PD current programs equip teachers with the skills to be reflective practitioners. While reflective teaching is increasingly recognized and incorporated into many PD programs, the extent and effectiveness of this integration can vary. Effective programs typically provide

structured opportunities for reflection, incorporate feedback mechanisms, and foster a supportive culture. However, there is always room for improvement in ensuring that reflective practice is deeply embedded and meaningfully applied in professional development.

Researcher: During field visits to teachers, what standards do you focus upon in assessing teachers' performance, and what role do you generally play with teachers under your supervision (I mean co-operative or judgmental)?

Inspector: Field visits to teachers are crucial for assessing classroom performance and providing support. The approach and standards used during these visits can significantly impact both the evaluation process and the ongoing development of teachers. Here is a breakdown of the key standards to focus on and the roles typically played:

Field visits should focus on key standards related to instructional quality, classroom management, assessment, differentiation, student outcomes, and professionalism. The role of the supervisor can vary between cooperative and judgmental, but ideally combines elements of both to support teachers in their professional growth while ensuring accountability.

Researcher: Could you provide continuous accompaniment to teachers (I mean regularly arrange field-visits, keep them updated, and arrange regular seminars and workshops whether virtually or on-site? If no, what hampers you from doing so?

Inspector: Providing continuous accompaniment to teachers through regular field visits, updates, and ongoing professional development is ideal for fostering effective teaching and professional growth. However, several factors can impact the ability to provide such support consistently.

While the ideal approach involves regular field visits, continuous updates, and frequent professional development opportunities, practical challenges related to resources, time, logistics, and institutional support can impact the ability to provide such continuous accompaniment. Addressing these challenges through technology, collaboration, and efficient planning can help enhance the support provided to teachers.

Researcher: Million thanks sir, I really appreciate your precious responses.

Inspector: You're very welcome! I'm glad I could help. If you have any more questions or need further assistance in the future, feel free to reach out. Best of luck with your work and efforts in education.

Appendix D:

Transcribed version of Inspector semi-structured online interview (2)

Researcher: Good morning sir, hope you are doing well.

Inspector: *Good morning. Thank you for your kind wishes; I hope you are doing well too.*

Researcher: Actually, let me express my profound gratitude for accepting to be part of my humble research. My research centers around exploring the impact of reflective teaching on teachers' classroom practices and performance. Likewise, the research aspires to investigate your role as teacher supervisors, and the professional development programs in embracing and guiding teachers towards this innovative teaching and learning approach. Therefore, I seek your precious answers to my inquiries.

Inspector:

Thank you for reaching out and for the kind words. I am honored to be a part of your research, which addresses such an important area in education. The focus on reflective teaching and its impact on classroom practices, as well as the role of teacher supervisors in fostering professional development, is both timely and relevant. I am more than willing to provide thoughtful responses to your inquiries and contribute to your study. Please feel free to share your questions at your convenience.

Researcher: What do you think about reflective teaching as an innovative method of teaching? Do you think it has a significant impact on teachers' classroom performance?

Inspector: Reflective teaching is an **innovative approach** that encourages teachers to continuously evaluate and **improve their teaching practices**. By regularly reflecting on their experiences, teachers can identify strengths, pinpoint areas for improvement, and adapt their

methods to better meet the needs of their students. This process fosters a more thoughtful and adaptive teaching style, ultimately enhancing the learning experience.

Researcher: well, do you think that professional development programs give more emphasis to the transmission of theoretical knowledge (Official theories about effective teaching methods and strategies) rather than promoting for the appraisal of teachers' personal experiences (their theories in use) . By the way, who is responsible for setting the content of teacher PDTP's and on what grounds?

Inspector: Professional development programs often place a significant emphasis on transmitting theoretical knowledge, such as official theories about effective teaching methods and strategies. While these theories are essential for providing a foundational understanding, there is a growing recognition of the need to balance this with the appraisal and integration of teachers' personal experiences, or their "theories in use." Practical, experiential knowledge can offer invaluable insights and foster a more holistic approach to professional development.

The content of teacher professional development programs is typically determined by the training department within the Ministry of Education, and very often, inspectors design it as part of their annual training agenda.

The grounds for setting the content of PD programs include current educational research, policy directives, identified gaps in teacher knowledge or skills, feedback from teachers, and observed student outcomes. Balancing theoretical frameworks with practical, experience-based insights is crucial for effective professional development.

Researcher: Can we say that reflective teaching is officially incorporated in setting the content of teacher professional development and training programs? Do you think the current

PDTP's provide teachers with necessary skills to be reflective practitioners? Would you explain the embraced strategies?

Inspector: Reflective teaching is increasingly being recognized and incorporated into the content of teacher professional development (PD) and training programs. However, the extent to which it is officially and systematically included can vary significantly between different supervisors and inspectors

While many PD programs strive to equip teachers with the necessary skills to be reflective practitioners, the effectiveness of these programs can vary. The essential skills that should be included are mainly:

- **Critical Thinking and Self-Assessment:** Teachers need to develop the ability to critically evaluate their teaching methods and outcomes, identifying both strengths and areas for improvement.
- **Feedback Utilization:** Teachers should be trained to effectively utilize feedback from peers, mentors, and students to inform their reflective practices.
- As for the embraced Strategies we can have:
- **Peer Observations and Discussions:** Observing peers and engaging in reflective discussions about observed practices can provide new insights and foster a culture of continuous improvement.
- **Workshops and Seminars:** Specialized workshops and seminars focused on reflective teaching techniques provide teachers with tools and frameworks to integrate reflective practices into their daily routines.

Researcher: During field visits to teachers, what standards do you focus upon in assessing teachers' performance, and what role do you generally play with teachers under your supervision (I mean co-operative or judgmental)?

Inspector: During my supervision visits, I focus on being a coach rather than just a supervisor. I ask my fellow teachers three key questions to encourage them to reflect on their lessons: What went well? What challenges did they face? What action steps can they take to improve their lesson plans? I also sometimes inquire about any concerns they had before teaching in front of their students. I choose to play the role of a coach because a coach guides rather than dictates. They help teachers make their own decisions based on their strengths and areas for growth, which ultimately fosters their professional development and builds self-confidence.

Researcher: Could you provide continuous accompaniment to teachers (I mean regularly arrange field-visits, keep them updated, and arrange regular seminars and workshops whether virtually or on-site? If no, what hampers you from doing so?

Inspector: Certainly. Everything mentioned above is integral to my supervision plan, including class visits, discussions, seminars, workshops, and online meetings. Additionally, I keep my fellow teachers regularly updated through direct emails and posts in social media groups on platforms like Facebook, Instagram, and Telegram.

Researcher: Million thanks sir, I really appreciate your precious responses.

Inspector: It's my pleasure, and you're always welcome anytime. Best of luck with your research!

Appendix E:

Some related PPT presentations lectures

DISTRIBUTION AND PROGRESSION. DEFINITIONAL ASPECTS

BRAINSTORMING
What difference (s) do you make between a distribution and a progression?

THE DISTRIBUTION	THE PROGRESSION	THE DISTRIBUTION	THE PROGRESSION
<ul style="list-style-type: none"> Focus is on teaching <p>It represents the organisation of the teacher's time.</p>	<ul style="list-style-type: none"> Focus is on learning <p>It represents the organisation of the learner's time</p>	<ul style="list-style-type: none"> Set pre-established, closed, binding on the agenda: it imposes the date, time, the number of the sessions and the contents to be taught. It is common to all the school institution. It is designed for all classes and targets a homogeneous audience. 	<ul style="list-style-type: none"> Flexible and adaptable approach to the needs of the learner and teaching situations. It is personal. It is designed for a single class of students with heterogeneous levels.
<ul style="list-style-type: none"> It represents the projection of the teacher as a static process. It does not take into account the needs of the learner. It does not accept readjustments because it is established at the beginning of the year. 	<ul style="list-style-type: none"> The approach is dynamic. It is built on the basis of the needs of the learner identified at the end of the various assessments. It incorporates readjustments. 	<ul style="list-style-type: none"> It does not allow the teacher to take into account class heterogeneity, predictive assessment and formative evaluation. 	<ul style="list-style-type: none"> -It allows the teacher to modulate content, schedules and even the method if the needs and difficulties encountered by the learner require it.
<ul style="list-style-type: none"> The subjects are taught separately. The teacher is obliged to strictly apply the programme. 	<ul style="list-style-type: none"> The subjects are taught in a framework of complementary transversality. The teacher is free to take educational initiatives to regulate and respond to student needs and various constraints. 	<ul style="list-style-type: none"> It requires the monitoring of the quantitative progress of the realization of the programmes and the contents according to the volume of hours decided in advance. 	<ul style="list-style-type: none"> It requires quality, relevance, rhythms of teaching and especially regulation.

A Lesson is Never Delivered By Experience

- A set of notes that helps us think through what we are going to teach and how we are going to teach it,
- Guides us during and after the lesson,
- A proposal for action

Identifying the different components of a lesson plan

- The main components of a lesson plan are:
- Aims
- Procedures
- Timing

Aims

- ❖ How do we achieve the aims?
- ❖ Aims should be linear.
- ❖ Aims should reflect what we hope the students will be able to do, not what teachers are going to do.
- ❖ To identify and select aims, we need to ask ourselves these key questions:
- ❖ What do my learners already know?
- ❖ What can they already do?
- ❖ What do they need to know?
- ❖ What do they need to do?

Planning a Lesson

1. Main aims should be specific, eg: By the end learners will be able to practise the past simple for talking about personal experiences.
1. Many teachers prefer the acronym SMART. Specific Measurable Achievable Realistic Timed

Main aim	Subsidiary aim	Personal aim
Describes the most important thing we want the learners to achieve in a lesson or sequence of lessons	Shows the language or skills learners must be able to use well in order to achieve the main aim of a lesson	For teachers: What we would like to improve or focus on in our teaching. (Material / Teaching aids)

Procedures

- Think about what stages a lesson will go through.
 - How we will get from one stage into another.
 - Build in variety: How we can use different activity types.
 - Key questions:
- A. Does each step or stage in the lesson help to achieve the aim?
 - B. Are there any stages I can cut if necessary?
 - C. Do the steps/ stages develop logically out of one another? Make learning easier?
 - D. Have I thought about exactly how to start and end the lesson?

Adapting material

- Some of the main reasons why we must use supplementary materials and activities:
- To replace unsuitable materials in the coursebook.
- To provide material missing from the coursebook.
- To provide suitable material for learner's particular needs and interests.
- To give learners extra language or skill practice.
- To add variety to our teaching.

Evaluating lesson effectiveness

- How do we evaluate our lesson plan?

Appendix F: Sealed Application to the principle of Msila Educational Academy



A Monsieur le Directeur de l'académie de la wilaya de Msila

Je soussignée Prof. Kara Mostefa-Boussena Leila, directrice de thèse de doctorat de Mme Bouguerra Amel, doctorante inscrite à la faculté des lettres et langues, département d'Anglais de l'université Hassibe Ben Bouali de Chlef,

Je vous demande de bien vouloir permettre à l'étudiante de collecter des données aux niveaux des institutions de l'éducation nationale de la wilaya de Msila. Ces données seront utilisées à des fins académiques dans sa recherche et seront protégées selon la loi en vigueur.

Nous comptons sur votre collaboration et restons à votre écoute en cas de besoin.

Dans cette attente veuillez accepter Monsieur mes salutations les meilleures.

Pr. L.Kara Mostefa-Boussena
Professor of ELT
President of the National Pedagogic Committee of English
Faculty of foreign languages, Department of English
Director of Foreign Language Centre (CEIL)
Chair of Diloui Research Team (TICELET Research Laboratory)
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قارة مصطفى ليلي

د. بريك فتحي
رئيس لجنة التكوين
في الدكتوراه

Appendix G: Official Document provides statistical information about Secondary schools names, numbers, and locations as well as the number of allotted EFL teachers

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية



المسيلة في:

الموضوع: أساتذة المادة الانجليزية للموسم الدراسي 2023-2024 لقطاع المسيلة

رقم	الثانويات	انجليزية	البلدية	الدائرة	المفتش
1	ثا/ عثمان بن عفان	6	المسيلة	المسيلة	طنبي عبد لرحمان
2	ثا/ صلاح الدين الايوبي	5	المسيلة	المسيلة	
3	ثا/ عبد المجيد مزيان	7	المسيلة	المسيلة	
4	ثا/ عبد المجيد علام	7	المسيلة	المسيلة	
5	ثا/ زغبة الدراجي	5	المسيلة	المسيلة	
6	ثا/ المجاهد أحمد الغازي	5	المسيلة	المسيلة	
7	ثا/ جربوع الحاج - الشلال	4	الشلال	الشلال	
8	ثا/ أبو عباس الوئشريسي	3	خ.س. الجير	الشلال	
9	ثا/ الشريف الادريسي	5	حمام الضلعة	حمام الضلعة	
10	ثا/ فايد السعيد	4	حمام الضلعة	حمام الضلعة	
11	ثا/ عبد الحميد بن باديس - الحوران	4	حمام الضلعة	حمام الضلعة	
12	ثا/ تيطوم يحيى - ونوغة	4	ونوغة	حمام الضلعة	
13	ثا/ جودي أحمد - المكن	3	ونوغة	حمام الضلعة	
15	ثا/ جعيج جلول - تارمونت	3	تارمونت	حمام الضلعة	
16	ثا/ عمر المختار	5	عين الحجل	عين الحجل	
17	ثا/ بن ناعة السعيد	5	عين الحجل	عين الحجل	
18	ثا/ مالك بن انس	6	سيدي عيسى	سيدي عيسى	
19	ثا/ حمدي بن يحيى	5	سيدي عيسى	سيدي عيسى	
20	ثا/ 08 ماي 1945	5	سيدي عيسى	سيدي عيسى	
21	ثا/ بن مسروق محمد (الحنية)	5	سيدي عيسى	سيدي عيسى	
22	ثا/ مياح علي	4	بني يلمان	سيدي عيسى	
23	ثا/ جابر بن حيان 2	5	المسيلة	المسيلة	
24	ثا/ غياض أحمد بن بو عكاز 1050 مس	4	المسيلة	المسيلة	



مخبوش عباس

المسيلة	المسيلة	5	ثا/ أبين محمد يحيى المقرئ	25
المسيلة	المسيلة	6	ثا/ إبراهيم ابن الاغلب التميمي	26
المسيلة	المسيلة	4	ثا/ عبد الله بن مسعود	27
المسيلة	المسيلة	5	ثا/ محمد الشريف مساعدي	28
المسيلة	المسيلة	5	ثا/ سعودي عبدالحميد	29
المسيلة	المسيلة	4	ثا/ المجاهد صحراوي نور الدين	30
اولاد دراج	اولاد دراج	5	ثا/ حميدي عيسى	31
اولاد دراج	اولاد دراج	5	ثا/ بعجي محمد	32
اولاد دراج	المعاضيد	4	ثا/ مصطفى بن بوالعيد	33
اولاد دراج	المعاضيد	3	ثا/ دحماني صالح - الزيتون	34*
اولاد دراج	أولاد عدي القبالة	4	ثا/ تركي محمد	35
اولاد دراج	أولاد عدي القبالة	4	ثا/ لعويجي عمر	36
مقرة	برهوم	6	ثا/ هواري بومدين	37
مقرة	برهوم	5	ثا/ قطوش خليفة - برهوم	38
مقرة	الدهاهنة	3	ثا/ عبد الله بن غام الدراجي - دهاهد	39
مقرة	مقرة	5	ثا/ الحاج الخير خيري	40
مقرة	مقرة	6	ثا/ أحمد عروة	41
مقرة	عين الخضراء	5	ثا/ عبدالرحمان بن عوف	42
مقرة	عين الخضراء	4	ثا/ قسوم العيد	43
مقرة	بلعابية	6	ثا/ ميهوبي محمد	73
مقرة	بلعابية	3	ثا/ الشيخ بلحسن (الجديدة بلعابية)	74
اولاد دراج	السوامع	2	ثا/ خرخاش العمري - السوامع -	75
		208	المجموع	

Appendix H:

Teacher Observation and Evaluation Criteria

Reflective Teacher Observation Model for In-Service Teacher Trainees • Sadia Ali

I. INSTRUCTIONAL SKILLS — the teacher demonstrates, in his or her performance, a competent level of knowledge and skill in designing and conducting an instructional experience.

Indicators:

- Writes and teaches to clear objectives — Utilizes principles of learning — provides a variety of instructional experiences (1 point)
- Uses appropriate instructional strategies for students, subjects, and goals — Monitors ongoing performance to adjust lessons (1 point)
- Uses school's goals and guide effectively — Demonstrates creativity in the teaching process (1 point)

II. CLASSROOM MANAGEMENT AND ORGANIZATION — the teacher demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

Indicators:

- Provides a classroom climate conducive to learning (1 point)
- Provides a model in demeanor and appearance that does not detract from teaching effectiveness (1 point)
- Assesses individual differences, provides appropriate student grouping and uses appropriate instructional resources to meet individual needs (1 point)

III. STUDENT DISCIPLINE AND ATTENDANT PROBLEMS — the teacher demonstrates the ability to manage the non-instructional human dynamics in the educational setting.

Indicators:

- Communicates clearly established parameters — Recognizes conditions that lead to problems — Assists students toward self-discipline (1 point)

- Responds reasonably to discipline problems — effectively utilizes the assistance of administrators or support personnel (1 point)

IV. KNOWLEDGE OF SUBJECT MATTER — the teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) appropriate to the grade level.

Indicators:

- Gives evidence of subject matter competency in area(s) to be taught (1 point)
- Recognizes the relationship between one's subject matter field and other disciplines or subjects (1 point)
- Keeps abreast of new developments in the subject matter area (1 point)

V. INTEREST IN TEACHING PUPILS — the teacher demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics. The teacher demonstrates enthusiasm for or enjoyment in work with pupils.

Indicators:

- Plans educational experiences based on students' unique background and characteristics (1 point)
- Enjoys working with students (1 point)
- Provides prompt, meaningful communication among parents (1 point)

VI. PREPARATION AND SCHOLARSHIP — The teacher exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching and a commitment to education as a profession.

Indicators:

- Keeps abreast of current and effective emerging principles of teaching (1 point)
- Contributes to school and professionalism (1 point)
- Maintains professional rapport with colleagues, parents, and community (1 point)

VII. EFFORT TOWARD IMPROVEMENT WHEN NEEDED — the teacher demonstrates an awareness of his or her limitations and strengths and demonstrates continued professional growth.

Indicators:

- Participates in career development (1 point)
- Utilizes self-evaluation as a tool for professional growth (1 point)
- Responds constructively to recommendations (1 point)

Appendix I:**Identification of the second sample**

Order	Sheet number	Practical level	Sheet number	Critical level
1	133	4,86	44	3,80
2	105	4,71	30	3,60
3	88	4,57	61	3,60
4	75	4,57	51	3,60
5	27	4,43	72	3,60
6	81	4,43	96	3,60
7	20	4,43	134	3,60
8	16	4,43	133	3,60
9	29	4,43	18	3,40
10	63	4,29	35	3,40
11	38	4,29	45	3,40
12	8	4,14	54	3,40
13	43	4,14	46	3,40
14	79	4,14	131	3,40
15	126	4,14	125	3,40
16	92	4,14	97	3,40
17	129	4,00	147	3,40
18	60	4,00	12	3,40
19	23	4,00	14	3,40
20	31	4,00	63	3,20
21	10	4,00	150	3,20

22	36	4,00	85	3,20
23	15	4,00	41	3,20
24	45	4,00	47	3,20
25	61	4	49	3,20
26	1	3,86	132	3,20
27	144	3,86	145	3,20
28	77	3,86	52	3,20
29	80	3,86	48	3,20
30	82	3,86	50	3,20
31	3	3,86	10	3,00
32	64	3,86	36	3,00
33	78	3,86	71	3,00
34	90	3,86	21	3,00
35	62	3,86	39	3,00
36	94	3,86	67	3,00
37	71	3,86	149	3,00
38	85	3,86	70	3,00
39	54	3,86	11	3,00
40	5	3,71	59	3,00
41	135	3,71	73	3,00
42	40	3,71	74	3,00
43	88	3,71	69	2,80
44	21	3,71	20	2,80

45	39	3,71	92	2,80
46	67	3,71	23	2,80
47	41	3,71	31	2,80
48	47	3,71	62	2,80
49	49	3,71	94	2,80
50	46	3,71	88	2,80
51	131	3,71	9	2,80
52	44	3,71	89	2,80
53	2	3,57	22	2,80
54	101	3,57	83	2,80
55	19	3,57	42	2,80
56	26	3,57	56	2,80
57	109	3,57	57	2,80
58	9	3,57	93	2,80
59	89	3,57	95	2,80
60	149	3,57	60	2,60
61	132	3,57	3	2,60
62	145	3,57	64	2,60
63	125	3,57	78	2,60
64	51	3,57	90	2,60
65	72	3,57	40	2,60
66	4	3,43	109	2,60
67	17	3,43	68	2,60

68	32	3,43	99	2,60
69	107	3,43	100	2,60
70	76	3,43	113	2,60
71	97	3,43	6	2,60
72	96	3,43	33	2,60
73	134	3,43	102	2,60
74	28	3,29	115	2,60
75	110	3,29	116	2,60
76	68	3,29	75	2,40
77	22	3,29	81	2,40
78	70	3,29	79	2,40
79	52	3,29	126	2,40
80	147	3,29	129	2,40
81	133	3,29	77	2,40
82	15	3,14	80	2,40
83	35	3,14	82	2,40
84	117	3,14	76	2,40
85	18	3,14	28	2,40
86	37	3,14	110	2,40
87	103	3,14	53	2,40
88	53	3,14	65	2,40
89	65	3,14	127	2,40
90	127	3,14	55	2,40

91	99	3,14	87	2,40
92	11	3,14	111	2,40
93	59	3,14	122	2,40
94	13	3,00	123	2,40
95	139	3,00	86	2,40
96	130	3,00	128	2,40
97	84	3,00	105	2,40
98	91	3,00	108	2,40
99	100	3,00	58	2,40
100	83	3,00	7	2,20
101	48	3,00	8	2,20
102	24	2,86	43	2,20
103	143	2,86	135	2,20
104	124	2,86	26	2,20
105	55	2,86	107	2,20
106	113	2,86	84	2,20
107	42	2,86	91,00	2,20
108	56	2,86	124,00	2,20
109	57	2,86	66,00	2,20
110	138	2,71	114,00	2,20
111	112	2,71	98,00	2,20
112	66	2,71	118,00	2,20
113	87	2,71	32,00	2,00

114	111	2,71	18	2,00
115	122	2,71	37	2,00
116	123	2,71	103	2,00
117	6	2,71	130	2,00
118	25	2,57	143	2,00
119	140	2,57	112	2,00
120	114	2,57	25	2,00
121	33	2,57	140	2,00
122	102	2,57	120	2,00
123	12	2,57	121	2,00
124	14	2,57	137	2,00
125	148	2,43	142	2,00
126	120	2,43	146	2,00
127	121	2,43	1	1,80
128	98	2,43	144	1,80
129	86	2,43	5	1,80
130	128	2,43	19	1,80
131	73	2,43	117	1,80
132	34	2,29	139	1,80
133	104	2,29	24	1,80
134	136	2,29	138	1,80
135	141	2,29	148	1,80
136	105	2,29	34	1,80

137	93	2,29	104	1,80
138	50	2,29	136	1,80
139	119	2,14	141	1,80
140	106	2,14	106	1,80
141	137	2,14	27	1,60
142	108	2,14	101	1,60
143	115	2,14	4	1,60
144	74	2,14	17	1,60
145	142	2,00	15	1,60
146	118	2,00	35	1,60
147	58	2,00	119	1,60
148	146	1,86	30	1,40
149	116	1,57	2	1,40
150	95	1,57	13	1,40

Résumé

L'enseignement réflexif a été intégré aux programmes de formation et de développement des enseignants pour remettre en question la rationalité technique et permettre aux enseignants une plus grande liberté dans l'élaboration de leurs propres stratégies basées sur leurs expériences en classe. Cette thèse explore les perceptions des enseignants et inspecteurs d'EFL du secondaire concernant l'impact de la pratique réflexive et des programmes de développement professionnel sur les performances en classe. En utilisant une approche exploratoire, les données ont été collectées au moyen de questionnaires destinés aux enseignants, d'entretiens semi-structurés avec des inspecteurs, d'observations en classe et d'analyses de séminaires de développement professionnel. Le questionnaire d'enseignement réflexif des enseignants a été utilisé pour évaluer les niveaux de réflexion et identifier les enseignants ayant des niveaux élevés de réflexion pratique et critique. De plus, les observations en classe de deux enseignants réfléchis ont évalué l'impact de la réflexivité sur la performance. Des entretiens semi-structurés ont exploré les points de vue des inspecteurs sur la mise en œuvre d'approches réflexives dans les programmes de développement. L'étude a impliqué 150 enseignants EFL et 2 inspecteurs de la Wilaya de M'sila. Les résultats indiquent que les enseignants font preuve de niveaux modérés de réflexion, employant des stratégies de réflexion sans avoir pleinement conscience des concepts pédagogiques réflexifs. Les inspecteurs reconnaissent la valeur des pratiques réflexives, mais notent que les programmes de développement professionnel favorisent implicitement les compétences réflexives, influencées par l'orientation vers la rationalité technique.

Mots clés : Enseignement réflexif. Enseignants d'ALE. Inspecteurs de ALE. PDFP

ملخص

تم دمج التدريس التأملي في برامج تعليم وتطوير المعلمين لتحدي العقلانية التقنية والسماح للمعلمين بقدر أكبر من الحرية في تطوير استراتيجياتهم الخاصة بناءً على تجارب الفصول الدراسية. تستكشف هذه الأطروحة تصورات معلمي ومفتشي اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية فيما يتعلق بتأثير الممارسة التأملية وبرامج التطوير المهني على أداء الفصل الدراسي. وباستخدام المنهج الاستكشافي، تم جمع البيانات من خلال استبيانات المعلمين، والمقابلات شبه المنظمة مع المفتشين، والملاحظات الصفية، وتحليلات ندوات التطوير المهني. تم استخدام استبيان التدريس التأملي للمعلم لتقييم مستويات التأمل وتحديد المعلمين ذوي المستويات العالية من التأمل العملي والنقدي. علاوة على ذلك، قامت الملاحظات الصفية لاثنتين من المعلمين التأملين بتقييم تأثير التأمل على الأداء. واستكشفت المقابلات شبه المنظمة آراء المفتشين بشأن تنفيذ الأساليب التأملية في برامج التنمية. شملت الدراسة 150 مدرساً للغة الإنجليزية كلغة أجنبية ومفتشين من ولاية المسيلة. أشارت النتائج إلى أن المعلمين يظهرون مستويات معتدلة من التأمل، ويستخدمون استراتيجيات التأمل دون الوعي الكامل بمفاهيم التدريس التأملي. يدرك المفتشون قيمة الممارسات التأملية ولكنهم يلاحظون أن برامج التطوير المهني تعزز المهارات التأملية ضمناً، متأثرة بوجهة النظر التقنية.

الكلمات المفتاحية: التدريس التأملي. معلمو اللغة الإنجليزية كلغة أجنبية. مفتشو اللغة الإنجليزية كلغة أجنبية. برامج التدريب والتطوير المهني