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Reflective Teaching as a Sustainable Concept to Enhance
Continuous Professional Development
case of EFL Teachers of English Department

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DEDICATIONS

To my dear parents and grandmother
My ants: Fatia, Amouna and Téma
My sisters Chahrazed,Ghizlenand Nesrine
My brother Adel
... and my large family

and friends.

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Abstract

Teaching is a complex and multi-faced task. The way the world is changing is having a profound effect on the development of human interaction which is the essential ingredient of teaching and learning. Teaching education must be in a vanguard to support and show that change. Therefore, the teacher is in a better position to account for the specific teaching situations. The main purpose of this study is to show the importance of reflective teaching in improving the continuous professional development of teachers in general and EFL teachers in particular. In order to reach this objective, the researcher designed an exploratory case study dealing with university EFL teachers of the Department of English, University of Tlemcen. The collected data were analysed both quantitatively and qualitatively from a questionnaire with novice teachers, the selection of this sample is to inspect if they are well equipped and ready for the teaching practice, and a structured interview with EFL experienced teachers to check if they are reflective practitioners . The findings revealed that reflective teaching is the best process for the sake of increasing professional development. Then, EFL teachers have the perfect mind-set about the importance of reflective teaching in developing professionalism and engaging in the advent of reflection which can help them become more confident and gradually competent teachers. At last, reflective teaching helps experienced teachers and novice teachers to get developed in their jobs. In other words, a reflective teacher takes responsibility for his own professional development.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ELT: English Language Teaching

TED: Teaching Education Development

PD: Professional Development

RT: Reflective Teaching

TE: Teacher Education

TT: Teacher Training

TE: Teacher Education

PD: Professional Development

PT: Pre-service Training

CPD: Continuous Professional Development

TPD: Teacher Professional Development

TABLE OF CONTENTS

List of Tables

List of pie charts

List of pie charts

General introduction

Reflective teaching is self-inquiry. Reflective thought has taken a place in the current teaching and learning theories because of the benefits it offers for teachers to look after their teaching practices and develop their professionalism. Basically, answers to all problems will take time. This will make teachers prepared for the teaching situation.

Thus, reflection is adapted for the sake of improving teacher's practice and teachers should bear in mind reflection as critical skill. Pre-service and in-service training have preserved their importance since they are the most useful strategies to prepare the novice teachers for the teaching task. Therefore, teachers of English as a foreign language (EFL) will not be passive. They should be involved in the process. The only way to do this is to reflect on their practices to enhance their teaching and reach professionalism. However, there is a lack of competence among EFL teachers due to the humble training that would be teachers receive and the lack of strategies that promote teaching practice.

This problematic situation pushed the researcher to investigate the issue of EFL teachers' development among university teachers and shed light on the current pre-service (PS) training that would be teachers are receiving since it is considered as the first step of preparation for future EFL teachers to integrate in the world of their future job. Accordingly, PS preparation is the primary source of reflecting for novice EFL teachers.

The present research work will pose the following research questions:

1) Do EFL university teachers have sufficient training?

2) To which extent does reflective teaching improve teacher's professionalism?

This would lead me to generate the following hypotheses:

1) Training programme is not sufficient since it does not include practising teaching in real contexts.

Chapter One

1- introduction

By the time, things have changed and teachers have become more routinized and passive about their work and this affects the learner's level which lead to the discourse process of learning foreign languages. The teacher is the essential member in the teaching process. It is his/her duty to provide the learners with necessary information that they need, he/she is the only manager and the most important element in the class.

Noticing how teachers change, what effect these changes, and why we change, are important considerations to dig deep the general understanding to the process, and reflective is a valuable means to achieve that. It looks at a teacher's abilities to reflect upon his/her quality of teaching and professional development as ones of teacher's competences, tries to define professional development and examines reflective approach to teaching.

The present chapter discusses general information and main definition in the field of reflective teaching and teaching education development in order to enrich the continuous professional development.

Teaching Defined

Teaching has transformed from a simple educational function into a complex profession.

Earlier started where it was the parents 'role, elder family members such as grandparents, brothers and sisters...etc, then it was given by the religious tutors and wises finally evolved into what is now known by the regular governmental institutions such as schools, universities, training centres and distance learning institutions.

Teaching develops the minds of children and young adults, and prepares them to become worthwhile citizens of society. The history of teaching can be traced to **Confucious(1)** (561 B.C.), who was the first famous private teacher. Many ancient Greeks hired private teachers to educate their children. In the Middle Ages, learning

institutions such as Cambridge University were founded and teacher training became required.

From the psycho-pedagogical perspective, teachers may define teaching in different ways, here are some definitions:

- Teaching is just training the students so that they better manage their lives whether they are in their original or foreign society.

- Teaching is the communication among educators and students, including their cooperation in the learning procedure for their shared advantage which is accomplishing their own goals and objectives.

- Teaching is usually related to the classroom learning.

According to Merriam Webster Online Encyclopaedia 2013, teaching is the calling of the individuals who give guidance and knowledge, especially in an elementary or secondary school or a university.

Skinner claimed that **"Teaching is the arrangement of contingencies of reinforcement."**Edmund Amidon (1969,98) said that **"Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activity."** Then, Brubacher cited **"Teaching is an arrangement and a manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so."**

When Ryns says "**Teaching is concerned with the activities which are concerned with the guidance or directions of the learning of others."**

Therefore we understand from what was said above that teaching is a process by which students are motivated and inspired to learn. It is a great deal and a huge challenge since teachers are viewed as models to their students.

Definition of Learning

The word learning is used routinely in discussions about teaching, so it's important to clarify what we are referring to when we talk about learning.

Educational researchers agree that learning is much deeper than memorization and information recall. Deep and long-lasting learning involves understanding, relating

ideas and making connections between prior and new knowledge, independent and critical thinking and ability to transfer knowledge to new and different contexts.

Learning is the relatively permanent change in a person's knowledge or behaviour due to experience through the acquisition of new, or modifying existing, information, skills, values or believes. This definition walks along three components:

1- The long-term rather than short-term duration of the change.

2- The locus of the change is the content and structure of knowledge in memory or the behaviour of the learner.

3- The cause of the change is the learner's experience in the environment.

Learning is transformative process of taking information that when internalized and mixed with what we have experienced, changes what we know and builds on what we do. It's based on input, process, and reflection. It is what changes us. "A change in human disposition or capability that persists over a period of time and is not simply ascribable to processes of growth." The Conditions of Learning by Robert Gagne.

It has been suggested that the term learning defies precise definition because it is put to multiple uses. Learning is used to refer to:

-The acquisition and mastery of what is already known about something,

-The extension and clarification of meaning of one's experience.

-An organized, intentional process of testing ideas relevant to problems; In other words, it is used to describe a product, a process, or a function.

learning is a process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning. As Malcolm Knowles said learning is "**The process of gaining knowledge and expertise**."

Then, Clark and Richard pointed that **"Learning involves strengthening correct responses and weakening incorrect responses. Learning involves adding new information to your memory. Learning involves making sense of the presented material by attending to relevant information, mentally reorganizing it, and connecting it with what you already know."**

In the same vein, Driscoll stated that "**A persisting change in human performance or performance potential…[which] must come about as a result of the learner's experience and interaction with the world.**"

Learning is not something done to students, but rather something students themselves do. It is the immediate after-effect of how students translate and react to their experiences.

Training Defined

Training is a term generally used to describe the courses and qualifications that teachers undertake and receive at the outset of their careers, or one-off courses that are largely designed with a short-term or immediate purpose in mind

Training is the process of increasing the knowledge and skills for doing a particular job, following a structured method by which people acquire competences. According to Swanson & Holton:**"Training is defined as a process of systematically developing work-related knowledge and expertise in people for the purpose of improving performance."**

Training constitutes of a basic concept in teaching development. It is concerned with developing a particular skill to a desired standard by instruction and practice. Training is a highly useful tool that can bring teachers into a position where they can do their job correctly, effectively, and conscientiously.

Dale S. Beach defines training as **'the organized procedure by which people learn knowledge and/or skill for a definite purpose'**. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization.

Teacher education (TE) or teacher training

Specific training for teachers was originated in France 1685 by St. John Baptist de la Salle. Teacher training spread rapidly in Europe as a result of the work of August Hermann France and Johann Pestalozzi, and through the influence of the monitorial system .

Germany established the first curriculum for teacher training in the 18th cent. From Europe the monitorial training method spread to the United States in 1810.

Peter F. Drucker stated "**Since we live in an age of innovation, a practical education must prepare a man for work that does not yet exist and cannot yet be clearly defined.**"

Professional preparation of teachers, usually through formal course work and practice teaching, although the concept of teaching as a profession is fairly new, most teachers in industrialized nations today are college or university educated. The amount of preparatory training, however, varies greatly worldwide.

Teacher training refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school, and wider community. The professionals who engage in this activity are called teacher educators (or, in some contexts, teacher trainers).

"The essence of teaching is to make learning contagious, to have one idea spark another." Marva Collins.

Purpose of Training

The purpose of Training objectives is to well guide learning experiences, assure the ability to reach and measure professionalism and effectiveness.

The training may not be rigorous, efficient or systematic; trainees may be given boring and repetitive tasks, some teachers may not be good at teaching their own skills; they may pass on bad work practices as well as good ones; The needs of the trainee may also be subordinated to other priorities, moreover, untrained teachers can make mistakes and miss some of the lessons' objectives.

However, training Increases efficiency of teaching, and morality of Teachers, creates a good environment and relations of colleagues, reduced supervision stress and increased organizational viability and flexibility.

Teacher Centredness

It is a teaching method where the teacher is in actively involved in teaching while the learners are in a passive, receptive mode listening as the teacher teaches.

Teacher-centred lessons are generally associated with traditional approaches to language learning, but teacher-centred activity can be useful in many ways, the teacher

is considered as a formal authority, an effective model of the target language and a main source of information. However, teachers focused on what they did, not on the learners 'input, which results passive learners with no responsibility for their own learning

Formal Authority

The teacher is the centre of knowledge and in charge of learning. Students are usually passively receiving information, and his or her role is to be primary information giver and primary evaluator.

Students are viewed as "empty vessels" who passively receive knowledge from their teachers.

Personal Model (Demonstrator)

In Teacher-Centred Instruction, students put all of their focus on the teacher; he or she talks, and the students exclusively listen. During activities, when a classroom operates with student-centred instruction, students and instructors *share* the focus. Instead of listening to the teacher exclusively, students and teachers interact equally. Group work is encouraged, and students learn to collaborate and communicate with one another.

Teachers and professors act as the sole supplier of knowledge, and under the direct instruction model, teachers often utilize systematic, scripted lesson plans.

Teacher Centred Instruction is fairly low-tech, often relying on the use of textbooks and workbooks instead of computers assessments are in many cases only carried out as summative and not formative evaluations and they rarely address qualitative issues of the learner's progress.

Learner Centeredness

Student-centred learning, otherwise called **learner-centred education**, extensively includes strategies for teaching that move the focal point of guidance from the educator to the students. In unique use, student-centred learning expects to create

student self-rule, autonomy and independence by putting responsibility for the learning path in the hands of students Student-centred instruction focuses on skills, aptitudes and practices that empower lifelong learning and free issue solving. Student-centred learning hypothesis and practice depend on the constructivist learning theory that underlines the student's Critical role in developing importance from new data and related experiences.

Student-centred learning puts students' interests first, recognizing student voice as vital to the learning experience. In a student-centred learning space, students select what they will learn, how they will learn, and how they will evaluate their own learning.

The utilization of the term "student-centred learning" may simply refer to the educational mindsets (essential instructive attitudes) or instructional methods that perceive individual differences of learners. That is to say, student-centred learning underlines every student's interests, abilities, and learning styles, putting the teacher as a facilitator of learning for individuals rather than for the class as a whole.

Student-centred learning conditions have been demonstrated to be effective in higher education. They have been characterized specifically within higher education as both a mindset and a culture in a given instructive institution and as a learning approach comprehensively identified with, and supported by, constructivist theories of learning.

They are characterised by innovative methods of which expect to advance learning in communication with educators and other students and which pay attention to students as dynamic members in their own learning and cultivate transferable abilities, for example, critical thinking, basic reasoning, and reflective thinking.

The revised European Standards and Guidelines for Quality Assurance, due to be approved by the ministers of European Higher Education in May 2015, include the following passage on student-centred learning: "**Foundations ought to guarantee that projects are conveyed in a manner that urges students to play a functioning job in making the learning procedure and [should ensure] that the appraisal of students mirrors this methodology**."

Learner centred teachers do not employ a single teaching method, this approach emphasizes a variety of different types of methods that shifts the role of teachers from givers of information to facilitators and delegators of students learning.

Facilitator

Teachers who have facilitator model teaching style tend to focus on oriented activities. This teaching style emphasizes student-centred learning and there is much more responsibility on students to take the initiative for meeting the goals of the learning tasks. This type of teaching works best for the students who are comfortable with independent learning and who can actively participate and collaborate with other student (such as project and pair works, group work) and helps them to meet the courses objectives and goals with creative and original applications and processing of the syllabus content.

Delegator

Teachers who have delegator teaching style tend to place much control and responsibility for learning on individual or groups of students. This type of teachers will often give students a choice designing and implementing their own complex learning project, and will act in a consultative role.

Students are often asked to work independently or in groups, and must be able to maintain motivation and focus for complex projects. Students working in this type of setting learn more than just course specific topics, as they also must be able to effectively work in group situations and manage various interpersonal roles.

Active learning

Active learning is an approach to instruction that involves actively engaging students with the course material through discussions, problem solving, case studies, role plays and other methods. Active learning approaches place a greater degree of responsibility on the learner than passive approaches such as lectures, but instructor guidance is still crucial in the active learning classroom. Active learning activities may range in length from a couple of minutes to whole class sessions or may take place over multiple class sessions.

Reflective teaching

To know what reflective teaching means, it is advisable to know what reflection mean. Most people who are involved in community service and service learning programmes are familiar with the term" reflection", in fact, we are all familiar with reflection every time we look in the mirror. The term "reflection" is derived from the latin term **reflectere** that means " bend back" ;a mirror does precisely this, it bends back the light and makes visible what is apparent to others.

Reflection is a term used through the teaching profession. It is originally found

in the writings of John Dewey in the early 20 [th] century. Reflection is also referred

to in literature as reflection and critical thinking.

Reflection is a complex process that is mostly used with higher order mental

processes**.** With regard to this, Moon **(**2005**:**1**)** states that**:"reflection is a form of**

mental processing that we use to fulfil a purpose or to achieve some anticipate

outcome …"That is reflection is a way that teachers use to obtain certain goals or to

reach some results.

Another definition is put by Nunan and Lamb (1996:120) in which they argue

that:"**reflection on one's teaching**, **and**, **in the process**, **developing knowledge and theories of teaching**, **is an essential component**" in the life long process of professional

growth.

  Richards also defines reflection as follow: "**reflection is a response to past**

experience and involves conscious recall and examination of the experience as

a basis for evaluation and decision – making as a source for planning and

action" (In de Arechaga 200,p 3)

Finally, For Baily *et al*. (2001) point out that reflective teaching includes critical

examination of teachers' motivation, thinking, and practices.

Types of Reflection

Reflection can have three forms: Reflection – on – Action, Reflection – in –

Action and Reflection – for – Action (Sandras, 2009, Killion&Todnem, 1991)

Reflection–in–Action

Schön describes reflection–in–Action as the capacity of professionals to

consciously think about what they are doing while they are doing it**.** He calls it as

theory–in–use**.** He states**: "the practitioner allows himself to express surprise,**

puzzlement, or confusion in a situation which he find uncertain or unique. He

reflects on the phenomenon before him, and on prior understandings which

have been implicit in his behaviour. He carries out an experiment which serves

to generate both new understanding of the phenomenon and a change in the

situation" (Schön1983:68)

   Reflection – in – Action occurs when something does not meet the teacher's

expectations. In other words, through reflection – in – Action teacher can solve

problems based on going reflection, for example, teacher changing his methods in

the middle of a lesson. This type of reflection includes a mixture of knowing and

doing. If, for example, the student is writing a story and left out the setting,

reflection- in- Action could guide the correction of a major component of the story

writing.

Reflection–on–Action

Reflection – on – Action occurs after the event has taken place which gives the

practitioner more time to reflect on the action, asks questions such as, why we act as we did, or what was happening, what would happen if the action happened again. Cowan (1998:36) explains this as "**looking back on the action contained in past experience.**"Schön describes it as follow**:"we reflect on action, thinking back or what we have done in order to discover how our knowing – in – action may have contributed to an unexpected outcome."**(Schön1983**:**26)**.**

Schön believes that both types are important to become an effective practitioner.

Reflection – for – Action

Killion and Todnem(1991) develop Schön's typology to include reflection – for – action. Through reflection – for – action, teacher can improve his teaching, by making commitments and personal changes to become proactive and successful.

1.6. **Models of Reflective Thinking**

In literature, there are many models of reflective thinking to be found and each of them has a specific structure and format but all of them have one thing in common, to give a basis for doing reflective thinking. Among the models Kolb's model (1984) called "Experiential learning "in which he proposed a learning cycle of concrete experience: (a new experience of situation is encountered, or a reinterpretation of existing experience .reflective observation: of the importance are any inconsistencies between experience and understand. Active experimentation: the learner applies them to the world around them to see what results, and abstract conceptualization: reflection gives rise to a new idea, or a modification of an existing abstract concept, leading to future active experimentation (see figure2)

Honey and Munford (1992) adapted Kolb's model and identify four individual learning preferences or styles emerging from the cycle of learning. (See table1) Whereas Driscoll's (1994) model is just three questions:what? Describes the experience – what did you do? So what**?** Describes what difference it makes, what impact or meaning it has for you, and now what? What are you going to do continue your professional development in light of this learning?

Johns (1994) also proposes structural model of reflection in which he asks individuals (or group) to write a description of an experience.

Reflecting on a lesson is relevant. Richards (2011) says that "**reviewing your lesson and reflecting on it can help you build some constructive guidelines to trigger a better understanding of what worked well and why, or to prompt you to rethink a teaching strategy if aspects of the lesson did not turn out as well as you expected"**

The teacher must be varied in his teaching, using as varied activities as he can it is important that teachers understand a student's strong and weak points in each multiple intelligence. It is also important for the teachers to address student's multiple intelligences and learning styles in the classroom in order to provide activities to facilitate learning.

In a project the students work in groups so they can share the work taking their learning styles into account. In a well-structured project there is a wide variety of different tasks.

Teacher Professional Development

Generally, the term development refers to growth or change. The concept of teacher development is a process of becoming a better teacher. In other words, it is an ongoing learning. For instance, Pennington states that "**Every teacher needs professional growth throughout his or her career**» (1990:219).

Teacher's development is a process that any teacher must go through. If it stops for a certain period, the teacher will not be able to develop his/her teaching. In this line of thought, Underhill (1988) says that teacher`s development **"…is to keep alive a sense of challenge and adventure in one`s career and to avoid getting into rut"** (qtd in Gnawali, 2008:219). Therefore, it brings changes in the teacher to enable him to give knowledge for his learners. Change is regarded as an inevitable process in the life of the teacher as it helps him to deal with future problems that might face him; it develops his capacity to use new techniques and strategies.

In the same vein, Ur (1999) believes that the basis for the professional process is the teacher`s reflection on classroom events. She emphasizes on the idea of personal progress through reflecting on the teacher' activities.

Also, Whitton et al (2004) state that reflection is a threefold process which consists of direct experience, analysis of knowledge about that experience, and consideration of the options which lead to action (qtd in Ariel et al 2008:3). Thus, the teachers' professional growth is possible if they reflect on their actions which will allow them to find ways for a better teaching.

Liberman (1995) suggests that learning chances appeared for students to solve real problems. Moreover, teachers must learn as their students do. In this context, she notes the following similarities between the ways students learn and teachers learn:

People learn best through active involvement and through thinking about and becoming articulate about what they have learned. Processes, practices, and policies built on this view of learning are at the heart of a more expanded view of teacher development that encourages teachers to involve themselves as learners in much the

same way they wish their students would. (qtd in Caroll,1999:09) The teachers should question their professional performance and search for answers to the questions that will raise during their professional career.

To support this idea stevens (2013) believes that there are four results of becoming a reflective practitioner. First, reflective teaching helps the teacher to develop

'schemata' of teaching. Second, teachers will have better pedagogical reasoning skills. Third, it enhances improvisation in the classroom. For the fourth benefit, reflective teaching enhances the teachers' capacity of becoming decision makers in the classroom.

It is worth ending this section by saying that the ultimate goal of this process is to ameliorate the effectiveness of one's own experience.

Continuing Professional Development CPD

CPD stands for Continuing Professional Development. It refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It's a record of what you experience, learn and then apply. The term is generally used to mean a physical folder or portfolio documenting your development as a professional. Some organisations use it to mean a training or development plan, which I would argue is not strictly accurate. This article is about CPD as a process of recording and reflecting on learning and development.

The CPD process helps you manage your own development on an ongoing basis. It's function is to help you record, review and reflect on what you teach. It's not a tick-box document recording the training you have completed. It's broader than that.

It can help you to reflect, review and document your learning and to develop and update the professional knowledge and skills. It is also very useful to:

- Provides an overview of your professional development

- Reminds of achievements and how far the progress is

- Directs career and helps to keep an eye on the pointed goals

- Uncovers gaps in skills and capabilities

- Opens up further development needs

- Provides examples and scenarios for a CV or interview

- Demonstrates professional standing to learners and colleagues

- Helps in the career development or a possible evolved position.

1-10 Conclusion

To be more effective educator, teachers must know their students strength, weaknesses and skills , and be able to select from a broad repertoire of effective practices in order to design lessons that will meet their student's needs. This is why teachers need to work together and use variety of strategies to understand their student's aptitudes and challenges.

Once firmly in grounded in a deep knowledge of their students collaboration provides a space for teachers to be active learners. They are able to exam and refine their practice continually.

Effective teachers have a solid understanding of grade level standard and of literacy development-an understanding that includes a broader recognition of why and how those skills are important for all students, Based on this knowledge, teacher teams set clear goals for students learning and break those goals for students learning and break those goals down into monthly and weekly objectives in order to ensure that every lesson and activity is connected to a larger purpose while still holding specific students outcomes in mind .

2-1 Introduction

Reflective teaching is a mirror of teacher's teaching sessions that reflect the success or failure of his /her lecture. It helps a lot to detect students' weaknesses and needs, On the part of the teacher so that to correct what it should be corrected and try to change their performance for the better so the good result can be achieved.

Many universities and institutions of higher learning has been concerned with an effort to incorporate critical thinking into their curriculum , However, as evidenced by researches (Choy & Cheah, 2009; Rudd, 2007; Black , 2005;Vaske, 2001) , Students may not be able to think critically because their teachers are not able to integrate critical thinking sufficiently into their daily practice as it requires a certain amount of reflection, added to this, critical thinking is equated to higher order thinking skills of Bloom's Taxonomy : analysis , synthesis and evaluation (Bloom, 1976) and teachers find difficulties to incorporate these levels into their lessons (Choy & Cheah, 2009) .

This chapter describes if novice teachers are practicing reflective teaching thinking on their teaching, this is seen as a means to enhance critical thinking. The study also attempts to determine how teachers perceive themselves and their new teaching practices. and to ascertain the extent to which teachers are able to teach or they still

need practice. Italso involves EFL Experienced teachers at Abou Bekr Belkaid University and sees whether reflective teaching methodology develops their professionalism. To reach this result, the researcher made use of tworesearch tools mainly a questionnaire for novice teachers and structured interview for EFL teachers at the English department.

2-2 Methodology of the Research Work:

This research is based on the questionnaire and structured interview. When filled, the researcher could rely on authentic attitudes, and strategies that are undertaken by informants in their learning process. As far as the questionnaire is concerned, it is a written instrument eliciting the experiences or attitudes the same sample. It is most frequently a very concise set of questions designed to yield information about a pertinent topic (James, 1997).An interview refers to a conversation between the researcher and the informants. There are three types of interview notably: structured, semi-structured, and unstructured (James, 1997).This work made use of the structured interview which takes the form of an oral questionnaire; it requires all respondents to answer the same questions which have the same wording.

Data collection concerns the training of the informants, whoa actually are EF L Novice teachers at Abou Bekr Belkaid University. The questions that were included were on the pedagogical preparation of teacher candidates reflective practice of EFL teachers and the ways how they reflect on their practice to meet their students needs and reach the highest level of professionalism.

2-3 Research Instruments:

The researcher used two research tools notably a questionnaire distributed to 10 EFL novice teachers and a structured interview for 5

EFL experienced   EFL teachers.

2-3-1 Questionnaire for novice teachers:

In the behalf of knowing to what extent novice teachers were aware of the relative worth of reflective teaching, a questionnaire was designed for them. Thanks to thisquestionnaire the researcher gathered information about the maintarget commodities they have acquired. The questionnaire included nine questions that embodied the procedures that guide the informants to tackle the job of teaching, and the steps they thought were helpful to encourage them to practice the teaching process with total confidence. The researcher wanted to certain the most premium modules that drive them to an efficient teaching career. Besides, this questionnaire aimed at obtaining ideas that put teachers in the position that reflected their learning through the discovery their mental abilities in being well motivated and effective teachers.

2-3-2 Structured Interview for EFL Experienced Teachers:

The teacher's interview aimed at knowing to what extent EFL university teachers reflected on their teaching practice and whether this reflection drove them to professionalism. Indeed, ten questions were addressed to five teachers at the English department. These questions generally embodied the extent to which EFL teachers were ready to teach and if they have received efficient and satisfying training that allowed them to cope with any constraint that might face them in teaching. Moreover, it aimed at discovering the techniques used to reflect on their practice and whether they led them to progress and mastery of teaching to handle all teaching procedures involved in educating their learners. (See Appendix B).

2-4 Data Analysis:

The systematic investigation carried led the analysis of the collected data. The data collected from the questionnaire are analyzed below. Each question is going to be examined separately.

2-4-1 Analysis of the Questionnaire:

Question One: Have you ever been a subject of any training?

If yes, what is it?

The objective from this question was to notice if novice teachers were receiving any training, in other words, if they had engaged in any pre-service training and experienced the way competent teachers convey their lessons. The results are shown in the table below :

Answers	A.R	A.F
YES	2	20%
NO	8	80%

Table 2-1 novice teacher's training

Unfortunately, almost 8 novice teacher representing 60%, did not have any training which means that they did not practise the teaching process or they were not allowed to engage in this kind of process. And the rest of teachers representing 40%, got the opportunity to observe or teach one skill of the four language skills.

Consequently, the greater part of them, precisely 80%, claimed that the modules of third year were sufficient in equipping them to comfort the job of teaching whereas the smallest part, exactly 20%, consented that there was a need to add some modules at this level.

Question Two: Do you think that in-service training should be compulsory

at your level?

If yes, why?

The aim of this question was to see if novice teachers were aware of the importance of in-service training as being the first workshop that prepared them to tackle the job of teaching and if they wanted to have it as a compulsory module at their level. The table below shows the results:

Answers	A.F	R.F
YES	3	30%
NO	7	70%

Table 2-2 Teachers' opinion about adding in-service training module

The answers obtained from this question were unexpected since percentages were close wherein 43.3% accepted to have in-service training as a compulsory module, and the remaining percentage whichwas about 56.6% refused to study by practising.

Question Three : Do you prefer practical or theoretical pre-service training?

The main target of this question was to ascertain whether novice teachers preferred to have more practice of teaching which helped them to build an effective career according to each one's capacity and it enabled them to reflect and observe their teaching before they engaged in it. The results are analyzed in the following table:

Answers	A.F	R.F
Practical	8	80%
Theoretical	2	20 %

Table 2-3Novice teachers' preferences about training.

The larger number reflected on agreement which gave a high percentage to practical pre-service training. Only 20% preferred the theoretical one.

Question Four : Have you ever taken the opportunity to teach your friends before being a teacher ?

The major goal of this question was to be aware of how well teacher's candidates were motivated in the classroom. It aimed also to unveil the method. The results are stated in the following table:

Answers	A.F	R.F
YES	07	70%
No	03	30%

Table 2-4The novice teachers experience of teaching

The results found there are 70 % of the novice teachers have been in the experience before being teachers, to delivering lessons and facing their classmates whereas 30 % did not take part in that interesting experience.

Question Five : Do you feel that you are well prepared to be a future successful teacher?

Indeed, this question was the most evident meanwhile the hard estone; since each informant ought to feel the situation he/she will face in the near future. The pie chart below describes the results achieved.
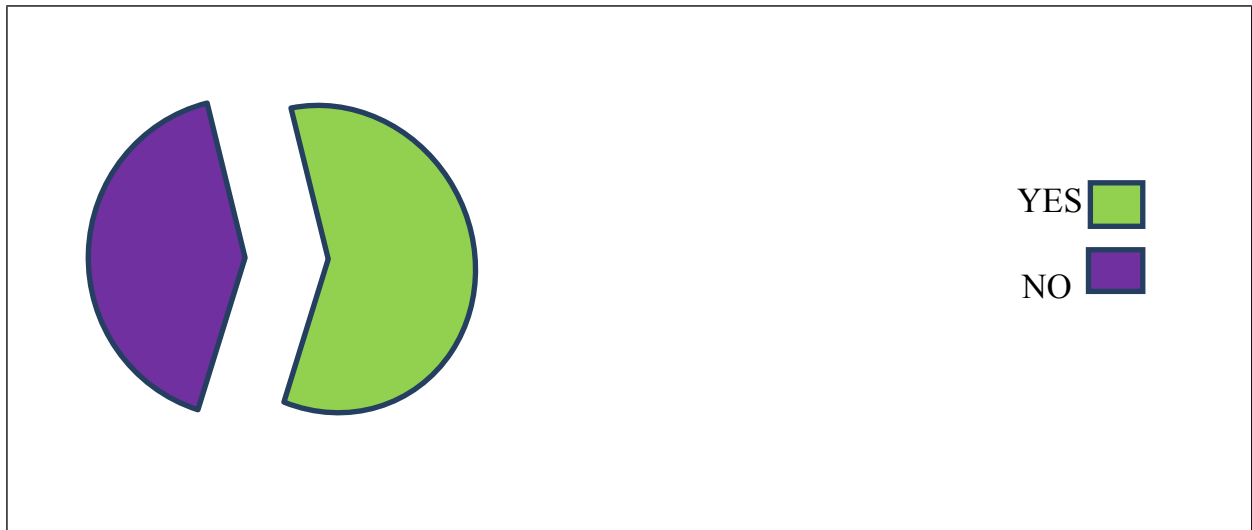
Pie chart 2-1 Students' readiness for teaching.

The results found are that 06 novice teacher representing 60%, said that they were ready to be successful teachers whereas 04, representing 40%,claimed that they were ready to perform the job of teaching. It is worth mentioning that some informants said that they did not take many opportunities to teach other levels, they were not ready enough, and still needed experience. They thought that they did not have the needed knowledge to teach or they did not feel motivated enough to be a real good teacher.

Question Six : does the novice teachers practice reflective teaching ?

This study aimed to investigate the levels of novice teachers′ reflective practices as well as their attitudes toward professional self-development in relation to various variables, including gender, number of workshops attended and experience. The study sample consisted of 5 teachers who work as teacher sat a number of private schools .

Results found that the level of teachers′ reflective practices on the scale as a whole were within an ′acceptable′ level; however, their practices in the subcategory of″

appreciating criticism" were below acceptable. Findings indicated that teachers′ attitudes toward professional development were positive. Findings further revealed a strong correlation between the reflective practices and the attitudes toward self-development in teachers.

Question Seven: What is meant by reflective teaching?

Models of learning to teach and experiences recognized the important relationship between university and school settings. The roles that educators in each setting play in the development of effective novice teachers are not discrete. Rather they complement and support one another. Building upon existing literature, and utilizing recent data, this paper challenges teacher educators to consider how pre-service teacher core beliefs and perceptions affect the dynamics of learning to teach and the establishment of a teacher identity. To facilitate these, it is argued that a consultative mentoring model that acknowledges individuality is more effective in the growth of teacher identity than the more traditional supervision model that focuses mainly on socialization. Reflective practice is promoted as crucial and its development is the responsibility of all teacher educators—both at university and in the schools.

Question Eight: If you are given the opportunity to change anything inthe future at your, level what will it be?

In the last question, the researcher intended to leave the floor for novice teachers to give their suggestions and to see whether they wanted to alter what they might see less useful to handle the teaching Profession and substitute it by helpful tips. The consequences exhibited that the largest part was kept for the necessity of the change at the level of third year while some participants did not plan having any change at their level. Here are some suggestions that novice teacher proposed and which they thought they were helpful in enhancing their performance and level. These suggestions included more practical courses, giving teachers the chance to train and make in-service training compulsory, changing the LMD system because it has got an overloaded program which made them feel under the pressure and giving much

emphasis to Grammar and Oral Expression sessions as they were very essential in teaching a foreign language.

They also suggested changing the teaching strategy and making a common program at the level of students because at the department each teacher taught the way he/she wants and each year they changed the modules as well as omitting some less useful modules, increasing student-teacher relationship and focusing on the practical side of language because with practice they become better.

2-4-2 Analysis of the Interview:

 It was necessary to use another research instrument called structured interview, administered for EFL experienced university teachers. Therefore, each question is going to be analyzed separately.

**Question one**: How many years have you been teaching?

The aim of this question was to ascertain the experience of each teacher and if this latter influenced and enhanced their professionalism or their way of teaching. Most of the informants' responses reflected that they have a considerable experience in teaching, around 7 up to32 years. Some of the informant's answers are as follows:

Informant A said that she started working in the profession of teaching from 1997 as part-time teacher and in biology department up to 2008.Then, she moved to the English department. All in all she has around18 years of experience. Informant B stated that she has 7 years of experience. Informant C said that he has now turned to 20 years of experience.

Question two: In your first year of teaching did you feel that you were really prepared to cope with any constraints that may face you in teaching?

The main target of this question was to see if EFL teachers were ready to teach and implicitly determine if they received any training before they tackled the job of teaching. The majority of the informants claimed that they were not totally ready to cope with the task of teaching since 3 teachers, representing60% said that they were

not ready and used to feel the lack of security and anxiety. The remaining informants, it means 2 teachers ,representing 40%, opted for almost and somehow. The results are mentioned in the following bar graph :
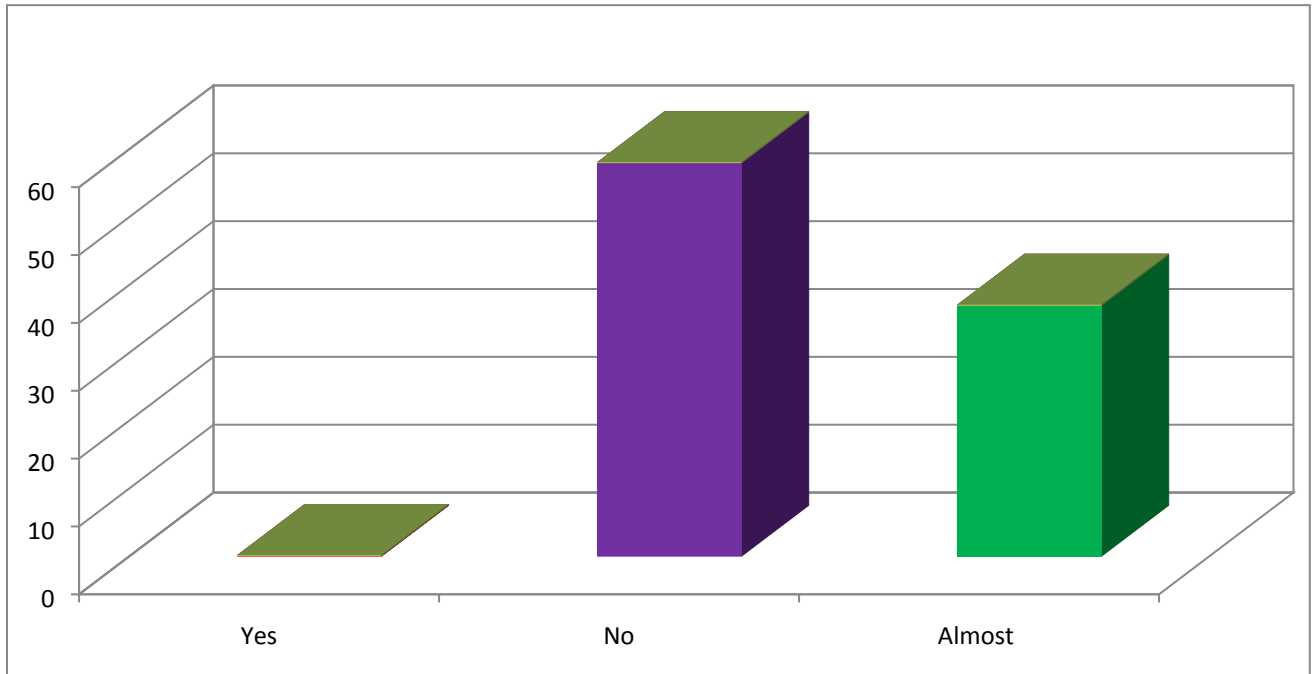

Bar Graph 2-1 Teachers' readiness for teaching

Some teachers claimed that it was a natural feeling because of the lack of training and practice whereas the others said they were talented in teaching that is, they have a god-given capacity to teach

Question three: With time did you feel that you are mastering all teaching procedures involved in teaching?

Through this question the researcher intended to see whether timeor experience enhanced teacher's performance. The results are presented in the following pie charts:
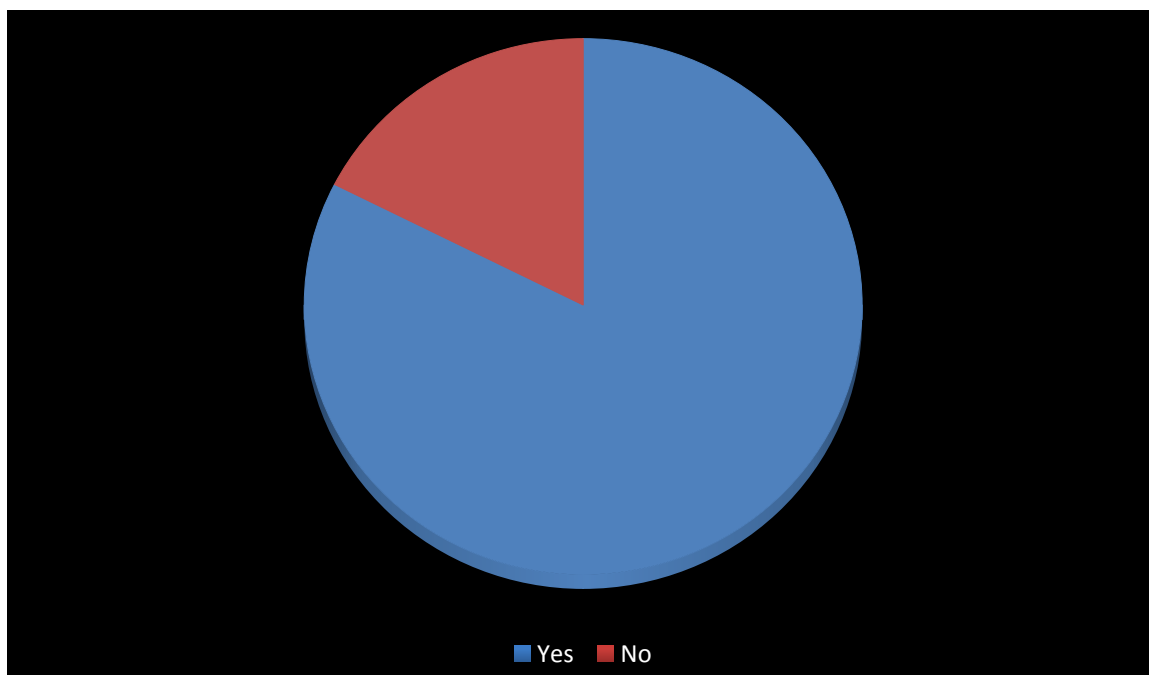
Pie chart 2-2 Teachers betterment in teaching.

As for the results, a high percentage of teachers claimed that they almost mastered all the teaching procedures and with experience they became better. 4 teachers, representing 80% of teachers, answered with yes, and the rest, 20%, said that they did not master the steps involved in educating a learner.

Question four: How do you qualify your experience?

- Very successful

-successful

-average

 As for the fourth question, the researcher called attention to the opinion of EFL teachers, if they were satisfied about their experience and to see whether they thought they reached a highest degree of professionalism. The results are best explained in the following table:

Answers	A.F	R.F
Very successful	1	20%
Successful	4	80%

Table 2-5 Teachers' evaluation of teaching experience.

The results obtained show that 80% of teachers qualify theirexperience as being successful and 20% as very successful. Teacher Asaid that his experience in teaching as an EFL teacher was verysuccessful; all praise is due to Allah. Teacher B claimed that she wassuccessful as part-time teacher and it was very challenging becauseshe faced difficulties in her career but she worked hard and did herbest to make it successful. Teacher C said that she has acquired apretty good experience

Question five: According to you what is reflective teaching?

In the light of this question, the researcher attempted to be informed if EFL teachers had an idea of the definition of reflection and whether they were aware of reflective teaching and its benefits .When interviewing the teachers, it was somehow astonishing to know that the majority of teachers got an idea of what is meant by reflective teaching and they tended to define it based on their own experience. Here are some of the informant's answers:

   Respondent A said that reflective teaching is a procedure with which somebody reflects upon his/her own methods in order to reach an effective teaching process. In other words, it is requesting every time your own teaching style.

   Respondent B stated that reflective teaching is a mirror of teacher's teaching sessions that reflect the success or failure of his/her lecture. It helps a lot to detect student's weaknesses and needs. On the part of the teacher, it helps him/her a lot in overcoming classroom variables.

   Respondent C said that reflective teaching is when a person looks in the mirror to see his/her negative and positive things so that to correct what it should be corrected and try to change it to make your performance better.

Respondent D stated that reflective teaching is to provide actions in teaching that is, nothing should be done randomly. Being a teacher, he should think about materials, he used and think about their importance to adapt his teaching style in accordance to his student's needs.

Question six: Have you ever tried to reflect on your way of teaching?

The point from this question was to see if EFL teachers at Abou Bekr Belkaid University reflect on their teaching practice to fulfill their students' needs. This question is somehow tricky to see whether the teachers reflect or not.

The results obtained from this question showed that all the teachers reflect on their teaching practice by using different strategies in which they said that they constantly reflect on their practice to serve their students' needs.

Question seven: What are the techniques you use in order to see your weaknesses?

The aim from this question was to ascertain the ways or techniques used by FFL teachers to reflect on their teaching practice and if they improved their performance to avoid any weaknesses they notice on their teaching.

The answers of the informants showed that they depended on using students' feedback, research or what is called action research, assessment activities and colleague's advice. What could be noticed from this question was that the majority of teachers ignored the recent investigative procedures and they still depended on ancient ways to reflect upon their practice. Here are some of the interviewees' answers:

Informant A said that the techniques she used were her students' feedback at different levels comprehension and productions and also discussing methods with colleagues. Informant B claimed that he used student's response to his teaching through tests. Informant C said that she reflected on essays writing and scientific research.

Question eight : Have you ever invited a colleague to watch you while teaching? If yes, what did you ask him/her to do?

The objective from this question was to see whether EFL teacher asked for the advice of their colleagues especially experienced teachers in general and if they had the desire to look after their way of teaching in particular. In addition, it was intended to discover the strategies that the teacher asked the observer to use in order to qualify his/her way of teaching

The answers of the teachers denoted that 3teachers, representing60%, invited their classmates and asked them to evaluate their performance. They claimed that this process was also reciprocal. Theremaininterviewees, it means 2, representing 40%, said that they never invited someone to their classes to watch them when performing a lesson.

Question nine: Have you ever taken notes about your student's needs?

Yes No

The main target from this question was to stress on the idea that taking student' need was beneficial in developing teachers' performance. When the teachers take notes about the weaknesses of their students, this will allow effective teaching to take place. By asking this question the researcher attempted to see whether this process improved the teaching task. The results are shown in the following pie chart:
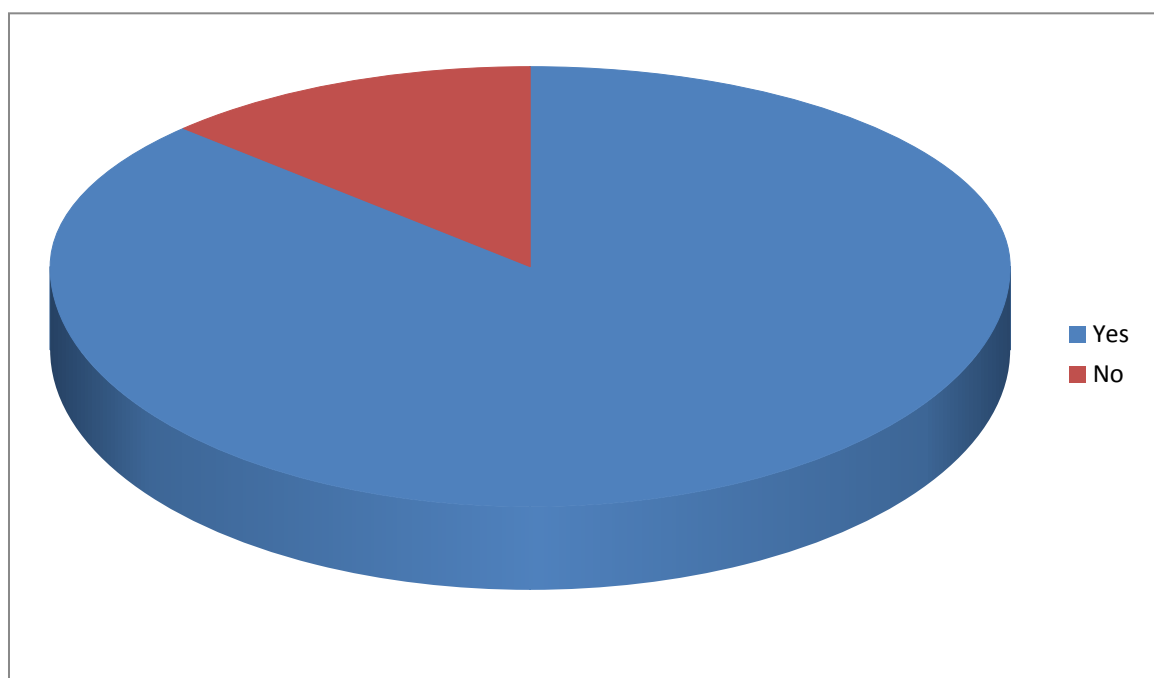
Pie chart 2-3 Teacher's reflection on students' needs

The results implied that a high percentage was given to yes. Theytook notes about their students. Since 4informants, representing 80%,answered that they took notes very often by using various techniquesand needs analysis are the basics of teaching. One informant,representing 20%, said she sometimes took notes only when she felt itwas needed.

Question ten: Do you think that reflecting upon teaching practice develops professionalism?

This question was the most important question as the current work was based on its answer. Through this question the researcher tried discover whether EFL teachers had positive or negative attitudes towards reflective teaching and if they have felt progress by applying this methodology.

  The results obtained showed that the majority of EFL teachers strongly agree that reflective teaching developed professionalism. The interviewees claimed that it led to a betterment of teaching and made them more professional. Here are some of the teachers' answers:

Interviewee A said that of course it allowed the betterment of practice. It pushed the teacher to better perform and it helped to collect needed aspects for the lectures and better manage the class especially when asking the advice of experienced teachers this will make him sure of what he was doing and feel confident that he was in the right way.

Interviewee B stated that of course she strongly agreed. Interviewee Can answered by yes. Interviewee D said that it developed a lot.

2-5 Data Interpretation:

According to data analysis the majority of teachers' candidates who took part in eliciting their point of view in the questionnaire administered to them, appeared to be

aware of the experience they have acquired at. This has aided the data interpretation to be valid.

Through the questionnaire, it was discovered that the practical side of pre-service was the purpose of each informant. So, a lack oftraining affected the teaching process and did not make the students ready to tackle the job of teaching. It should be noted that the absence of in-service training came from the part of the ministry that kept it unstructured.

The great number of novice teachers placed the module of TPR(teaching practice report) as a number one in guiding them to grasp the skills which qualified them to be effective teachers in the future.

To this end, they requested to add in-service training as a compulsory module so that to give students more opportunities to practise what they have learned in a meaningful context, and to change the current program which was mainly based on theory and ignored the practical side of training. Also, they requested to enhance student-teachers relationship

It is necessary to state that the interpretation of this questionnaire reflects the image of would be teachers' awareness of the learning and teaching process as well as the theoretical and practical parts and The most important points that the researcher has come up with from the analysis of the questionnaire are:
● The lack of pre-service and in-service training at university which reflects negative results in the teaching profession.

● The lack of self-confidence in the novice teachers to tackle the job of teaching as important to job and to take all responsibilities'

● The current pre-service training is mainly based on theory and ignores the practical side of teaching.

As far as the interview is concerned, from its analysis, it was discovered that EFL teachers were aware of the importance of reflective teaching and the betterment it provided for their teaching practice. This appeared in their definitions of reflective

teaching and when saying that they always reflected on their practice to correct their mistakes and reach the teaching objectives.

The majority of EFL teachers at Abou Bekr Belkaid University claimed that they reflected on their practice by using various techniques. However, it should be noted that they still rely on some old techniques to reflect on teaching.

It is worth stating that EFL teachers claimed that they designed their courses based on needs analysis of their students. The main points that were discovered from this structured interview are:

● The lack of awareness of new techniques used to reflect on teaching practice.

● EFL teachers are aware of the benefits of reflective teaching in developing professionalism.

●reflective teaching is based on learners needs.

Therefore, these results confirmed the hypotheses that were proposed to the research questions of this research work.

2-6 Conclusion:

This chapter is considered as the most important element in this research work since it described the real situation of novice teachers according to reflective teaching. The results obtained from the data analysis reveal the barriers that hinder them to a certain extent from accurate preparation for the sake of being on the requested level of the job of teaching. They also denote the awareness of EFL experienced teachers at ABOUBEKR BELKAID university of the importance of reflective teaching and learners' needs in enhancing teacher's professional development. However, this approach is not totally applied in real teaching situations.

Despite those obstacles that are due to the absence pre-service training, they still work with full inspiration wishing some changes to happen at their level as well as their teachers to reflect on this point and take their needs into consideration.

General conclusion

Teaching is one of the most rewarding professions in that it gives you an opportunity to make an impact on a future generation. Thus, any teacher must work hard and adopt any strategy that will help his/her teaching to be better. Reflective teaching is one of the useful approaches that addresses professional development; it encourages the practitioners to share their theories about teaching. It helps them to seek for alternatives to renew their strategies.

Therefore, this research work tried to demonstrate that reflective teaching is worth trying. The main purpose of this investigation was to exhibit an understanding of reflective teaching and to convince teachers that programs should be designed to help students to be successful in-service teachers by encouraging practice rather than focusing on theoretical lectures. It was proven
that through reflection, professional development is assured.

Thus, this humble research work asked the following research questions:
1) Do EFL university students have sufficient training?
2) To which extent does reflective teaching improve teacher's professionalism?

The following research hypotheses were put forward.

1) Training program is not sufficient since it does include practising teaching in real contexts.

2) There is a relationship between reflective teaching and the betterment of teaching.

This research work was distributed into two parts. The first chapter dealt with the main concepts and principles of reflective teaching and focused on its perspectives. The second chapter was devoted to the analysis and interpretation of the main results. To reach this end, the researcher made use of two research instruments notably a questionnaire and a structured interview to EFL teachers at Abou Bekr Belkaid university, particularly the English Department. As for the third chapter, it comprised some recommendations and advice for EFL teachers of how to reflect on their practice and make change in the program as well as how to teach their learners and how to link theory and practice.

Hence, the second chapter which is considered as the most prominent phase embodied a sample of questions for EFL teachers . Through these questions the real opinions of would be teachers and EFL teachers were unveiled. The main results obtained are the lack of pre-service training as well as the focus on theory and almost neglecting practice which automatically reflects the learners' attitudes towards learning. As for the interview that was given to EFL experienced teachers, it was concluded that experienced teachers got a considerable knowledge about reflective teaching. However, they ignored the new techniques used in this approach and most importantly they are aware of its importance in developing professionalism and leading to a better teaching. Therefore, the results confirmed the research hypotheses cited before.

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