

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
University of Tlemcen



Faculty of Letters and Languages
Department of English

**“Reflection as a Continuous Professional Development for
University Teachers :
The case of Teachers of the Department of English at
Tlemcen University”**

Extended Essay submitted to the Department of English as a
partial fulfilment of the requirements for the degree of Master in
English Language Teaching (ELT)

Presented by
Mostefaoui, Fatima Zohra

Supervised by
Dr.Semmoud Abdellatif

BOARD OF EXAMINERS

Dr.Semmoud, Abdellatif (Supervisor)
Dr.Benrabeh, Boumediene (President)
Dr.Azzoug, Omar (Examiner)
Academic Year : 2018/2019

Dedication

I dedicate this work to the candles of my life “lovely parents” who have held my hand and walked every step of that path with me.

What a good feeling? I have when, I see that it is time to dedicate the of my studies to my dearest husband “Mohamed” Who is shiming my way by his care, love and warms encouragement.

To my adorable grand parents : Abdelghani, Amaria who uphold me through their blessing, praying to Allah and to pave me the track of success righteousness.

To my dearest brothers : Mohammed, Bilal, Nawal and my husband Mohammed And my son Soufiane.

Without forgetting each member of my family : Abir, Nihad, Mariem, Yassin , Rihab, Malika, Nadia, Nassima, Souad, Abdellah, Ayoub, Adem, Omar and Bahidja and my step mother Fatima.

And special dedication to my stepfuther Mohammed may God have mercy on him.

To all who loves me.

Mostefaoui Fatima Zohra

Acknowledgements

“No one walks alone , and when you are walking on the journey of life ...you have to start to thank those that joined you ,walked beside you , and helped you along the way”

David H .Hooker

*In the Name of Allah , the Most Compassionate and Most Merciful .
We owe million thanks and tremendous debt of gratitude to many people who made this research work possible .*

First and foremost,we would like to praise my supervisor Dr.Semmoud for his precious guidance , help ,and advice.Special thanks go to him who promoted me at the start to conduct this study on this topic and provided me with a remarkable breadth of vision.

*My appreciation extends to all the members of the Jury who would examine our research work, namely , Dr, Benrabah and Dr.Azzoug .
I'm grateful too to all teachers at the department of English for their participation and cooperation.*

Abstract

Reflective teaching is a top notch practice that would surely help both experienced and newbie teacher to go beyond their traditional way of teaching, as it help them collaborate and corporate to share their own expertise, view and experience. Thus, this research work aims at raising the awareness among EFL teacher about the crucial importance of the reflection, and the need to consider ways of creating opportunities to develop reflective thinking among them so as to promote their professional growth. In order to reach this objective, the researcher design an exploratory case study dealing with EFL university teachers and mainly with a teacher specialized in the field of TED.

The aim of this study is to examine the ability of EFL University teachers to reflect on their teaching practices. This study, however, collects quantitative and qualitative data from a conducted structured interview and the investigation are the awareness of EFL teachers of the importance of reflective teaching since it calls them for ongoing exercise of their intellect, responsibility and professionalism. Furthermore, reflective teaching enables teachers to make appropriate instructional decisions by implementing a number of investigative procedures. At last, it helps EFL teachers to become more aware of their own actions, more skillful and more knowledge in both teaching and about teaching.

TABLE OF CONTENTS

Dedication.....	I
Acknowledgement.....	II
Abstract	III
Table of contents.....	IV
General introduction.....	1

Chapter One :Theoretical Overview

1.1.Introduction.....	05
1.2. Teacher Education Development.....	05
1.3. Teacher’s Professional Development	06
1.4. Reflection Teaching as an Important Component of Professional Development.....	06
1.5.In service and pre -service Training	07
1.6. Learning Teaching	08
1.7. Models of Language Teacher Education.....	09
1.8. Novice Versus Experienced Teachers	09
1.9. Reflection as a key Component for Professional Development	10
1.9.1. Necessary Attitudes for Reflection.....	11
1.9.1.1. Open-Minded Teachers.....	11
1.9.1.2. Responsibility.....	11
1.9.2 .Reflection -in-Action	11
1.9.3. Reflection -on-Action	12
1.10. Investigative Procedures.....	12
1.10.1. Keeping a Diary.....	13
1.10.2. Lesson Report.....	13
1.10.3. Teacher ‘s Portfolios	13
1.10.4. Peer Observation	14
1.11. Conclusion	14

Chapter Two : Practical View on Reflective Teaching

2.1. Introduction	16
2.2. Methodology of Research Work	16
2.3. Research Instrument.....	17
2.3.1. Questionnaire for EFL University Teachers	17
2.3.2. Interview for a Specialized in The Field of TED.....	17
2.4. Data and Interpretation	18
2.4.1. The Analysis of The Questionnaire	18
2.4.2. The Analysis of The Interview	21
2.5. Discussion of The Main Results.....	22
2.6. Conclusion.....	23

Chapter Three :Suggestions and Recommendations

3.1.Introduction.....	25
3.2.The role of Peer Observation.....	25/26
3.3.Change in Teachers Practices.....	27
3.4. Listening Theory to Practice.....	30
3.5.Teacher and Students Relationship.....	31
3.6.The Importance of Lesson Planning	32
3.7.Conclusion.....	33
General Conclusion.....	35
Appendices.....	37
Appendix	41
Bibliography.....	45

List of Tables

- **Table .2.1.The Influence of Teachers assumptions and Beliefs ou Teaching Practice.....27**
- **Table .2.2.Change of Teachers Beliefs28**
- **Table .2.3. Reflective Teaching as a form of CPD.....29**
- **Table .2.4. The Use of The Investigative Procedure.....29**
- **Table .2.5. The Use Of Lesson Report.....30**
- **Table .2.6. The Act Of Teachers As Observes.....31**
- **Table . 2.7. The Observed Teachers.....31**

List of Acronyms and Abbreviation

- **EFL: English as a Foreign Language**
- **EPD : Continuous Professional Development**
- **TED :Teachers Education Développement**
- **PS : Pre- Service- Training**

General Introduction

General Introduction

Reflective teaching is a personal tool that teachers can use to observe and evaluate the way they behave in their classroom. It can be both a private process as well as one that you discuss with colleagues. When you collect information regarding what went on in your classroom and take the time to analyse it from a distance, you can identify more than just what worked and what didn't. You will be able to look at the underlying principles and beliefs that define the way that you work. This kind of self-awareness is a powerful ally for a teacher, especially when so much of what and how they teach can change in the moment.

Reflection upon teachers practices probably leads teachers to understand what happens in the classroom lessons and thinking about alternatives to achieve their professional growth. However, without being reflective practitioners, to classroom situations and achieve higher level of awareness of how they teach. This problematic situation pushes the researchers to investigate the issue of EFL teachers development among university teachers and awareness of the need to change which they can benefit their professional growth.

The present research work will pose the following research questions:

1. Do teachers, novice or experienced change their beliefs and assumptions about teaching practices.
2. Does reflective teaching adequately leads professional development?
3. How does reflective teaching help teachers professionally develop themselves?

This would lead to generate the following hypothesis:

1. Experienced and novice teachers need to know about reflective teaching so that they may change their beliefs and assumptions about teaching practice.
2. Reflective teaching is a key component of professional development that may provide teachers with data and proceeding leading to achievable objectives.
3. A number of investigative procedures are introduced to be used by teachers to help them investigate classroom teaching as they are means of professional development.

Therefore, this work presents a wide discipline about teacher professional development. It addresses the need to implement reflective inquiry in classroom setting.

In fact, the eagerness to reach these objectives leads the researchers to select an exploratory case study dealing with EFL university teachers at the department of English at Tlemcen University and a teacher specialized in the field of TED. This study will collect qualitative data from different sources: a structured interview and a questionnaire in order to obtain data.

This humble work is divided into three chapters. The first one represents the theoretical part that is the literature review about reflective teaching as it is an important component of professional development in which the researchers clear up the distinctive features between teacher training and teacher development and understanding the different models of language teacher education. Furthermore, it introduces the possible collaboration that may happen between novice and experienced teachers for the sake of professional development. Finally, it presents the main contributions of reflective teaching in helping teacher to accomplish professional development.

The second chapter is concerned with the practical part. It carries out the opinions of the sample and is devoted to the analysis and interpretation of data. Furthermore, it seeks to answer the research questions by converging or diverging the research hypotheses and then provides research result.

The third chapter includes some recommendations and suggestions for EFL teachers and learners to advise them to prepare their learners to reflect on their practice. It calls for the role of peer observation as the most powerful source of insight and which can reinforce their teaching abilities to the best. Moreover, the researchers try to call the importance of linking theory to practice as well as lesson planning. On another view, it sheds light on the value of teacher and students relationship especially they focus on the social emotional learning side to gain good academic outcomes.

Chapter One

Chapter one : Théoretical overview

1.1. *Introduction*

1.2. *Teacher education Development*

1.3. *Teacher's professional development*

1.4. *Reflection teaching as an important component of professional development*

1.5. *In service and pre-service training*

1.6. *Learning teaching*

1.7. *Models of language teacher education*

1.8. *Novice versus Experienced teachers*

1.9. *Reflection as key component for professional development*

1.9.1. *Necessery attitudes for reflection*

1.9.1.1. *Open-Minded Teachers*

1.9.1.2. *Responsibility*

1.9.2. *Reflection-in-action*

1.9.3. *Reflection-on-action*

1.10. *Investigative procedures*

1.10.1. *Keeping a diary*

1.10.2. *Lesson report*

1.10.3. *Teacher's portfolios*

1.10.4. *Peer observation*

1.11. *Conclusion*

1.1 Introduction

Reflective teaching as a worthwhile approach can benefit English foreign language teachers in many ways in their professional career since teaching is generally the process in which teachers can evaluate their professional development, reflective teaching has become an important part of teachers professionalism. It has been widely get in a variety of different teacher education programs in order to help pre-service and in-service teachers in the process of clarifying their ideas about their own practice. It helps them be free from routine, have intuitive, and automatic behavior, it allows teachers to act deliberately and in intentional manner. The content of this chapter which is devoted to literature is to clarify the significance of reflective teaching to achieve professional development. Firstly, the chapter is wound up by a reasonable comparison between the two complementary fields which are teacher training and teacher development that show us how teachers move from uncertainly and feeling of fearless to sureness and competence so as to ascertain a comprehensible pertinent learning. Finally, it presents the main contributions of reflective teaching in helping teachers to accomplish professionalism.

1.2. Teacher Education Development Defined

The word development is definitely related to the widely known term ‘training’, and both are complementary in the sens of achieving an efficient and effective level of skills and knowledge in the teaching of language. Development is a movement to wards change and growth. It is also the process of becoming the best kind of teacher that a teacher can be. In addition, Semmoud defined Teacher Education Development as “an on-going process of change in the teaching practices which tacitly and emphatically represents a professional development of these teachers”. Semmoud(2015 :21)

Teacher Education Development is also defined as a way of learning which is complementary to training. And which is motivated by teacher’s own questionings of who they are and what they do. In other words, Current definitions of teacher education development also highlight that it is a process whereby teachers refine and develop knowledge of their subject, enhance their skills in teaching it, and evolve a positive teaching style which is able to adapte as they judge changing circumstances and situations throughout their teaching career. Teacher Development impels teachers to stir their competences such as skills, experience, knowledge and get from them and impetus that would change their views on teaching. This change is based upon past experiences and aims at developing and improving their professional competence.

1.3. Teacher's professional development

Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organisations, and in ways for teachers to share their expertise and experience more systematically. The definition recognises that development can be provided in many ways, ranging from the formal to the informal. It can be made available through external expertise in the form of courses, workshops or formal qualification programmes, through collaboration between schools or teachers across schools (e.g. observational visits to other schools or teacher networks) or within the schools in which teachers work. In this last case, development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices. In the same context, Gnawali (2008 :219) 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."

Despite the fact that Pennington (1990 :219) pointed out "Every teacher needs professional growth throughout his or her career ", teachers professional development can be possible only through teachers reflection on classroom events which allow them to figure out ways for betterment on their teaching profession. Likewise, Perkins (1998 :20) posits that "if we are doing something we enjoy, then continuous Professional Development is a naturel component of our daily daily work life. It is an attitude. "

1.4. Reflective teaching as an important component of professional development :

The main aim of reflective practice is to support trainee teachers since it is a self willingness to engage in a constant of teacher development for the sake of getting off of routine action, it can be a very beneficial process in teacher professional development by gaining a better understanding of their own individual teaching styles.

1.5. In-service and pre-service training

Before highlighting the difference between in-service and pre-service, it is important to identify the meaning of training. According to Widdowson (1990 :62) :

Training then involves the acquisition of goal-oriented behaviour which is more or less formulaic in character and whose capacity for accommodation to novelty is, therefore, very limited. Training, in this and sets a premium on reflecting expertise.

In other words, training is a process of preparation that provides assistance to EFL teachers to get solutions. Actually, would be teachers who have not started teaching yet have no idea about the teaching practices. This is usually done in pre-service and in service training. In this content, pre-service training in the first step for any would be teacher in order to get ready for teaching.

At the same line of thought, Kasanda (1995 :83) states that : “During teaching practices, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession”. Clearly, EFL pre-service training is the promise on which teachers would tackle with issues and challenges that they will see in their career. In addition to that, Loughran & Russel(1997 :68-69)explain the significance of pre-service training programs as follow :

Pre-service teacher education programs are the first place of contact between beginning teachers and their profession. If they are value the pedagogical knowledge that is continually being developed, refined and articulated within their professions, if they are to understand the complex nature of teaching and learning, and if they are to be ‘teachers’ not ‘tellers’, ‘trainers’ or ‘programmers’, then the first contact through pre-service programs is crucial.

Pre-service training is expected to furnish EFL trainees with the required specialized knowledge to be able to enter the world of EFL teaching, such as linguistics, EFL methodology, assessment, teaching practice... In addition to knowledge, pre-service programmes are to furnish the trainees with opportunities to approach their future profession in real settings by providing ample space for teaching practice. Therefore, the pre-service training is the starting point for future EFL teachers to learn about EFL teaching and learning: a fact that compels the responsible of programmes design to handle with care the pedagogy of pre-service education, and well determine its purposes.

In the other hand, In-service program is a professional training or staff development effort, where professionals are trained and discuss their work with others in their peer group.

It is a key component of continuing medical education for physicians, pharmacists, and other medical professionals. It is also common among public servants including educators and public safety officials. In sum, in-service training is an effective method of increasing teachers knowledge and beliefs. Karl(2009)

The Educational Information Network in European Union defines in-service training as : “A variety of activities and practices in which teachers become involes in order to broden their knowledge, improve their skills and assess and develop their professional approach” European Union(1995 :08). Which means, teachers enlarge their knowledge and improve their professionalism through in-service training. In-service training is based on different ways either by university training , action research, seminars and conferences.

Vukelich and Wrenn (1999) suggest that in-service training should :

- concentrate on teachers needs
- engage teachhers in generating answers to problems.
- provide meaningful engagement for participants.
- help participants to develop collaborative relationships.
- encourage participants to reflect on their teaching (qtd in Bayrakci, 2009 :11)

To this end, the in-service training aims at accomplishing all the requirement, bridge the gap between expectations and outcomes as well as linking theory to practice.

1.6. Learning teaching

Learning and teaching, two most arduous experiences of human being, are considered to have exceptional natures as well. Many scholars have tried long to explain the phenomena during which we ‘learn’ and ‘teach’.Scriviner (2005) suggests that there is a type of teaching can be a type of learning and it is called “learning teaching”. Thus, teachers teach and learn and both teaching and learning are interrelated. Learning teaching is not something that teachers can do only when they are doing their initial training or while they are still novice teachers. Instead, it is how teacher could be in every part of their teaching career. According to Scriviner there is :

One good way to keep learning about teaching is to never let your ideas 'set in concrete' , to remain open to the possibility of being wrong or to more interesting alternative ways of doing things, to always be questioning(and possibly changing) some of your ideas.

Scriviner (2005:37)

1.7. Models of language teacher education

As for teacher education models, Wallace (1991) classified these models into three main professional categories, namely, the craft model, the applied science model, and the reflective model. The craft model is viewed as reminiscent of apprenticeship practices. In this model, the student teacher learns by watching a master teacher at work. The place of training for the apprentice, therefore, must be the school, and assessment would be largely by demonstrable behavioural competences. According to Wallace(1991) the craft model is a process in which an experienced teacher passes information and expertise to the novice teacher. These information and skills go from generation to generation. That is, the experienced teacher will transfer all their knowledge and skills to the trainee through instruction. As a result, the trainee will acquire this set of knowledge and apply them and thereby become professional.

The second model is the applied science model. It includes the teaching of scientific knowledge to student teachers that they are expected to apply this knowledge in their teaching. Wallace (1991 :08) defines it as : “the traditional and probably still the most prevalent model underlying most training or education programs for the profession...”

The third model proposed by Wallace for teacher preparation is the reflective model. It emphasizes to bridge the gap between theory and practice that is created by the craft model and the applied science model. This model can be applied in both pre-service and in-service education.

1.8. Novice versus Experienced teachers :

Examining both novice and experienced teachers beliefs and assumptions about teaching allows one to compare them on very specific points and identify more clearly how they differ and how they are similar to each other. Gatbonton(2008 :162) defines novice teachers as “those who are still undergoing training, who have just completed their training, or who just commenced teaching and still have very little

experience behind them. ”.More importantly, novices often primarily rely on their theoretical knowledge in their teaching practices that they have gleamed from teacher training programs. In the other hand, experienced teachers who refer to “those teachers with many years of teaching behind them, with “many” interpreted in various studies as at last to five years ” ibid. Richards and Farrel(2005 :07) pointed out that experienced teachers tend to share the following characteristics, setting them apart from novice teachers :

- A rich and elaborate knowledge base.
- Ability to integrate and use different kinds of knowledge.
- Ability to make intuitive judgement based on past experience.
- Desire to investigate and solve a wide range of teachingg problems.
- Deeper understanding of students needs and students learning.
- Awareness of instructional objectives to support teaching.
- Better understanding and use of language learning strategies.
- Greater awareness of learning context.
- Greater fluidity and automaticity in teaching.
- Greater efficiency and effectiveness in lesson planning.

Likewise, novice teachers are are expected to be fully responsible for their job performance. However, in constrast to their more experienced colleagues, novices cannot draw on their own experiences as teachers.

1.9. Reflection as Key Component for Professional Development

Teachers, who adopt reflection, gain a better understanding of their own individual teaching style. Being aware of the behavioural ways of teaching will help them to associate teir actions with their learners by collecting information about about their teaching, examine their attitude, beliefs, values, and classroom practices, for self-assessment and for change. By doing so, they can ccope with many of the routine demands of teaching and also accomplish a high level of awarness.

1.9.1. Necessary attitudes for reflection

Reflective action as opposed to routine action is that which includes active persistent and careful consideration of any belief or practice. Reflection is a process that involves intuition, emotion, and passion. It does not consist of a series of steps or procedures to be used by teachers rather it is a holistic way of meeting and responding to problems. Dewey(1938) suggested that reflection is best realized when individuals express attitudes of open-mindedness, responsibility, and whole heartedness.

1.9.1.1 Open-Minded Teacher :

Teachers who are open minded are those who continually examining the rationales that underlie what is taken to be natural and right and take pains to seek out conflicting evidence on issues of teaching practice. Zeichner & Liston(1991 :10), support that :

An individual who is open-minded does not attempt to hold the banner for one and only one perspective, and s/he does not look to other perspectives with argumentative delight. Instead an open-minded individual listens to and accepts the strengths and weakness of his/her own and other's perspectives.

1.9.1.2 Responsibility :

Responsibility attitude involves a careful consideration of what happens in the classroom. According to Dewey (1933 :30) responsibility means : “to consider the consequences of projected step ; it means to be willing to adopt these consequences when they follow reasonably”.

1.9.2. Reflection –in-action

Here, before speaking about reflection-in-action, Schon states the notion of Tacit Knowledge which is the knowledge that we have when we are doing something automatically and intuitively in which he says :

“Our knowing is ordinarily implicit in our patterns of action and in our feel for the stuff with which we are dealing. It seems right that our knowing is in our action. ”

(Edited from Schon, 1983)

It can be called also Knowing-in-action which is a nice description for the type of knowledge that teachers hold inside their bodies that helps them to perform the activities naturally and easily.

The knowledge we reveal in our intelligent action is publically observable, but we are unable to make it verbally explicit. It is concerned with thinking about what we are doing in the classroom while we are doing it ; this thinking is supposed to reshape what we are doing, so teachers think up, try out new action intended to explore newly observed situations or happenings ; it happens mainly when teachers can reflect immediately and automatically while they are acting, their actions are spontaneous, intuitive reactions to problems with uncertainty and unfamiliar situations, that may arise while a lesson is in progress.

Schon (1983 :50) says that :

“It is this entire process of reflection-in-action which is central to the art by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness, and value conflict”

1.9.3. Reflection –on-action

It deals with thinking back or a feedback on what we have done to discover how our knowing-in-action may have contributed to unexpected action. This includes reflecting on our reflectin-in-action, or thinking about the way we think. It is known as “after-the-event-thinking” or what Schon (1982) viewed it as “post-event-reflection”. Russel & Munby (1992 :03) describe it succinctly as “the systematic and deliberate thinking back over one’s actions”. In this respect, Burns and Bulman (2000 :5) maintain that :

Reflection on action is the retrospective contemplation of practice in order to uncover the knowledge used in particular situation, by analysing and interpreting the information recalled. The reflective practitioner may speculate how the situation might have been handled differently and what other knowledge would have been helpful.

This type of reflection is also called mirroring experience, that is to say, how the teaching process is guided and re-evaluated the planing and action resources, so it raises awareness in order to avoide weaknesses in the future.

1.10. Investigative procedures :

Experience is insufficient as a basis for development, while it is a key component of teacher development, in itself it may be insufficient as a basis for professional growth. Many aspects of teaching occur day in and day out, and teachers develop routines and strategies for handling these recurring dimensions of teaching ; however, research suggest that, for many experienced teachers many classrooms routines and strategies are applied almost automatically and do not involve a great deal of conscious thought or reflection ; experience is the starting point for teacher development but in other for experience to play a productive role, it is necessary to examine such experience systematically. For this, specific procedures are needed.

1.10.1 Keeping a diary

One of the effective ways that teachers can use to inquire their teaching and classroom practices is keeping a diary. Richards and Lockhart (1994) have pointed out that colleagues can share a journal and get together discuss it. Thus, putting a journal is very important in the sense that encourages collaborative teaching. Writing in the same context, Kulg(2002 :01) suggests that : “a journal is also a tool for self discovery, and aid to concentration, a mirror for the soul, a place to generate and capture ideas, a safety valve for emotion, a training ground for the writer, and a good friend and confidant”

1.10.2. Lesson report

It is one of the key elements of the pedagogical practice and how the teacher has got so good darn at his job ; it is a structured inventory or list which enables teachers to describe their recollections of the main features of a lesson which are effective and how much time was spent on each part of the lesson. Richard(1996 :09) defines lesson report as “a structured inventory or list which enables teachers to describe their recollection of the main features of the lesson”. On this basis, Richards (1996 :10) recommends the following procedures in preparing report forms :

- a) Identify the different kinds of teaching activities and resources.
- b) Use the lesson report form to record the procedures used throughout the course.
- c) Meet periodically to compare the lesson report with those other teachers teaching the same course.

1.10.3 Teacher’s Portfolio

It is a collection of materials produced by a teacher to highlight and illustrate one’s knowledge, skills and values ; these materials may vary from one teacher to another. It is an excellent self-assessment tool for teachers.

Murry, (1994 :25) defines it as :

“A collection of document that represents the best of one’s teaching and provides one with the occasion to reflect on his teaching with the same intensity denoted to scholarship or research”

1.10.4 Peer observation :

Teachers colleagues can be a source of inspiration and teachers should make a point of networking with their colleagues. So, what is peer observation and what is not ?

According to Semmoud viewed peer observation as “a collaborative non-evaluative process consisting of two or more peers who mutually take profit from the exchanges held in dialogues. It is within these dialogues that arise questions which intend to stimulate reflection and discussion meaning to provide each other with feedback”. Semmoud (2015 :44).

Richards (1996 :13) proposes some guidelines for peer observation, they are follows :

- Observation should have a focus. The value of observation is increased if the observer knows what to look for. Giving the observer a task such as collecting information on student’s participation during a lesson provides a focus for the observer.
- The observer should use specific procedures. If the observer wants to observe teacher-student interaction, a variety of procedures could be used.
- The observer should remain an observer. An observer who is a participant in the lesson cannot observe effectively.

1.11. Conclusion :

Reflective practice distinguishes teachers as educated human beings since it is an intelligent action, wherein teachers gain experience in a community of professional educators so that they feel the need to grow beyond the initial stages to reconstructing their own practice. This chapter deals with the procedures that help teachers to change and update teaching practice, starting with identifying the meaning of teacher education development as well as teachers professional development. It has described pre-service and in-service training which are considered as the main bases that the teacher should pass through for the sake of obtaining experience from theory to practice. It ends with providing some exploratory tasks used by teachers willing to be reflective and seeking for professional development such us ; keeping a diary , lesson report, teachers portfolios, and peer observation. These development activities prove their effectiveness in improving teachers professional growth.

Chapter two

Chapter two :practical view on reflective teaching

2.1.Introduction

2.2.Methodology of research work

2.3.Research instruments

2.3.1.Questionnaire for EFL university teachers

2.3.2. Interview for a specialized in the field of TED

2.4. Data analysis and interpretation

2.4.1.The analysis of the interview

2.5.Discussion of the main results

2.6.Conclusion

2.1. Introduction

When embracing the concept of reflective teaching ,committed teachers do often internalize the skills to change their teaching and become better at teaching over time. This commitment enhances them to take responsibility for their own professional development , which is the key note of the idea of reflective teacher. Perhaps, the most convenient time for teachers to start being responsible is when they carry out this teaching with some developmental activities which underlie change towards betterment of the teaching and learning process.

This chapter attempts to describe the opinions and attitudes of EFL teachers at THEuniversity of tlemcen , by putting them under a set of questions that demonstrate real situations they have encountered during their teaching career. It also shows whether reflective teaching methodology develops their professionalism. Moreover, this practical part of the study includes a description of research methodology, research design and research instruments. Then ,the researcher move to data analysis in which they will interpret the results that they obtain from the collected data.To this end, they provide a summary and discussions of the main results in which they will recognize whether the hypotheses that they proposed converge or diverge.

2.2.Methodology of the research work

This research work is based on two different analytical devices which are the questionnaire and the structured interview .Concerning the questionnaire, it is essentially a structured technique which is generally a list of written questions that helps researchers analyze , reckon and collect primary data ; it is a quick and easy means to create and interpret beliefs, points and information for the study. The questionnaire is made for the purpose of understanding the experiences , the beliefs or the attitudes of the informants. Thus, the questionnaire aims at hypothesizing , testing and refinement of quantitative and qualitative research approaches which is adapted in order to fulfill the purpose in view . The interview, in the other side, is a conversation between the researchers and the respondents. There are three types of the interview notably : structured , semi structured ,and unstructured (James 1997).To clear the site from ambiguities and strengthen data delivery and validation , a structured interview which takes the form of an oral questionnaire is held with a specialized in the field of TED.

Data collection concerns the professional development of the informants who actually are fourteen teachers at Abou Bekr Belkaid University and a teacher specialized in the field of TED. The questions that were included on the pedagogical preparations of teacher candidate, reflective teaching of EFL teachers and the ways how they reflect on their practices to meet their students' needs and reach the highest level of professionalism.

2.3. research instruments

There are two research instruments used in this research work, namely a questionnaire for fourteen EFL University teachers and a structured interview for a specialized in the field of teacher education development. In this regard, Bogdan & Bicklen (1998 :100) state that : 'many sources of data were better in the study than a single source because multiple sources led to a fuller understanding of the phenomenon you were studying.' These tools allow the researchers to gather a great amount of reliable data from different informations in very short period of time. Actually they were ranked as follows : five Maitre Assistant B, five Maitre Assistant A, and four Maitre de conference A and B.

2.3.1. Questionnaire for EFL University Teachers :

The researchers used a questionnaire because it is the most useful research instrument in language studies ,it is easy to analyze .According to Nunan (1992 :143),it is defined as follows :

The questionnaire is a relatively popular means of collecting data in field settings and data themselves are more amenable to quantification than discursive data such as free-form field notes participant observers journals, the transcripts of oral language.

This questionnaire is addressed to fourteen EFL University teachers to fill in , in order to know the respondents 'opinion about reflective teaching , and their awareness as being reflective practitioners and whether they implement some of the investigative procedures in their teaching .It included eleven questions that embodied the procedures of reflective teaching in enhancing teachers' professional development ,especially in pre-service training.

2.3.2. Conduction of a structured interview:

The second research instrument used in this work is a structured interview in which the researchers' prepare the interview questions and doesn't omit or add anything else, in the sense that it allows them to gather a wide range of information that concern teachers' professional development.

The main objective of this complementary research tool is to provide the researchers with extra empirical data of teachers practices , regarding several aspects pertaining to their role as being specialist in TED. More importantly , 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 a specialist in the field of TED at the English department. These questions focused on if 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.

2.4.Data analysis and interpretations

The systematic investigation carried out led to the analysis of the collected data.

These are analyzed right below .Each question is going to be examined separately .

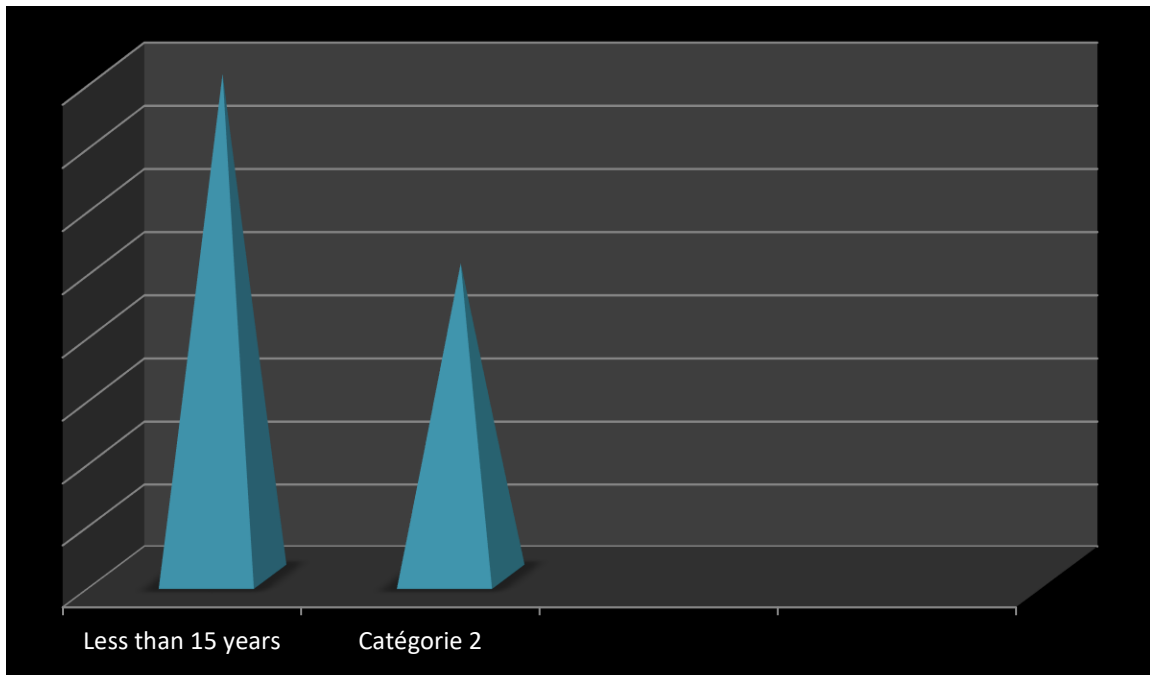
2.4.1.Analysis of the questionnaire :

Question one :How long have you been teaching English at the level of university ?

As experience is a crucial key-component of reflection on what teachers already dealt with, we tried to find out how many teachers approximately are experienced to help us analyze this questionnaire. Concerning the years of teaching at university , the result was from 3 years until 20 years , they were 5 teachers who have been teaching English for more than 15 years and 10 teachers for less than 15 years at the level of university as it is illustrated in the table :

Table .2.1 :

Answers	A.F	R.F
Less than 15 years	10	66.66 %
More than 15 years	5	33.33 %



Questions two : have you ever been subjected to any training ?
 If yes, which kind ?

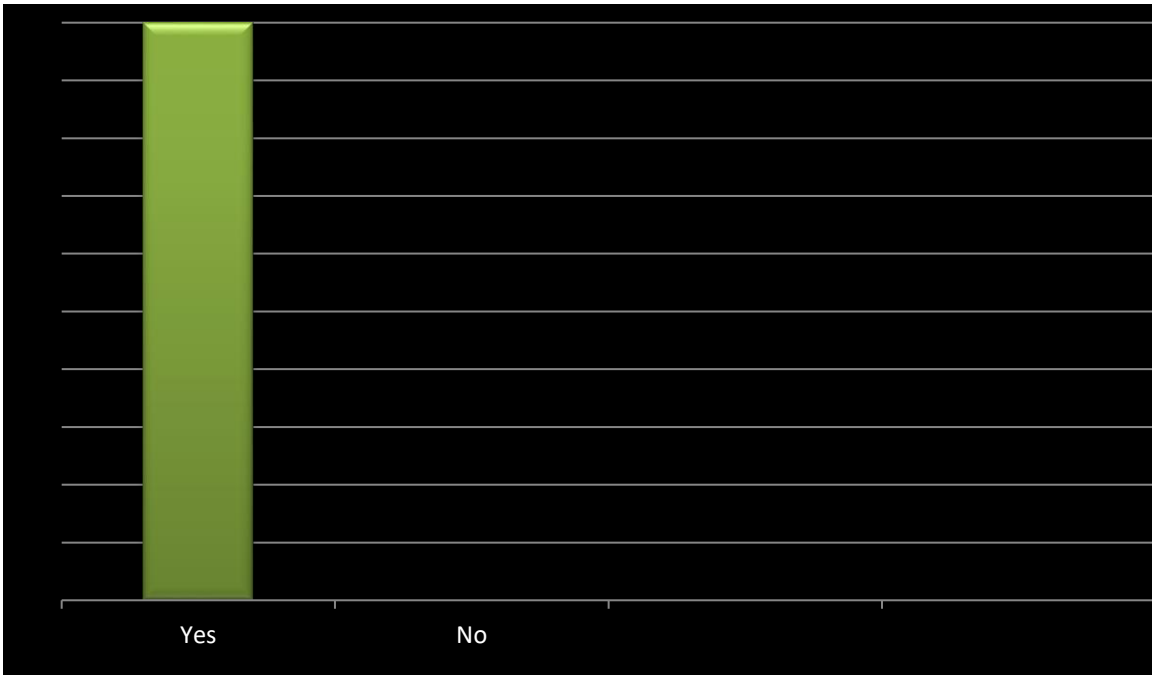
The second question aimed at knowing if teachers have been subjected to any training and which kind. Approximately half of the respondents had the opportunity to have training ; some of them received both pre-service and in-service training while others had just one of them. However, the remaining in formations declared that they benefited from other types of training such as IELTS, seminars, conferences, study days and civic education.

Question three : Experience alone is insufficient as a basis for professional development.

From this statement, we aimed to see the opinions and the beliefs of teachers, if they teach only relying their experience or they bring about change for betterment. Here, they all asserted it.

Table 2.2 :

Answers	A.F	R.F
Yes	15	100%
No	0	0 %



Question four : Do teachers ‘ assumptions and beliefs influence their teaching practice ?

The objective of this question was to notice if teachers ‘ assumptions and beliefs influence their teaching practice.All the participants agreed on the fact that teachers ‘ assumptions and beliefs had an impact on their pedagogical practices.

Table.2.1.The influence of teachers’ assumptions and beliefs on teaching practice

Table 2.3 :

Answers	Absolute Frequency	Relative Frequency
Yes	14	100 %
No	0	0 %

Question five :Have you ever thought about your teaching practices ?

The present question is aimed to see if teachers have ever wondered or asked themselves about what they present to their students as practices , and of course they all answered “Yes”.

Table 2.4 :

Answers	A.F	R.F
Yes	15	100 %
No	0	0%

Question six :What does reflective teaching mean to you ?

The aim of this question was to see if teachers had an idea of the concepts of reflective teaching and whether they were aware of the benefits reflective teaching .It was somehow astonishing that most of the respondents got an idea of what is meant by reflective teaching and they tended to define it basing on their own experience. Most of them stated that reflective teaching is a way of evaluating and assessing one’s own teaching practices by other colleagues or members of the teaching community. While others said that reflective teaching is to question themselves and their ways of teaching seeking for a better teaching and re-considering what is being done in class in order to learn from their mistakes. Essentially, it helps to correct, adapt, and reinforce teaching practices.

Question seven : Do you keep teaching relying on the same teaching practices ?

With this question ,we wanted to know if teachers accept changing their practices or they just follow what they have already dealt with many years ago. By answering ‘no’ they all affirmed that they do not rely on the same teaching practices.

Table 2.5 :

Answers	A.F	R.F
YES	0	0 %
NO	15	100 %

Question eight :Have you ever kept a journal /diary?

The major goal of this question was to check whether teachers explore the option for change by using one of the investigative procedures which is keeping diary.Only 21% Of the participants who confirmed that they used diaries about their teaching practices.On the other side,79% of the remaining teachers indicated that they had never kept a diary.

Table .2.6.The use of the investigative procedure keeping a diary.

Answers	Absolute Frequency	Relative Frequency
Yes	3	21 %
No	11	79 %

Question nine :Have you ever observed or been observed by a colleague ?

When we observe a peer from the back of the class is likewhen we are teaching since there are weaknesses that can't be seen by the teacher himself but by a peer who is from behind and controlling how things are arranged ,the researcher looked forward to know how many teachers observe or have been observed by a peer and to what extent the idea of peer observation is in university teachers. Ten teachers answered 'yes' and five answered 'no'.

Table 2.7 :

Answers	A.F	R.F
Yes	10	66.66 %
No	5	33.33 %

Question ten :have you ever been observed by a peer performing a lesson ?

With the present question,the researchers wanted to see if all teachers had been observed by a peer .In fact, roughly 93% of the respondents answered that they had been observed by a colleague.However, 7% of the remaining teachers stated that they had never been observed while performing a lesson.

Table .2.8.The observed teachers

Answers	A.F	R.F
Yes	13	93 %
No	1	7 %

Question eleven: which exploratory task do you think works best for teachers professional development ?

- a. Keeping diary
- b. Lesson report
- c. Portfolios
- d. Peer observation

In order to fulfill the purpose in view, the research put this question to check which exploratory task worked best for teachers professional development. The majority of the respondents chose peer observation as the most useful investigative procedure.

2.6. Conclusion

Reflective practice can be an important tool in practice-based professional learning settings where individuals learn from their own professional experiences, rather than from formal teaching. This empirical chapter is considered as the most crucial part in this research study since it described the real situation of EFL University teachers and their view on reflective teaching. The results obtained from the data analysis reveal the awareness of EFL teachers at Abou Bekr Belkaid University of the significance of reflective teaching in enhancing teachers professional development. However, this approach is not totally applied in real teaching situations. Taking these results into account, the researchers propose some suggestions and solutions for change to lead teachers to reflect upon their practices to make it more practical in order to tackle the job of teaching effectively.

Chapter three

Chapter three :Suggestions and recommendations

3.1.Introduction

3.2.The role of peer observation

3.3.Change in teachers' practices

3.4.Linking theory and practice

3.5.Teacher and students relationship

3.6.The importance of lesson planning

3.7.Conclusion

3.1. Introduction

The objectives of this study clear the picture to EFL students and teachers at the University of Abou Bekr Belkaid att Tlemcen about what they need to achieve in teaching and professional development as well. Thus, this chapter will be devoted to a number of suggestions and recommendations to EFL students and teachers to help them find solutions to their weaknesses and to fulfill their needs. The researchers will suggest a model called “Peer Observation” for EFL teachers to reflect on their practices, explain the role of lesson planning and how to link theory to practice as well as students and teachers relationship. In this way, they will reach their needs and expactations.

3.2. The role of peer observation

Peer observation is the process of teachers observing each other’s practice and learning from each other. In this regard, Semmoud states that :

Peer observation of teaching or, as it is sometimes referred to, peer review is defined as the process of observation in which a university teacher sits in on a teaching session with the express intention of offering feedbaack as a critical friend. When officially implemented in a faculty or department, the constant objective is to engage a maximum number of teachers in raising their awareness to the processes, as well as, the content of teaching. Semmod (2015 :07)

In other words, it focuses on teachers individual needs and the opportunity to both learn from others practice and offer constructive feedback to peers. Moreover, it aims to support the sharing of practice annd building awareness about the impact of own teaching in order to affect change. Thus, it is seen as a supportive and developmental process for improving the quality of teaching in universities. When peer observation of teaching is incorporated into university practice, and is conducted a mutually respectful and supportive way, it has the potential to facilitate reflective change and growth for teachers.

According to Gosling (2005 :16), the objectives of peer observation of teaching within such a development model is :

- To assist department in providing a high quality educational experience for its students.

- To enhance the importance attached to quality of teaching.
- To encourage all staff to reflect on the effectiveness of their own teaching and identify their development needs.
- To increase staff awareness of the whole students experience.
- To identify any weaknesses and put in place an action to remedy them.

Peer observation is considered as the most powerful way for teachers to improve their practice. This model will be effective only if teachers follow the stages of peer observation. There are three stages to the observation process and they are as follows :

- Before the peer observation of teaching takes place, it is important to have a pre-observation meeting with the observer. This meeting should focus on the teachers goals for the observation, and what they would like the observer to focus on, so that the feedback can be meaningful. In addition, the observee and the observer should agree about the date, time and duration of observation. The observee should provide the observer with the background and context for the lesson that will be observed.
- The peer observation of teaching itself is carried out as agreed upon at the preliminary meeting. Students need to be informed about the observation and assured the purpose of the observation is to help in the development of the teacher's or observer's professional skills. Much of the observer's attention should be on the students, in order to focus on their listening, motivation, understanding and learning. However, as Martini and Double (1998 :164) suggests, it is essential for "the observer to be involved in the experience without being drawn in dialogue or intellectual debate". At the end, the teacher being observed should take a few minutes to make some notes about the class session.

- After the observation, it is vital to have a post observation follow up session. By focusing on three key points - a review of criteria and agreements, a review of the learning outcomes of the module and the observation session and a review of the lesson plan - this meeting can be seen as a simple “giving and receiving feedback model”. Nevertheless, as Gosling (2005) states, this notion of “giver” and “receiver” needs to be replaced by a dialogue model in which both parties are regarded as equal and mutual beneficiaries of the process. The teacher normally initiates this meeting by sharing his or her thoughts on the observation, before listening to the observer’s comments. Subsequently, constructive feedback and discussion on teaching style and delivery are at the core of the meeting, and it concludes with identification of action steps for improvement to practice.

3.3. Change in teachers practices

In fact, teaching becomes a positive and rewarding experience from which teachers and students learn every day. Therefore, the greatest reward is when teachers engage themselves in reflection that they become aware of how insightful and capable their students are. More importantly, they become reflective practitioners that they do not only ask questions routinely and deliberately, but they also use the answers to these questions to guide and change their instructional practices so they can be more effective. In this regard, Korthagen et al (2006 :1025-36) set up seven principles for change in teachers education programs and practices.

- Learning about teaching involves competing demands. According to Korthagen et al (2006) the solution is to change the principle from dependence on prescribed training activities to adapted programs on individual needs. In other words, the design of the pre-service program should go hand in hand with training. Trainees should see their needs. Also, they assert that “...Teacher preparation needs to focus on how to learn from experience and how to build professional knowledge. In so doing, there is a need to respond to arrange of conflicting and competing demands.”(2006 :1025)

This means that the pre-service training should be based on the analysis of students needs.

- Learning about teaching requires a view of knowledge as a subject to be created. In this line of thought, Korthagen et al (2006 :1027) claim that :

The doctrine that teaching is telling has deeply influenced both teachers and teacher educators. The idea that teachers are to be taught the results of research carried out by researchers (who are not seen as teachers) helps to account for the wide spread sense of irrelevance of courses in schools of education.

They stress on the idea that experience plays a role in professional development.

- Learning about teaching requires a shift from the curriculum to the learner. This approach will provide the trainees with opportunities to understand the trainee's purposes. Korthagen et al (2006 :1029) state that :

...Student teachers need opportunities to understand what is involved in planning the teaching doing the teaching, and reflecting on the teaching ... [Linking] all these to the relationship between the teaching and the concurrent learning.

This means that this approach helps students to plan and reflect. According to Korthagen (2006) teaching enables teachers to have an understanding about the meaning of practice.

- Learning about teaching is enhanced through research. It is the responsibility of both students and teachers to solve their problems by doing research. (Korthagen,2006).
- Learning about teaching requires working with peers. Peer or group learning plays an important role in achieving an effective learning. In this vein, Korthagen et al (2006 :1033) state “the importance of ‘peer-supported learning’ to PS training, an approach which enables the trainees to supervise each other”

They also emphasize the importance of the practice of teaching in concrete situations. EFL novice teachers need to practice what they acquired in theory in concrete situations. (Korthagen, 2006). This means that when trainees acquire knowledge, they should use it in a real context so that to be ready to practice their job in the right way.

According to Bartels (2005 :408)

Helping teachers acquire knowledge and conceptions about language learning alone is not enough to significantly change their teaching perhaps because the learning activities teachers engaged in were not analogous to those activities they engaged in as teachers.

Teaching EFL students language alone is not sufficient but they should have the opportunity to practice their knowledge in real situation. The trainer has to design pre-service training with the inclusion of the trainees needs.

- Learning about teaching requires meaningful relationships between students and teachers. Korthagen et al (2006 :1035) state that :

Despite their naturally different perspective, experienced teachers in schools and teachers. Educators in universities are accustomed to coming together to talk about the development and progress of the teacher candidates who has moved from university to school in order to gain first hand experienced of teaching, but they seldom have this conversation together with that teacher.

This denotes that cooperation in pre-service training should not ignore any one of these three perspectives :

- 1) EFL trainee/student
- 2) Teacher educator/trainer
- 3) EFL teacher Korthagen (2006)

This implies that pre-service programs should not ignore these elements because they are very essential in developing pre-service training.

- Learning about teaching is enhanced when the teaching and learning approaches are used by teachers in their own practice. The most effective way to teach a forge in language is to design programs. In this vein, Korthagen et al (2006 :1036) claim that “so long as teacher educators advocate innovative practices that they do not model, illustrate, and read as text in their own teacher education classroom, teacher education reform will continue to elude us”.

Thus, successful EFL teaching will help trainees to know the usefulness of what they are learning in pre-service training. In addition to this, they have to master skills that qualify them for teaching.

3.4. Listening theory to practice

A mismatch between theory and practice in teacher education has increasingly become a thorny issue in educational contexts. It is believed that teachers rarely apply theory in their practices despite the fact that there is a strong relationship between the two. The tension between theory and practice clearly appears during the practical training of student teachers. Thus, practical training is considered to be an effective way to acquire knowledge. In this context of the discussion about relating practice to theory, Thiessen (2000) distinguishes three orientations that have been emphasized in teacher education.

- Impactful behavior : the training of would be teacher in behaviors in effective in linking theoretical to practical knowledge.
- Reflective practices : this orientation appeared after the failing of impact behavior. According to Thiessen (2000) “the reflective practices orientation concentrates on skills which help beginning teachers think through what they have done are doing or are about to do” (qtd in Oonk 2009 :16). However, this approach was criticised by different authors like Eraut (1994) who posits that a prospective teacher is often faced with lack of time to reflection action because of the exigency to react instantly. (Oonk,2009).
- Development of professional knowledge : Thiessen claims that this orientation is the most promising for teacher education (qtd in Oonk 2009). Indeed, practice can be seen as a learning environment with materials to practice a profession. Practical knowledge is as important. Practical learning helps in developing professionalism. In this vein Coonen (1987 :243) believes.

...It has become clear that the content itself failed to meet expectations ; theory is insufficient in step which reality and with the complexity of action in practice. The process of acquiring knowledge is may be tough activity however, when you try to apply this knowledge in concrete situation is the most difficult task ever .

Therefore, learning is promoted when knowledge is applied in the real world. According to Merrill (2002 :06) “the most instructional design theories advocate application of knowledge and skills as necessary condition for effective learning”. This means that effective theories are those that encourage students to apply what they learn in a meaningful context in order to learn better.

David et al (2006) suggest an approach called the site-based model within which students can experience knowledge. This site-based experience can be a useful tool for increasing the link between theory and practice. This approach helps would be teachers in which it provides them with opportunities to apply what they understand in the classroom. In this way, teachers will bridge the gap between theory and practice.

Moreover, building partnership between schools and university is very important and beneficial in the same time simply because university is interested in linking theory to practice and schools gains a mass of future teachers. Thus, a relationship between the partners is developed from which the two would profit.

Along the same lines, Wallace (1991 :122) insists on the importance of collaboration between university and schools in forming future EFL teachers. He states that :

Liaison between training institute and the schools is clearly of crucial importance. Sometimes the relationship is purely formal and administrative ,and communication is solely with the school ‘s principal or the head of the development.

This implies that partnership is very important for competent EFL teachers.

3.5. Teacher and students relationship

Teacher and students relationship plays a significant role in teaching and learning process. Therefore, teachers and students should always strive to have a good relationship to fare well in the classroom .However , a positive relationship between teacher and students is difficult to establish .Hereby, there can be some qualities to be set as a learning experience approachable which enhance students to learn .In this context ,Vanzetti et al (1996) say that :

It includes physical support, a sense of belonging ,having a sounding board for emotional reaction and opinions, being able to say what you really think, providing a reassurance of worth, opportunities to help others , and validation and support for the way we do things and interpret experience .(qtd in Christopher 2012 :08)

According to Chen& Hughes (2011), positive relationship between teachers and students promotes “sense of school belonging and encourage students to participate cooperatively in classroom activities. ” (qtd in Lauren , 2011 :02).In fact, this means a good relationship produces a good and friendly environment within the classroom which can be a vital point to the success of both teacher and students.

In the same respect, Schunk et al (1997) states that when students “hold positive outcome expectation , and value what they are learning ,self –efficacy is assumed to exert an important effect on the investigation ,direction and persistence of achievement behavior.”(qtd in Lauren 2011 :07).Therefore, treating students all equally and in a good manner , this will develop their self – esteem.

It is also clearly demonstrated that integrating social emotional learning into the classroom is beneficial for both teacher and students. Thus, the surprising benefit is how they personally change. teaching students emotionally compels teachers to reflect on their social emotional abilities in and out of the classroom .in this regard, Pianta (1999) defines student – teacher relationship as “emotion – based experiences that emerge out of teachers’ on - going interactions with their students.”(qtd in Christopher, 2012 :09).Teacher and students relationship is at the heart of learning that most students who experience a caring relationship with their teachers are more motivated to learn, and hence, demonstrate greater academic success as well as helping teachers become aware of this relationship.

3.6. The importance of lesson planning

Lesson planning is a vital component of the teaching – learning process. According to Jack (2006), it is essential for the teacher to design a lesson plan and develop the necessary learning objectives in order to gain his_ her learners’ respect. Writing in the same context ,he states that “without lesson plan, effective course presentation is the best suspect and at worst a gamble” (2006 :02).In other words, a teacher without lesson plan is a disorganized one

Thus, the teacher will reach with his-her students' learning outcomes.

Furthermore, a lesson plan is teachers' road map of what students need to learn and how it will be done effectively during the class time. Around this thought, Richard (1996 :97) observes that “ a professor who has carefully prepared lesson plans save an enormous amount of time when you teach a course again, you have a written record of everything you have done.”

When designing a lesson plan, the teacher should determine what he/she wants his/her students to learn and be able to do at the end of class, i.e., the teacher should set the course objectives. Learning refer to “statement, usually of behavioral nature, that specify what a student will be able to do after the lesson is complete” Jack (2006 :05). Bindley also writes that the objectives of the lesson “should be related to the overall unit of work and curriculum. Moreover they should be in behavioral terms that is, what learners will know and be able to do as a result of instruction.”(qtd in Jack, 2006 :5)

In fact, a lesson plan is an important element that provides the teachers with different opportunities. In this line of thought, Jianping et al (2007 :294) says that :

Lesson planning allows teachers to explore multiple aspect of pedagogical content knowledge. In developing lesson plans, teachers have opportunities to think deeply about the subject matter, including the way the subject matter is represented in particular text books or in such aspects of the curriculum as standard and benchmarks.

3.7. Conclusion

The methodology used in this research work concerned the professional development of EFL teachers and whether reflective teaching can be used to achieve professionalism. They denote that teachers assumptions and beliefs influence their teaching practice. Therefore, EFL teachers should reflect upon their practice for change and growth.

Taking into account these results, this last chapter has recommended a model of reflective teaching namely and mainly peer observation as the most powerful source of insight, unveiling the state within which prevails the CPD and underpinned by the advocating of reflective teaching when instigated and disclosed to all teachers at the department at large, can trigger satisfaction, hence, achieve quality teaching. It has also suggested some principles for change to lead teachers to reflect and change their instructional practices to qualify them for an effective teaching. This last chapter has also called for the significance of linking theory and practice. It has also shed light on the importance of student-teacher relationship as many EFL students complain about this fact. The researchers also tried to call for the role of lesson planning since it is another way for effective teaching.

General

Conclusion

General Conclusion

As there is no science without language and as English is an international language, this latter must be taught in a very considerable manner, this is why myriad of studies have been tackled in the field of teaching to look for the best methods to bring the best to students.

When embracing the concept of reflective teaching, committed teachers do often internalize the skills to change their teaching and become better rat teaching over time. This commitment enhances them to take a responsibility for their own professional development, which is the key note of the idea of the reflective teacher. Perhaps, the most convenient time for teachers to start being responsible is when they carry out this teaching with some development activities which underlie change towards betterment of the teaching / learning process.

Consequently, this research work has tried too show that reflective teaching deserves an attempt and its purpose was to demonstrate the importance of reflective teaching and to convince teachers that it is the appropriate way to change their teaching practice and develop professionalism.

This research work has divided into three chapters. The first chapter has dealt with the main concepts and principles of reflective teaching and focused on its perspectives. The second chapter has devoted to the analysis and interpretation of the main results. To reach this end, the researchers have used two research tools namely a questionnaire has been administered to EFL teachers at Abou Bekr Belkaid university, and a structured interview with a teacher specialized in the field of TED. As for the third chapter, it has consisted of some recommendations for EFL teachers of how to reflect on their practice and make the necessary changes as well as how to teach their learners and how to link theory to practice.

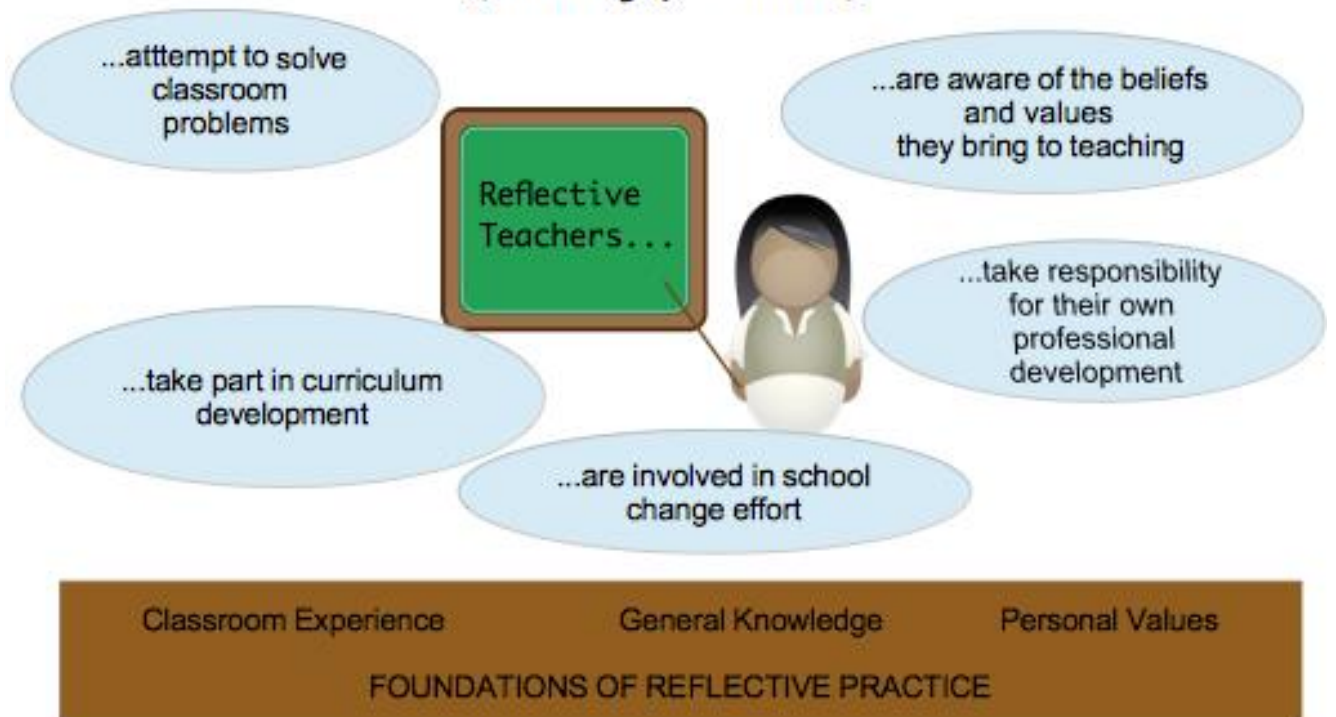
Hence, the second chapter has considered as the most important part in this research work. It has provided a full description of the investigative study which carried out by a questionnaire administered to EFL teachers and a structured interview conducted with a teacher specialized in the field of TFD. The main results the researchers have been obtained from this study have been the awareness off EFL teachers of the importance off reflective teaching since it calls them for ongoing exercise of their intellect, responsibility and professionalism. Moreover, reflective teaching enables teachers to make appropriate instructional decisions by implementing a number of exploratory tasks. Finally, it helps EFL teacher to become more aware of their actions, more skilful and more knowledge in both teaching and about teaching. Therefore, the results have converged the research hypotheses cited before.

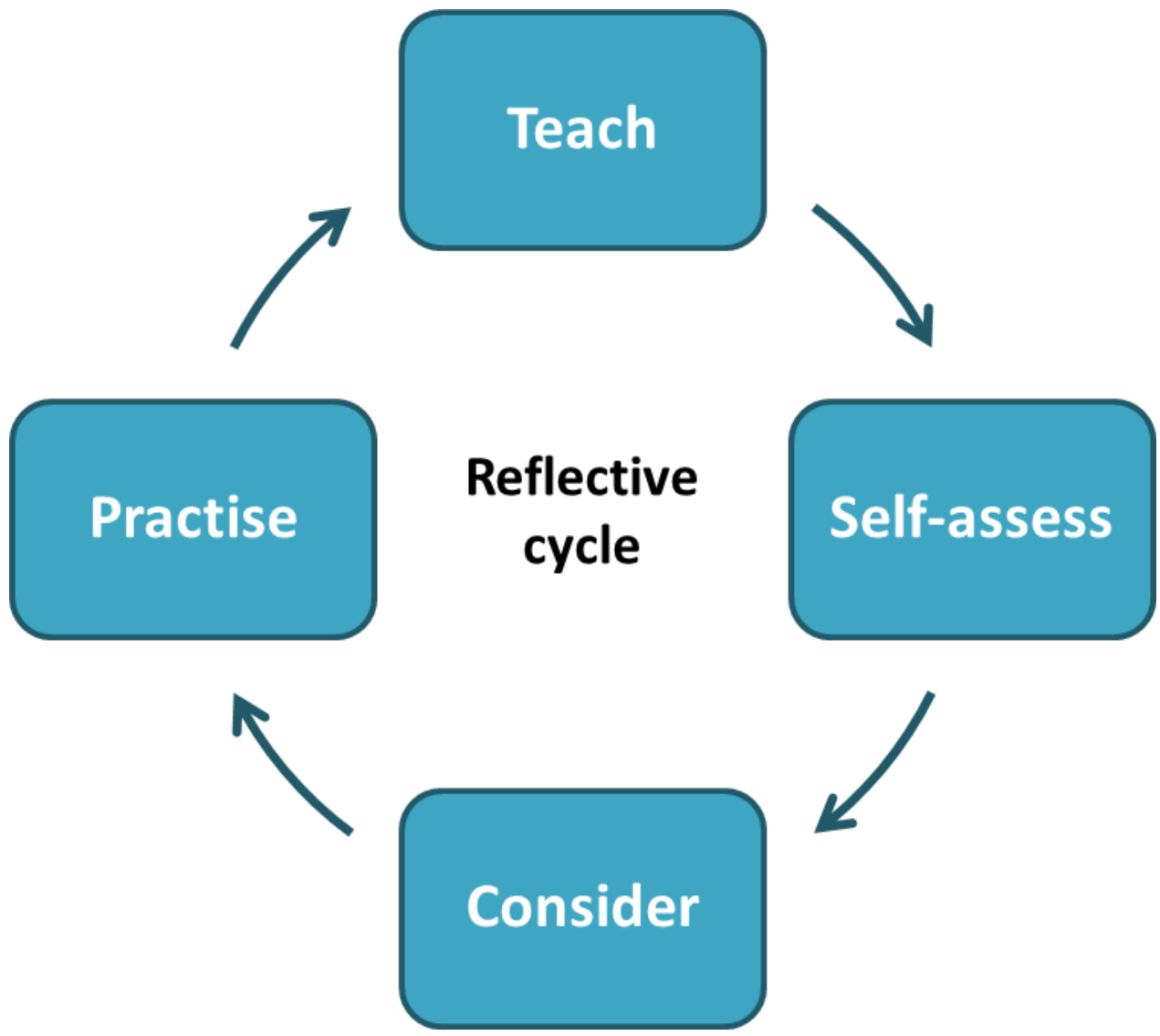
This humble research work was therefore not free from limitations. First, the research work was only limited to the department of English, that is why the researchers faced was time which which was the biggest constraint that prevented the researchers to add other research instruments to collect data. Last but not least, the researchers have been found that EFL University teachers are reflective practitioners, however, they work only with one investigative procedure which has been Peer observation and ignore the others which are teacher's portfolio , keeping a diary, and lesson report.

Appendices



Characteristics of Reflective Teaching (McKay, 2007)





Appendix A :

Teachers' Questionnaire

Dear teachers :

It would be very kind of you , if you fill this questionnaire which aims at investigating whether reflective teaching is a pre-requisite for continuo's professional development , within which you express your opinions and attitudes in reliable way.

1/How long have you been teaching English at the level of university ?

.....
.....

2/Have you ever been subjected to any training ?

Yes No

If yes, which kind ?

1-Pre-service

2-in-service

3-others (please) specify)

Yes

No

3/Experience alone is insufficient as a basis for profesional development

Yes

No

4/Do teachers' assumptions and beliefs influence their teaching practices ?

Yes

No

5/Have you ever thought about your teaching practices ?

Yes

No

6/What does reflective teaching mean to you ?

.....
.....

7/do you keep teaching relying on the same teaching practices ?

Yes

No

8/Have you ever kept a journal /diary ?

Yes

No

9/Have you ever observed or been observed by a colleague ?

Yes

No

10/Have you ever been observed by a peer performing a lesson ?

Yes

No

11/Which exploratory task do you think words best for teachers professional development ?

a-keeping a diary

b-lesson report

c-portfolios

d-Peer observation

Explant ?.....

.....

.....

Bibliography

Bibliography

1) Books :

- Bartels.N.(ed).(2005). Applied Linguistics and Language Teacher Education : What we Know. In Applied Linguistics and Language Teacher Education. Boston : Springer and Business Media.405-424.
- Burns, S., Bulman, C. (eds) (2000) Reflective Practice in Nursing : the Growth of the Professional Practitioner. Oxford : Blackwell Science.
- [Christopher.B.Et al](#),(2009) Innovative Practices in Pre-service Teacher Education...Netherland : Sense Publisher.
- David.H.A, Darlen .D.& Elizabeth .D.(2006). Bridging the Gap between Theory and Practice : Connecting Courses with Field Experiences. Florida : University of South Florida.
- Dewey.J.(1993).How we Think : Restatement of Relation Thinking to the Educational Precess. Chicago : Lexington, MA.Dc.
- Eraut.M.(1994). Developing Professional Knowledge and Competence. London : The falmer press.
- Gosling, D. (2005). Peer observation of teaching. SEDA Paper 118. London : Staff and Educational Development Association.
- Jack.H.S.(2006). Planning a Successful Lesson : A Teaching for Success Focalite. Southlake tahce : Pentronics publishing.
- [Jianping.S.et al](#) (2006) . Lesson planning : A Practice of Professional and Responsibility and Development. China. Western Michigan University. Vol 85.
- Karl.W. Kosko.J.L. and Wilkins (2009). General Educators In-service Training and their Self-Perceived Ability to Adaot Instruction for Students with IEPs. Virginia. Polytechnic Institute and State University.

- Korthagen. A.F.(2001).Linking Practice and Theory : The Peedagogy of Realistic Teacherr Education. Netherlands : Utrecht University.
-A.F.Loughran.J and Russel.T.(2006).Developingg fundamental principles for Teacher Education programs and practices. Netherland : El SEVIER.
- Loughran..J.and Russel.T.(1997).Improving Teacher Education Practice through Self-sttategy.London.Routledge.
- Munby, H., & Russell. T.(1992). Transforming chemistry research into teaching : The complexities of adopting T. Russell & H.Munby (Eds.), Teachers and teaching : From classroom to reflection. London : Falmer Press.
- Nunan,D.(2992).Research Methods iin language Learning. New York : Cambridge University Press.
- Oonk.W.(2009). Theory Enriched Pratical Knowledge in Mathematics Teacher Education. ICLON : Leiden University Graduate School of Teaching.
- Pitton, D.E. (2006) Mentoring novice teachers : Fostering a dialogue process (2nd ed). Thoousand Oaks : Corwin Press.
- Pinnington. M.C. (1990). A Professional Development Focus for the Language Teaching Practicum. Cambridge : Cambridge University Press.
- (1992). Reflecting on Teaching and Learning : a developmental focus for the second language classroom.. In J. Flowerdow & M. Brock & S. Hsia (Eds.), Perspectives on second Language Teacher education. Hong Kong : City Polytechnic.
- Perkin, A1998 In continuing prooffessional development some of our perspectives.
- Richards, J. C.,& Lockhart, C.((1994). Reflective Teaching in Second Language Classrooms. Cambridge : Cambridge University Press.
- (1996) Reflective Teaching in Second Language Classrooms.Cambriidge University Press.

- Richards, J.C.& Farrell,, T.S.C.(2005). Professional development for language teachers strategies for teacher learning. Cambridge : Cambridge University Press.
- Schon.D.(1983). The Reflective Practitioner. New York : Basic books.
- Scrivener, Jim. (2005). Learning Teaching. Oxford : Macmillan Education.
- Semmoud .A.(2015). Peer observation as am exploratory task: A Model of reflective teaching for university Teachers.

2) Articales :

- Bayrakcci.M.(2009). In-service Training of Japon and Turkey : a Comparative Analysis of Institution and Practices. Sakaryauniversiity. Vol 34. Issue 1.10-22
- Kiggundo.E .and Nayimuli.S.(2009). Teaching Practice : a Make or Break phase for Student Teachers. South Africa Journal off Education. EASA. Vol 29.345-358.
- Gnawali.L.(2008). Teacher Development : What is learning and Who is responsible ? Bodhi : An Iinterdisciplinary Journal. Vol2.No1.219-222.
- The Education Information Network in the European Union.(1995). In-service Training of Teacherss iin the European and TFTA/EFA Countries EURYDICE. Retrieved from www.sel-giipes.Com/uploads/1/2/3/12332890/1995-eurydice_-_in-servicetrainiing_of_teachers.pdf.

3) Websites :

- Luigi.V.(n.d).Writting and Keeping Journal : A Guide for Educators and Social Practitioner. Travel Journal.Vol 2.Retrieved from : infed.org/mobi/writing-and-keeping-journal-a-guide-foreducators-and-social-practitionners.