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**REFLECTIVE TEACHING PRACTICE:
CASE OF THE EFL TEACHERS
AT TLEMCEN UNIVERSITY**

This Extended Essay Submitted in Partial Fulfillment for the Requirement for “Master’s Degree” in Language Studies

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DEDICATIONS

To the civilized people in our country who love it, who respect human beings as individuals, who are tolerant, gentle, educated, and hardworking men who believe to the act for changing the behavior of our society, because our troubles are not caused by our ignorance but by our inaction.

To all my teachers: at Tlemcen University, at polytechnic school of Algiers, at ENSTA of Brest (France), at LCD of Poitiers (France)

In memory of my father,
To my mother, brothers, sisters and larger family

To my wife and my children

To all intelligent man or woman who has the ability to change and accept this positive change

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We are indebted and deeply grateful to our parents for living, but to our teacher for living well, or in other words, as we heard in many occasions that a parent gives life, but a parent gives no more, a murder takes life, but his deed stops there, a teacher affects eternity, he can never tell where his influence stops.

During our studies (06 years) at Tlemcen University, in the Foreign Languages Department, English Section, we have been marked by many teachers, they don't impact us for only six years, but for a lifetime, they have made a lasting impression on our mind, and surely this influence persists beyond the university and become the beacon of light, guiding us through the journey of life.

ABSTRACT

A recurring theme, in the field of education, of the two last decades has been reflective teaching approach, this trend in language teaching promotes that teachers take a step back to see the large picture of what goes on in learning. Since they are demanded to employ and develop their observation, communication, decision making and team working skills as a means of improving their practices, they would recall, consider, and evaluate their teaching experiences as a means of improving future ones. The role of reflection in promoting critical thinking, and refining professional practice that is widely researched and documented, therefore reflective teachers would think critically, which involves the willingness to question, take risks in learning, try out new strategies and ideas, seek alternatives, take control of learning, use higher order thinking skills and reflect upon their own learning processes. The objective of this dissertation is to describe and not to explain or to assess the attitude of EFL teachers at Tlemcen University towards the reflective teaching approach and to know to what extent they are reflective practitioners in their classrooms and even if they actually are as expected, what is the most used classroom investigation procedure by them for collecting data? In this research, we have used the phrase less or more reflective that should not be associated with effective teaching, but it is only a matter of frequency and consistency. We have given a description of the investigative procedure carried out by the means of the questionnaire as a research tool; it contains forty two questions administrated to the sample population that is formed by twenty one EFL teachers at Tlemcen University. The empirical phase draws data about teacher's questionnaire and informants' responses which are analyzed, discussed and interpreted. The results has shown that the majority of the EFL teachers use the reflective practice to improve their way of teaching. Moreover their beliefs and assumptions towards the reflective teaching approach are positive and most of them think that reflection and self assessment are opportunities to develop their professional practice. The advantages of teaching reflectively are many, for individual teachers, the teaching profession, and schools or universities that are willing to employ and encourage its use.

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ABBREVIATIONS AND ACRONYMS

AGQTP	Australian Government Quality Teacher Programme
DFES	Department for Education and Skills
EFL	English as a Foreign Language
ESRC	Economic and Social Research
ETUCE	European Trade Union Committee for Education
ICT	Information and Communications Technology
OECD	Organization for Economic Co-operation and Development
TLRP	Teaching and Learning Research Project Council

GENERAL INTRODUCTION

Teaching English is an exciting and challenging world in which every teacher starts as novice with an initial theory of language teaching and learning, based on personal experiences as a language learner and, in some cases, reading or training. The career of teacher and the courses of English will never be dull. As a teacher every lesson you teach, every student you come into contact with, every concept you try to impart will throw up new challenges for you. It is in working through and reflecting upon these events and challenges that you will develop as a teacher, and it is in this very process that the greatest rewards of teaching are to be found.

Theory and practice interconnect, and every teacher should understand how. Theory that does not relate to practice is empty content, but by the same token practice that takes no account of theory is like shooting in the dark. With this principle in mind, reflection should take an important place in the teaching concept, as it is through reflection that the teacher will be able to develop his sense of how theory feeds into practice. It has a central role to play in the cycle of teaching and learning.

In this work the research study is built on the assumption that the practice of teaching is more rewarding and robust when it is founded on the reflective approach by which teachers reflect on their practice and evaluate its impact on learning. We hypothesize the following:

- The EFL teachers of Tlemcen University practice the reflective approach to improve their way of teaching and thus enhance the learning potential of their students.
- The EFL teachers of Tlemcen University moderately use reflective approach.

The research is guided by the following research questions:

- Do the EFL teachers of Tlemcen University use reflective teaching approach?
- To what extent the EFL teachers of Tlemcen University practice reflective teaching concept in their classrooms?

To deal with this subject, the present work begins with a broad theoretical description of the reflective teaching approach, in which we point out the definition, aims and consequences of the reflective practice; we also give the key attributes that can lead to a well-thought-out application of the reflection process. The empirical phase is dealt in the second part that aims for a data collection through quantitative and qualitative procedures. We use as a tool a questionnaire containing forty two questions that are administrated to EFL teachers of the English department of Tlemcen University.

Chapter One

Reflective Teaching Approach

1.1. Introduction

Nowadays, the reflective practice has burgeoned over the last decade throughout various disciplines and professions. It has become one of the defining features of competence in some professions. Reflective practice is an interesting and important concept in the literature of teaching and learning in higher education, this image of the teacher as a reflective practitioner has found much recent popularity among teachers around the world and the reflection has become one of the most popular issues in teaching field. In addition, a fast growing and varied literature asserts the importance of reflection and self-direction, both in the initial process of learning to teach and in further professional growth. Moreover the literature is replete with accounts of the reported success of reflective practitioner in changing and improving their own teaching.

The first chapter deals with the explanation of the reflective teaching approach and the importance of the role that can play in the learning and teaching process. In the same context we explain the two concepts (reflection in and on action) of this “internal”, “bottom- up” view of teaching which is a teacher initiated and directed approach, since it involves teacher observing himself, collecting data about his own classroom. After highlighting its benefits in the first part, the second part of this first chapter is devoted to the mention of the critical attributes of reflective teaching to bring about improvement that leads to effective teaching.

1.2. Definition of Reflective Practice

Reflective practice involves thinking about and learning from own experience and from the experience of others in order to gain new perspectives that enable the teacher to stimulate thinking and maximize the learning potential of his students. The most distinctive of the very good practitioner is that his practice is the result of careful reflection. The reflective teacher himself learns lessons each time he teaches, evaluating what he does and using this self-critical evaluation to adjust what he will do next time.

1.2.1. Reflection

The words reflection and reflective teaching (or reflective practice) have become a widely used terms in current discussion about the nature of teaching and professional training, this led to the apparition of a growing trend, in recent years, toward the presentation and publication of researches that take in consideration the image of a teacher as a dynamic and continually growing professional – a reflective practitioner-.

First let us ask, what is meant by reflection? The Oxford English Dictionary offers several definitions which are pertinent here:

1. An image in a mirror, on a shiny surface, on water, etc.
2. The action of bending, turning or folding back.
3. Reference, relation, connection and a sign that shows the state or nature of something
4. The action of turning back or fixing careful thoughts on some things or subjects; meditation, deep or serious consideration.
5. A thought or idea occurring to or occupying the mind...

According to these definitions, Pennington says that “The use of the term reflection in the context of instruction can be interpreted in the sense of (1) thoughtful consideration, as well as in the sense of (2) mirroring, symbolizing or representing” (1992:30).

1.2.2. Concept of Reflective Teaching

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and poring over it if it works - a process of self-observation and self-evaluation. By collecting information about what goes on in the classroom, and by analyzing and evaluating this information, teachers identify and explore their own practices and underlying beliefs. This may then lead to changes and improvements in their teaching. In the same context Pennington posits that:

“The term reflective teaching has come to signify a movement in teacher education, in which students teachers or working teachers analyze their own practice and its underlying basis, and then consider alternative means for achieving their ends.” (1992:48).

In most of the articles and books dealing with reflective teaching, the roots of the term reflection are traced back to John Dewey (1933/1993) and his influential book “How we think: a re-statement of the relation of reflective thinking to the educational process” and to Schön (1983), (1987), (1991). Reflection, however, seems to be much older than Dewey’s formulation and that of Schön. Fendler (2003), in addition to Dewey and Schön, refers to the term reflection as having a Cartesian basis, which views knowing about the self or self-knowledge as a valid means of knowledge generation. From this viewpoint, any reflection is a positive activity, since it will result in self-understanding and knowledge of the self (the same idea is also echoed by Socrates and Freud).

Dewey defines reflection as action based on “the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it” (1933:9). Reflective action is contrasted with impulsive and routine actions, impulsive action is based on trial and error, drawing on biological/instinctive principles, while routine action is “based largely on authority and tradition...undertaken in a passive, largely unthinking way” (Griffiths, 2000: 540). According to Dewey routine action is guided by factors such as tradition, habit and authority and by institutional definition and expectations. By implication it is relatively static and is thus unresponsive to changing priorities and circumstances. Reflective action, on the other hand, involves willingness to engage in constant self-appraisal and development. Among things it implies flexibility, rigorous analysis and social awareness.

As we mention, first raised by John Dewey, the notion of reflection encompasses emotions, passions, intuitions and logical thinking. A reflective

teacher, according to these definitions, is one, who critically examines his practices, comes up with some ideas as to how to improve his performance to enhance students' learning, and puts those ideas into practice, what Schön (1983) calls the cycle of appreciation, action, and re-appreciation. Schön makes a distinction between reflection-in-action and reflection-on-action.

1.2.2.1. Reflection- in-Action

Reflection- in-action is the real life, online reflection that teachers get engaged in as they confront a problem in the classroom while teaching. It occurs when one is able to consciously evaluate and make changes on the spot during an event. For those who deal well with uncertainty and unfamiliar situations, this is easy. Conversely for those who don't do this is a major challenge.

Reflection- in- action happens when:

“Professionals are faced with a situation which they experience as unique or containing an element of surprise. Rather than applying theory or past experience in a direct way, professionals draw on their repertoire of examples to reframe the situation and find new solutions” (Griffiths, 2000:542).

Teachers who have gained a rich experience and attained a technical expertise in shaping and refining their practices are able to reflect immediately, automatically and efficiently while they are acting. Their actions are spontaneous and intuitive.

1.2.2.2. Reflection-on-Action

Reflection-on-action, on the other hand, is the type of reflection that teachers get involved in posteriori of the event. It is also called mirroring experience, it is the

most common type of reflection which is encouraged and practiced in universities or centers of higher education, and unlike reflection-in-action, which is an individual activity, reflection-on-action is normally exercised collectively and in groups. Both reflection-on-action and in-action, however, start with a problem, or what Munby and Russell (1990) call puzzles of practice. In the same context Schön said

“There is some puzzling or troubling or interesting phenomenon with which the individual is trying to deal. As he tries to make sense of it, he also reflects on the understandings which have been implicit in his action, understandings which he surfaces, criticizes, restructures, and embodies in further action” (1983: 50).

This kind of process can be attained when teachers recall and share their own experiences and wisdom of practice with colleagues in a collaborative way through meeting and discussions. Likewise Schön argues that “We reflect on action, thinking back on what we have done in order to discover reflectiveness in novices so they can cope psychosocially and adapt productively how our knowing-in-action may have contributed to an unexpected outcome” (1983: 6).

1.3. Importance of Reflective Teaching

A recent trend in teacher education is to encourage to classroom demands. Therefore teachers may ask why they should reflect on their practices beyond the quick after-class muse, which may lead to perceptions such as “That was a good class!” or “That was a bad class!” or “The students were not very responsive today!” Although these musings may act as a necessary starting point for most teachers, they do not produce any real evidence whether the perceptions they lead to are correct or not. Some teachers base their initial perceptions of their teaching on the way students respond or do not respond during class, if students do not respond

to teaching and lessons, teachers should investigate why they were not responsive without becoming too defensive.

Teachers need to know why some classes seem to go well and others not so well, and how they define what well means. Likewise they need to compile solid data about what is really happening in their classrooms rather than what they think is happening. Reflective practice is important because it helps teachers make more informed decisions about their teaching-decisions that are based on concrete evidence systematically collected over a period of time. Reflective teaching responds to a movement in teacher development that aims at empowering pre-service and in-service teachers by getting a better understanding of their own practices and working environment. Moreover it implies an active concern with aims and consequences, as well as means and technical efficiency. In other words, it is a means of professional development which begins in teacher's classroom and makes teachers solving problems related to their educational practice.

The effect of professional development upon classroom teaching is governed by a number of factors, one being the ability of teachers to be reflective about their practices. Indeed, the literature abounds with calls for reflective practice to be fostered at the preservice level and encouraged as a career-long pursuit. Reflective teaching plays a central role in promoting critical thinking (Dewey, 1933), and refining professional practice (Schön, 1983, 1987) and it is closely linked to effectiveness, in this context Webb points out that:

“If we are to become affective teachers, we need to become more reflective teachers. To be reflective we need to articulate out theories of learning, critically examine them and replace those parts which we suspect or, better still, can show do not work.” (1990:30)

1.4. Critical Attributes of Reflective Teaching

Reflective practice as a disposition to enquiry is in relation to the attitudes of open-mindedness, responsibility and wholeheartedness, to which Dewey (1933) argues are integral to reflective action. Open-mindedness refers to the willingness to consider more than one side of an argument and fully embrace and attend to alternative possibilities. This may require recognition that formerly held views and beliefs could be misconceived. Responsibility refers to the disposition to consider carefully the consequences of actions and the willingness to accept those consequences. Wholeheartedness refers to the way in which open-mindedness and responsibility come together in response to a particular situation or event.

According to Paula Zwozdiak Myers, reflective practice as a process embraces numerous concepts, particularly in relation to the nature of reflective activity and its translation into professional practice. She highlights them within nine discrete dimensions:

✓ Study their own teaching for personal improvement

An understanding of reflection, how it can be structured and used to guide practice, underpins self-study for personal improvement. Dewey (1933) associates reflection with thinking that involves turning a subject over in the mind to give it serious consideration and thought, incorporating five stages: problem, suggestions, reasoning, hypothesis and testing. When pieced together, the stages form a process of reflective thinking which involves “a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and an act of searching, hunting, inquiring, to find material that will resolve the doubt, settle and dispose of the perplexity” (Dewey, 1933: 12).

To engage effectively in this process requires the development of specific skills such as keen observation, logical reasoning, analysis, synthesis and evaluation. According to LaBoskey, teachers must be able to:

- describe and analyze the structural features of an educational situation, issue, or problem which is called the problem definition
- gather and evaluate information as to the possible sources of the dilemma under consideration and to generate multiple alternative solutions and their potential implications that is called the means/ends analysis
- integrate all of the information into a tempered conclusion about or solution for the problem identified, this is called the generalization. (1993: 30).

Boud et al. (1985: 19) integrate feelings and emotions within their approach to reflection, as teachers are required to “recapture their experience, think about it, mull it over and evaluate it” through:

- Association: relating new data to that which is already known, making links between feelings and ideas about teaching
- Integration: seeking relationships among the data, making sense of associations in some way
- Validation: determining the authenticity of the ideas and feelings which have resulted, trying out new ways of viewing and understanding teaching
- Appropriation: making knowledge one’s own, by taking ownership of new insights and learning to inform teaching.

These approaches illuminate how reflection becomes a powerful agent for understanding ‘self’, as teachers not only recount what they observed and thought about a specific context but also their feelings, emotions and ideas as to “future possibilities” (Pollard 2002: 314).

✓ **Systematically evaluate their own teaching through classroom research procedures**

Central to the concept of teacher as researcher is “systematic reflection on one’s classroom experience, to understand it and to create meaning out of that understanding” (Hopkins, 2002: 5). Systematically reflecting on data gathered lesson-by-lesson to examine why particular outcomes were achieved in relation to a particular strategy is the hallmark of action research, which Carr and Kemmis (1986: 162) describe as a “self-reflective spiral of cycles of planning, acting, observing, reflecting then re-planning, further action, further observation and further reflection”.

Formative evaluation through classroom research enables teachers to translate feedback into “modifications, adjustments, directional changes, redefinitions as necessary” (Cohen et al. 2007: 192), as they retain and build upon successful elements of their teaching and modify or discard less successful elements in light of their reflections.

✓ **Link theory with their own practice**

The pursuit of linking theory with practice implies that teachers should be research minded and encouraged to value and undertake research within professional contexts, as they need to be able “to analyse critically the research evidence they read as part of their professional role, and to judge its findings and conclusions from a well-informed point of view” (Campbell et al. 2003: 2). This builds on Stenhouse’s (1983) view that the purpose of educational research is to develop thoughtful reflection so as to strengthen the professional judgement of teachers. For example, teachers should question:

- what action/s they might have taken in a particular situation and why (reflection in action);
- possible reasons to suggest how student learning opportunities might be maximized or inhibited (reflection on action); and

- what problems they encountered in their teaching and how they overcame them, or what they need to do to overcome them in future (reflection on experience).

The purpose behind such questions is for teachers to ensure they are doing all that they can to improve the quality of their teaching so as to enhance student learning and development. By looking back at an incident that happened in a given lesson and reflecting on their own experience, teachers question what happens in classrooms and develop their professional understanding. Although the focus is on the teaching, this process starts with the consideration of student learning. This enables teachers to “ground” (McKernan 1996), “craft” (Schön 1987) and “validate” (Elliott 1991) curriculum theory through their own experience as they provide reasons for judgements made from an informed evidence base.

✓ **Question their personal theories and beliefs**

All teachers have personal theories and beliefs about the nature of knowledge, their roles and responsibilities within the classroom, and how learning takes place. Personal theories and beliefs become more articulate when teachers engage in the process of reflection; biases, preconceived judgments or opinions and problem areas can be detected, challenged and appropriately modified. Failure to re-examine personal theories and beliefs for their validity in light of new information can lead to “mindless teaching or habitual practice” (Mezirow 1990).

The importance of questioning personal theories and beliefs is highlighted by Palmer: “When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my unexamined life and when I cannot see them clearly, I cannot teach them well” (1998: 2)

✓ **Consider alternative perspectives and possibilities**

From a social constructivist perspective, interpretation is a meaning-making process, which requires teachers to recognise that:

“ a problem is seen as a human construct which arises out of a particular perception or interpretation formed about a unique educational context with its values and ends; the values, interests and actions of its inhabitants; and crucially, the particular relation of these features to a theoretical perspective which describes and explains them and their interrelations”
(Parker 1997: 40).

Freire (1972) argues the need for teachers to adopt a reflective posture, one that enters the public arena and examines personal experience through conversations with others. Within her three-stage approach, Pendlebury (1995) explores how conversations between student teachers and mentors can be structured in order to allow exploration of classroom situations from the perspective of the student with the guidance of an experienced practitioner, and how they might frame problems of practice.

✓ **Try out new strategies and ideas**

When teachers ask searching questions that arise from their own circumstances and interests they demonstrate an active approach to professional learning by seeking new strategies and ideas. This approach is particularly vital if teachers are to stay abreast of major trends which can influence aspects of the curriculum and classroom contexts (e.g. awareness of global issues, living in multi-cultural societies, issues of gender and sexuality, rapid advances in ICT).

Moon (1999) suggests that learners approach their studies with a cognitive structure, a flexible network of ideas and knowledge, shaped by prior learning. This provides the framework within which teachers locate new ideas, and may, if deep learning is to occur, be challenged and modified (transformed) in the process. Moon associates the development of new understandings, insights and increased awareness with deep as opposed to surface learning. Transformative learning describes situations where learners are prepared to abandon preconceptions and re-

examine fundamental assumptions they may have about subject matter, themselves, teaching and the nature of knowledge.

✓ **Maximize the learning potential of all their students**

The principles of entitlement and inclusion are at the core of this dimension. This can be particularly challenging within twenty-first-century schools as teachers are called upon to deal with “an increasingly diverse cohort of students with different needs, different learning styles and different aspirations” (AGQTP 2007: 4). “Personalized learning” (DFES 2007) requires teachers to tailor learning to accommodate individual aptitudes, needs and interests to ensure that all students realize their full potential, irrespective of background and personal circumstances. Differentiated strategies which aim to target individual achievement might include accelerated learning, assessment for learning, booster classes or goal-setting, and those which aim to target achievement for all students might incorporate active learning, collaborative learning, and interventions through questioning, learning to learn or literacy across the curriculum. These approaches also aim to give students greater autonomy over their own learning and prepare them “for a society and an economy in which they will be expected to be self-directed learners, able and motivated to keep learning over a lifetime” (OECD 2005: 2).

Teachers must take a number of factors into account when planning for progression in student learning:

- their knowledge of students;
- theoretical perspectives on how learning happens (e.g. cognitive development, concept development, constructivism, information-processing theories, social constructivism) within the teaching process;
- what constitutes progression in their subject area; and
- What demands are placed on specific students in relation to specific tasks.

Having designed a range of learning experiences that enable all students to access the curriculum, teachers must then reflect upon and evaluate their effectiveness in maximising the learning potential of all their students to inform future planning.

✓ **Enhance the quality of their own teaching**

This dimension is inextricably linked to the previous one and is based on the premise that “what teachers teach” is as important as how they teach” (Shulman 1987:86). Teachers must acquire a range of knowledge bases and models for teaching and explore ways in which they can transform this knowledge into meaningful learning experiences for all their students. Pedagogic expertise (TLRP/ESRC 2010: 5) comprises:

- The art of teaching : the responsive, creative and intuitive capacities
- The craft of teaching : mastery of a full repertoire of skills and practices
- The science of teaching: research-informed decision-making.

Reflecting on lesson outcomes and how effectively these have been met, by examining the minutiae of teaching and assessment evidence, enables teachers to make informed professional judgements to guide their future teaching, which should enhance their pedagogic expertise.

✓ **Continue to improve their own teaching**

ITE provides an essential basis for teaching, but ongoing professional development is required to “equip teachers with knowledge and understanding of the ever-changing demands of educational reform” (Barber and Mourshed 2007; AGQTP 2008; ETUCE 2008). Learning to teach is viewed as a gradual process, which means that “teacher education must be seen as a career-long process placed within the context of lifelong learning” (OECD 2005: 44). Day (1999: 4) suggests that continuing professional development is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the

moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their professional lives.

1.5. Qualitative Distinctions in Reflective Practice

The types of discourse or reflective conversations teachers engage in can be indicative of their development from “surface to deep to transformative learning” (Moon 1999:56), progressive stages of “epistemological cognition” (Baxter Magolda 1999:68) and “reflective reasoning” (King and Kitchener 1994:81). Three broad types of reflective conversation can be related to the dimensions of reflective practice.

It is important to note that within any discourse more than one type of reflective conversation might be evident as the conversation unfolds: moving from descriptive through comparative towards critical. Thus, although each type has been separated out for the purpose of clarification they should not be viewed as mutually exclusive, as reflective conversations can be “dynamic and fluid” (Ghaye 1998: 25).

1.5.1. Descriptive Reflective Conversations

This type of discourse can be characterised as a personal retrospective account of teaching, which involves “returning to experience” (Boud et al. 1985:25), and providing a rich description of that experience. Different types of question involve different patterns of thinking. ‘How did I teach the lesson?’ requires a reflective process-analysis of the approach that has been followed. ‘How might I do things differently next time?’ requires a reflective self-evaluation of a particular type of performance using criteria against which judgements can be made. ‘How does this make me feel?’ appeals to the affective nature of teaching, and discourse arising from this question can reveal insights into the teacher’s disposition to enquiry. Descriptive reflective conversations provide an important

foundation for the generation of “living educational theory” (Whitehead 1993:95) and personal “epistemology of practice” (Schön 1987).

1.5.2. Comparative Reflective Conversations

This type of discourse requires teachers to reframe the focus of their reflection in the light of alternative views and possibilities, drawing on their own prior experiences and research findings from literature. Comparative reflective conversations are evident when teachers relate personal theories, beliefs, assumptions, conceptions of teaching and values to those of others. It is a meaning-making process, which moves the teacher from one experience into the next “with deeper understanding of its relationships with and connections to other experiences and ideas” (Rodgers 2002: 845). Essentially this type of discourse is “a deliberation among choices of competing versions of good teaching” (Grimmett et al. 1990:35), and involves ethical, moral and value commitments as well as questions concerning aspects of teaching such as how students learn and “the nature of pedagogy” (Furlong and Maynard 1995:39). Teachers come to recognise that knowledge claims contain elements of uncertainty. Teachers need to think through opinions and issues, and express themselves in a valid manner, recognising that colleagues have useful contributions to make. This type of discourse has resonance with “transitional knowing” (Baxter Magolda 1999; Moon 2005) and quasi reflective reasoning (King and Kitchener 1994:59).

1.5.3. Critical Reflective Conversations

Critical thinking is situated at the core of this type of discourse, which Moon defines as

“The capacity to work with complex ideas whereby a person can make effective provision of evidence to justify a reasonable judgment. The evidence, and therefore the judgment, will pay appropriate attention to the context of the judgment” (2005: 12)

Further, the fully developed capacity to think critically

“relies on an understanding of knowledge as constructed and related to its context (relativistic) and is not possible if knowledge is viewed only in an absolute manner (knowledge as a series of facts)” (Moon, 2005: 12).

Thus, critical reflective conversations are characterized by the acceptance that knowledge claims cannot be made with certainty, and that teachers make judgements that are most reasonable and about which they are relatively certain, based upon the evaluation of available data. They believe they must actively construct their decisions, and that knowledge claims must be evaluated in relation to the context in which they were generated to determine their validity. Teachers are also willing to re-evaluate the adequacy of their judgements as new data become available.

Critical reflective conversations require teachers to analyse the wider cultural, social and political contexts, challenge their assumptions, and question their practice in relation to ideological and equity issues. This can be exemplified when teachers engage in conversations that address questions concerned with ‘why’ the educational, ideological, political and professional systems of which they are an integral part serve either to constrain or to empower them. In turn, critical reflective conversations can give rise to new understandings of “previously taken-for-granted assumptions about practice” (Grimmett et al. 1990:12) and lead to “a renewed perspective” (Jay and Johnson 2002: 77). We can summarise the different levels of reflection with practical questions in the table below, it gives some examples that the reflective teacher may ask at each level of reflection to ponder about what happens in his classroom and to adapt new strategies according the needs of his students.

Type of discourse	Type of question
Descriptive reflective conversations	<ul style="list-style-type: none"> • What did I teach in the lesson? • How did I teach it? • Did all students achieve the intended learning outcomes? • What teaching and learning strategies were effective, or ineffective? • How do I know? • What does this mean? • How does this make me feel?
Comparative reflective conversations	<ul style="list-style-type: none"> • What different strategies might I use in my teaching? • What are the advantages or disadvantages of using particular strategies for diverse learners? • How might colleagues and/or students explain what is happening in my classroom? • What research enables me to gain further insights into this matter? • In what ways can I improve the ineffective elements of my teaching?
Critical reflective conversations	<ul style="list-style-type: none"> • Having identified learning objectives, in what ways can they be achieved? • How do colleagues accomplish these same objectives? • For each alternative perspective, whose learning needs are addressed and whose are not? • What are the implications of using particular strategies in my teaching when viewed from alternative perspectives? • On the basis of these perspectives and their implications, what strategies would be the most effective in helping students to achieve the intended learning outcomes within a specific context? • Are these learning outcomes appropriate for the whole range of diverse learners within the class – where is the evidence? • Why select this particular strategy for this particular group of students rather than an alternative - what evidence base have I drawn upon and why? • Why do I teach what I teach in the way that I teach it to a particular group of students? • How does my choice of objectives, learning outcomes and teaching strategies reflect the cultural, ethical, ideological, moral, political and social purposes of schooling?

Table 1.1 Types of questions related to specific types of qualitative discourses

1.6. Conclusion

Reflective Teaching responds to a movement in teacher development that aims at empowering pre-service and in-service teachers by getting a better understanding of their own practices and working environment, the effect of professional development upon classroom teaching is governed by a number of factors, one being the ability of teachers to be reflective about their practice.

Many teachers think about their work either before they teach, while they are teaching, or after they have finished teaching a class. For them, this is reflective practice, it really only consists of fleeting thoughts that are based on hunches, intuition, or even some actions that happened in the class. So much is happening in the classroom during a lesson, though, that teachers cannot really know or see all that transpires.

Reflective practice means more than fleeting thoughts before, during, or after a lesson; it means examining what you do in the classroom and why you do it. It also means thinking about the beliefs and values related to English language teaching, and seeing if classroom practices are consistent with these beliefs and values. In order to engage in reflective practice, teachers must systematically collect information about their classroom happenings and then analyze and evaluate this information and compare it to their underlying assumptions and beliefs so they can make changes and improvements in their teaching. Moreover reflective practice can also be conducted outside the classroom by looking at the context of teaching.

Chapter Two

Practical Phase: Reflective Teaching in Practice Analysis

2.1. Introduction

To move from the older teaching model to the newer one, language teachers need to think about what they do and how and why they do it. The teacher who question the goals and the values that guide his work and examine his assumptions within the context in which he is involved, is believed to be engaged in reflective teaching.

Henceforth, this chapter deals with the practical part of the previous theoretical review, in which we lay the ground for an empirical investigation whose objective is to analyse the EFL teachers practice and through which we see to what extent teachers of our department use the reflective approach in their teaching. In this research work, we have taken as sample population the EFL teachers at Tlemcen university, to whom we administrate a questionnaire that contains two parts; the first one includes thirty questions that deals with the practical side of the reflective practice and the second one that contains twelve questions is about the assumptions and beliefs of the teachers concerning the reflective practice. My research is a descriptive study, and it is neither explanatory nor exploratory, moreover we choose the information rich sampling paradigm which enables us the transferability of information and not the generalization of it, and we will let the readers to make the judgment about our sample.

2.2. Statement of the Problem

Through a series of discussions with the supervisor, regarding possible research topics within our area of interest that is the TEFL, we decided to examine the degree to which EFL teachers at Tlemcen university , generally, they are employing elements of reflective practice in their teaching way and to what extent they use deferent procedures to collect data , and analyse them in order to enhance the students learning potential and bring about improvement .

It is known that there is an abundance of literature addressing the issue of reflection and reflective teaching, which means that the concept permeated all aspects

of teaching and learning, through this research work we want to know whether and how reflective teaching is put in practice by the EFL teachers of Tlemcen university who surely are eager to sustain and develop their teaching qualities. Though deficiency of meetings, teacher seminar, in-service training days, national teachers' conferences, workshops, and induction days which promote reflection among teachers, we have put the EFL teachers under scrutiny by examining their attitudes and willingness to question their beliefs and assumptions.

Finally, we notice that our decision of investigation of the EFL teachers' use of elements of reflective practice is of paramount interest for us, either by gaining knowledge about the theoretical aspect of reflection or by embracing it and starting using it to solve problems, so we assume that this concept of reflection is potentially useful, both for seasoned and novice teachers and, by extension, students, could benefit from engaging with it.

It is believed that the reflective practice is in fact the process of understanding and improving one's own teaching experience, therefore in our study we try to highlight the relationship between the EFL teachers and the reflective practice by the means of two following research questions that shape and specifically focus the purpose of this dissertation:

- 1- Do the EFL teachers at Tlemcen university use the reflective practice process in their teaching?
- 2- To what extent the EFL teachers (novices and experienced) exploit their observation, communication, decision making and team working skills to be reflective practitioners?

A hypothesis is an educated guess or proposition that attempts to explain a set of facts or natural phenomenon. It is used mostly in the field of science, where the scientific method is used to test it. A tested hypothesis is validated or rejected with research; the action research through this dissertation provides evidence and arguments for the following research hypotheses:

1. EFL teachers at Tlemcen university apply reflective practices to improve their professional skills
2. The EFL teachers use moderately their different skills in putting reflection in action within their classrooms.

2.3. Methodology of Research

Research in common parlance refers to a search for knowledge, it can be defined as a scientific and systematic search for pertinent information on a specific topic, social science research methods can be classified along a quantitative and qualitative dimension; the quantitative designs approach social phenomena through quantifiable evidence, and determine the relationship between variables or characteristics and rely on statistical analysis, it is a complete, holistic, descriptive, and deductive research in which data are formed with the use of theory. The researcher in this kind of investigation formulates the questions research using what, how and does or do, how much, how often; moreover he should be neutral and objective, involving analysis and numerical data. Meanwhile the qualitative research is an exploratory, narrative, interpretive and inductive investigation in which the researcher deals with the meaning of people experiences, cultures, a particular issue or case. This involves personal observation and interpretation that cannot be measured with precise, standardized or calibrated scientific instrument. In addition this kind of research contains a lot of writing, quotes from participants, analysis of words, pictures or objects, and the researcher acts as a subjective instrument who uses interview, documents, observation, questionnaire or survey. In this context our methodology of research consists of the use of questionnaire that contains forty two questions, and aims to know to what extent our sample population (EFL teachers) use the four reflective skills:

1. Observation skills: writing, drawing, or video recording.
2. Communication skills: journal or diary, portfolios, communication with students and colleagues.
3. Decision making skills: problem solving.

4. Team working skills: peer observation, co-teaching and collaborative teaching.

The sample consists of EFL teachers at Tlemcen University. We have administrated nearly 35 questionnaires but we have obtained only twenty one answers, thus the number of informants is twenty one EFL teachers which represents nearly the third of the EFL teachers' number at Tlemcen university. Moreover they were carefully chosen, since their experience varies from 4 years to 53 years.

2.3.1. Research Tools

Any research is based on the famous Hudson maxim in which he says “All progress is born of inquiry. Doubt is often better than overconfidence, for it leads to inquiry, and inquiry leads to invention”. Each investigation involves research tools such as survey and questionnaire, test, interview, and observation. In this study, we have used as a tool of research the questionnaire, it is widely used as an effectual and eligible research instrument, since it offers the possibility to gather a large amount of reliable data relatively quickly about affective dimensions of teaching and learning, such as beliefs, attitudes, motivation, and preferences from anonymous informants.

2.3.1.1. Questionnaire

The questionnaire has many advantages, it allows wider sampling as it is defined by Rick Eric and Chancellor “questionnaire are structured instrument for the collection of data which translate research hypotheses into question”(1980:59).

Oppenheim defines it as:

“not some sort of official form nor is it a set of questions which have been casually jotted down without much thought, we should think of the questionnaire as an important instrument of research, a tool for data collection,

a questionnaire has a job to do : its function is measurement” (1992:100).

We have chosen the close-ended questions to hopefully express the two hypotheses mentioned in the problematic of our research. In closed questions the respondents choose among the proposed possibilities and they do not add anything, in this vein Hargie argues that closed question “can be answered with a short response selected from a limited number of possible options” (1986:127), in our research we have used the rating scale as a closed-ended answers especially Likert- type scale in which the respondent answers the question using the scale from never to always and from strongly disagree to strongly agree. In addition to this we have used two open ended questions, to gather information about the gender and the experience of the informants.

2.3.1.2. Teachers’ Questionnaire

The reason behind administrating a questionnaire to the EFL teachers is to show to what extent, they are reflective practitioners and how do they reflect upon their teaching way. The respondents, twenty two, in number were of different ages and years of experience. The questionnaire is composed of two parts, the first one includes thirty questions that deals with the practical part of the reflective practitioner and the second part which includes twelve questions treats the informants beliefs and assumptions about the reflective practice process.

- Question 1: What is your gender?

The objective of this question is to show that informants are of different gender in order to get a representative sample which is similar to the population and not to highlight whether male or female informants are more reflective.

- Question2: How long have you been teaching English?

With the present question, we intend to reckon the number of years in the field of teaching and also to try to provide information about the influence of the experience on the teaching behavior especially the reflective practice.

We found profusion of definitions and models of the reflective teaching process. In order to well elaborate the questionnaire, we choose the model that divides the reflective teaching on four skills; the Observation skills, the communication skills, the decision making skills and finally the team working skills. We classified the first part of the questionnaire according to the four skills mentioned above. Fundamentally, teachers' beliefs and assumptions influence and shape their way of teaching and their professional practice, for this reason we administered a second part of questionnaire that aims to examine attitudes, beliefs and assumptions of EFL teachers towards the reflective teaching approach.

2.3.1.2.1. Observation Skills Questions

Items	Never	Rarely	Sometimes	Often	Always
1. I collect information about my teaching way after observing my class using writing or drawing or audio-video recording					
2. After each lesson I write a report about my accomplishments/ failures					
3. I ponder about the events that happen in the classroom					
4. I observe the teaching way of experienced teachers and imitate them					
5. I track the students progress as a tool to evaluate my teaching way					
6. I try to play the role of model for my student by promoting justice, tolerance, democracy and acting as a moral example					
7. I reflect upon ways to make my student active rather than a passive listener or viewer					
8. I teach as I have been taught when I was student					

Table 2.1 Observation skills questions

The objective of this first category of questions is to know to what extent the informants use observations of classrooms, students, others teachers and also the self observation in order to collect information about what happens in their classrooms through a journal or diary or by audio or visual recording of their teaching way. The classroom observation is a useful tool used to provide the teachers with constructive critical feedback and aimed at improving their classroom management and instructional techniques. The observations of the rapid pace, immediacy, and social dynamics of classrooms enable the teachers to better understand the classrooms characteristics, the learners' differences and behaviours. After observing and taking notes, the reflective teacher ponder upon these classrooms events in order to bring suitable solutions and to know how to make each classroom maximal successful. In addition, the observation of the experienced teachers may inspire the observer and yields to a collaborative professional development. In the same context self observation has considerable benefits for the teachers themselves who use it as a mirror through which they can determine their successes and failures. Thus teachers' observation skill is a key for improvement of classrooms practices and a tool for professional development, in turn, for student learning.

2.3.1.2.2. Communication Skills Questions

Items	Never	Rarely	Sometimes	Often	Always
1. I establish and communicate learning goals clearly to my students					
2. I assess my teaching abilities through a questionnaire designed for my students.					
3. I am willing to accept critics about my teaching way from others					
4. I discuss social issues with my students					
5. I teach my students how to approach their studies and discuss possible career tracks they can take					
6. I help my students to identify their goals then encourage them to achieve these goals					
7. I discuss with my students to identify their learning style to increase their classroom interactions					

Table 2.2 Communication skills questions

The communication skills are important for many professions but they are crucial for teachers, they can be defined as the transmission of a message that involves the shared understanding between the context in which the communication takes place (Saunders and Mills, 1999). This involves listening and speaking as well as reading and writing. Within the teaching profession, communication skills are applied in the teachers' classroom management, pedagogy and interaction with the class (Saunders and Mills, 1999). Teachers communicate with students, parents, colleagues and administrators every day; they need to be highly skilled in all areas to excel in their profession. Teachers who listen attentively to their students' questions and complaints are better equipped to meet individual needs and adjust lessons where necessary. Students are also more likely to be receptive when the teacher's body language and tone of voice indicate openness and encouragement. Thus good and appropriate communication can enhance students' achievements.

2.3.1.2.3. Decision Making Skills

Items	Never	Rarely	Sometimes	Often	Always
1. I adapt and create new strategies for students needs and situations					
2. I apply methods and approaches the same way with different classrooms					
3. I stick to apply the whole theoretical method of teaching my class without eliminating its ineffective elements					
4. I do action research about my classroom events					
5. I use affective strategies to manage students beliefs, emotions and attitudes by building a positive atmosphere in the class					
6. I reflect about the real meaning and duties of the job of a teacher					
7. I think of my strengths and weaknesses as a teacher					
8. I bring the best practical solution to my classroom problem rather the ideal one.					

Table 2.3 Decision Making Skills

Decision making skills are of paramount importance for all practitioners in any field. Studies show that what a teacher is or what a teacher feels is important, but what a teacher does that has the potential power for affecting student's achievement. Authors such as Gibbons et al. (1994) have reflected that the epistemological and methodological autonomy of scientific knowledge has moved out of the domain of institutions and that significant knowledge is generated in the context of its application within social, cultural and the economic contexts. Teaching is now defined as the process of making and implementing decisions, before, during, and after instruction, to increase the probability of learning. If the teacher's decisions and actions reflect awareness of the current state of the learner and the present environment, then the learning will predictably increase. When analyzing the results of the questionnaire's answers using the SPSS, it's important to keep the same positive attitude towards the

reflective practice when numbering the answers, thus for the answers 2 and 3 the teachers answers are inverted.

2.3.1.2.4. Team Working Questions

Items	Never	Rarely	Sometimes	Often	Always
1. I discuss theoretical/practical issues with my colleagues					
2. I share my classroom experiences, ideas, thoughts with my colleagues					
3. I ask advice from my colleagues when facing problems					
4. I demand my peers to observe my teaching way and comment on it					
5. I have co-teaching with other teachers					
6. I am willing to help students outside of classroom concerning their private lives					
7. I participate to seminar/workshops dealing with education issues					

Table 2.4 Team working skills questions

Many researchers blame the teaching methods used in the institutions of higher learning as being too theoretical and exam-oriented (Shah,2008) and thus, failed in training students to meet the workplace needs. One such need is team working skill and lack of this skill will jeopardise the survival of the schools and universities and will develop low-level interpersonal communication skill (Mukhtar, et.al.,2009) which is essential for working effectively in a team. For teachers to function effectively in the higher education or school context, they should attend to both the climate within their group and the process by which they accomplish their tasks. Being an effective member by collaborating with teachers and also students is critical to a healthy environment which is characterized by openness, share of knowledge, information and experience, trust and self-disclosure, support and respect.

2.3.1.2.5. Beliefs and Assumptions Questions

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The disappearance of the concept of method from applied linguistics discussions has a positive change by giving birth to the reflective teaching as a sophisticated alternative capable of meeting the pedagogical needs of teachers.					
2. Effective reflection is an important component of quality teaching.					
3. Reflective teaching enables teachers developing their self designed data collection plans to enact professional practice in alignment with their own epistemological and ontological beliefs systems.					
4. The teacher quality is the single most important school variable influencing student achievement.					
5. Reflective practice cannot be directly taught but emerge through the reflection on action when conducting action research.					
6. Contextualized action research makes the teachers play the role of generators of the knowledge of professional practice rather than technicians called upon to carry out the agenda of those outside the classroom.					
7. Affective teaching is a crucial part in effective reflective teaching					
8. Sharing ideas and experiences with colleagues makes teachers grow personally and professionally.					
9. Reflective practice enables teachers to describe and analyse the structural features of an educational situation, issue, or problem					
10. Observation, communication , team working, judgment and decision making skills are important effective teaching skills for teachers					
11. Reflective teaching provides teachers with opportunities to meaningfully develop their professional practice.					
12. Organizing at least a monthly workshop of reflective teaching in our department is a useful thing.					

Table 2.5 Beliefs and assumptions questions

The objective of this part of questionnaire is to know the teachers attitudes towards the reflective teaching approach because teachers' beliefs shape their professional practice, moreover, the entire act of teaching is affected by one's beliefs and assumptions that needed to be periodically examined. This examination supplies an opportunity to validate, discard, modify or add to their beliefs. Teachers self-reflection and analysis will surely provide a foundation for developing and revising their philosophy of teaching. Dan Lortie states that the majority of teachers teach very similarly to their own teachers:

“Teaching is unusual in that those who decide to enter it have had exceptional opportunity to observe members of the occupation at work; unlike most occupations today, the activities of teachers are not shielded from youngsters. Teachers-to-be underestimate the difficulties involved, but this supports the contention that those planning to teach form definite ideas about the nature of the role” (1975,p. 65)

Lortie contends many beliefs teachers hold about teaching originate from personal experiences as students. Some beliefs may derive from other personal experiences such as family traditions and values, social encounters, community participation, popular culture, teacher preparation, observing teachers, professional development, and scholarly literature.

2.3.2. Informants' Profile

The present research is undertaken at the Foreign Languages Department, the English Section at Abou Bakr Belkaid University situated in Tlemcen. The Department of Foreign Languages comprises two Sections French and English is formed in 1988, The English Department held a great number of students from different parts of the country; it contains nearly sixty full time teachers.

The informants are twenty two EFL teachers, there are eight full time teachers holding a “doctorate” degree, fourteen full time teachers holding a “Magister” degree and one experimented teacher who used to be an English inspector for more than 20 years and hold a rich experience in the teaching field (more than 50 years). The teaching experience of these teachers varies from four to fifty three years in different modules, they are in charge of: American Literature, African Literature, Civilization, Written Expression, Phonetics, Reading Comprehension, Linguistics, Sociolinguistics, TEFL, and Educational Psychology.

2.4. Analysis of Teachers’ Questionnaire

This part of our research is devoted to the analysis of the collected data from the teachers’ questionnaire using the Statistical package for the social sciences SPSS, version 21.

2.4.1. Gender and Experience

When conducting any kind of survey to collect data or when choosing the cases to study in detail, the question inevitably arises is how representative is the information collected of the whole population?. In the tables below we give the statistical representations and the distributions of the gender and experience of our informants

Gender	Frequen	Valid percent
Male	9	42,9
Female	12	57,1
Total	21	100,0

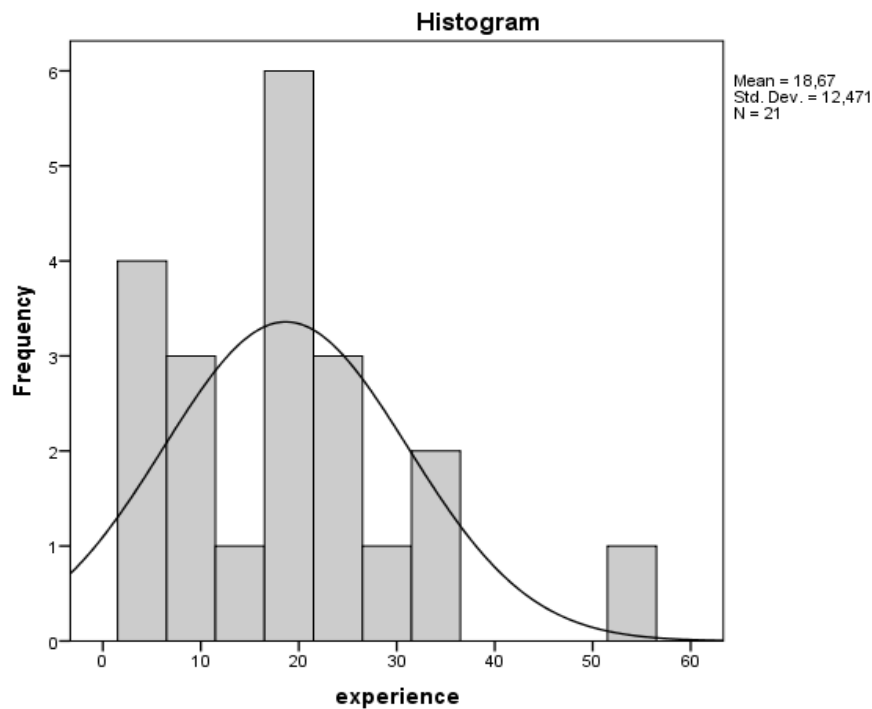
Table 2.6 Representation of informants’ gender

N	Valid	21
	Missing	0
Mean		18,67
Median		20,00
Mode		20
Std. Deviation		12,471
Minimum		4
Maximum		53

Table 2.7 Statistics of informants' experience

Teacher's experience	Frequency	Valid Percent
4	2	9,5
5	1	4,8
6	1	4,8
7	2	9,5
8	1	4,8
12	1	4,8
17	2	9,5
20	3	14,3
21	1	4,8
23	1	4,8
24	1	4,8
26	1	4,8
30	1	4,8
32	1	4,8
36	1	4,8
53	1	4,8
Total	21	100,0

Table 2.8 Representation of informants' experience



Bar-chart 1: Representation of distribution of teachers' experience

We have chosen the probability sampling procedure which is based on random sampling selection. The statistics tables of both gender and experience show that our informants are constitute of 21 EFL teachers, nine (9) males and twelve (12) females, this number constitutes nearly the third of the population of the EFL teacher of the English department, and the experience of the sampling varies between four and fifty three years with a mean of 18.67 and a standard deviation of 12.47 which means that we cover a large number of teachers who really have varied experiences. From the statistics, in terms of size or type of sampling, we can say that the sample has similar characteristics as the whole population of EFL teacher in English department and this will greatly affect the reliability of our subsequent generalizations.

2.4.2. Observation Skills

Informants answers	Responses		Percent case
	N	Pourcentage	
never	14	8,5%	66,7%
rarely	12	7,3%	57,1%
Observation skills sometimes	40	24,2%	190,5%
often	47	28,5%	223,8%
always	52	31,5%	247,6%
Total	165	100,0%	785,7%

Table 2.9 Statistics of observation skills frequencies

It is clear from the statistics results shown in the table above that the third of the informants always observe what happens in their classroom and only 15% of teachers who do not use their observation skills to analyse events and ponder upon solutions.

2.4.3. Communication Skills

Informants answers	Responses		Percent of cases
	N	Pourcentage	
never	13	8,8%	61,9%
rarely	12	8,2%	57,1%
Communication skills sometimes	25	17,0%	119,0%
often	51	34,7%	242,9%
always	46	31,3%	219,0%
Total	147	100,0%	700,0%

Table 2.10 Statistics of communication skills frequencies

The displayed results (Table2.10) point out that nearly 85% of EFL teachers use their communication skills and reflect upon it to improve their way of teaching and enhance the students learning potentials, meanwhile less than 10% of teachers never employ communication strategies with students and ponder upon the best way to establish a fruitful communication climate in their classrooms. The EFL teachers are more reflective using their communication skills than observation ones.

2.4.4. Decision Making Skills

Informants answers	Responses		Percent of cases
	N	Pourcentage	
never	14	8,4%	66,7%
rarely	12	7,2%	57,1%
Decision making skills sometimes	23	13,9%	109,5%
often	52	31,3%	247,6%
always	65	39,2%	309,5%
Total	166	100,0%	790,5%

Table 2.11 Statistics of decision making skills frequencies

The results show that more than 80% of EFL teachers use their decision making skills to solve problems and to use adequate techniques and strategies in order to adapt solutions according to the students needs. Only 8.4% of teachers who never reflect about their methods and decisions whether they suit the students learning goals or not. The EFL teachers are more reflective using their decision making skills in comparison with observation and communication skills.

2.4.5. Team Working Skills

Informants answers	Responses		Percent of cases
	N	Pourcentage	
never	14	9,5%	66,7%
rarely	24	16,3%	114,3%
Team working skills sometimes	42	28,6%	200,0%
often	35	23,8%	166,7%
always	32	21,8%	152,4%
Total	147	100,0%	700,0%

Table 2.12 Statistics of team working skills frequencies

We can clearly obtain the information that the majority of our informants, more than 70% exploit their abilities to work in group, using the cooperative teaching in order to share their experiences with their colleagues and benefit from the knowledge of peers. The EFL teachers are less reflective using the team working skills rather than observation, communication, and decision making skills.

2.4.6. Beliefs and Assumptions

	Cases			
	Valid		Missing	
informants	20	95,2%	1	4,8%

Table 2.13 The informants 'answers number

Informants' answers	Responses		Percent of Cases
	N	Percent	
strongly agree	86	36,1%	430,0%
agree	104	43,7%	520,0%
neutral	36	15,1%	180,0%
disagree	10	4,2%	50,0%
strongly disagree	2	0,8%	10,0%
Total	238	100,0%	1190,0%

Table 2.14 Statistics of informants' beliefs and assumptions

The results shown in the table 2.12 show that the overwhelming majority of EFL teachers, nearly 80% of teachers have positive attitudes towards reflective teaching and believe that the process of reflection in the teaching field is crucial to professional development. It is important to note that less than 1% of teachers who are against the reflective teaching approach.

2.5. Recommendations and Suggestions

We suggest that a requirement of both would be teacher and in service teacher education programs is to prepare and enable teachers to develop their ability of teaching via the adoption of the reflective teaching as a concept and a means for professional development. We can point out through our study, even it has some limitations, perhaps the viewpoint cannot be generalized, since we have used only one research tool that is the questionnaire, that the EFL teachers adopt the reflective practice using their skills differently (various procedures) as a concept through which they critically examine their own practice, come up with some ideas as to how could they improve their performance to enhance students' learning.

For those teachers who have never used before observation, communication, decision making and team working skills to investigate their classrooms, we suggest that they try some procedures as peer observation, and the co-teaching that they do not aim to critics, evaluation and judgment but they are tools of observation that reassure and support the teacher particularly if he is new to teaching, as he implements new and unfamiliar learning and teaching practices and strategies, moreover they allow the teacher to check his own perceptions and feeling about his way of teaching, and create an environment and a useful feedback in which open and fair discussions about learning and teaching could be established between the experienced teacher and his colleague the novice one.

Finally, as the results have shown that the team working skills are the least used by the EFL teachers, and they respectively exploit their decision making, communication and observation skills. We suggest that they try to form small groups and work together in order to enable the novice teachers to benefit from the knowledge and wisdom of the experienced ones who also may redefine and reexamine their beliefs and practices for professional development and positively reinforce what was done well.

2.8. Conclusion

The empirical phase of this study has been exposed through this chapter, which attempted to understand whether the EFL teachers are reflective practitioners and not to bring any judgment about their attitude towards reflection and the reflective teaching.

The choice of the sample population which is the EFL teachers was carefully selected; as it is mention before that their experience differs from 4 to 53 years, just for enabling us to have a general description of the EFL teachers' attitude towards the reflective teaching approach.

The investigation leads us to obtain results shown in this part which indicate that the EFL teachers have adopted many ways to be reflective practitioners, moreover they use differently their observation, communication, decision making and team working skills to put in practice the reflective approach teaching, this difference in the practical way is due to their divergence about the conceptualization, the underlying and varied beliefs, values, and assumptions embraced by them and not to its usefulness as a model of teaching because there is a broad consensus that they think critically about what they do, as it is clearly deduced from the obtained results, so this attitude involves recall, consideration, and evaluation of their experiences.

Finally, putting some EFL teachers under scrutiny, to understand their way of teaching and reflecting and not for assessing or evaluating them, enables us to know that some of them do not use all their skills, thus they are less reflective on some features and aspects of teaching, whereas, others are more reflective and by the same token have weaknesses of reflection upon others issues concerning the learning and teaching process. Our use of the phrase 'more or less reflective' is a matter of frequency and consistency and in any case, should never be associated to effective teaching or the idea that 'more reflective' is better than 'less reflective'.

GENERAL CONCLUSION

The teaching process has been and still an important topic of debates and discussions and needs always to be identified through changes. Research on effective teaching over the two past decades has shown that effective practice is closely linked to inquiry, reflection, and continuous professional growth, the primary benefit of reflective practice for teachers is a deeper understanding of their teaching style and ultimately, greater effectiveness as a teacher, other specific benefits noted in current literature include the validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry, and respect for diversity in applying theory to classroom practice.

The first chapter dealt with the theoretical aspect of the reflective teaching approach, it has provided a full description of the reflection and the reflective practice, in this part we have given and focused on the meaning of reflection that is directly linked to mind, used in the teaching field, so the teacher needs to remember with thoughtful consideration, comes to recollect, realizes or considers in a course of thought all what can change his situation for the best, of course. Consideration of some subject matter, idea, or purpose often with a view to understand or accept it or see it in its right relation, it is a kind of introspective contemplation of the contents or qualities of the teacher himself and of his own thoughts or remembered experiences.

In the second chapter we gave an anecdote which relates to the interest and which provides a direct means of introducing the topic, we also identified the research problem area and stated the aims of the study, justified the research problematic and stated why we thought it is of paramount interest, as a would be teachers, then for novice teachers and without any exaggeration we can say even for the seasoned teachers, investigating such study about the reflective teaching approach can make them ask some questions about their treatment, methodology, analysis of the findings and results, the fact of questioning is in itself the core of the reflective teaching model.

General conclusion

In addition, in the second chapter we involved the practical phase of our research, hence we presented the investigative study which has been carried out by a questionnaire that contains forty two questions, administrated to twenty one EFL teachers in the Department of Foreign Languages, Section English, at Tlemcen University. This number of teachers nearly formed the third of the whole number of EFL teachers. This quantity of questioned teachers gives somehow certain reliability to the investigation, after analyzing the obtained results we can say, according to the informants responses that the EFL teachers adopt and employ the principles of reflective teaching using their observation, communication, decision making and team working skills, therefore they are reflective practitioners, we also offered some suggestions and recommendations for the purpose of promoting reflection and reflective practices both for the students or would be teachers and in service teachers.

Readers might want to consider that the investigation of the EFL teachers at Tlemcen University is driven with the use of only one research tool which is the questionnaire could cause a lack of depth in the research and might dilute the overall analysis and results, here we can say that the study and its contributions has some limitations as any scientific research, primarily, the study's aim is to describe and understand and not to assess or explain why the EFL teachers do what they do in their classrooms, moreover, for without the controlled conditions as in laboratory, conclusions about cause-and-effect relationships would not be valid and, hence were not drawn.

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Appendices

Appendix A

Teachers' Questionnaire

Dear teacher,

The concept of reflective practice has become a key philosophical construct underlying teacher education programs in the world. We administrate this questionnaire to look into your actual teaching practices as a professional teacher, thus your careful completion of the questionnaire will contribute to obtaining real data. Many thanks in advance for your time and cooperation.

Question 1 : what is your gender ? male female

Question 2: How long have you been teaching English (years)?years

Please check the box which best describes your actual teaching practice

Items	Never	Rarely	Sometimes	Often	Always
1. I collect information about my teaching way after observing my class using writing or drawing or audio-video recording					
2. After each lesson I write a report about my accomplishments/ failures					
3. I ponder about the events that happen in the classroom					
4. I adapt and create new strategies for students needs and situations					
5. I discuss theoretical/practical issues with my colleagues					
6. I share my classroom experiences, ideas, thoughts with my colleagues					
7. I observe the teaching way of experienced teachers and imitate them					
8. I apply methods and approaches the same way with different classrooms					
9. I stick to apply the whole theoretical method of teaching my class without eliminating its ineffective elements					
10. I ask advise from my colleagues when facing problems					
11. I demand my peers to observe my teaching way and comment on it					
12. I have co-teaching with other teachers					

Appendices

Appendix A

13. I establish and communicate learning goals clearly to my students					
14. I track the students progress as a tool to evaluate my teaching way					
15. I assess my teaching abilities through a questionnaire designed for my students					
16. I am willing to accept critics about my teaching way from others					
17. I try to play the role of model for my student by promoting justice, tolerance, democracy and acting as a moral example					
18. I reflect upon ways to make my student active rather than a passive listener or viewer					
19. I teach as I have been taught when I was student					
20. I do action research about my classroom events					
21. I discuss social issues with my students					
22. I am willing to help students outside of classroom concerning their private lives					
23. I participate to seminar/workshops dealing with education issues					
24. I use affective strategies to manage students beliefs, emotions and attitudes by building a positive atmosphere in the class					
25. I teach my students how to approach their studies and discuss possible career tracks they can take					
26. I help my students to identify their goals then encourage them to achieve these goals					
27. I reflect about the real meaning and duties of the job of a teacher					
28. I think of my strengths and weaknesses as a teacher					
29. I bring the best practical solution to my classroom problem rather the ideal one					
30. I discuss with my students to identify their learning style to increase their classroom interactions					

Appendices

Appendix A

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The disappearance of the concept of method from applied linguistics discussions has a positive change by giving birth to the reflective teaching as a sophisticated alternative capable of meeting the pedagogical needs of teachers.					
2. Effective reflection is an important component of quality teaching.					
3. Reflective teaching enables teachers developing their self designed data collection plans to enact professional practice in alignment with their own epistemological and ontological beliefs systems.					
4. The teacher quality is the single most important school variable influencing student achievement.					
5. Reflective practice cannot be directly taught but emerge through the reflection on action when conducting action research					
6. Contextualized action research makes the teachers play the role of generators of the knowledge of professional practice rather than technicians called upon to carry out the agenda of those outside the classroom					
7. Affective teaching is a crucial part in effective reflective teaching					
8. Sharing ideas and experiences with colleagues makes teachers grow personally and professionally					
9. Reflective practice enables teachers to describe and analyse the structural features of an educational situation, issue, or problem					
10. Observation, communication, team working, judgment and decision making skills are important effective teaching skills for teachers					
11. Reflective teaching provides teachers with opportunities to meaningfully develop their professional practice					
12. Organizing at least a monthly workshop of reflective teaching in our department is a useful thing					

Appendix B

Teachers' Answers

In the answers' analysis we transform the qualitative answers to quantitative in this way:

Never: 1, rarely:2, sometimes:3, often:4, always:5, and missing answer :0

Observation skills' answers

Teacher's number	gender	experience	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	2	20	4	3	5	2	4	5	4	4
2	2	36	2	1	3	3	3	4	5	3
3	2	20	1	1	5	3	4	0	5	3
4	1	4	4	3	5	4	5	5	5	1
5	1	20	3	1	4	3	2	5	4	3
6	1	53	3	2	4	4	5	5	5	3
7	1	32	2	3	4	3	4	4	4	3
8	2	23	3	4	4	0	4	4	5	5
9	1	7	3	3	4	3	4	4	4	5
10	1	4	4	3	5	3	5	5	4	3
11	2	17	4	3	4	2	4	5	5	3
12	2	7	5	4	1	2	5	5	5	3
13	1	24	1	1	1	3	1	0	4	5
14	2	30	4	3	5	2	4	5	4	5
15	1	26	4	2	3	4	3	5	4	3
16	1	5	4	2	3	3	5	5	5	5
17	2	17	3	2	3	1	5	4	5	3
18	2	21	4	3	5	4	5	5	5	4
19	2	6	4	3	5	5	5	5	4	4
20	2	8	5	3	4	2	4	5	5	5
21	2	12	1	1	5	1	5	5	5	3

Appendix B

Communication skills' answers

Teacher's number	gender	experience	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1	2	20	5	2	5	4	4	5	4
2	2	36	4	1	3	3	3	4	4
3	2	20	5	1	5	2	3	4	4
4	1	4	5	1	5	3	5	5	5
5	1	20	3	1	5	4	4	4	3
6	1	53	4	2	4	3	4	4	4
7	1	32	5	1	5	4	4	4	4
8	2	23	5	1	4	5	4	4	5
9	1	7	5	3	5	3	4	5	4
10	1	4	4	2	5	3	3	4	4
11	2	17	4	1	3	2	5	5	5
12	2	7	5	3	5	3	4	5	5
13	1	24	3	1	1	2	3	1	2
14	2	30	4	1	5	4	4	5	4
15	1	26	4	2	5	5	4	4	4
16	1	5	5	3	5	4	5	5	5
17	2	17	4	2	5	3	4	4	4
18	2	21	5	3	4	3	5	5	3
19	2	6	5	3	4	4	5	5	5
20	2	8	3	1	5	2	2	3	4
21	2	12	5	1	4	4	4	4	2

Appendix B

Decision making skills' answers

Teacher's number	gender	experience	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	2	20	5	5	5	3	4	5	5	4
2	2	36	5	2	0	2	3	2	3	4
3	2	20	5	5	5	4	4	4	5	5
4	1	4	5	1	5	3	5	5	5	5
5	1	20	4	1	5	4	4	3	0	4
6	1	53	4	2	1	4	3	5	5	4
7	1	32	4	2	1	4	5	5	5	4
8	2	23	4	5	1	4	4	5	5	4
9	1	7	4	4	5	3	4	5	5	4
10	1	4	4	4	1	1	5	5	4	4
11	2	17	3	4	3	3	5	5	4	4
12	2	7	5	3	2	5	4	5	5	5
13	1	24	3	3	1	1	4	3	4	3
14	2	30	4	3	1	5	5	5	5	5
15	1	26	5	3	2	4	3	4	5	4
16	1	5	5	5	1	3	4	5	5	5
17	2	17	4	5	1	5	5	5	4	4
18	2	21	5	2	2	5	5	5	4	3
19	2	6	5	5	2	4	5	5	5	5
20	2	8	4	3	2	3	3	4	5	4
21	2	12	4	4	1	1	4	2	4	4

Appendix B

Team working skills' answers

Teacher's number	gender	experience	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1	2	20	4	3	3	2	3	3	4
2	2	36	4	4	5	3	2	2	2
3	2	20	4	5	3	1	5	1	4
4	1	4	3	3	3	1	1	5	5
5	1	20	3	4	2	3	3	3	3
6	1	53	5	5	4	4	2	4	4
7	1	32	3	3	4	3	2	4	4
8	2	23	5	5	5	1	3	4	4
9	1	7	4	3	3	3	2	4	4
10	1	4	5	5	2	2	4	3	4
11	2	17	5	5	3	1	1	1	4
12	2	7	5	5	5	3	2	1	5
13	1	24	3	2	3	1	1	3	4
14	2	30	4	5	5	3	2	2	5
15	1	26	5	4	5	3	3	3	5
16	1	5	5	5	4	1	1	3	4
17	2	17	4	3	2	3	2	4	4
18	2	21	3	4	3	2	5	2	4
19	2	6	5	5	4	2	4	2	3
20	2	8	5	5	5	1	2	3	3
21	2	12	3	4	3	2	2	3	2

Appendix B

Beliefs and assumptions answers

We put strongly agree as 1, agree as 2 , neutral as 3,disagree as 4 and strongly disagree as 5, missing answer as 0

Teacher's number	gender	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
1	2	2	1	1	2	1	2	2	1	2	1	2	3
2	2	2	2	3	3	2	3	2	2	2	2	2	2
3	2	0	1	1	1	1	1	3	1	1	1	1	1
4	1	3	1	2	4	3	2	1	1	1	1	1	1
5	1	3	2	2	2	1	2	1	1	2	1	2	2
6	1	2	1	2	4	2	3	2	1	1	1	1	2
7	1	2	2	2	3	2	2	2	1	2	2	1	2
8	2	3	1	0	4	2	3	1	2	2	1	1	2
9	1	0	0	0	0	0	0	0	0	0	0	0	0
10	1	2	1	1	2	3	2	1	1	1	1	1	2
11	2	1	1	3	1	2	3	3	2	3	2	2	3
12	2	3	2	3	4	2	3	3	2	2	2	2	1
13	1	3	1	1	4	1	2	2	1	1	2	1	2
14	2	1	1	2	4	1	3	3	1	1	1	1	2
15	1	1	1	2	4	3	2	2	1	2	2	2	1
16	1	3	1	2	5	2	2	2	2	2	2	2	3
17	2	2	2	2	4	2	3	2	1	1	1	1	2
18	2	3	2	3	5	2	2	3	1	2	1	1	2
19	2	4	1	1	1	2	2	1	1	2	2	1	1
20	2	2	2	2	4	2	2	2	1	2	1	2	3
21	2	2	1	2	3	1	3	2	1	2	1	2	3