People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Tlemcen

Faculty of Letters and Languages

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Secondary School Teachers as Reflective Practitioners. The Case of Teachers in Bouazza Miloud School. Maghnia, Tlemcen

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree DIDACTICS

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2021-2022

Dedications

To my grandmother's soul;

To my parents, my mother and father whom I am and will always be grateful;

Tomy brothers, Youssouf and Younes and to my sweet little sisterWalaa;

To all my family members and friends;

Thank you for supporting, cheering and encouraging me to finish this work.

RADJAA

Abstract

Teaching is known as the most complicated vocation which has its own requirements. The teacher is the prime element in this process; however, for a successful Teaching/ Learning process, teachers must have certain characteristics to reach effectiveness. Enormous efforts are made including training to form effective teachers. Nevertheless, Teaching has witnessed the emergence of a new concept which is teacher education development. One of its main components is reflective teaching whereby teachers refine and improve their practices.The aim of this study is to encourage the use of reflection and to point out the importance of reflective teaching in forming good teachers. To reach the presented objectives, the researcher conducted a study in BouazzaMiloud Secondary school, Maghnia, Tlemcen. The collecteddata were analysed in a mixed method from three research instruments; an open ended and closed questionnaire with 10 teachers from three different high schools; a classroom observationand a structuredinterview with the same observed teacher. The results of the analysis showed that reflective teaching is performed unconsciously by secondary school teachers.Also, it pointed out its effects on their development andrevealed the fact that it leads them to professionalism.

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TED Teacher Education Development

CPD Continuing Professional Development

Bac Exam Baccalaureate Exam

GENERAL

INTRODUCTION

GeneralIntroduction

Teaching is a hard task that requires enormous efforts. The educational system strives to ameliorate and make changes concerning the way of teaching in order to make Teaching/Learning process fruitful and successful; however, the focus must be on teachers' learning since they are the nucleus in this process. When being good and effective, teachers have certain characteristics that distinguish them from others and give them that unicity to deliver the message in the most perfect and suitable way. Reflective teaching is set to be the best tool to free teachers from monotony in their practices and help them to improve and bloom as educators.The aim of this study is to show some crucial elements to become a successful language teacher. Also, it points out the value and the importance of teachers being lifelong learners in boosting their development through reflectionwhich is considered as a part of lifelong learning.

The researcher tries to answer the following questions:

1. Are secondary school teachers aware of the implementation of the concept of reflective teaching?

2.To what extent does reflective teaching contribute to teachers' effectiveness?

3.Can novice and experienced non expert teachers achieve professionalism by following reflective teaching?

This would lead to formulate the following hypotheses:

1. Reflective teaching has a subtle influence on the teachers' development and it helps them refining their competencies to become effective.

2.The process of reflection enhances the teachers' practices, make them diligent which leads to professionalism.

To conduct this research, the introduced work is divided into two interconnected chapters. The first chapter deals with thetheoretical part. It presents the concept of Teaching/Learning process, then gives some concepts concerning language teaching. Then, it talks about the teachers and their personal development.

Finally, it deals with the reflective teaching and its crucial role in teachers' education, professional and continuing development.

The second chapter presents the practical part. It is devoted to the analysis of data, collected through the research instruments, the teachers' questionnaire, the classroom observation and the structured interview. Then it shows the interpretation of the main results.

CHAPTER

ONE

1.1. Introduction

Teaching has always been a subject of debate. Due to the unpredictable classroom situations, enormous efforts are made by teachers including training and personal effort in order to make this process successful, however, one of the main issues in the educational system is the emphasis on teaching rather than learning or more precisely, teachers' lifelong learning. Educators must be lifelong learners because it is the key to succeed during their career by being updated, exposed to new ideas and gain new knowledge. Reflection or reflective teaching which is a form of lifelong learning leads teachers to best known themselves in terms of practices and beliefs, also, it boosts their effectiveness and efficiency which lead them to achieve professionalism.

This chapter starts with a general overview about teaching and learning process and some principles concerning language teaching. Also, it points out to some types of teachers by clearing up the misconception about experienced and expert educators. It also shows the importance of personal development of being a good effective teacher. Finally, it introduces the concept of reflective teaching and its crucial role for teachers to achieve education, professional and continuing development.

1.2. Teaching/Learning Process

The traditional and the most common way of defining teaching/learning process is always by putting teaching as the umbrella term or as the crucial process that thanks to it learning occurs, which is true in term of facilitating or encouraging learning, however; if learning is an ocean, teaching is just a drop in it, so the former is the most important. There cannot be teaching without learning yet, learning always takes place because it starts from birth to death without being taught, by observing or imitating or simply by being autonomous, even teaching is considered to be a form of learning as it is said teaching is to be learned which makes the learning process a wide concept in which teaching is included.

Thus, to know about the effective teaching, there must be a knowledge about learning at first, so what is learning?

1.2.1. Definition of Learning

Learning has many forms and it differs among and within fields; what needs to be cleared is that learning is not confined to schools only, a human being starts to learn consciously and unconsciously from birth to death through different operations. In psychology, learning is a science of its own and one of the axes of educational psychology. The latter studies both teachers' and learners' behaviours in the classroom in order to improve both learning/teaching process.

In education, it is about school learning and teaching is the most crucial tool to attain. Both the teacher and the learner are concerned with learning. On the one hand, the learners learn from the teacher different subjects including languages such as English, on the other hand, the teacher learn how to improve his practices to teach effectively and efficiently through peer observation and developments because learning is a sustained and a lifelong process. Nevertheless, school learning is far from just having good grades which leads to the idea of gradeless classrooms asSackstein (2018) stated "Students across the board should be focused on attaining knowledge of content and the learning process in general, rather than worrying about earning good grades", she also said that "I decided to look further into the idea of gradeless classrooms as a way to not only alleviate student stress but also to engender a sense of lifelong learning in students" Sackstein (2018),which means that the aim is more than forming academic life failures, seekers for grades who learn by heart with no motivation, development or improvement, it is about the lasting learning that creates critical thinkers and self-directed learners who grow in terms of behaviours and ideas and get ready to engage by doing a connection between the prior and the new knowledge.

For a lasting learning, students have to get sufficient time for the mastery of what they are taught, Carroll (1960), summarises it in an equation in which time

plays a central role. The learners' attainments or the degree of learning success is explained as a function of the real time needed for learning and the time actually spent on learning. He expressed it through a functional equation:

$$\textit{The degree of learning} = \mathbf{f}\ \frac{\textit{time spent}}{\textbf{time needed}}$$

,Carroll (1960).

Learning has myriad of definitions which give it a fuzzy meaning, however, in education, it is about classroom or school learning which is gained through what is considered to be a crucial process, teaching. It has an important role in the learning process which raises the curiosity to know what is meant by teaching.

1.2.2. Definition of Teaching

When someone conveys any kind of knowledge or explains something to another person which makes learning occurs, this process is called teaching, however; it is more than just someone giving instructions and others receiving them as robots, it has its own requirements.

Teaching has numerous definitions depending on the unique perspective of the person who defines It. Smith defined teaching as "a system of actions intended to induce learning" which means that teaching is about using specific methods or techniques to encourage and achieve its principal objective which is learning. On the other hand, Palmer in his book The Courage to Teach, said that "teaching, like any truly human activity, emerges from one's inwardness, for better or worse. As I teach, I project the condition of my soul onto my students, my subject, and our way of being together", he also mentioned that "good teaching cannot be reduced to techniques ;good teaching comes from the identity and integrity of the teacher", which means that teaching cannot be confined to techniques ,it is all about the teacher's sincerity and honesty because what goes well in the classroom goes unnoticed and vice versa, so the only thing that

encourages the teacher to develop and to do his work properly and perfectly is his living conscience.

Furthermore, Bain in his book what The Best College Teachers Do stated that "Ideally, readers will treat their teaching as they likely already treat their own scholarship or artistic creations : as serious and important intellectual and creative work, as an endeavour that benefits from careful observation and close analysis, from revision and refinement, and from dialogues with colleagues and the critiques peers" which means that teaching in its own is a learning process, because during his career, the teacher keeps enhancing his teaching by learning from his colleagues and knowing more about the imperfections in his own practices through the constructive criticism when being observed.

So, what is teaching?

if there is something to be said about teaching is that, it is considered to be an art as well as a science,two words that seem completely the opposite.Starting with art, it is such a broad word, according to Plato it is about mimesis which is a Greek word that means copying and imitating .i.e. teaching is about imitating the effective teaching practices and master them, then make unique ones using creativity which is a key component in this flexible process due to the unpredictable classroom situations.

Teaching is a science when the teacher who is the nucleus in this process, applies specific methods, observes to see his learners' lacks and weakness and be observed in order to refine and improve his practices to start his new journey of learning as a teacher, because as it was mentioned before, teaching is to be learned through training, reflection, education and continuous development.

In brief, teaching is such a baffling vocation woven into it are a million threads of feelings, experiences and intervening, so for an effective teaching whose essence is the lasting learning, the teacher is required to integrate both art and

science into his practices to make learning occurs which increases the learners' eagerness to learn more and go beyond the given.

1.3. Language Teaching

It is a challenging task to teach languages because other than science or mathematics which are considered to be exact sciences, language is vast with its components, pragmatic, semantics, etc. This makes language teaching a hard task that needs enormous efforts including training and personal development. When teaching any language, the aim is to make learners reach a full fluency of that language.In order to attain that goal, there must be a mastery of what is called the four language skills, so the teachers focus on these skills to make their learners' objective reachable. These skills are: listening, speaking, reading and writing.

1.3.1. Basic Language Skills

 the macro skills known as the four skills of the language, listening, speaking, reading and writing are vital in language teaching. Language teachers have to know the meaning of these skills in order to teach effectively, however, these skills must be integrated because each reinforces the other. According to the system theory, whole language ability is ameliorated by the actual interaction or the combination of the four skills, not the simple sum of these skills themselves.

The four skills are all linked to each other by two criteria: the mode of communication: oral or written and the direction of communication: receiving or producing the message. In the oral mode listening is the receptive skill, and speaking is the productive one; however, in the written mode reading is the receptive skill and writing is the productive one, i.e., Listening and reading belong to linguistic comprehension while speaking and writing which are interconnected belong to linguistic production. The root of linguistic production is linguistic comprehension because only proper understanding can lead to

successful expression while correct linguistic production will improve comprehension.

> ➢ The connection between listening and reading:

Starting with listening and reading which are called the output and they are both decoding processes - a process to identify graphic symbols and their matching vocal sounds-. On the one hand, listening and reading seem to be inactive and passive skills; however, it is totally the opposite because listeners and readers receive information in an active way by associating them with their schematic knowledge and prediction which require both deep insight and surface understanding. This leads to the idea that listening and reading are always active processes. On the other hand, when listening, learners identify the way words are pronounced and they are attentive about the stress and the intonation, then they build a message from all the sentences heard, by connecting them to a specific situation, nevertheless, reading gives learners the ability to understand the written form of a language aiming to be able to take out the meanings and information given, in another word, it deciphers the language that being taught. Anthony, Pearson and Raphael, (1993) pointed out that "reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation" which means that the readers formulate the meaning of the text by making a connection between the prior knowledge and the information of the text based on their native language or the cultural values. To develop linguistic comprehension, teachers must understand the interrelation between the two aforementioned skills.

Listening and reading are both receptive skills, they are interconnected and boost each other. To begin, listening can facilitate the learner's response capacity to language which leads to faster reading that improve comprehension. Faster readers have better comprehension because they have better focus, i.e., reading fast gives the brain the stimulus it needs because the focus is on the act;

however, reading too slow distracts the mind which affects the comprehension. Next, considering reading as the psycholinguistic guessing game (Goodman,1967), the prior knowledge saved in one's brain as schema is required to success in this game. When reading, learners are exposed to numerous linguistic materials which expand their schematic knowledge and enhance their listening comprehension.

➢ The connection between speaking and writing:

Moving to the productive skills, speaking and writing which are called the output. Speaking is a complicated skill because it is not only about pronouncing, it includes grammar rulesand vocabulary, it requires from the learners the appropriate and quick use of their linguistic and pragmatic competences under some pressure. Writing is also difficult and often seems the hardest among the four skills, even for native speakers because it is not just a representation of graphic speech; it is more about the development and the way of exposing ideas in a coherent and cohesion way.

Speaking and writing have a strong relationship and they complete each other. On the one hand, the more learners speak the more they develop their ability in using the language which is useful for writing, Zhu, (1997) said that "oral acquisition of language also can help the improvement of writing". On the other hand, more writing is useful for improving the speaking ability which contributes to the development of fluency and automaticity. It also helps learners in term of expressing themselves and exposing ideas and point of views properly.

➢ The connection between listening and speaking:

There is also a great correlation between listening and speaking as Temple and Gillet (in Aydogan 2014:673) stated "Listening cannot be separated from the expressive aspects of oral communication. It is impossible to "teach listening" separately from speaking, or to set aside a portion of the instructional time for

listening instruction and ignore it the rest of the time. Listening is as much a part of group discussions, dramatic play, or puppetry, for example, as the dialogues and actions created. When children develop their communicative powers, they also develop their ability to listen appreciately and receptively" Which means that the communicative goal cannot be achieved through speaking while not listening or listening while not speaking, listening and speaking examine each other. The speakers check the accuracy and foster the comprehension of the information they are listening to, through oral expression, and the listeners test the mastery of their speaking skill and correct their pronunciation via listening.

> ➤ The connection between reading and writing:

Reading and writing belong to the written system. Stotsky (1983) said that "better writers tend to be better readers, which better writers tend to read more than poorer writers, and that better readers tend to produce more syntactically mature writing than poorer readers**".** These skills each reinforces the other. First, more reading improves the writing skill and more writing boosts the reading efficiency. Secondly, they both rely on the schematic knowledge as Stephen B. kucer (1987) explained "Reading and writing share the same cognitive process of human beings' thinking." Both readers and writers use the same knowledge concerning the language which help to improve them cooperatively. Finally, according to (Kennedy, 2011) "Reading materials are the thinking bank for writing" which means reading is the basis of writing because when writing, the learners are technically reading and they enrich and develop their language repertoire which help in refining their written tasks.
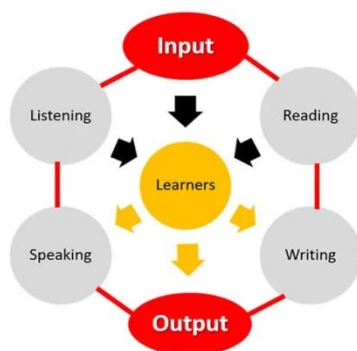

Figure 1.1. The input and the output in language

There is an interrelationship between listening, reading, speaking and writing. So, language teachers should address each of these four skills, incorporate and blend them through the right natural holistic language activities; however, for a successful language teaching the teachers must have a mastery of two aspects which are systemic and schematic knowledge.

1.3.2. Systemic Knowledge vs. Schematic Knowledge

For an effective teaching and learning, teachers are required to gain and master two types of knowledge which are systemic and schematic knowledge. This is supported by lopes (1986) who said that second language learners or English teachers have to be familiar with systemic and schematic knowledge. The former is about the knowledge of the language that incorporates, phonological, morphological, syntactic and semantic comprehension. The latter is concerned with the non-linguistic knowledge which is divided into four issues, general, topic or thematic, social-cultural and genre knowledge. Teachers focus only on the systemic knowledge and forget about the schematic knowledge as pointed out in the 6th international seminar 2012, Margan; however, both of these two should go hand in hand, otherwise the acquisition of the macro language skills will fail especially for secondary school teaching because if the teacher focuses only on systemic knowledge, his language teaching would be limited,for instance, if he teaches reading with only systemic knowledgeand the text has cultural information, he would not fully understand which would affect learners' understanding and cause the failure of Teaching/Learning process.

Systemic knowledge deals with the formal properties and the internal structure of the language. It is composed of the phonological knowledge which is about the knowledge of how sounds are generated by vocal apparatus and how selected phones differentiate meanings as depicted in English words (McMihan,2002), It helps teachers to deal with language segmental elements such as consonant and vowels and supra segmental elements like stress and intonation. Morphological knowledge which is about the capacity or the awareness to utilize the smallest

meaning unit in a language which help improving reading; syntactic knowledge which deals with how words and phrases are arranged to build sentences and lastly, semantic knowledge which is about the meaning of words and sentences as defined by Saeed (1997) "semantics is the study of meaning communicated through language."

Teachers emphasize on the systemic knowledge and ignore the schematic knowledge because they think the former is the essence of language learning, however, the latter has a great importance for a fruitful teaching and learning process since it is about the language use depending on the context.

Schematic knowledge refers to the contextual knowledge of the language. Its concern is the external structure of the latter. As reported by widdowson (1986), schematic knowledge refers to socially acquired knowledge. It has such a great importance for teachers in order to conduct a successful language teaching. According to widdowson (1983) and Hedge (2008), schematic knowledge is divided into four issues. General which is similar to schemata or background knowledge; thematic or typical which is related to the knowledge of semantic realm of the taught language (target language); social-cultural which is about the knowledge of the physical and social environment that limit language use, this knowledge gives teachers the chance to comprehensively learn the target language on the ground that language and culture are inseparable (Corbett, 24), and finally genre knowledge.

Non-linguistic competence or schematic knowledge is crucial for successful language teaching and learning, it should be implemented through, in-service or in-house training, encouraging teachers to be autonomous in acquiring multiple resources and information, motivating them to use authentic materials;however, autonomous learning is set to be the best way to gain schematic knowledge which supports the idea that lifelong learning of teachers is crucial and must be the first step for teachers after gaining fully competence so that they boost their competency.

The understanding of both linguistic and non-linguistic insights helps teachers to shift from language study to language teaching, so for a triumphant language teaching and learning, teachers should consider both systemic and schematic knowledge.

1.4. Language Teacher

The teacher is the nucleus in Teaching/Learning process. He is an artist who struggles and strives using creativity and different methods to reach the objectives of learning. The language teachers have a harder task since language is vast; however, there are different types of teachers among them, the novice, the experienced and the expert.

1.4.1 Novice vs Experienced Teacher

The novice and experienced teachers are two models of teachers that have a common trait. On the one hand, the novice teacher refers to the teacher who is new in the world of teaching. Freeman (2001) defined the novice teacher as the one who has been teaching for less than three years. Teaching is a hard task for novice teachers to the point that so many quit this profession in their first years. Ihwana (2018) stated in his thesisthat according to some reported findings, the numbers of novice teachers who quit their jobs are as follow:

1/ 9.3% quit without finishing their first year

2/ 15% leave at the end of their first year

3/ 20% leave within the first two years

4/ 33% leave within their first three years

5/ Approximately 50 % leave within the first five years (Oliver, 2005), because when finishing their studies at university, students think that they are ready to engage, they have the competence, they know methods, techniques and the information required to teach; however, they have the lack in terms of practicing teaching and since it is an art and a science, it requires training, that is why most

of people think that novice teachers' problems that cause them to give up on teaching is the lack of training, nevertheless, there are some novice teachers who are considered to be effective ones thanks to their personal effort and lifelong learning. These first three years are crucial to determine not only what if the teacher continues teaching but also the kind of teacher he would become.

One the other hand, experienced teachers are commonly defined or known as the ones who have been teaching for many years, experts who can handle his classes and motivate his students. The real definition is that the experienced teacher is the one who has five years or more of classroom experience. People often confuse experience with expertise, the former is about the time while the latter which is believed to be the most important is about the competency that is why some experienced teachers are considered to be expert while others have not reach that point because they are just "experienced non-experts" (Rodriguez, 2010) due to the lack of the personal effort to develop and improve.

The number of years does not identify the effectiveness of a teacher since there are experienced teachers who make students repel from learning due to the monotony and jadedness in their classroom, while others despite being novice teachers, they enchant their students with their way of teaching and are considered to be experts. So, what is an expert teacher?

1.4.2 Expert Teacher

Expert teacher can either be a novice or an experienced one depending on the effort made to reach that level of effectiveness. Expertise is about competency, so teachers must enhance and work on their practices. Expert teachers treat teaching as both an art and a science so that they make their learners involved in learning, by providing the best environment, however, they know if their students understand the lesson and they believe that it is their responsibility for both the failure or success of their students since they are the change agents. They fully understand and master the curriculum, also, they are efficient in terms of lesson planning, they mentally prepare their planning as McCutcheon stated

that mental dialogues are the strongest form of planning that is why expert teachers do not have a special place to think or reflect on their teaching, they do it wherever and whenever. They are flexible and have well organized knowledge that enable them to deliver the message in the most suitable and perfect way so that they influence their students' thinking/acting.

Teachers must focus more on their expertise to reach effectiveness through personal development.

1.5. Teacher Personal Development

The lifelong learning is crucial for the teacher development which is the core to achieve quality education. The best teachers are the ones who keep learning new things to be updated in their teaching. Teacher development enhances both the so-called competence and competency to become an effective teacher.

1.5.1. Competence vs Competency

Competence and competency are two concepts in teacher development that seem similar, however, they differ because the former focuses on the what and the latter focuses on the how.

During the years of studying, students gain all sort of information concerning the language, they learn its components, how does it work, the grammar and the methods used to teach it. i.e., They gain the general knowledge about the language and how to teach it, which is known as competence. they believe that they are ready to start teaching; however, when they engage in teaching, they feel lost and unorganized because they need what is known as competency.

Competency on the other hand is the way to use the competence practically, it is improved through training and lifelong learning. It refers to how to use properly the competence gained during their academic years, for instance, students learn all the tenses but when becoming teachers, they must know how to explain the tenses to their students using different methods and teaching skills.

In brief, students at university must bear in mind that when having the diploma, it is just the beginning of the second journey to learn what is teaching, becoming a teacher does not mean being the source of knowledge, the teacher is only a facilitator of learning, if learners believe in this, they will keep learning since the latter does not stop by finishing university. Competence is gained at the level of universities and institutions while competency is acquired through training and teachers' personal effort, that is why there are experienced teachers with a rich language repertoire but they are not good in terms of delivering or explaining the language or any subject taught, so teachers must have both, competence and competency so that they develop themselves into good effective teachers.

1.5.2. What is an Effective Teacher?

Motivation is the key to learn. Learners always connect their motivation with their instructors, i.e., Students are motivated to learn depending on their teachers, that is why there are teachers who have students waiting for their sessions while others, their sessions are hated and described as long boring ones. The difference between the two is whether being a good effective teacher or a bad one, which leads to questioning what make a good and effective teacher?

Kyriacoupointed out that "the essence of being an effective teacher lies in knowing what to do to foster pupils' learning and being able to do it" which means that good effective teachers master different skills and use them to encourage learning; however, to be effective, teachers must know first what is a bad teacher to avoid being one. The ones who know most whether a teacher is good or bad, are the learners. Parker stated in his book that when he asked a girl about the bad teachers, she described them saying "their words float somewhere in front of their faces, like the balloon speech in cartoons", he continued saying that "with one remarkable image she said it all, bad teachers distance themselves from the subject they are teaching- and in the process, from their students". They make things complicated and instead of going all straight to the point, they

start giving unnecessary information, make things complicated which distract the learners and make them hating to follow and learn.

Good teachers on the other hand, differ one from another; however, they all have a common point as palmer parker stated "good teachers share one trait: a strong sense of strong personal identity infuses their work" which means that they are present physically and emotionally in the classroom and their true selves are reflected through teaching.

 good teachers are involved with their students, they know when to give them information and how to attract them to listen carefully, they are experts, they build good relationships with their learners and they are ready to help them because they have what is called empathy. Nevertheless, this not their main focus, they build relationships between students themselves, too because it is the most important thing for a dynamic and a cooperative class. They search and choose the easiest way to explains things such as schemes so that their learners remember the information given to them, in other words, unlike bad teachers, good teachers facilitate learning which seems an easy task but in reality, it is the hardest one as being described by Albert Einstein "Any intelligent fool can make things bigger and more complex... It takes a touch of genius --- and a lot of courage to move in the opposite direction."

In order to be good and effective, teachers must ameliorate and analyse their practices so that they stay always updated in order to keep the effective and efficient teaching. Reflection is set to be the best way to improve and refine the teaching practices, so what is reflective teaching and how does it help teachers to achieve education, professional and continuing development?

1.6. Reflective Teaching as a Key to Achieve Professionalism

Reflection has been first introduced by the educationalist and philosopher, John Dewey who defined it as "an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and

future conclusions, to which it tends" (p. 43). Reflection leads the person to attempt new actions according to the past experiences with the intention to ameliorate as Richards stated "reflection is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision – making as a source for planning and action" (In de Arechaga 200, p 3).

Reflective teaching on the other hand is crucial for teachers. It enhances the quality of teaching since it helps teachers looking back at their teaching, avoiding the mistakes and ameliorating their practices so that their learners understand better. It frees them from routine; however, to be reflective, teachers must have the motivation to improve for the sake of their students by analysing their practices, finding out the suitable and effective methods and techniques for a fruitful teaching, Zalipour (2015) said that "Reflective practice for teaching is for those teachers who are disposed to think about their teaching practices, and are willing to put reflective practice into action. Reflective practice challenges teachers who have unquestioned assumptions about good teaching, and encourages them to examine themselves and their practices in the interest of continuous improvement". In order to be and to continue being effective, reflection is the key as Ahmad et al. (2013), explained that "reflectivity is one of the characteristics of effective teachers" (p. 73), so language teachers must be reflective practitioners so that they become more competent and contribute in the effectiveness and efficiency of language education.

Reflective teaching is a key to development, it helps both novice and experienced teachers to achieve expertise, education and professional development, Liston and Zeichner pointed out three key features of reflective teaching:

   • A reflective teacher takes responsibility for his own professional development.

• A reflective teacher is aware of and questions the assumptions and values s/he brings to teaching.

• A reflective teacher examines, frames, and attempts to solve the dilemmas of classroom practice. (Liston &Zeichner, 1991:36)

There are different investigative procedures that should be undertaken by teachers in order to achieve reflection which are, Keeping a diary, lesson report, teachers' portfolios and peer observation.

Peer observation means the presence of a colleague who observes the teaching practices while taking notes and then gives them to the observer who must take these notes into consideration so that s/he ameliorates. It set to be the most important since the person cannot see how s/he teaches, so the presence of a colleague is beneficial, Gosling (2000) mentioned some main objectives that peer observation must depend on, among them:

•To assist departments 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.
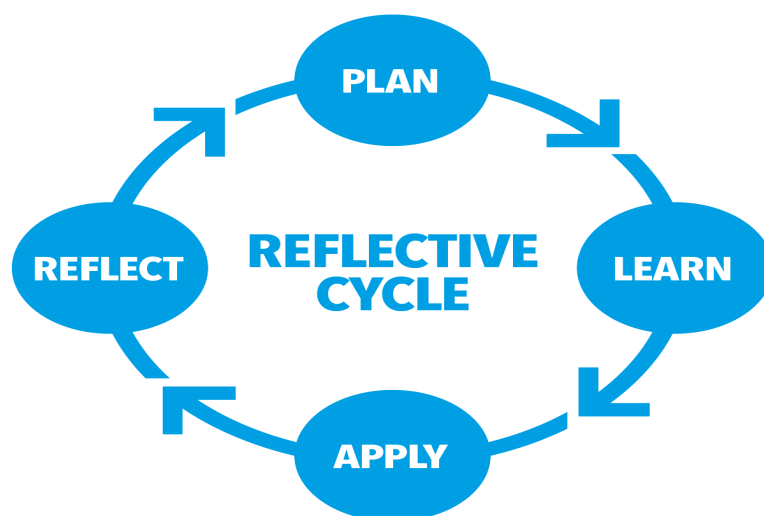
Figure 1.2. Teachers Reflection Cycle

Reflection which is important in teacher development may have three types: Reflection – on – Action, Reflection – in – Action and Reflection – for – Action (Sandras, 2009, Killion&Todnem, 1991), reflection on action is the common and the most used among teachers, especially for novice ones.

1.6.1. Reflection on Action

Reflection on action, also known as mirroring experience, is the most undertaken among teachers. Cowan (1998:36) explained it as "looking back on the action contained in past experience." Schön, on the other hand, described it saying that: "we reflect on action, thinking back or what we have done in order to discover how our knowing – in – action may have contributed to an unexpected outcome" (Schön1983:26). Reflection on action happens after teaching, teachers reflect on their practices to see the mistakes committed during the lectures in order to correct and improve their teaching, they ask questions and the common one is that, if I reteach this lesson, am I going to do it better, how? am I going to change certain things? as Burns and Bulman (2000 :5) Stated: "reflective 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."

Reflective teaching should be encouraged in schools and institution because when being reflective practitioners, teachers enhance and boost their education development.

1.6.2. Teacher Education Development

The word development is connected to training, both has the same aim which is attaining the efficiency and effectiveness in knowledge and skills. Teacher education development is a form of learning which complement training, help

and aim for teachers' growth. Rod Bolitho in Head and Taylor stated the factors that leads to the rise of TED, some of them are, the huge growth of the language teaching industry and the repetitiveness of the same methods by teachers which kill the activity of classes and cause monotony.

TED is defined as the process of becoming ''the best kind of teacher that I personally can be'' Underhill (1986 :01). Unlike training which is top down, i.e. it is presented by others, TED is bottom up, i.e. Teachers have the control over and are motivated to develop their skills on their own, they observe and evaluate their practices, in other words, they reflect on their teaching in order to improve and change. Lange defined TED as "a term used …to describe of continual intellectual, experiential and attitudinal growth of teachers…the intent here is to suggest that teachers continue to evolve in the use, adaptation, and application of their art and craft" (1990:250). Through this process, teachers refine their knowledge and skills concerning their subject, also, they change their view on teaching which leads to the development of their professional competence.

1.6.3. Teacher Professional Development

 Professional development is crucial for teachers during their career which is pointed out by Pennington (1990 :219) ''Every teacher needs professional growth throughout his or her career''. Effective professional development programs improve language competence and teaching methodologies, it engages teachers in learning activities that correspond to the ones that they will adopt with their learners. In order to enhance professional development, reflection is a key component, it helps to improve teachers' practices that leads to the development of learners' performance and education.

 Teachers' professional development starts at the time of training; however, no one can guarantee that what is learned remains useful during the teacher career that is why teachers are required to develop and refine their skills continually through the so called continuous professional development.

1.6.4. Teacher Continuing Professional Development

Continuing professional development is a part of lifelong learning and a means to personal development, whereby professionals and expert develop their competences. When being an experienced expert or professional, teachers master their practices, however, there are always new challenging situations in the classroom as palmer parker said "I have taught thousands of students, attended many seminars on teaching, and reflected on my own experience. My stockpile of methods is substantial. But when I walk into a new class, it is as if I am starting over. My problems are perennial, familiar to all teachers. Still, they take me by surprise, and my response to them_though outwardly smoother with each year_feel almost as fumbling as they did when I was a novice" (1998), so teachers have to be updated through CPD so that they do not teach in a routine and repetitive way, or else there would be experienced teachers of twenty years of experience but they just teach for one or two years repeatedly, as stated by Maxwell (2002) "I also know that there also exist extremely incompetent, unimaginative, and ineffective foreign language teachers who are not failing to meet students' learning goals, but destroying any interest the student might have in learning a language. I have met and observed them too, in numbers and in places that I find disturbing" (Maxwell, 2002).

 language teachers must keep learning because the latter is an ocean, it is limitless, so educators must believe that they always have lacks, so that they keep refining and improving their practices by gaining new knowledge, however, Since motivation is the key to learning, teachers must be motivated to be lifelong learners in order to achieve the continuing professional development as Perkins (1998 :20) said ''if we are doing something we enjoy, then continuous Professional Development is a natural component of our daily work life. It is an attitude''.

1.7. Teachers as Reflective Practitioners

To become a good and professional, teachers should be able to reflect on their own teaching since Reflection strengthens their practices, however, to be a reflective practitioner, the instructor must have certain characteristics.

1.7.1 Characteristics of Reflective Practitioners

Reflective teachers try their best to improve and ameliorate their practices so that they achieve the effectiveness. They have their own features which distinguish them from the others. On the one hand, they focus on their learners. They observe and analyse their students' lacks and weaknesses, identify the classroom problems and solve them because successful and fruitful learning starts from a dynamic class. They support their students and try to boost their self-confidence so that they keep progressing in their learning, also, they focus on collaboration and group work to create the best studying environment. On the other hand, Reflective practitioners work on their development and they are willing to change. They try their best to be updated in their teaching because they are creative and lifelong learners that are motivated for continuous development. They collaborate and meet with their colleagues to share new ideas and they accept remarks and take them into consideration to improve. Mc kay (2007) summarised these characteristics in four points which are:

   1. the attempt to resolve classroom problems

   2.the awareness of the values and beliefs brought to teaching

   3.the participation in the curriculum development and the school changes

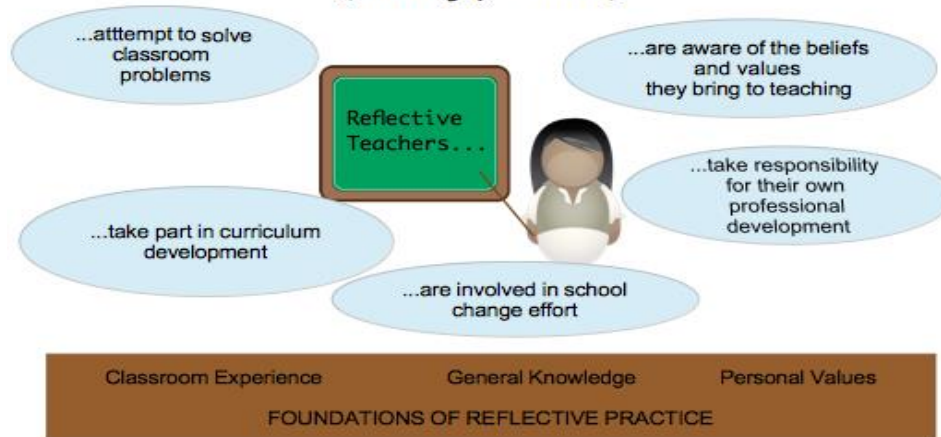   **4.**the responsibility for the professional development.

Figure 1.1 Characteristics of Reflective Practitioners

1.8. Conclusion

Teachers are the essence of teaching, which indicates that the focus must be on their development. Lifelong learning is the best way to improve teachers' practices, because when being lifelong learners, teachers master their teaching methods through reflective teaching which leads them to professionalism. Reflection is important during teachers' career. It helps them keeping their practices fresh, and stay updated. Also, it shows them how to create the best environment for studying which make teaching learning process successful. Reflection is more than just a process whereby teachers develop their practices, it is a lifestyle that helps teachers grow as human beings, in personality, beliefs and actions.This chapterpresented the definition of Teaching/learning process, then, it revealed some concepts concerning the language teaching. Next, it revealed teachers'models. Finally, it showed the importance of reflection in achieving education, professional and continuing development and stated the characteristics of a reflective practitioners.

CHAPTER

TWO

2.1. Introduction

Reflective teaching is the tool whereby teachers start thinking critically about their practices and how to improve and enhance them through different actions in order to reach the effectiveness and expertise.

This chapter deals with the empirical aspects of this study. It starts with pointing out the aim of the research. Next, it shows how data were collected. Then, it reveals their analysis. Finally, there would be an interpretation of these data.

In this practical chapter all the elements mentioned are presented and inspected as follow:

2.2. Research Objectives

The main objective of this research is to shed light on the fact that reflective teaching is a process used unconsciously by many teachers and that it is the most crucial tool to reach education, professional and continuous development.

2.3. Research Instruments

The questionnaire which is one of the most used three research instruments, Richterich&Chancerel (1980: 59) stated that "questionnaire are structured instruments for the collection of data which translate research hypothesis into questions". It was distributed to 10 secondary school teachers in order to investigate and discover their opinions about reflective teaching.

The observation which is an important tool to gather information, Ranjit Kumar in his third edition book Research Methodology (2011:140) defined the interview as "a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place". Also, Semmoud (2008:95) stated that "observation can be one of the most informative triangulation data- collection technique, since it facilitates the gathering of various aspects of teachers' teaching practices". It took place in BouazzaMiloud secondary school. It started from March to May, over a duration of three months. The observed teacher is the teacher whose name is Tayeb Mohamed, with senior

classes. The researcher sat in the back of the class and took notes concerning the teacher practices to see whether he is a reflective teacher or not.

The last research instrument is the structured interview. Monette et al. (1986:156) stated that "an interview involves an interviewer reading questions to respondents and recording their answers" which is a set of pre-planned questions, the interviewer asks to the interviewee. Likewise, Burns (1997:329) defined the interview as "a verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person". The structured interview which is a set of pre-planned questions the interviewer asks to the interviewee, was conducted by the researcher with the same observed teacher "Tayeb Mohamed". It pointed out the meaning of reflective teaching and gave some explicit questions concerning reflective practices in order to discover if the teacher is conscious about being a reflective teacher.

2.4 Data Analysis

The information collected from the aforementioned research instruments are analysed in a mixed method, both quantitatively and qualitatively, presented as follow:

2.4.1 Teachers' Questionnaire

The questionnaire was given to teachers of three different secondary school. It consisted of 10 questions which are composed of two types, the open ended and the closed questions.

Question one: How long have you been teaching English?

The aim of this question is to find out if the participants are experienced or novice teachers. Concerning the years of experience, the result was from less than a year until twenty-three years. Nine teachers are experienced, they have been teaching for more than five years; however, there is only one novice teacher with less than a year of experience.

Answers	Absolute frequency
More than 5 years	09
Less than 5 years	01

Table 2.1 Teachers' experience

Question two: Do you like teaching the English language? Why?

This question is set to know the motivation of teachers through their view toward teaching English because it is the key to teach in a dynamic, innovative and an effective way. All of the participants said yes. They are all motivated and love teaching English; some consider it as a dream becoming true while others consider it as a noble job in which they must do their best, to be helpful in their students' academic achievements.

Answers	A. F
Yes	10
No	0

Table 2.2 Teachers views toward English teaching

Question three: How much time do you usually/generally devote to preparation?

This question is designed to know how much time teachers spent when preparing their lessons. All those who prepare the lesson said that they spend from 1h to 14 h per week depending on the type of the lesson and the skill that must be focused on.

Question four: Does it happen to you to change your preparation in form and content? How often?

The aim of this question is to determine the updating and the change in teachers' practices. All of them said yes; however, the majority change their planning

accordingly, depending on the needs of the learners while others do sometimes the changes, if they find out that it does not help the learners anymore.

Answers	A. F
Yes	10
No	0

Table 2.3 Teachers' preparation changes in form and content

Question five: How do you keep your teaching practices Fresh?

This question endeavours to know the ways the teachers keep their practices updated. The majority of them said that they interact with colleagues and exchange information, some of them said that they change their methods regularly while others confirmed that they keep learning new things and try to create cooperative classrooms.

Question six: Do you check by the end of each session, whether your pupils have understood, or not?

This question aims to point out the integrity and responsibility of teachers by questioning the comprehension and understanding of their learners.

Answers	A. F
Yes	10
No	0

Table 2.4 Teachers checking of pupils' understanding

Question Seven: Have you ever performed an observation with your colleagues?

In this question, the teachers were asked for the application of one of the most used procedures in the reflection process which is peer observation. Except for the novice teacher who teaches for less than a year, all the rest observed or were observed by their colleagues.

Answers	A. F
Yes	09
No	01

Table 2.5 Teachers' peer observation

Question eight: Which of the teaching skills you mostly focus on?

In this question, teachers answer differently. Almost all of them mentioned writing, expect for two. 4 out of 10 focus on both reading and writing, 2 focus on speaking, 2 others focus also on writing. One focuses on listening and writing while the novice teacher focuses on the productive skills, writing and speaking.

Question nine: What does reflective teaching mean to you?

The aim of this question is to find out if teachers are aware of the concept of reflection. Only 3 out of 10 making up 30% have a slight knowledge while the 7 others making up 70% have totally incorrect information considering reflective teaching, in other words, they have no idea concerning this process.
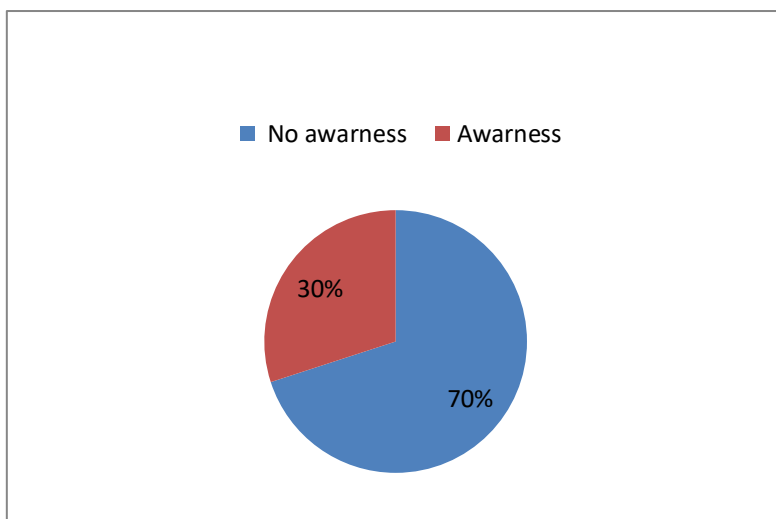

Figure 2.1 teachers' awareness toward reflective teaching

Question ten: Do you state the questions in your preparation?

This question is set to discover the planning and the reflection of teachers on their lessons. All the 9 experienced teachers said yes and only the novice teacher said no.

Answers	A. F
Yes	09
No	01

Table 2.6 Teachers' questions preparation

2.4.2. Classroom Observation

The data analysis of this classroom observation focuses on the teacher's practices. It was chosen as a research instrument since it is a flexible method that helps for the collection of rich data. The researcher designs an unstructured observation (see the appendix 5). The observation aims to see the secondary school teacher's reflection practices and their characteristics, also, to figure out the classrooms' environment that a reflective practitioner creates. It was carried in fifteen sessions with senior classes of science and maths (Bac Exam) with teacher Tayeb Mohamed. The researcher sat at the back of the class in order to observe every detail and to have a general view of the interaction between the teacher and his pupils. The sessions are of one hour duration except for Ramadan, they were reduced to 45 mins.

The teacher changes his practices according to classes; even the way of greetings is changed. He is open minded and he likes to learn from others and accepts every single remark or addition to his explanation. He is an experienced expert teacher who gets involved with his pupils and dominates his classes, he is sympathetic and empathic and he builds good relationships with his learners. He is a motivated and an energetic teacher who tries to simplify everything and goes directly to the point by giving the pupils some hints and tips that are helpful in their Bac Exam. Moreover, he wisely instructs and knows when to give information and when to let pupils rest. He welcomed the act of being observed

and try to help in all ways, the teacher has all the characteristics of a reflective practitioner.There are some obstacles and problems that face and disturb the teachers' practices. Time issues is one of the main difficulties; teachers are obliged to teach all the 4 skills including grammar in such a short period of time. Another issue, is the low level of pupils due to the covid situation that puts teachers in a hard position and the recklessness of pupils toward English because (maybe) of its coefficient which is not very hight.

2.4.3. Structured Interview

Part one

It was done only with teacher Tayeb to confirm whether he is conscious of being a reflective practitioner or not. The researcher Gave an overview concerning the reflection topic and then asked some questions, they are analysed as follow:

Question one: Do you often meet your colleagues and speak about teaching practices?

He said that he does it very often.

Question two: Do you think yours are the same as others in achieving an outcome?

He completely disagreed.

Question three: When do you meet? In the classroom?

He said that they meet everywhere, depending on the situation, sometimes in the classrooms or even outside the Highschool.

Question four: Have you ever thought of having a colleague at the back of the classroom observing you? How was it?

He said yes and continued saying that he is open and he likes to learn from others. This confirms the fact that he is a lifelong learner and a reflective teacher who keeps learning from his colleagues.

Question Five: Did he gave you some remarks about your teaching?

He said yes.

Question six: Did you take them into consideration to improve your teaching practices?

He answered with yes.

Part two

The researcher figured out that the teacher is a reflective practitioner; however, he does it unconsciously, next, he was asked about his opinion toward reflective teaching after knowing its concept; then some questions were asked as follow:

Question one: What do you think about reflective teaching?

He answered that reflective teaching is essential for teachers since it improves the teachers' level, behaviours and methods of teaching.

Question two: do you usually reflect on your teaching by asking questions such as, if I change the teaching practices of this lesson am I going to do it in a better way?

He thinks about the previous lessons and how to do the next ones based on the remarks he gets from reflection. He said that he does it everywhere even when being with friends in cafeteria or in the kitchen. He also, added that, there is no perfect method of teaching, the teachers must change their practices through their career.

2.5. Data Interpretation

After the analysis of the three research instruments, the researcher collected information to help determine the divergence or the convergence of the hypotheses. The results of both the questionnaire and the classroom observation announced that teachers plan their lessons and prepare the questions that can be asked from their learners as stated in question three, four and ten; however, they change their practices according to their pupils which means that they unconsciously reflect on their teaching which helps refining and improving their

competency through lifelong learning and peer observation as stated in question seven and five. This proves the first hypothesis which is "reflective teaching has a subtle influence on the teachers' development and it helps them refining their competencies to become effective".

Through the results of the structured interview, the researcher pointed out that reflection is set to be a very useful tool for the teacher to change the way of delivering the lessons each time he teaches which develops and improves his practices by avoiding the mistakes committed before, it also showed the expertise of the teacher through his mental planning and the reflection on his practices. this leads him to professionalism which proves the second hypothesis "the process of reflection enhances the teachers' practices, make them diligent which leads to professionalism". These data analysis show that both hypotheses converge with the results.

2.6. Conclusion

This chapter conducted the practical part of this work. Three research instruments that were used are: the questionnaire, the classroom observation and the structured interview. They help the researcher to determine and discover the effect of reflective practices on the teachers' development which leads to professionalism. Through the analysis of these instruments, both hypotheses converge with the results which means that reflection leads teachers to professionalism, improves and refines their practices i.e., it boosts their development, and make them achieve professionalism. Also, the researcher pointed out the fact that some secondary school teachers are unconsciously reflective practitioners.

GENERAL

CONCLUSION

General Conclusion

There has been always a focus on teaching rather than learning. The writers, the educational system, the training programs, they all insist on teaching in order to have a triumphant Teaching/Learning process, forgetting that the tool to succeed this process is the teacher himself. The ugly truth is that everything is upside down, learning must have the most attention because teaching is to be learned. There must be an emphasis on teachers' lifelong learning for a quality education. When being lifelong learners, teachers ameliorate and search for new things by themselves i.e., they do their personal effort and have the integrity and motivation to develop and go beyond the given. Reflective teaching which is the key in TED is considered as a part of lifelong learning. It is a crucial process whereby teachers improve and refine their practices. Reflective practitioners are free from jadedness and they are always updated. Reflection is the key to achieve education, professional and continuing development and to create good effective and efficient teachers who can tackle the teaching vocation in a perfect way.

This research work has divided into two chapters. The first chapter has dealt with the empirical part. It has presented the definition of Teaching/Learning process, also, it has pointed out a description of some concepts in language teaching including the basic language skills, the systemic and schematic knowledge, in addition to the teachers' personal development. Then it has given an overview concerning reflective teaching which is a crucial tool in both TED and CPD.

The second chapter has presented the practical part of the research. It has revealed that data have been collected through three research instruments that are: the teachers' questionnaire, the classroom observation and the structured interview. Then, it has given an analysis of the data using the mix method.

After the analysis of the three research instruments, the researcher has found out that both hypotheses converge with the results. Through the analysis of the questionnaire and the classroom observation the first hypothesis which gas been

"reflective teaching has a subtle influence on the teachers' development and it helps them refining their competencies to become effective" has been proved. The second hypothesis which has been "the process of reflection enhances the teachers' practices, make them diligent which leads to professionalism" has been proved through the structured interview.

There have been some obstacles that has faced the researcher. The difficulty to find sufficient teachers to answer the questionnaire, The lockdown due to virus that has caused class stop for twenty days. The lack of time has prevented the researcher to answer all the questions concerning this broad topic, so hopefully others would answer these question that are: how can reflective teaching be implemented in the teachers training? How to make teachers familiar with the notion of lifelong learning? How can teaching/learning process turned upside down so that the focus would be on learning?

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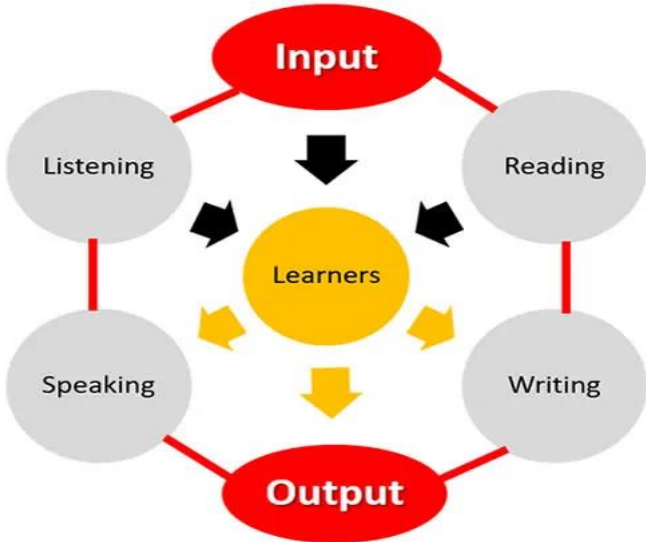
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APPENDICES

Appendices

Appendix 1

Appendix 2
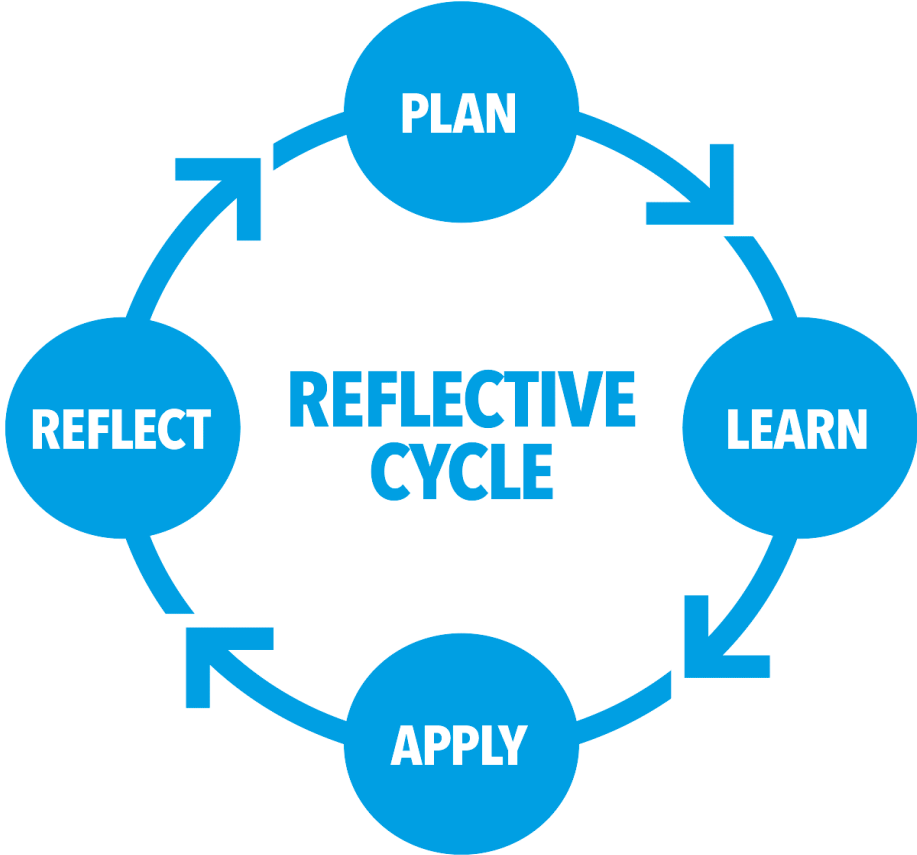
Appendix 3

Characteristics of Reflective Teaching
(McKay, 2007)

...atttempt to solve classroom problems

...are aware of the beliefs and values they bring to teaching

Reflective Teachers...

...take responsibility for their own professional development

...take part in curriculum development

...are involved in school change effort

Classroom Experience   General Knowledge   Personal Values

FOUNDATIONS OF REFLECTIVE PRACTICE
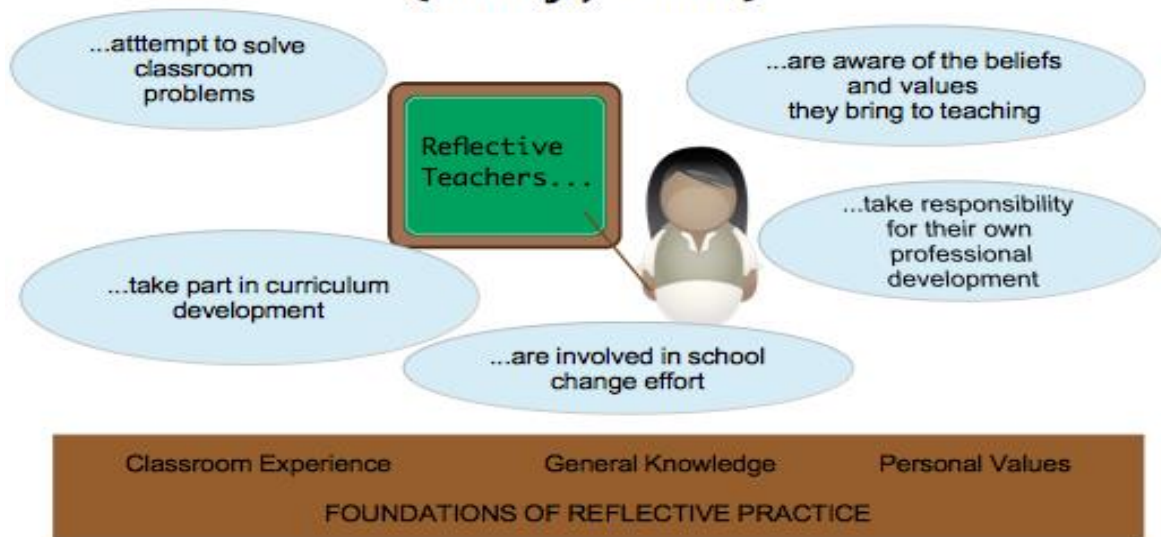
Appendix4

Teachers Questionnaire

Dear teachers,

this research study aims to gather information about reflective teaching. the findings of this questionnaire will be used only in research and educational purposes. Your sincere responses are highly appreciated. Thank you so much for the time you are devoting for my research.

1.How long have you been teaching English?

…………………………………………..

2.Do you like teaching the English language? Why?

    Yes ☐   No ☐

………………………………………………………………………………………

…………………………………………

 3.How much time do you usually/generally devote to preparation?

…………………………………………………………………………….

4.Does it happen to you to change your preparation in form and content? How often?

    Yes ☐   No ☐

……..………………………………………………………………………

   5.How do you keep your teaching practices fresh?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………

   6.Do you check by the end of each session, whether   your pupils have
understood, or not?

         Yes   ▢   No   ▢

   7.Have you ever performed an observation with your colleagues?

         Yes   ▢   No   ▢

   8.Which of the teaching skills you mostly focus on?

………………………………………………………..

   9.What does reflective teaching mean to you?

……….……………………………………………

   10.Do you state the questions in your preparation?

     Yes   ▢   No   ▢

                              Thank you for your time and cooperation

Appendix 5

Teacher's practices	Pupils	Remarks

Abstract

Lifelong learning is an ongoing process that helps teachers to develop into effective and efficient educators. Reflective teaching which is a part of the aforementioned process, is crucial for teachers to understand more about their

practices in order to refine and improve them. Likewise, it helps them keeping their teaching practices fresh and staying always updated. The aim of this research is to point out the importance of reflection in achieving professionalism.

Key words: Lifelong learning, reflective teaching.

Résumé

L'apprentissage tout au long de la vie est un processus continu qui aide les enseignants à devenir des éducateurs efficaces et efficients. La pédagogie réflexive qui s'inscrit dans le processus précité, est cruciale pour que les enseignants comprennent mieux leurs pratiques afin de les affiner et de les améliorer. De même, cela les aide à garder leurs pratiques d'enseignement fraîches et à rester toujours à jour. L'objectif de cette recherche est de souligner l'importance de la réflexion dans la professionnalisation

Mots clé : L'apprentissage tout au long de la vie, la pédagogie réflexive.

ملخص

التعلم المستمر هو عملية دائمة تساعد المعلمين على التطور ليصبحوا فعالين وفعالين. التدريس التأملي الذي يعد جزءًا من التعلم المستمر ضروري للمعلمين لفهم المزيد عن ممارساتهم من أجل صقلها وتحسينها. كما يساعدهم على تحديث ممارسات التدريس الخاصة بهم والبقاء على اطلاع دائم. الهدف من هذه الدراسة هو توضيح أهمية التدريس التأمليلبلوغ مرحلة الاحترافية.

الكلمات المفتاحية: التعلم المستمر , التدريس التأملي.