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The case of EFL Teachers at IBN SAAD Secondary School, Kiffane - Tlemcen -

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Abstract

The purpose of this study is to find out whether or not EFL teachers reflect on their ways of teaching. A questionnaire and an interview, as research instruments were addressed to four teachers at Ibn Saad secondary school. The results revealed that these teachers take into account their colleagues' opinions and ignore their students' feedback in the process of gathering information about their ways of teaching. It was noted that teachers use reflection-on-action more than the other types of reflection (namely reflection-in-action and reflection-for-action).

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List of Abbreviations and Acronyms

CBA: Competency Based Approach

EFL: English as a Foreign Language

ELT: English Language Teaching

SGID: Small Group Instructional Diagnosis

TTT: Teacher Talking Time

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General Introduction

In the process of teaching and learning, a teacher is considered the source of information, the model whose behaviour, attitudes and ways of thinking affect their students' learning. An effective teacher is the one who never stops learning, always searching for skills, ways to enrich his knowledge, he is aware of his weaknesses searching for personal development in his career; this is referred to as a reflective teacher. However, many students relate their academic failure to their teachers' way of teaching. Therefore, it is important to highlight and investigate teachers' way of teaching and its impact on their students.

The present study was designed to discover whether teachers reflect on their way of teaching through exploring their tools for gathering information, their type of reflection and their use of critical thinking. This study endeavors to find an answer for the general research question: Do our EFL teachers reflect on their ways of teaching? In order to answer this question, some research questions are asked:

1. What are the tools that EFL teachers use to gather information about their teaching practices?
2. What types of reflection do our EFL teachers use?

From the above mentioned research questions, the following hypotheses are raised:

1. An EFL teacher may use students' involvement feedback, and other teachers' feedback to gather information about their teaching practices.
2. An EFL teacher may use reflection-in-action, reflection-on-action, and reflection-for- action.

This research work is a case study dealing with reflective teaching as a model for teaching. To collect data, a set of questions were asked to four secondary teachers at Ibn Saad secondary school in Kiffane (Tlemcen).

For the sake of coming with reliable answers, the data collected will be analyzed qualitatively and quantitatively. This extended essay involves three main chapters.

The first chapter is devoted for a literature review as describing reflective teaching in terms to its definition and importance, in addition to its types and different models. It also stresses on three main methods for gathering information.

Concerning the second chapter, it is concerned with the research design and data analysis. The third chapter proposes some suggestions and recommendation based on the findings of the second chapter.

CHAPTER ONE

REFLECTIVE TEACHING: THEORETICAL BACKGROUND

1.1. Introduction

1.2. Definition of Reflection

1.3. Critical Thinking

1.4. Importance of Reflection

1.5. Types of Reflection

1.5.1. Reflection- in- Action

1.5.2. Reflection – on- Action

1.5.3. Reflection-for- Action

1.6. Models of Reflective Thinking

1.7. Tools for Gathering Information

1.7.1. Self- Obtained Process

1.7.2. Students Involvement Feedback

1.7.3. Other Teachers Feedback

1.8. Conclusion

1.1. Introduction

The present chapter is divided into two main parts. The first part describes reflective teaching in terms of its definition and importance, in addition to its types and models. The second part focuses on the different ways or tools for gathering information about teaching. It also puts emphasis on three main methods of collecting information: self – observation process, student involvement feedback, and other teachers’ feedback.

1.2. Definition of Reflection

Reflection is a term used through the teaching profession. It is originally found in the writings of John Dewey in the early 20 th century. Reflection is also referred to in literature as reflection and critical thinking.

Reflection is a complex process that is mostly used with higher order mental processes. With regard to this, Moon (2005:1) states that: **“reflection is a form of mental processing that we use to fulfill a purpose or to achieve some anticipate outcome ...”** That is reflection is a way that teachers use to obtain certain goals or to reach some results.

Another definition is put by Nunan and Lamb (1996:120) in which they argue that: **“reflection on one’s teaching, and, in the process, developing knowledge and theories of teaching, is an essential component”** in the life long process of professional growth.

Richards also defines reflection as follow: **“reflection is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision – making as a source for planning and action”** (In de Arechaga 2001: 3)

Finally, For Baily *et al.* (2001) point out that reflective teaching includes critical examination of teachers’ motivation, thinking, and practices.

1.3. Critical Thinking

Critical thinking is the key to become a reflective teacher. Reflective teaching starts by asking questions such as, why I did that, or when should I start questioning on my way of teaching?

Critical thinking is “to **questioning the integrity of deeply held assumptions and beliefs based on prior experience**” (Tayler 2009:7). Another definition proposed by Scriven&Paul 2007:1) is that: “**the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, experience, reflection, reasoning, or communication, as a guide to belief and action**”.

Critical thinking enables the person “**to deal effectively with social, scientific, and practical problems**” (Shakirova 2007:42)

To illustrate more, Hilsdon provides a model of generate critical thinking (see figure 1). In Hilsdon model, the common question words: what, who, where, how, and why will help to get started; along with the phrases: what if, what next, and so what. Attempting to answer these questions systematically helps fulfill three vital foundations for any serious study: description, analysis, and evaluation.

Description: for example to define clearly what is talking about, say exactly what is involved, where it takes place or under what circumstances. Fulfilling this function helps to introduce a topic. Analysis: for example examines and explains how parts fit into a whole; give reasons; compare and contrast different elements; show understanding of relationships. In this way analysis forms the main part of any in-depth study.

Evaluation: for example judge the success or failure of something, its implications and/or value. Evaluations lead to conclusions or recommendations and usually found at the end of a piece of academic work, a paper, chapter or other text.

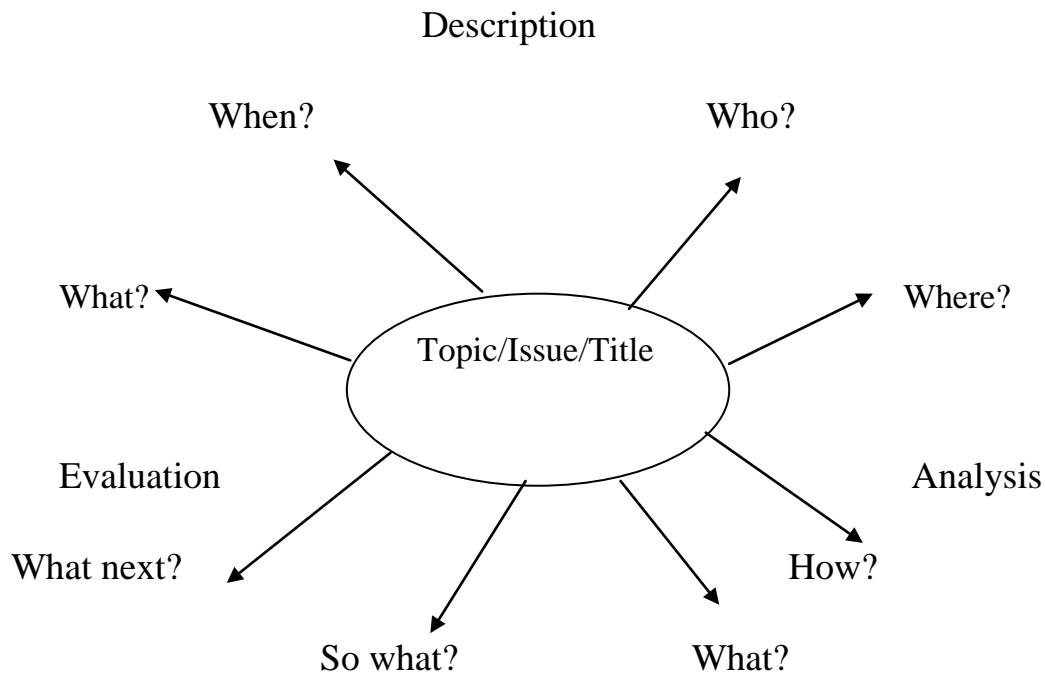


Figure 1.1. Hilsdon Model of Generate Thinking, Learning Development Advisor

1.4. The Importance of Reflection

Reflection gives the teacher the chance to understand his points of strength and weaknesses besides knowing his student's needs and interest. Beland (2003: 15) says: **"reflection is the key that opens the door to understanding ourselves in relation to core ethical values"**

Reflection helps learners express their opinion and experiences informally and elaborate on new learned concepts (Lai & Land 2009)

Through reflective process teacher / learner can develop a self critical skill in which he reviews his ways of teaching, beliefs, methods and approach.

Furthermore, Reflection is a very needed skill in the teacher development and a very recommended condition to be a reflective teacher, in this sense, Pennington (1992:48) claims: **"the term reflective teaching has come to signify a movement**

in teacher education, in which student teacher or working teachers analyze their own practice and its underlying basis, and then consider alternative means for achieving their ends...” Thus, reflection is becoming more and more a need in teacher education in which teachers evaluate and assess their background knowledge and its practices. In the same line of thought, Richards and Nunan (1990) claim that **“experience alone is insufficient for professional growth, and that experience coupled with reflection is a much more powerful impetus for development”** Hence, to be a professional and successful the teacher needs to have an experience as well as reflection.

Another positive aspect in being reflective teacher is that it helps extend awareness of one’s teaching as well as a better understanding of student learning. In similar vein, Murphy (2001:499-500) claims that reflection is done to “(1) to find out understanding of the teaching –learning process;(2) to expand one’s repertoire of strategic options as a language teacher; and(3) to enhance the quality of learning opportunities one is able to provide in language classrooms”

1.5. Types of Reflection

Reflection can have three forms: Reflection – on – Action, Reflection – in – Action and Reflection – for – Action (Sandras, 2009, Killion&Todnem, 1991)

1.5. 1. Reflection–in–Action

Schön describes reflection–in–Action as the capacity of professionals to consciously think about what they are doing while they are doing it. He calls it as theory–in–use. He states: **“the practitioner allows himself to express surprise, puzzlement, or confusion in a situation which he find uncertain or unique. He reflects on the phenomenon before him, and on prior understandings which have been implicit in his behavior. He carries out an experiment which serves to generate both new understanding of the phenomenon and a change in the situation”** (Schön1983:68)

Reflection – in – Action occurs when something does not meet the teacher’s expectations. In other words, through reflection – in – Action teacher can solve problems based on going reflection, for example, teacher changing his methods in the middle of a lesson. This type of reflection includes a mixture of knowing and doing. If, for example, the student is writing a story and left out the setting, reflection- in- Action could guide the correction of a major component of the story writing.

1.5. 2.Reflection–on–Action

Reflection – on – Action occurs after the event has taken place which gives the practitioner more time to reflect on the action, asks questions such as, why we act as we did, or what was happening, what would happen if the action happened again.

Cowan (1998:36) explains this as **“looking back on the action contained in past experience.”**Schön describes it as follow:**“we reflect on action, thinking back or what we have done in order to discover how our knowing – in – action may have contributed to an unexpected outcome.”**(Schön1983:26).

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

1.5. 3.Reflection – for – Action

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

1.6. Models of Reflective Thinking

In literature, there are many models of reflective thinking to be found and each of them has a specific structure and format but all of them have one thing in common, to give a basis for doing reflective thinking. Among the models Kolb’s model (1984) called “Experiential learning” in which he proposed a learning cycle of concrete experience: (a new experience of situation is encountered, or a reinterpretation of existing experience .reflective observation: of the importance are

any inconsistencies between experience and understand. Active experimentation: the learner applies them to the world around them to see what results, and abstract conceptualization: reflection gives rise to a new idea, or a modification of an existing abstract concept, leading to future active experimentation (see figure2)

Honey and Munford (1992) adapted Kolb's model and identify four individual learning preferences or styles emerging from the cycle of learning. (See table1)

Whereas Driscoll's (1994) model is just three questions:what? Describes the experience – what did you do? So what? Describes what difference it makes, what impact or meaning it has for you, and nowwhat? What are you going to do continue your professional development in light of this learning?

Johns (1994) also proposes structural model of reflection in which he asks individuals (orgroup) to write a description of an experience. The table below shows Johns Structural Model of Reflection (Adopted from: North Bristol NHS Trust, Nursing and Midwifery)

Aesthetics	<ul style="list-style-type: none"> - What was I trying to achieve? - Why did I respond as I did? - What were the consequences of that for the family, others or myself? - How was this person (s) feeling? - How did I know this?
Personal	<ul style="list-style-type: none"> - How did I feel in this situation? - What internal factors were influencing me?
Ethics	<ul style="list-style-type: none"> - How did my action match with my beliefs? - What factors made me act in incongruent way?
Empirics	<ul style="list-style-type: none"> - What knowledge did or should have informed me?
Reflexivity	<ul style="list-style-type: none"> - How does this connect with previous experience? - Could I handle this better in similar situation? - What would be the consequences of alternative action for the family, others or myself? - How do I feel about the experience? - Can I support others and myself better as a consequence? - Has this changed my ways of knowing?

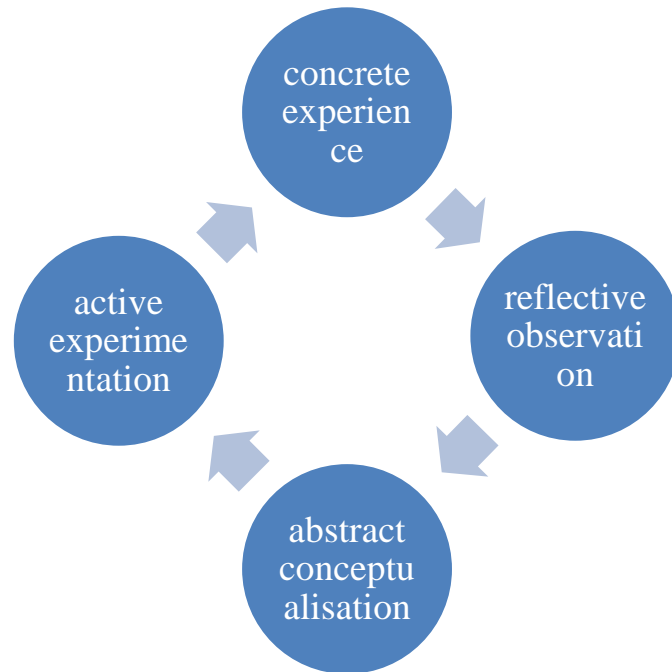


Figure 1.2. Kolb Model

Kolb	Honey and Munford
Concrete experience	Activist (prefers doing and experiencing)
Reflective observation	Reflector(prefers to observe and reflect
Abstract conceptualization	Theorist (prefers to understand underlying reasons, concepts and relationships)
Active Experimentation	Pragmatist(prefers to “ have a go” , try things, see if they work)

Table 1.2: Honey and Munford Model (adopted from Atherton 2006)

1.7. Tools for Gathering Information

Any reflective teacher goes through evaluation process in which he gathers information about his teaching then interprets them and finally makes decision (change). Genesee and Upshur (1996:256) describe evaluation as a purposive activity that includes the collection of relevant information, interpretation of that information, and making decision about teaching and learning.

Also Richards & Lockhart(1994:1)state that a reflective approach to teaching is **“one in which teachers and student teacher’s collect data about teaching , examine their attitudes , beliefs , assumptions and teaching practices and use the information obtained as a basic for critical reflection about teaching ”**

In other words , reflective teachers are asked to gather information about their teaching , attitudes , beliefs , assumptions and teaching practices then use these information as a base for their interpretation , as a results , these processes help teachers to reflect on their teaching . Teacher’s beliefs and values, according to Richards and Lockhart (1994) represent the background to much of his decision, and action. These beliefs, values are derived from past experiences and knowledge obtained from being a student and other sources. So, as a result, teacher brings with him / his values, beliefs and knowledge to classroom.

There are many ways or tools that teacher can use to collect information about his teaching. In this sense, Richards (1996) mentions procedures which help teacher investigate classroom teaching. These procedures will be presented in the form of points:

- ✓ Teaching Journal: written or recorded accounts of teaching experiences. It helps teacher to record events or ideas for the purpose of later reflection.
- ✓ Lesson Reports: they describe the main features of the lessons. They give the teacher a quick and simple procedure for regularly monitoring what happened during a lesson, how much time was spent on different part of lesson, and how effective the lesson was.

- ✓ Survey & Questionnaire: they are designed to collect information on a particular aspect of teaching or learning. They enable a teacher to collect a large amount of information relatively quickly.
- ✓ Audio & Video Recordings of Lessons: They are relatively easy to carry out. However, they obtain subjective impressions of teaching and by their nature can capture only recollections and interpretations of events and not the actual events themselves.
- ✓ Action Research: they are designed to bring about change in some aspect of the teacher's class with subsequent monitoring of the effects of the innovation.

On the other hand Murphy (2001) suggests four tools for collecting information which are: five- minute papers, formative teacher assessment, retrospective field notes and student focus groups.

A-Five-Minute Paper

Five – minute papers is a way used by teacher to get information about how his students perceive and react with his effort as a teacher. This tool can be used at the last few minute before the end of the lesson in which teacher asks his students to take out a sheet of paper and to write an answer to one or two open ended promotes such as : (1) what is the one thing you are likely to remember from today's class? (2) What was the most confusing concept we covered? (3) Is there anything you would like to know more about?

In five –minute papers, teacher have to inform his students that their papers will be anonymous. Another recommendation in five – minute papers is, teacher should not put attention to grammar or spelling mistakes but on the idea that they convey.

B- Formative Teacher Assessment Surveys

Another way for gathering information is formative teacher assessment surveys in which the teacher arranges for several survey of students' perception of how well the course is going. This method enables teacher to gain a lot of information at one time.

C-Retrospective Field Notes

In retrospective field notes, teacher documents his understandings and explanation of what he is doing in the course. This method can be used immediately following the lesson.

D-Student Focus Group

Student focus group includes either all members of a classroom or a subset of learners in a discussion of how a course is going. Though either the classroom teacher or a colleagues –consultant may serve as a focus group discussion leader. This colleague's role is to lead the whole class in a discussion of broad topics such as: how is the course going? Does the course textbook or other instructional material seem helpful? Then, they will be a discussion of these questions with the facilitator who will give a copy to the teacher with the main points, besides the suggestions and solutions proposed by students.

Based on what has been mentioned, gathering information can be divided into three perspectives: self – observation process, student involvement feedback and other teachers feedback.

1. 7. 1. Self – Observation Process

The teacher can be himself the source of information of his teaching; this is called self – observation process or self – generated source of information. In this process, the teacher can gather information through recording his teaching (record a lessons or a part of lesson) or audio tape part of classes or video tape and self

observation. In this sense, Murphy mentioned ways for self – generated source of information (see table 3)

1. 7. 2 .Student Involvement Feedback

The teacher can involve his students in the process of collecting information. To achieve an ethic and appropriate way, he needs to ask his students' permission to be a part of his reflection. In this process, the teacher can use video or audio devices to record lessons, and then students will participate in the analysis of these recordings. Teacher can also use five – minute papers to gather information .Another proposed tool is student – focus – groups with the whole class participating . To more clarification (see table 3)

1.7. 3 .Other Teachers' Feedback

In peer – visit or a guest teacher to the classroom, teacher needs to discuss and clarify the visitor's purpose in advance. The purpose behind another colleagues' involvement is to gather descriptive information on what takes place during the lesson (Fanselow: 1988). The visit teacher / colleague should be aware of the reason behind his presence, he should be attentive, interested in the class and open – minded. If the information obtained is useful and reliable, teacher can use them as a point of start for discussion (see table3)

Self – observation process	Student involvement feedback	Other teacher feedback
<ul style="list-style-type: none"> - Rtrospective field of notes -Teaching journals and teaching logs -Classroom diagrams and maps - Lesson plans and lesson reporting - Audio recording - Video recording - Transcription - Protocol analysis - Stimulus recall 	<ul style="list-style-type: none"> - Five minute paper - Teacher assessment surveys - Questionnaires - Dialogue journals - Writtenassessments - Student focus groups 	<ul style="list-style-type: none"> - Peer collaboration - “ case “ interviews - Field notes and classroom ethnographies - Dialogue with a supervisor - Observation schedules - Score charts -Classroom observation

Table 1.3. Tools for Gathering Information (adapted from Murphy 2001)

For time constraints, this research will be concerned with only students’ involvement feedback and other teachers’ feedback.

1.8. Conclusion

To conclude, reflective teaching becomes a need in teacher education programs and a recommended skill to develop a critical way of thinking as well as a better understanding of student learning. There are many models of reflection which the teacher can use. In reflection, evaluation is considered as the key for self-development. There are different tools for gathering information about one's teaching but all of them have one thing in common to provide teacher with maximum information in order to reflect upon his teaching.

Chapter Two

Research Design and Data Analysis

2.1. Introduction

2.2. ELT IN ALGERIA

2.3. The Secondary School of Ibn Saad

2.4. Research Design

2.4.1. Sample Population

2.4.1. 1. Teachers' Profile

2.4.2. Research Instrument

2.4.2.1. Questionnaire

2.4.2.2. Interview

2.5. Data Analysis

2.5.1. Results of Teachers' Questionnaire

2.5. 2.Data Interpretation of Teachers' Questionnaire

2.5. 3.Results of Teachers' Interview

2.5.4. Data Interpretation of Teachers' Interview

2.6. Summary of the Findings

2.7. Conclusion

2.1. Introduction

The present chapter is divided into two sections; section one contains a description of ELT in Algeria, in addition to the secondary school “Ibn Saad” where the case study takes place. The second section, deals with the research design and data analysis.

2.2. ELT IN ALGERIA

Algeria is a country where many languages coexist, namely, Arabic language, which is the mother tongue, and the official language, as well as French, which has the status of first foreign language in addition to English language as a second foreign language. These languages have different status and are used for different purposes.

The Algerian Educational System has witnessed many changes since the independence. In this sense, **Benrabah** (1999:2) describes the Algerian history into three main phases:

the first of which is the dominance of the educational system in Algeria by the French colonization, the second lasted from independence to the 1990's were a policy of Arabisation was implemented and the third began in the early 2000 characterized by the transition to global pedagogy or the free market economy

As far as the English language teaching, it is introduced in the first year middle school (3 hours per week) till the last year of secondary school (from 2 to 4 hours) which means seven years of English language learning.

The Algerian educational system has adopted many approaches and methods such as, direct method; grammar-translation method during the 1960. This

method focuses on grammar rules (learning by heart lists of regular and irregular verbs, tenses) and neglects the oral or communication skill.

Communicative language teaching was introduced during the 1970 and 1980. The aim of this theory is to develop communicative competence.

Any approach or method has principles which explain the main basis of this approach or theory. In this sense, Richards and Rodgers (2001) state the principles of CLT as follow:

1. Learners learn a language through using it to communicate;
2. Authentic and meaningful communication should be the goal of classroom activities;
3. Fluency is an important dimension of communication;
4. Communication involves the integration of different language skills;
5. Learning is a process of creative construction and involves trial and error.

The role of teachers in the Communicative Approach is to facilitate the communication process in the classroom and to act as an independent participant with the learning – teaching group.

The teacher is also expected to act as a source of information, an organizer of resources, a motivator, a guide, a helper and since the main aim of communicative approach is communication, it is essential that teacher encourages his student to practice communication. In the classroom, teacher talking time TTT must be kept to a minimum. That is not to say that the teacher should not speak at all, but TTT should be controlled and appropriate.

In 2003, Competency-Based-Approach was introduced, historically; CBA was first introduced in the USA in the early 1970's.

In CBA, competency is the key concept. Throughout CBA, a learner can develop a set of capacities, skills, and an amount of knowledge that can be used

effectively in various problems solving situations. According to Nunan (1988:13) CBA has the following objectives:

- To provide learners with efficient learning strategies
- To assist learners to identify their own preferred ways of learning
- To develop skills needed to negotiate the curriculum
- To encourage learners to set their own objectives
- To encourage learners to adapt realistic goals and time frames
- To develop learners' skills in self- evaluation

2.3. Ibn Saad Secondary school

The secondary school of Ibn Saad is situated in Hay El Kiffane- Tlemcen. This secondary school opened her doors to students in the twenty seventh of May nineteen eighty five.

2.4. Research Design

This extended essay is a case study, devoted to know whether or not EFL teachers reflect on their ways of teaching.

2.4.1. Sample Population

The data of the present research have been collected through two different research instruments; the questionnaire and interview that were conducted in Ibn Saad secondary school in kiffane where the whole population was selected.

2.4.1.1. Teachers' Profile

The teachers involved in this study are four teachers, one male and three females. They are teaching students at different levels: from first year till the third year students at Ibn Saad secondary school .Their experience varies from ten tears to twenty-five years.

2.4.2. Research Instruments

This research work has been fundamentally based on a teachers' questionnaire and interview to conduct our experimental research. The instruments were addressed to four teachers at Ibn Saad secondary school with the aim to fulfill the following goals:

- To recognize if EFL teachers reflect on their ways of teaching ;
- To have an idea about type of reflection they use ;
- To discover what tools do our EFL teachers use to collect information;

2.4.2.1 .Questionnaire

Questionnaire is a set of written questions used to gather information about facts, opinion, attitudes and preferences. Brown (2001:6) defines questionnaire as follow: **“any written instruments that present respondents with a series of questions or statements to which they are to react either by writing their own answer or selecting from among existing answers”**. Researchers tend to use questionnaire a lot more than other instruments because it gives a large amount of information easily. In this context, Dornyei (2007:101) mentions that: **“the popularity of questionnaires is due to the fact that they are relatively easy to construct , extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily accessible”**.

Questionnaire may include three types of questions: close ended, open ended and mixed questions. A close ended question requires selecting from existing answers like yes or no questions, whereas open ended question requires the respondents to answer using their own words. A multiple mixed item involves both types' open and closed questions.

2.4.2.2. Interview

According to Punch (1998: 174) **“the interview is a very good way of accessing peoples’ perceptions”**

For Patton (1990:464) interview is: **“considered a method of triangulation, a checking out the consistency of the data obtained from the questionnaire responses”**

There are three types of interview: structured, semi structured and unstructured interview.

Structured interview takes the form of an oral questionnaire, it requires all the respondents to answer the same questions which have the same wording (the order of the question). In structured interview; the interviewee has to follow a pre-prepared set of questions to be asked to interviewer.

Semi-structured interview involves an outline of the topics that will be discussed therefore the interviewee asks questions without following a specific order and wording. For MC Donough and McDonough (1997:184) semi-structured interview is considered as **“being closer to the qualitative paradigm because it allows for richer interaction and more personalized responses”**

Unstructured interview takes the form of general discussion since the researcher just explains the research topic to the informants.

2.5. Data Analysis

This section is devoted to data gathered from the teachers’ questionnaire and interview. First, data obtained from these teachers will be presented. Then, the researcher will analyze it qualitatively and quantitatively.

2.5.1. Results of Teachers’ Questionnaire

After collecting data by using different research instruments, the following step was to present the results obtained from teachers’ questionnaire.

Question One: Asking Questions

The aim of this question was to know if our EFL teachers use reflection-on-action while teaching.

The results show that there is a general agreement among all the teachers to ask themselves these questions, but they disagree in their justification. Two teachers (50%) said that the reason behind asking these questions is to evaluate their way of teaching, while a third teacher (25%) explained that he did it out of belief that he had to proceed according to a certain rules and methodologies. The fourth teacher (25%) stated that she thought it was the most suitable way to teach.

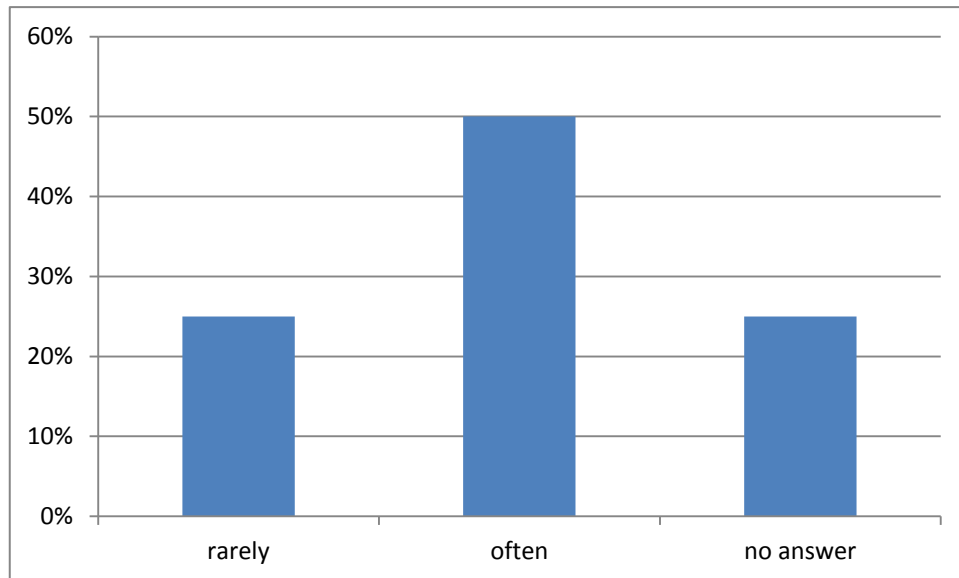
Question Two: Time of Asking Questions

The purpose of this question was to find out whether EFL teachers use reflection-in- action or reflection-on-action.

All the teachers answer that they ask themselves these questions after the teaching event, i.e., reflection-on-action.

Question Three: The Frequency of Asking These Questions

The results reveal different answer toward these questions; the twenty five of teachers who chose the point rarely. The percentage of teachers who often asked theme selves questions was fifty. Finally, the points indicating the degree of frequency of sometimes and always were not chosen by these teachers. One teacher did not choose any point of this rating scale.



Graph 2.1. The Frequency of Asking Question (Reflection- on-Action)

Question Four: Colleagues' Opinion

The purpose of this question was to discover if teachers include their colleague in the process of reflective teaching or not.

Throughout the answers of the fourth question, we notice that there is an equal percentage of teachers who respond positively and negatively :(50%) for each answer.

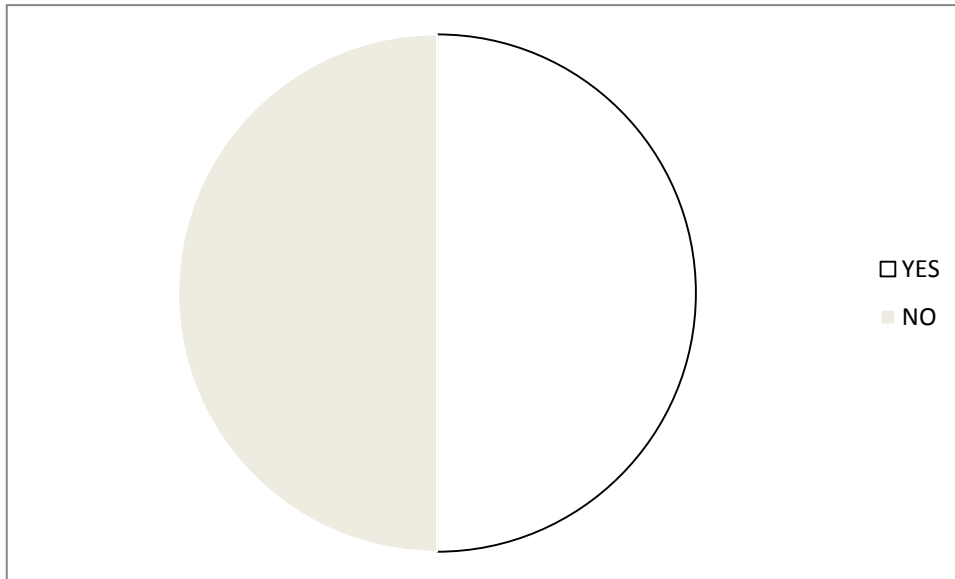
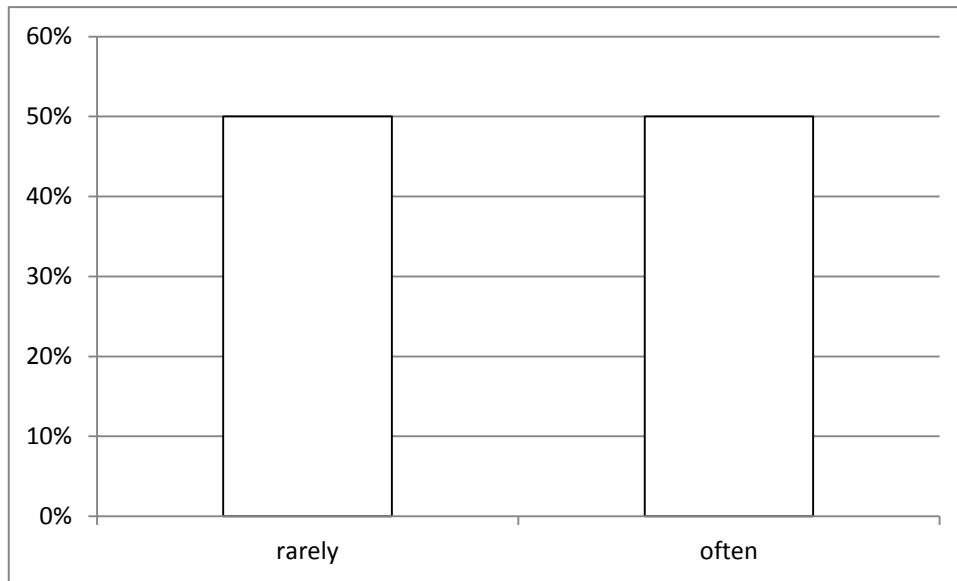


Chart 2.1. Colleagues 'Opinion

Then, they ask to justify their answers. One teacher said that she ask for here colleague's opinion for the purpose of sharing and exchanging mutual experience. Another teacher stated that she asks for colleagues' opinion for the sake of evaluating of way of teaching besides taking into consideration their advice.

Question Five: The Frequency of Asking for a Colleague Opinion

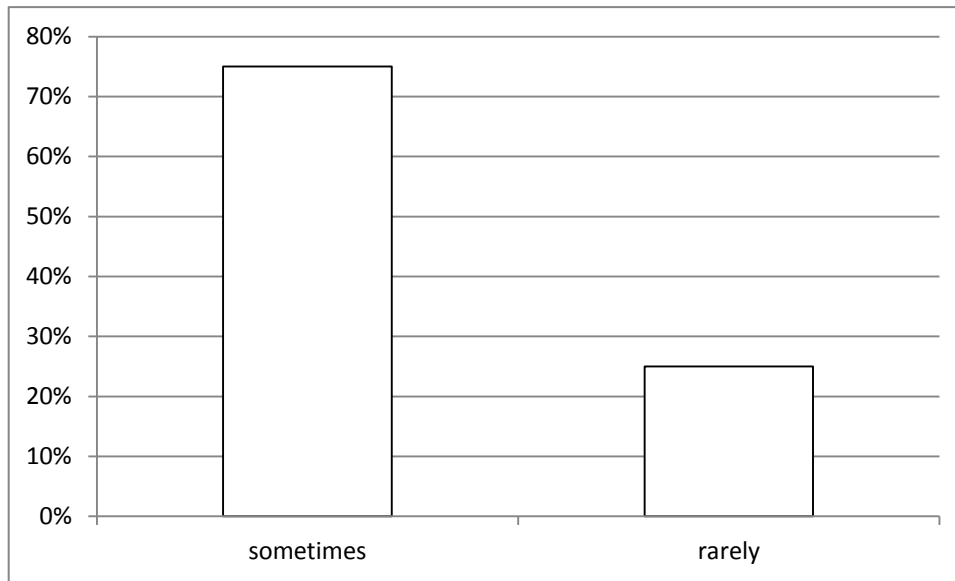
For the first degree of frequency rarely, half of the sample who rarely asked for a colleague opinion .The percentage of teachers who often ask for a colleague opinion was fifty. None of the participants selected "sometimes" or "always".



Graph 2.2. The Frequency of Asking for a Colleague Opinion

Question Six: Invitation of Colleagues

The results of this question show a general agreement between these teachers to invite one of their colleagues to attend their lesson. Then, they were asked to choose from the rating scale the point that reflects their answer from the rating scale. The majority of teachers (75%) selected the point sometimes whereas the remaining of them (25%) chose the point rarely.



Graph 2.3. The Frequency of Colleagues Invitation

Question Seven: StudentsFeedback

The aim of this question was to find out whether or not teachers take into consideration their students opinion in their teaching.

The participants shared the same opinion of not receiving feedback from their students on their way of teaching. Therefore, they do not answer the eight question.

Question Nine: Teachers' Tools to Evaluate their Teaching

The purpose of this question was to know teachers' tools to evaluate their teaching.

In this question, the participants were asked about their ways to evaluate their teaching. Different answers are interpreted in the following points:

- ✓ Peer Observation
- ✓ Reading about methodologies and attending some of the teachers' courses
- ✓ Tests
- ✓ Tasks

2.5. 2.Data Interpretation of Teachers' Questionnaire

The findings of questionnaire indicate that teachers use reflection-on- action. This type of reflection makes the teacher think again on his actions, judging if his responses to actions were appropriate or not .One concludes that reflection-in-action is not used .From the answers of question four, five and six it has been noticed that only (50%) of informants take their colleagues' opinion into consideration about their teaching besides inviting him to attend his lesson, whereas , the rest of informants(50%) do not include their colleagues opinion in the process of gathering information about his teaching. Thus, this result shows a lack of cooperation between teacher, and their colleagues.

These finding also reveals that teachers do not receive a feedback from their students about their ways of teaching. This is deduced from the answers of the seventh and eighth questions, concerning the results of the nine questions, it has been noticed that teachers use different tools to evaluate their teaching.

2.5.3. Results of Teachers' Interview

In this section, the researcher will present the findings collected from teachers' interview.

Reflection-for-Action

All teachers commit themselves to change their ways of teaching, i.e., reflection-for-action.

Sources of Evaluation

Teacher (A) and teacher (B) have the same sources of evaluation which are: teachers and teaching materials. For teacher (C), sources of evaluation are; the internet and pedagogical books .Whereas teacher (D), says that she evaluates her teaching through pedagogical books.

Reflection-in-Action

All teachers stated that they made changes in a middle of a lesson. Teacher (A) argued that he made changes for the reason of a betterment of quality of his teaching and in order to provide a more appropriate learning environment.

For teacher (B), she gave the reason of helping her learners to learn English correctly. Whereas teacher (C) did not answer this question. Teacher (D) supported her point of view by mentioning the reason of not troubling her learners.

Research – on-Action

All teachers decided to make changes after a teaching event. Then, they asked to justify their choices .For teacher (A), he mentioned that, in the event a technique proves to be inefficient so he tried to find the alternative. For teacher (B), she answered by saying to make better her lesson and to provide the good conditions of learning for her pupils. Teacher (C), she decided to make changes when the learners do not react to the lesson. And finally, teacher (D), gave the reason of not repeating herself.

Ways to Develop Teaching

For teacher (A), developing his teaching were: keeping abreast with the latest news and innovations, besides focusing on a lot of reading. For teacher (B), her ways were; reading about methodology and the new techniques for teaching a foreign language. Teacher (C), stated that she took into consideration the learners' needs and capacities of each class as a sources for developing her teaching. Finally, teacher (D) mentioned asking her for colleagues' opinion, searching in the internet.

2.5.4. Data Interpretation of Teachers' Interview

The results obtained from teachers' interview reveals that these teachers used reflection-for- action .These results were deduced from the answers of the first

question. Moreover, teachers used another type of reflection which is reflection-in-action, as it is shown in the results deduced from the answers of the third question. Also these teachers use reflection-on-Action, as it is shown in the results of the fourth question.

In addition to that, the answers of the second and five questions show an awareness and responsibility from teachers first to evaluate their ways of teaching as a first step in the process of reflective teaching besides searching for tools to develop his teaching.

2.6. Summary of the Findings

The purpose of this study was to investigate the different tools that teachers use to gather information about their ways of teaching, as well as their preferable type of reflection. This section will state the main results with reference to research questions. Thus, the results will either confirm or reject the hypotheses.

Research question one: what are the tools that EFL teachers use to gather information about their teaching? the hypothesis of this question is: EFL teachers may use student involvement feedback, or other teachers feedback to collect data about their teaching practice.

The analysis of the teachers' questionnaire revealed the fact that teachers do not receive any feedback from their students. In addition to that, teachers in this study ask for opinions from their colleagues as a tool to gather information about their ways of teaching. Therefore, one may observe that the first hypothesis is not totally confirmed.

Research Question Two: what type of reflection do our EFL teachers use? the hypothesis is: our EFL teachers may use reflection-in-action, reflection-on-action, or reflection-for-action.

The findings of this question revealed that these teachers use the three types of reflection; they use much more reflection-on-action than the other types of

reflection. Such findings not totally confirm the hypothesis of the second question.

2.7. Conclusion

To conclude, the second chapter was done under several steps to know if our EFL teachers reflect on their ways of teaching in terms of gathering information, types of reflection and critical thinking .In fact,the practical phase was undertaken t by using the questionnaire and interview for collecting data. Then, both analyses (qualitative and quantitative) were used, and they showed different results.

CHAPTER THREE

SUGGESTIONS AND RECOMMENDATIONS

3.1. Introduction

3.2. Self evaluation

3.3. Skills of Critical Thinking

3.4. Receiving Feedback

3.4.1. Ways to Gather Information from Students

3.4.1.1. Formative Assessment

3.4.1. 2.Small Group Instructional Diagnosis

3.4.1. 3.The One-minute Paper

3.5. Tools to Develop Reflection

3.5.1. Principles for Becoming a Reflective Teacher

3.5.2. Self Reports

3.5.3. Learning by Learning

3.5.4. Hot and Cold Feedback

3.5.5. Autobiographies

3.5.6. Reaction –sheets

3.6. A frame Work to Develop Reflective Teaching

3.7. Conclusion

3.1. Introduction

The information written in this chapter is based on the finding of the previous chapter. The researcher will suggest an activity to test teacher' knowledge about critical thinking, give some strategies for integrating critical thinking skills, state skills of critical thinking. In addition to that, this chapter will also describe some ways to gather information from students, suggests some tools to develop reflection, besides stating frame work to develop reflective teaching.

3.2. Self- Evaluation

In order to develop critical thinking, the one needs to make self-evaluation. This evaluation shows the points of strength as well as the points of weaknesses which will lead to improvement. The following activity be used to improve self-evaluation.

Choose from 0 to 4, the rating that best describe your situation	
0: Strongly disagree	1: Disagree
2: Sort of agree	3: Agree
4: Strongly agree	
Sentences	rating4 -0
I feel comfortable pointing out potential weaknesses in the work of experts	
I can remain focused on the exact requirements of an activity	
I know the different meanings of the word 'argument' in critical thinking	
I can analyze the structure of an argument	
I can offer criticism without feeling this makes me a bad person	
I know what is meant by a line of reason	
I am aware of how current beliefs might prejudice fair consideration of an issue	
I am patient in identifying the line of reasoning	

I am good at recognizing signals used to indicate stages in an argument	
I find it easy to separate key points from other material	
I am very patient in going over the facts in order to reach an account view	
I am good at identifying unfair techniques used to persuade readers	
I am good at reading between the lines	
I find it easy to evaluate the evidence to support a point of view	
I usually pay attention to small details	
I find it easy to weigh up different points of view fairly	
If I am not sure about something , I will research to find out more	
I can present my own arguments clearly	
I understand how to structure an argument	
I can tell descriptive writing from analytical writing	
I can spot inconsistencies in an argument easily	
I am good at identify patterns	
I am aware of how my own up-bringing might prejudice fair consideration of an issue	
I know how to evaluate source materials	
I understand why ambiguous language is often used in research papers	

Table 3.1. Self-Evaluation (adopted from Cottrel 2005)

Filling this table will test knowledge about critical thinking. The lower the score means the need to develop critical thinking skills. Whereas, a score over 75 means that one is very confident about his critical thinking ability.

3.3. Skills of Critical Thinking

In order to think critically, teachers need to develop skills in:

- Interpreting: under the significance of data and to clarify its meaning;
- Analyzing: breaking information down and recombination different ways;
- Reasoning: creating an argument through logical steps;
- Evaluating: judging the worth, credibility or strength of accounts.

Cottrell (2005, 2006) mentioned skills and attitudes involved in the process of developing critical thinking:

- Identify other people's positions, arguments and conclusions;
- Evaluating the evidence for alternative points of view;
- Weighing up opposing arguments and evidence fairly;
- Being able to read between the lines, seeing behind surfaces, and identify false or unfair assumptions;
- Recognizing techniques used to make certain positions more appealing than others, such as false logic and persuasive devices;
- Reflecting on issues in a structured way, bringing logic and insight to bear;
- Drawing conclusions about whether arguments are valid and justifiable, based on good evidence and sensible assumption;
- Synthesizing information: drawing together your judgments of the evidence, synthesizing these to form your own new position;
- Presenting a point of view in a structured, clear well-reasoned way that convinces others.

3.4. Receiving Feedback

Receiving feedback about one's way of teaching is a very important step in becoming reflective teacher, since it gives him a descriptive analysis of his actual way of teaching, in addition to that, it shows him his peers and his learners' point of view about his ways of teaching, for the sake of developing critical thinking as a first step and finally, becoming a reflective teacher.

3.4.1. Ways to Gather Information from Students

Gathering information from students is very important step in the process of becoming a reflective teacher. There are many ways to collect information among them the following ways.

3.4.1.1. Formative Assessment

Among the tools that teacher can use to gather information is formative assessment. Shute (2008:154) saw formative assessment as: **“information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning”**

York (2003) stated that: **“... formative assessment is critically important for student learning. Without informative feedback on what they do, students will have relatively little by which to chart their development.”**

From both definitions, one may understand that formative assessment is very important in the process of teaching and learning. In formative assessment, feedback is essential and it represents the base in which changes in behavior and activities will be done. In this sense, Nicol and Macfarlane-Dick (2005, 2006) gave seven principles of good feedback practice: It clarifies what good performance is (goals, criteria, and expected standards); It facilitates the development of self-assessment in learning;

- It provides high information to students about their learning;
- It encourages teacher and peer dialogue around learning;
- It encourages positive motivational beliefs and self- esteem;
- It provides opportunities to close the gap between current and desired performance;
- It provides information to teachers that can be used to help shape teaching.

3.4.1.2. Small Group Instructional Diagnosis (SGID)

Small Group Instructional Diagnosis developed at the university of Washington is a way used for evaluation which uses facilitated small group discussion between students to receive data for reaching different goals such as, creating a good relation between the teacher and his students ,improving teaching and learning, coming with ideas to strength the course.SGID is a facilitated small group discussion to provide feedback from learners to the teacher.

3.4.1.3. The One –minute Paper

The one – minute paper or half- sheet response generally takes place at the end of a session in which students ask in one or two minutes to answer two questions: what was the most important thing you learned in class today? And what question is unanswered?

The one-minute paper is developed by a professor of physics at the university of California ,Berkeley by Weaver and Cattrell and later on , it was modified by Wilson in the year 1993 and then populized by Cross & Angelo in 1988.

The one- minute paper gives the teacher an instant feedback about his way of transmitting the information, is it understood for all his students, besides that , it gives him an idea about today lesson, if he reaches the purpose of his today lesson .

3.5. Tools to develop reflection

There are many ways in which teacher can adopt in his process of becoming a reflective teacher. Before stating these ways, teacher needs firstly to know principles which guide him in his journey of becoming a reflective teacher.

3.5.1. Principles for Becoming a Reflective Teacher

- Teacher must reflect upon issues in the social context where teaching occurs.
- Teacher must be interested in the problem to be solved.
- Issues must be derived from the teacher’s own experience.
- Reflection on the issue involves problem solving.

- Ownership of the identified issue and its solution is vested in the teacher.
- Systematic procedures are necessary.
- Teacher's experience of teaching should provide information about the issue.
- Teacher's ideas must be tested through the practice of teaching.
- Tested ideas about teaching must lead to some course of action.
- New understandings and redefined practice in teaching should results.

(Salmani-Nodousham: 134, cited in Merglova thesis 2008: 11)

3.5.2. Self Reports

Self –reporting involves completing an inventory or check list in which the teacher indicates which teaching practices were used within a lesson or within an specified time period and how they were employed (pok, 1985). Self-reporting gives the teacher a continues assessment of what happen in the classroom. It also allows to the teacher to check if he reaches all his learning goals, to see what activity or team work which works well.

3.5.3. Learning by Learning

Although the task of teacher is to teach and to give lectures, but this is not to say that he stops learning, a reflective teacher never stops learning. Learning by learning gives the teacher a motivation to learn new things , to prepare, present, to be criticized , these behaviours make the teacher active and a full of energy which reflect positively on his ways of teaching. In this sense, Harmer (1998:350) states:“**one of the best ways of reflection upon our teaching practice is to become learners ourselves so that our view of learning-teaching process is not always influenced from one side of that relationship**”

3.5.4. Hot and Cold Feedback

Hot and cold feedback are two ways of reflection suggested by Scrivener (2005).Hot feedback as its name implies, it suggests immediate reaction and feeling from teacher about the lesson in which teacher takes time to think and describes some of the things that occurred in the lesson as soon as the lesson finishes.

Cold feedback is activated when teacher is clear about his lesson after one hour or two, later or may be at the afternoon or even the next day.

3.5.5. Autobiographies

Abbs(1974:43, cited in Powell 1985) suggests the use of autobiography in teacher preparation. Autobiographies consist of small groups of around twelve student teachers, who gather,

For an hour each week for at least 10 weeks. During this period of time each student work at creating a written account of his or her educational experience and the weekly meetings are used to enable each person to read a passage from his or her autobiography so that it can be supported, commented upon by and the teachers

3.5.6. Reaction –sheets

Reaction- sheets takes place after a learning activity has been completed. Powell (1985:46) states that , in reaction –sheets ,teacher are encouraged **“to stand back from what they has been doing and think, about what it meant for their own learning and what it entailed for their work as teachers of others”**

The reaction sheet consists of the following questions: what aspects of the lesson were most effective? what aspects of the lesson were least effective? would you have taught any aspect of the lesson differently? why?.

3.6. AFramework to Develop Reflective Teaching

Many researchers and specialists emphases the important of reflection in teacher preparation and development, and they proposed many models to develop reflective teaching, among them Bartlett (1994) cycle of reflective teaching.

Bartlett's cycle of reflective teaching consists of five components; mapping, informing, contesting, appraising, and acting, which are not linear or sequential.

- Mapping:(what do I do as a teacher?).For Bartlett, it implies observation and the collection of evidence about experience in the classroom. In mapping, observation should be done individually (by using personal diaries, learning logs, journals...).
- Informing:(what is the meaning of my teaching? what did I intended?)In Bartlett (1994:210) words informing is: “**itislooking for meaning behind the maps**”. That is, the teacher goes back to his first records, maps, revises them do some changes and makes sense to them. Informing enables the teacher to understand the difference between teaching routine and conscious teaching action, discovers his own theory of teaching.
- Contesting :(how did I come to be this way? how was it possible for my present view of teaching to have emerge?).In Bartlett (1994:211) words, contesting is: “**this phase involves contesting our ideas and the structures that hold them in place**”. In contesting, teacher involves his colleagues in his understanding and his reasons for his own way of teaching.
- Appraisal: (how might I teach differently?).In Bartlett (1994:213) words appraisal is: “**appraisal begins to link the thinking dimension of reflection with the search for teaching in ways consistent with our new understanding**”. Appraisal is a quest for alternative courses of action; that is, emerging plans or strategies to enhance the quality of teaching and learning processes.
- Acting:(what and how I now teach?).It emphasizes the implementation of those new teaching plans.

Bartlett cycle of reflective teaching helps teachers to discover his own way of teaching ,reflects on his way of teaching by examine his actions and behavior during his classes , knowing the reasons behind his actions and behavior , and

finally choosing the appropriate ways to reflect on them. In Bartlett' (1994:213) words, the purpose of her cycle is:

**we rearrange our teaching practice after mapping
what we do,unearthing the reasons and assumption
for these actions, subjecting these reasons to critical
scrutiny, appraising alternative course of action, and
then acting.**

3.7. Conclusion

The current chapter has provided some suggestions and recommendations on how to develop critical thinking through proposing an activity to test knowledge of critical thinking, then stating the skills needed to develop critical thinking and finally, giving some strategies to integrate critical thinking. Indeed, the chapter emphasizes the importance of receiving students feedback because they are considered as an important element in the process of teaching and learning, by suggesting some ways to collect feedback from students. Finally, this chapter also sheds light on tools to develop reflection, besides suggesting a framework to develop reflective teaching.

General Conclusion

This research work was based on one general research question which is: Do our EFL Teachers reflect on their way of teaching? In other words, what are their ways to collect information about their way of teaching, their types of reflection?

This research work consisted of three chapters: the first one was the theoretical part. This chapter tried to describe reflective teaching as reflection a personal experience in which the teacher thinks critically on his ways of instruction by collecting information, examining and evaluating them and finally makes the appropriate changes to enhance his way of teaching. Reflecting during the teaching event is called reflection-in-action, while reflecting after the teaching events is referred to as reflection-on-action. The third type of reflection is called reflection-for-action in which teacher makes some changes and commits himself to do his best to become a reflective teacher. Another important element which was highlighted in the first chapter was the different tools which teacher uses to collect information. The second chapter was the practical part presenting the research design, sample population, instruments, analysis and results. The participants were teachers at Ibn Saad secondary school, who were given a questionnaire and an interview; the main findings were that teachers took into consideration their colleagues' opinion in the process of collecting information besides neglecting their students' feedback about their ways of teaching. In addition to that, these teachers used reflection-on-action more than the other types of reflection.

The third chapter gave some suggestions to develop critical thinking through looking back and asking questions about ones' way of doing things and behaving in a certain way. The teacher cannot always rely on himself to gather information about his way of teaching, students are of a helpful source to gather information. Among the teachers' tools to gather information from their students, there are small group instructional diagnosis, the one-minute paper, these tools and others were discussed in the third chapter. Among the issue that has been discussed in the third chapter was the teacher reflection in which there has been a variety of choices in

which teacher can pick to reflect such as hot and cold feedback, reaction sheets learning by learning and others.

This research work has limitations, in which teachers were on strike and this make data collection difficult .

Teacher's way of teaching affects the learning situation in the classroom. In addition, effective teaching and learning starts from teacher who instills a love of learning, searching, and hard working in his students. Teachers should carry on his journey of learning and discovering new things. Finally, it is important to make a deeper research on the impact of teachers' cognition on teaching and learning.

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Appendices of The Study

Teachers' Questionnaire

Dear Teachers,

This questionnaire attempts to collect data about reflective teaching, you are, therefor kindly requested to answer the following questions:

Gender

• Male

• Female

1- Do you ask yourself questions such as :

- Why did I act as I did?
- What is happening?
- What would happen if the action occurred again?

Yes

no

If, yes, why?

.....

.....

.....

2 – When do you ask yourself such questions?

- During the teaching event

- After the teaching event

3 -How often do you raise such questions?

Rarely sometimes often always

4- Do you ask for your colleague's opinion on your way of teaching?

Yes

no

If, yes, for what purpose?

.....

.....

.....

5- How often do you ask for your colleague's opinion on your ways of teaching?

Rarely sometimes often always

6- Have you ever invite one of your colleagues to attend your lesson?

Yes

no

If, yes, how often do you invite them?

Rarely sometimes often always

7- Have you ever had an opportunity to receive learners' feedback on your teaching?

Yes

no

If, yes, how do you do that?

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8- How often do you do that?

Rarely sometimes often always

9- What are the tools that you use to evaluate your teaching?

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Thank You for Your Collaboration

Teachers' Interview

1- Have you ever commit yourself to change your way of teaching?

Yes

no

2- What are the sources that you use to evaluate your teaching?

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3 - Have you ever do some changes such as: a technique, an activity, or a way of explaining in a middle of a lesson?

Yes

no

If, yes, why?

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4 - Do you decide to change a technique, an activity, or a way of explaining after a teaching event?

Yes

no

If, yes, why?

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5- What do you do to develop your ways of teaching?

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