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Reflective Teaching as a Form of Continuous Professional Development :

Case of EFL University Teachers

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DEDICATION

This work is dedicated to the candles of my life « lovely parents » who have held my hand and walked every step of that path with me, to my fiancé, the man Allah created for me, who has helped me, protected and loved me as he was created to do so, to my sisters Nadjia , Zahia, Siham, to my cute nephew Akram and beautiful niece Roaa. To my brothers Mourad and Zohir. To all who love me.

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ABSTRACT

Reflective teaching can provide opportunities for teachers to teach then reflect on the teaching experience with the intention of improving subsequent practice. Therefore, it makes changes in the teaching process for teachers and would be teachers. The main purpose of this study is to show the importance of reflective teaching and its benefits. In order to reach this objective, the researcher designed an exploratory case study dealing with university EFL teachers and third year students. This study collected qualitative and quantitative data from a structured interview and a questionnaire. The results obtained from this investigation were the lack of pre-service (PS) training in the third year program and the focus on theory rather than practice as well as the awareness of EFL teachers of the importance of reflective teaching in developing professionalism. At last, reflective teaching helps both teachers and would be teachers to get development in their jobs.

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

Reflective thought has taken a place in the current teaching and learning theories because of the benefits it offers for teachers to look after their teaching practices and develop their professionalism. Basically, answers to all problems will take time. This will make teachers prepared for the teaching situation. Thus, reflection is adapted for the sake of improving teacher's practice.

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

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

The present research work will pause the following research question:

1) Do EFL university students have sufficient training?
2) To which extent does reflective teaching improve teacher's professionalism?

This would lead to generate the following hypotheses:

1) Training program is not sufficient since it does not include practising teaching in real contexts.
2) There is a relationship between reflective teaching and the betterment of teaching.

Thus, this study focuses on the importance of reflection; it addresses the need to implement reflective inquiry in the classroom setting. This should be done by educators who can design programs at the level of pre-service training which will have as an objective the development of skills. It also points out that experience can be a powerful impetus for teacher's development as it enables teachers to be well armed in their profession.

In fact, the eagerness to reach these objectives led the researcher to design an exploratory case study dealing with EFL university teachers at the department of English at Tlemcen University and third year students as they are would be teachers. This study will collect qualitative and quantitative data from different sources: a structured interview and a questionnaire in order to obtain valid data.

This humble work is divided into three chapters. The first chapter provides definitions for teaching and learning as well as reflective practice with its two main types (reflection-in-action and reflection-on-action). Then, the researcher sheds light on the concept of teacher's professional development. Later, this chapter highlights the paramount importance of pre-service and in-service training. At the end, it lists the basic

investigative procedures notably keeping journal, lesson report, teacher portfolio, and peer observation, as well as models of reflective practice, and the qualities of a reflective teacher.

The second chapter which is regarded as the practical one. It carries out the opinions of the sample and is devoted to the analysis and interpretation of data. Furthermore, it seeks to answer the research questions by confirming or disconfirming the research hypotheses and then provides research results.

As for the third chapter, it includes some recommendations and suggestions for EFL teachers and learners to advise them to prepare their learners to reflect on their practice. This last chapter, includes some principles of education, some tips on how to link theory and practice as well as the role of lesson plan in developing professionalism. Finally, it highlights the importance of student-teachers relationship in enhancing students'learning.

CHAPTER ONE

Chapter one: Theoretical Overview of Reflective Teaching.

1-1**Introduction:**

This chapter will deal with the definition of learning and teaching. Then, it will shed the light on reflective practice and its main types as well as teacher's development and its benefits. In addition it explains pre-service and in-service training. Also, it provides some useful strategies such as keeping a journal, peer observation and lesson report that help to handle the procedures involved in teaching/learning   and encourage innovation in the teaching practice as well as some models of reflective teaching and finally qualities of reflective teacher.

1 -2 **Teaching vs Learning:**

Teaching is a process by which students are motivated to learn. It is a burden since teachers are regarded as models to their students (Woodburn, 2013). This influence creates the best learning environment for them. In Oxford dictionary, to teach is to give somebody knowledge or skill. In Cambridge 'advanced learner's dictionary 'to teach' means to give someone knowledge, to train someone, or to instruct.

Thus, teaching is a powerful instrument of education. According to **J. Brubacher** (1977) "Teaching is the arrangement and manipulation of a situation in which there are gaps and abstraction, which individual will seek to overcome and form" (qtd in Woodburn 2013:14). It is a kind of interaction which happens between the teacher and his/her learners. In this vein, Amidon (1966) defines teaching as "an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities"(qtd in Woodburn 2013:14).

In the opposite vein, Herbart (1908:11) states that "Education means shaping the development of character with a view to the improvement of man. Teaching represents the world, conveys fresh knowledge develops existing aptitudes and imparts useful skills." (qtd in smith 2012) Thus, he

makes a distinction between education and teaching. The first has broad goals and the latter is specific.

Gundem (1992:54) also lists some rules for teaching which are stated as follows:

•Teaching should be in accordance with the learner's stage of development.

•All learning happens through the senses.

•One has to proceed from specific to general, from what is easy to the more difficult, from what is known to unknown.

•Teaching should proceed slowly.

Learning, on other hand, can be defined as a change in the individual`s behavior as a result of practice. It occurs when people take new information and incorporate it into their life (Sheldon, 1997).In the same vein, Houwer et al (2013:02) write "learning has been defined functionally as change in behavior that result from experience or mechanistically as changes in the organism that result from experience". Indeed, this definition stresses the importance of behavioral change in the process of learning.

Learning is defined in Oxford dictionary as gaining knowledge or a skill in a subject or activity to become aware of something by hearing about it from somebody else. In Cambridge dictionary "to learn" is to get knowledge or skill in a new subject or activity.

Thus, learning is a process of transforming information into knowledge and skills. In this line of thought, Crow and Crow (1963) believe that it involves "…the acquisition of habits, knowledge and attitude, it enables the individual to make something personal and social adjustment" (qtd in Knowles, 1973:07). In short, learning refers to the growth of knowledge and skills.

1. 3 Reflective Practice:

Reflective practice has been defined differently. It is a term used to refer to the process where the teachers analyze their teaching practice to improve or change it for better outcomes, it results in the development of qualified professionals (Jasper, 2003). A reflective teacher frequently asks himself the following questions what is currently being done? (To reflect during the lesson), why is being done? How well do students learn? (Students' needs). (Bartlett,1990).

Reflective teaching is a process of self-evaluation by collecting and evaluating information of what happens in the classroom. Ofsted (2004:19) states that "the most distinctive of these very good teachers is that their practice is the result of careful reflection … They themselves learn lesson each time they teach, evaluating what they do and using these self-critical evaluations to adjust what they do next time" .Automatically, this will lead the teacher to change his/her way of teaching.

Reflective practice is the source of intuition for the teachers as it helps them to develop their teaching. In fact, Biggs states that "Learning new techniques for teaching is like the first that provides a meal for today; reflective practice is the net that provides the meal for the rest of one's life"(2003:07) . In the same vein, Dewey (1933:15) believes that:

> Reflective practice is the impetus of the practitioners to inquire into their own practices, question why they choose certain approaches, resources, techniques and activities over others. This questioning combined with the ability to evaluate the appropriateness of the choices for the learners and material being developed forms the essence of reflective practice.

This means that reflective practice is the process where the teacher has to ask himself/herself questions about his/her learners' needs and the available

materials. The word reflection has been explained differently. According to Dewey (1933:12), the concept of reflection "…Involves a stable of doubt, hesitation, perplexity, mental difficulty in which thinking originate and an act of searching, hunting and inquiring to find material that will resolve the doubt and settle and dispose the perplexity. "

Hence, reflection as a process that begins with questioning the teacher's role to cope with the constraints they might face in teaching. In other words, the teacher reframes the problems and gives practical solutions. It is believed that teaching takes place in a social setting. The practice of reflective teaching aims at improving teaching/learning practices. This implies that reflective teaching is a process that leads the learner to consider his/her experience in applying knowledge. Moreover, it helps the individuals to develop their own personality especially teacher trainees (Schon, 1993).

In addition to this, Gibbs (1988) suggests that teachers develop self-evaluation which would result in the development of autonomy and professionalism. In other words, reflective practice is collocated with the enhancement of professionalism as well as closing the gap between theory and practice. In the same line of thought, Moon (2005:01) states that:

Reflection is a form of mental processing that we use to fulfil a purpose or to achieve some anticipated outcomes. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding and, possibly, emotions that we already possess.

Basically, reflection is a mental process of trying to structure an experience, or existing knowledge by making it a clear subject of thinking

(Korthagen**,** 2001**:**58).Generally, reflective teaching is divided into two types which are reflection-in-action and reflection-on-action.

1-3-1 Reflection-in-action:

When the teachers reflect upon their actions, this will lead them to better actions in the future and reach a higher level of performance. This can be done through a deep analysis of the courses and the feedback they give to the learners. In this way, Alsop & Ryan (1996) claim that the teachers distinguish three moments; the first is 'looking forward' (prospective reflection). The second is 'looking at what teachers is doing now' (specific reflection). The third is retrospective reflection or 'looking back'(qtd in London Pharmacy Education and Training,2011).

Reflection-in -action takes place while teaching. It refers to the teacher's tacit knowledge that drives his/her action. Reflection-in –action includes the ends, inquiry and knowledge. According to Schon (1983:165) "practice is a kind of research… the ends are framed interdependently …inquiry is a transaction with the situation in which knowing and doing is inseparable". This means that the teaching practice is a sort of research as the teacher is required to inquire his/her practice inside the classroom and outside the school by putting his/her knowledge into practice.

1-3-2 Reflection-on-action:

Reflection-on-action takes place after teaching. It means when the teachers are distant from the teaching scenario in both time and space (schon.1983). The reforms are usually done outside the classroom; the teachers can note down the negative and positive events and reflect upon the students' outcomes. They are expected to draw conclusions which allow them to redirect their future actions and implement changes to improve their teaching. In other words, it is a retrospective view of events after the lesson is taught (Meier & Stremmel**, 2010**)

In this way, the teacher will take into account the students' lacks and progress so that he/she will be able to interpret the important events. However, both reflection in and on action focus on important events and the interactions that influence the students' responses of a given instruction. They will make the teacher think about a certain strategy and how it is implemented.(Meier & Stremmel,2010).

Griffiths and Tann (1992) provide a framework to describe how reflection by teachers occurs in five temporal dimensions (qtd in Warwick, 2007:06-7).They are :

1-Rapid reflection (immediate reflection-in-action)

2-Repair (thoughtful reflection-on-action)

3-Review(less formal reflection-on-action)

4-Research (more systematic reflection-on-action)

5-Re-theorizing and research (long-term reflection-on-action)

In this way, Griffiths and Tann argue that teachers need to reflect on these dimensions. They do not have to neglect one dimension at the expense of another.

1.4 **Teacher Professional Development:**

Generally, the term development refers to growth or change. The concept of teacher development is a process of becoming a better teacher. In other words, it is an ongoing learning. For instance, Pennington states that "Every teacher needs professional growth throughout his or her career» (1990:219). Teacher's development is a process that any teacher must go through. If it stops for a certain period, the teacher will not be able to develop his/her teaching.

In this line of thought, Underhill (1988) says that teacher`s development "…is to keep alive a sense of challenge and adventure in one`s career and to avoid getting into rut" (qtd in Gnawali, 2008:219). Therefore, it brings changes in the teacher to enable him to give knowledge for his learners. Change is regarded as an inevitable process in the life of the teacher as it helps him to deal with future problems that might face him; it develops his capacity to use new techniques and strategies.

In the same vein**, Ur** (1999) believes that the basis for the professional process is the teacher`s reflection on classroom events. She emphasizes on the idea of personal progress through reflecting on the teacher' activities. Also, Whitton et al (2004) state that reflection is a threefold process which consists of direct experience, analysis of knowledge about that experience, and consideration of the options which lead to action (qtd in Ariel et al 2008:3). Thus, the teachers' professional growth is possible if they reflect on their actions which will allow them to find ways for a better teaching.

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

> People learn best through active involvement and through thinking about and becoming articulate about what they have learned. Processes, practices, and policies built on this view of learning are at the heart of a more expanded view of teacher development that encourages teachers to involve themselves as learners in much the same way they wish their students would. (qtd in Caroll,1999:09)

The teachers should question their professional performance and search for answers to the questions that will raise during their professional career. To support this idea stevens (2013) believes that there are four results of becoming a reflective practitioner. First, reflective teaching helps the teacher to develop 'schemata' of teaching. Second, teachers will have better pedagogical reasoning skills. Third, it enhances improvisation in the classroom. For the fourth benefit, reflective teaching enhances the teachers' capacity of becoming decision makers in the classroom.

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

1-5 Pre-service and In-service Training:

Before highlighting the distinction between in-service and Pre-service, it is necessary to differentiate between 'training' and 'education'. Training is a preparation that helps EFL teachers to get solutions while education stands as an alternative for training. (Widdowson, 1990:62)

Actually, many would be teachers are not aware of teaching practice which guides them to plan and conduct learning activities. This is usually done in pre-service and in-service training. Basically Pre-service training is a vital process that any would be teacher should go through so that he/she gets ready for teaching.

In this context, Kasanda (1995:83) states that "During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession. "(qtd in kiggundu et al 2009:01). It becomes apparent that EFL (English as foreign language) pre-service training helps the teachers to cope with the challenges that face them throughout their career. In this line of thought, Loughran & Russel explain the significance of pre-service training programs as follows:

> Pre-service teacher education programs are the first place of contact between beginning teachers and their profession. If they are value the pedagogical knowledge that is continually being developed, refined and articulated within their profession, if they are to understand the complex nature of teaching and learning, and if they are to be 'teachers' not 'tellers', 'trainers' or 'programmers', then the first contact through pre-service programs is crucial
>
> (1997:68-69)

Pre-service programs are made to prepare future teachers. They provide them with the basics of teaching practice and they train them to link theory to practice. According to Widdowson (1990), Pre-service programs are a

sort of preparation of EFL novice teachers that make them aware of classroom management.

In-service training, on the other hand, plays a vital role in developing professionalism and building skills such as how to sequence a lesson. It addresses certain needs like helping a person to achieve some degree of confidence. In short, in-service training is an effective method of increasing the knowledge and beliefs of teachers (Karl, 2009).

In-service training influences the professional development of teachers and contributes to the improvement of knowledge. The Educational Information Network in European Union (1995:08) defines In-service training as "A variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their professional approach". It is based on various ways either by university training, action research, seminars and conferences.

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

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

To this end, the pre-service training aims at realizing all needs, closing the gap between expectations and outcomes as well as linking theory to practice.

1-6 Investigative procedures:

Many different strategies can be employed to become a reflective teacher. They include keeping journal, teacher portfolio, lesson report and peer observation.

1-6-1 Keeping journal:

According to Scales (2008:15) "reflection is both a process and activity and should be lead to a product such as a dairy, log reflective journal…"(qtd in Angela 2010:4) .Basically, a teacher's journal could be a note book, a collection of practices on computer disk or audio tapes. In short, it is a day book since klug (2002:01) defines it as "a place to record daily happening".(qtd in luigi, n.d) In other words, after each class the teacher takes some notes about what was taught and how students responded.

The teacher's journal is also seen as a mirror which reflects the teacher's work. Klug (2002:01) suggests that " a journal is also a tool for self discovery, and aid to concentration, a mirror for the soul, a place to generate and capture ideas, a safety value for emotion, a training ground for the writer, and a good friend and confidant. "(qtd in Luigi, n.d)

In this trend, Louise (1989:20) believes that the teacher's journal looks like a diary. However, it is different .It has both subjective and objective dimensions. It serves as 'service book' that the teacher could return to. In sum, it is a working document. (qtd in luigi)

1-6-2 **Lesson Report:**

A lesson report is a useful strategy used by the teacher to describe the main features of the lesson. It serves as a guide for the lesson. Richards (1996:09) defines lesson report as "a structured inventory or list which enables teachers to describe their recollection of the main features of the lesson". It is a procedure for what happens during the lesson, how much time is spent on the different parts of a lesson, and how effective the lesson is.

Unlike a lesson plan which describes what the teacher intends to do during the lesson, a lesson report describes what happens in the classroom. In order to make the lesson report effective, it should be well organized Richards (1996:10) recommends the following procedures in preparing report forms:

A) Identify the different kinds of teaching activities and resources.

B) Use the lesson report form to record the procedures used throughout the course.

C) Meet periodically to compare the lesson report with those other teachers teaching the same course.

These steps will facilitate the task for the teacher. Furthermore, the teaching practice will be organized since the teacher had already prepared the activities and fixed the time for these activities. They also develop teachers' self-confidence and help them to gain respect from their learners.

1-6-3 **Teacher Portfolio:**

Teacher portfolio is defined as materials that represent the teacher's practice. It varies depending on its purpose, instructional context and individual needs. It usually includes a summary of the teaching experience, teaching goals, a brief discussion of the teaching methods and strategies as well as activities undertaken to improve teaching. (Mary et al, 2000)

A teacher portfolio is usually followed by appendices which provide materials that support the information that the teacher provides in the body of his/her portfolio. Teacher portfolio is often done for reflecting on teaching and as an evaluative product such as promotion or teaching award (Mary et al,2000).

Mary et al (2000:01-02) cite several benefits of teaching portfolio. Among them, one can list the following:

-They provide sources of teaching performance.
-They make teaching more visible through the demonstration of teaching activities.
-They place the initiative for reflecting on teaching as the teacher explains his/her teaching performance.
-Teaching becomes a more valued subject of scholarly discussion.

1-6-4 **Peer observation:**

Peer observation usually involves visiting a class to observe different aspects of teaching. It is used as a way of gathering information of one's teaching. It means that the teacher invites one of his/her colleagues to watch him/her while teaching or presenting a course and asks him/her to note down negative and positive remarks about his/her teaching practice (Lokhart, 1991). In this way, the teacher will discover more about his/her teaching and try to reflect on his/her actions.

Richards (1996:13) proposes some guidelines for peer observation. They are as follows:

1-Observation should have a focus. The value of observation is increased if the observer knows what to look for. Giving the observer a task such as collecting information on student's participation during a lesson provides a focus for the observer.

2-The observer should use specific procedures. If the observer wants to observe teacher-student interaction, a variety of procedures could be used.

3-The observer should remain an observer. An observer who is a participant in the lesson cannot observe effectively.

It means that the observer should come to the class with specific targets. Also he/she should follow particular procedures with each activity and focus on the things he/she wants to observe.

1-6 **Models of Reflective Teaching:**

A reflective teacher is organized. Thus, he/she uses a specific model. There are different models of reflective practice provided by many scholars. One can list the following.

One of the simplest models is of Rolfe et al (2001), it can be simplified as:

-What? (describe the situation)

-So what? (Theory of knowledge building)

-Now what (how to improve the situation)

This means that the teacher should first describe the situation, and study the theory that will fit the change. Then, he/she will see how to improve the situation and make the necessary changes.

Another model was proposed by Roth (1989) who summarizes the reflective process as follows:

-Questioning what, why, and how one does things and asking what, and how others do things.

-Seeking alternatives.

-Keeping an open mind.

-Comparing and contrasting.

-Seeking theoretical basis.

-Viewing from various perspectives.

-Asking what if…?

-Asking for others ideas and viewpoints.

-Using perspective models.

-Considering   consequences;   Hypothesing;   Synthesing   and   testing; identifying, and resolving problems.

(1989:31-35)

This means that the process of reflective practice starts first by self-inquiry of how, why, and what as well as comparing this process with other experienced teachers. Next, it looks for an alternative. Then, the teacher studies the situation from different perspectives. Later it relies on synthesing, and resolving the problem.

Peters (1991:91-95) provides a process called DATA that consists of four steps.

-Describe

-Analyse

-theorise

-act

First, the task that the teacher wants to change is described. The teacher identifies the reasons for changing it. Next, through analysis, factors are identified. An important part of this stage is to identify the motives of teaching and learning. The third step of the DATA process involves thinking about alternative ways of approaching teaching by taking the theory and developing it into a new one. Finally, the teacher will try out the new theory.

Another model was suggested by Brookfield (1995) in which the reflective teacher employs four "critical lenses" to reflect on his/her practice. They are:

-Our own view (Autobiography).

-That of our student.

-That of our fellow professionals.

- The various theoretical perspectives in educational literature.

First, the autobiographies "… are one of the most important sources of insight into teaching to which we have access" Brookfield (1995:31).Second, the teachers should ask themselves whether learning experience is profitable. Moreover, they should take into account whether the learning experience is motivational. In this context**,** Brookfield states that:

This is my opinion, the most fundamental metacriterion for judging whether or not good teaching is happening is the extent to which teachers deliberately and systematically try to get inside student's needs and see classrooms and learning from their point of view.

(1995:31)

Teachers should take into consideration the opinion of their colleagues. This will help them know their weaknesses.

To be effective, reflection should be continuous. This is demonstrated by Walker (1985) where reflection involves "returning the experience, attending to the feelings and re-evaluating the experience based on current knowledge and intent, and integrating this new knowledge into your conceptual framework" (qtd in David 1994:4). This means that reflection is based on three processes mainly coming back to the experience and evaluating teacher's knowledge. Later on, he/she tries to integrate the new knowledge.

Biggs (2003:07) suggests an effective way to encourage reflective practice; he suggests that: "being systematic about changing your teaching and making sure the changes are in the right direction, that your students are now learning better than they used to". In other words, if a reflective teacher wants to change his/her teaching practice, he should be certain about the change he/she wants to make.

Gibbs model of reflection (1988) involves first description of the event. Thus, the reflective teacher tries to recall those events. Then, there is evaluation as the teacher attempts to evaluate what has happened. Then, analysis means to break the event into parts so that they can be explored separately. Later, there is conclusion. During these stages, the teacher should ask him/herself what he/she could have done differently. Finally, in action plan the teacher should think about the event again.

The framework of Bortons (1970) which is called guiding reflective activities involves what? (The description of what happened), what did other do? What is good or bad about the experience? , What more do I need to know about this?. Hence, the teacher will attempt to consider alternative actions and precise what he/she is going to do next, Bortons model includes all the skills of reflection. Reflective activities focus on reflection-on-action. (Jasper,2003).

Another model is that of Zeichner and Liston (1996:06). This model of reflective teaching focuses on five features which are as follows:

a) Attempts to solve the dilemmas of classroom practice.
b) Awareness of the questions of the assumptions he/she brings to teaching.
c) Attention to the cultural context.
d) Taking part in the curriculum development.
e) Taking responsibility professional development.

In other words, Zeichner and Liston emphasize that reflective teachers must question the goals of practice. Their reflection must be critical. In this line of thought, they state that:

> If teachers did not question the goals, values, and assumptions that guided their work and did not examine the context in which they taught, then they were not engaged in good reflective teaching. Reflective teaching entailed critical questions about the ends, means and contexts of teaching, good reflective teaching also needed to be democratic.

(1996:77)

If reflective practitioners follow all this procedures they engage in good reflective practice. Actually, these models provide good processes that serve as a guide for the teachers who desire to be reflective.

1-7 Qualities of a reflective teacher:

Many teachers ignore what is meant by reflective teacher. Indeed, Dewey made a distinction between 'routine action' and 'reflection action'. The former refers to the actions that have not been considered. In this context Dewey (1933) states that routine action is "behavior that is guided by impulse, tradition, and authority." (qtd in zeichner 1984:104). Also, he states that it is "behavior which involves active persistent and careful consideration of any belief or practice in light of the grounds that support it and further consequences to which it leads." A reflective teacher is the one who reflects upon his/her practice.

Reflection action concerns the need to solve a problem. It includes a way to respond to problems. In this line of thought, Dewey (1910:16) writes that it involves "the active persistent and careful consideration of any belief or supposed from of knowledge in the light of the grounds that it support it." It means that reflective teachers are those who try to solve their problems. In this vein, zeichner et al (1996:19) state that:

> teachers who are unreflective about their teaching show a great acceptance of the everyday reality in their school and focus their efforts on finding the most effective and efficient means to solve problems which have been largely defined for them by some collective code.

Dewey presents some personal qualities for reflection action; they are open-mindedness, responsibility, and wholeheartedness. For open-mindedness, the teacher accepts teaching procedures and strategies that are used in a school. He should follow the content, and procedures in his/her classroom. In this vein Dewey (1933) says that it is "an active desire to

listen to more sides than one, to give full attention to alternate responsibilities, and to recognize the possibility of error even in the beliefs that are dearest to us." (qtd in zeichner 1984:107).This means that prospective teachers are open-minded. They accept the principles and do not present conflicting ideas on educational issues.

The second attitude is responsibility which involves moral action. Reflective teachers should be aware of their actions. In this context, Dewey (1933) writes that:

> Careful consideration of the consequences to which an action leads. Responsible student teachers ask themselves why they are doing, what they are doing in the classroom in a way that transcends questions of immediate utility and in light of educational purposes of are aware.
>
> (qtd in zeichner:1984:107)

In other words, responsible teachers are those who are aware of their weaknesses and responsible for their actions as well.

The third attitude of the reflective teacher is wholeheartedness. A reflective teacher is wholehearted in accepting all students. In this context, Zeichner et al (1984:107) state that "reflective teacher is dedicated and committed to teaching all students, not just certain students."Wholehearted teacher is the one who accepts students, and he/she practises his/her job with love and happiness.

Pollard (2005) presents a framework consisting of seven characteristics of reflective teaching. One can list the following:

a) Reflective teaching implies an active concern with aims and means. This is a concern with consequences of classroom practice and the teachers' responsibility on the basis of professional experience.

b) Reflective teaching is applied in a cyclical process. The teacher monitors, evaluates his own practice and becomes involved in a continuous reflexive process. It is an active research on one's own practice leading to change.

c) Reflective teaching requires competence in methods to support the development of teaching. This involves reviewing existing research, using analysis and evaluation that leads to decision taking.

d) Reflective teaching requires attitudes of open-mindedness, responsibility, and wholeheartedness.

e) Reflective teaching is based on teachers' judgment informed by insights from other research.

f) Professional learning and personal fulfillment are enhanced by dialogue with colleagues.

g) Reflective teaching enables teachers to mediate externally developed frameworks for teaching and learning.(qtd in Warwick 2007:09)

These characteristics are interrelated and must be followed by any teacher who wishes to be reflective practitioner.

1-7 **Conclusion:**

This chapter tackled the procedures that help teachers to change and update teaching practice, starting with identifying the meaning of learning and teaching as well as reflective practice teacher's professional development. It has also described pre-service and in-service training which are considered as the major bases that the teacher should pass through for the sake of obtaining experience from theory and practice.

This chapter ended with providing some investigative procedures used by teachers willing to be reflective and seeking for professional development such as teacher portfolio, lesson report, and keeping journals and peer observation. These procedures proved their effectiveness in improving teacher's professional development.

The following chapter will be devoted to the analysis and interpretation of the collected data wherein the researcher will endeavour to answer the research questions by either confirming or disconfirming the suggested hypotheses.

CHAPTER TWO

Chapter two: Practical View on Reflective Teaching.

2-1 Introduction

2-2 Methodology of the Research Work

2-3 Research Instruments

  2-3-1 Questionnaire for Would be Teachers

 2-3-2 Structured Interview for EFL Teachers

2-4 Data Analysis

  2-4-1 The Analysis of the Questionnaire

  2-4-2The Analysis of the Interview

2-5 Data Interpretation

2-6 Conclusion

2-1 **Introduction:**

By adopting reflective teaching, the classroom becomes a kind of laboratory where the teacher can relate teaching theory to teaching practice. Basically, via pre-service training, would be teachers become able to advocate a vital role of education. In teacher training, teachers must teach well after they are trained.   This is why it is necessary that practice should be implemented in the training programs.

This chapter describes the needs and opinions of would be teachers by putting them under a set of questions that demonstrate real situations they have encountered in the third year and to ascertain the extent to which teachers are able to teach or they still need practice. It also involves EFL teachers at Abou Bekr Belkaid University and sees whether reflective teaching methodology develops their professionalism. To reach this result, the researcher made use of two research tools mainly a questionnaire for third year students (would be teachers) and structured interview for EFL teachers at the English department.

2-2 **Methodology of the Research Work:**

This research is based on the questionnaire and structured interview. When objectively filled, the researcher could rely on authentic attitudes, and strategies that are undertaken by informants in their learning process. As far as the questionnaire is concerned, it is a written instrument eliciting the experiences or attitudes the same sample. It is most frequently a very concise set of questions designed to yield information about a pertinent topic (**James,** 1997).An interview refers to a conversation between the researcher and the informants. There are three types of interview notably: structured,

semi-structured, and unstructured (**James**, 1997).This work made use of the structured interview which takes the form of an oral questionnaire; it requires all respondents to answer the same questions which have the same wording.

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

2-3 **Research Instruments**:

The researcher used two research tools notably a questionnaire distributed for would be teachers at the level of third year and a structured interview for EFL university teachers.

2-3-1 Questionnaire for would be teachers:

In the behalf of knowing to what extent would be teachers at the level of third year were aware of the relative worth of pre-service training, a questionnaire was designed for them. Thanks to this questionnaire the researcher gathered information about the main target commodities they have acquired.

The questionnaire included nine questions that embodied the procedures that guide the informants to tackle the job of teaching, and the steps they thought were helpful to encourage them to practise the teaching process with total confidence. The researcher wanted to

ascertain the most premium modules that drive them to an efficient teaching career.

Besides, this questionnaire aimed at obtaining ideas that put teachers in the position that reflected their learning through the discovery their mental abilities in being well motivated and effective teachers. The last question offered the chance for would be teachers to propose what they liked to change at the level of third year degree concerning curricula and modules they have studied.(See AppendixA)

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

The teacher's interview aimed at knowing to what extent EFL university teachers reflected on their teaching practice and whether this reflection drove them to professionalism. Indeed, ten questions were addressed to five teachers at the English department. These questions generally embodied the extent to which EFL teachers were ready to teach and if they have received efficient and satisfying training that allowed them to cope with any constraint that might face them in teaching.

Moreover, it aimed at discovering the techniques used to reflect on their practice and whether they led them to progress and mastery of teaching to handle all teaching procedures involved in educating their learners. (See Appendix B)

2-4 **Data Analysis:**

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

2-4-1 **Analysis of the Questionnaire**:

Question one: What are your favorite modules?

In this question the researcher intended to see the most important modules that third year students gave importance to. As for the result found, the majority classified teaching practice report(TPR) in the first place followed by didactics, educational psychology, phonology and linguistic theory, sociolinguistic and academic writing. So, this implicitly shows that would be teachers are aware of the importance of the modules that really equip them more than others.

Question two: Which of them help you to tackle the job of teaching?

The second question aimed at knowing whether they were aware of the modules that helped them and facilitated the practice of their future job. The answers were almost the same as for the first question, they gave high percentage to TPR (teaching practice report) followed by didactics then educational psychology and phonology whereas sociolinguistics and academic writing were not stated.

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

If yes, what is it?

The objective from this question was to notice if third year students were receiving any training, in other words, if they had engaged in any

pre-service training and experienced the way competent teachers convey their lessons. The results are shown in the table below :

Answers	A.R	R.F
NO	12	40%
YES	18	60%

Table 2-1 Students' training

Unfortunately, 12 students representing 60%, did not have any training which means that they did not practise the teaching process or they were not allowed to engage in this kind of process. 18 students representing 40%, got the opportunity to observe or teach one skill of the four language skills.

Question four: Are you satisfied with the modules you are studying?

If no, why?

By asking this question, the researcher attempted to be well informed if teacher candidates were satisfied about the content of their modules at third year or still needed to have other modules that helped them broaden their level and widen their knowledge. The table mentioned down explains their answers:

Answers	A.F	R.F
YES	24	80%
No	6	20%

Table 2-2 students' satisfaction of training.

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

Question five: Do you think that in-service training should be compulsory at your level?

If yes, why?

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

Answers	A.F	R.F
YES	13	43.3%
No	17	56.6%

Table 2-3 Students' opinion about adding in-service training module.

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

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

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

Answers	A.F	R.F
Practical	24	80%
Theoretical	4	13. 3%

Table 2-4 Students' preferences about training.

The larger number reflected on agreement which gave a high percentage to practical pre-service training. Only 13.3% preferred the theoretical one. What is suprising is that 6.6% opt for both and claimed that it was crucial to have both theoretical and practical pre-service training.

Question seven: Have you ever taken the opportunity to be a teacher of your classmates?

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

Answers	A.F	R.F
YES	23	76.6%
No	7	23. 3%

Table 2-5 Students experience of teaching

The results found there are 76.6% of would be teachers have been in the experience of delivering a lesson and facing their classmates whereas 23.3% did not take part in that interesting experience.

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

Indeed, this question was the most evident meanwhile the hardest one; since each informant ought to feel the situation he/she will face in the near future. The pie chart below describes the results achieved.

Pie chart 2-1 Students' readiness for teaching.

The results found are that 17 students representing 56.6%, said that they were ready to be teachers whereas 13, representing 43.3%, claimed that they were ready to perform the job of teaching. It is worth mentioning that some informants said that they did not take many opportunities to teach other levels, they were not ready enough, and still needed experience. They thought that they did not have the needed knowledge to teach or they did not feel motivated enough to be teachers.

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

In the last question, the researcher intended to leave the floor for would be teachers to give their suggestions and to see whether they wanted to alter what they might see less useful to handle the teaching profession and substitute it by helpful tips.

The consequences exhibited that the largest part was kept for the necessity of the change at the level of third year while the remaining

participants did not plan having any change at their level. Here are some suggestions that would teacher proposed and which they thought they were helpful in enhancing their performance and level. These suggestions included more practical courses, giving students the chance to train and make in-service training compulsory, changing the LMD system because it has got an overloaded program which made them feel under the pressure and giving much emphasis to Grammar and Oral Expression modules as they were very essential in teaching a foreign language.

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

2-4-2 **Analysis of the Interview:**

The researcher used another research instrument called the structured interview administered for EFL university teachers. Therefore, each question is going to be analyzed separately.

Question one: How many years have you been teaching?

The aim of this question was to ascertain the experience of each teacher and if this latter influenced and enhanced their professionalism or their way of teaching. Most of the informants' responses reflected that they have a considerable experience in teaching, around 7 up to 32 years. Some of the informant's answers are as follows:

Informant A said that she started working in the profession of teaching from 1997 as part-time teacher and in biology department up to 2008. Then, she moved to the English department. All in all she has around 18 years of experience. Informant B stated that she has 7 years of experience. Informant C said that he has now turned to 20 years of experience

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

The main target of this question was to see if EFL teachers were ready to teach and implicitly determine   if they received any training before they tackled the job of teaching.

The majority of the informants claimed that they were not totally ready to cope with the task of teaching since 3 teachers, representing 60% said that they were not ready and used to feel the lack of security and anxiety. The remaining informants, it means 2 teachers, representing 40%, opted for almost and somehow. The results are mentioned in the following bar graph:
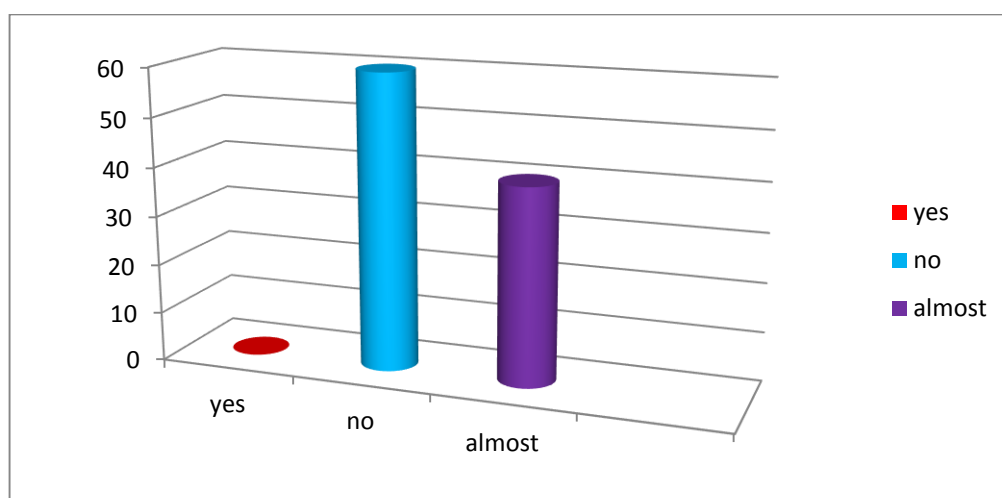
Bar Graph 2-1 Teachers' readiness for teaching.

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

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

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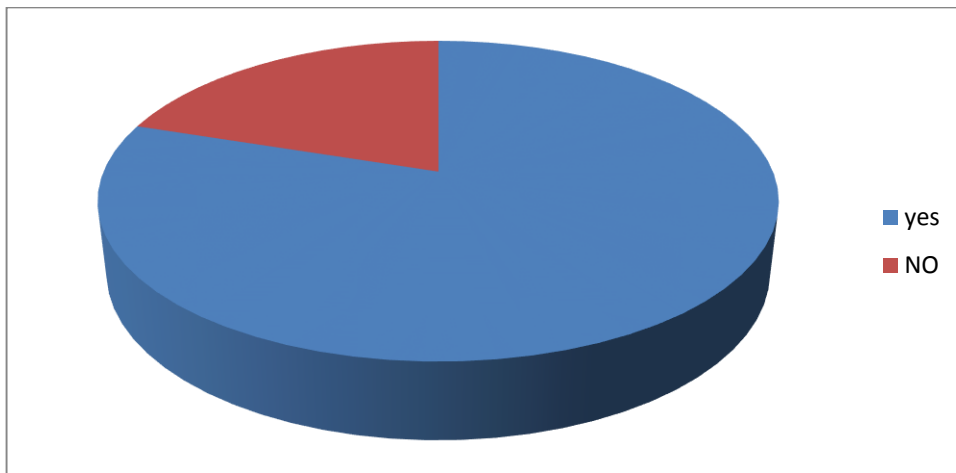
Pie chart 2-2 Teachers betterment in teaching.

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

Question four: How do you qualify your experience?

- Very successful

-successful

-average

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

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

Table 2-6 Teachers' evaluation of teaching experience.

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

Question five: According to you what is reflective teaching?

   In the light of this question, the researcher attempted to be informed if EFL teachers had an idea of the definition of reflection and whether they were aware of reflective teaching and its benefits.

When interviewing the teachers, it was somehow astonishing to know that the majority of teachers got an idea of what is meant by reflective teaching and they tended to define it based on their own experience. Here are some of the informant's answers:

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

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

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

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

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

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

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

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

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

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

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

Question eight : Have you ever invited a colleague to watch you while teaching?

 If yes, what did you ask him/her to do?

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

   The answers of the teachers denoted that 3teachers, representing 60%, invited their classmates and asked them to evaluate their performance. They claimed that this process was also reciprocal. The remaining interviewees, it means 2, representing 40%, said that they never invited someone to their classes to watch them when performing a lesson.

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

Yes   No

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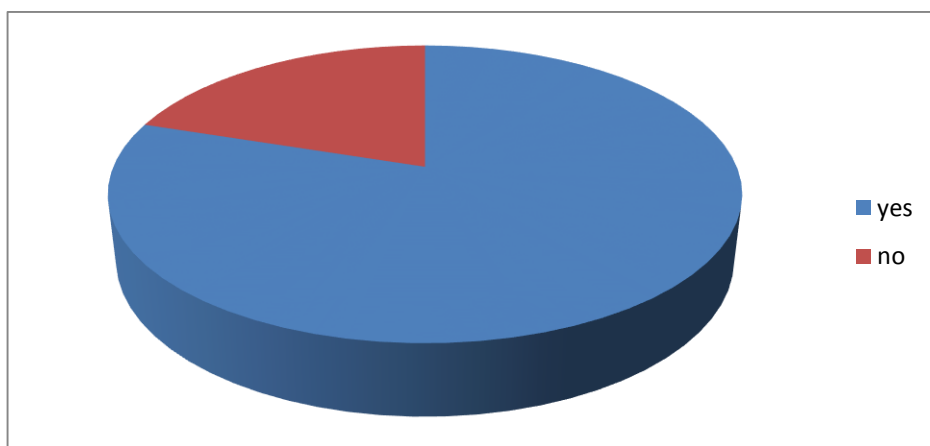
Pie chart 2-3 Teacher's reflection on students' needs.

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

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

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

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

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

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

2-5 Data Interpretation:

According to data analysis the majority of teachers' candidates who took part in eliciting their point of view in the questionnaire administered to them, appeared to be aware of the experience they have acquired at the level of third year. This has aided the data interpretation to be valid.

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

The great number of would be teachers placed the module of TPR (teaching practice report) as a number one in guiding them to grasp the skills which qualified them to be effective teachers in the future. However, they said that it was not enough because it provided just one chance to teach their classmates and to teach just one skill from the four skills. After TPR, they liked the module of didactics and stressed on its importance in broadening their knowledge about the methods of teaching.

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

It is necessary to state that the interpretation of this questionnaire reflects the image of would be teachers' awareness of the learning and teaching process as well as the theoretical and practical parts provided at the level of third year.

The most important points that the researcher has come up with from the analysis of the questionnaire are:

● The lack of pre-service and in-service training at university which reflects negative results in the teaching profession.

● The lack of self-confidence in the third year EFL students to tackle the job of teaching.

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

As far as the interview is concerned, from its analysis, it was discovered that EFL teachers were aware of the importance of reflective teaching and the betterment it provided for their teaching practice. This appeared in their definitions of reflective teaching and when saying that they always reflected on their practice to correct their mistakes and reach the teaching objectives.

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

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

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

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

●reflective teaching is based on learners needs.

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

2-6 Conclusion:

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

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

CHAPTER THREE

Chapter Three : Recommendations for an Effective EFL Reflective Practice

3-1 Introduction

3-2 Change in Teachers' Practices

3-3 Linking Theory and Practice

3-4the Role of Lesson Planning

3-5 Teacher and Students Relationship

3-6 Conclusion

3-1 **Introduction:**

The results of the current study gave an image about what EFL teachers and students at the university of Abou Bekr Belkaid at Tlemcen need to attain in teaching as well as professional development.

Therefore, this chapter will be devoted to suggestions and recommendations for EFL students and teachers to help them find solutions to their weaknesses and to fulfill their needs. This chapter will include some principles in teacher education, the role of lesson planning in developing professionalism, how to link theory and practice as well as student and teachers relationship. In this way, they will reach their needs and expectations.

3-2 **Change in Teachers' practices:**

Some principles shape pre-service programs to respond to EFL students needs. Therefore, Korthagen et al (2006: 1025-36) set up seven principles for change in teachers' education programs and practices.

Principle (1) is that learning about teaching involves competing demands. According to Korthagen et al (2006) the solution is to change the principle from dependence on prescribed training activities to adapted programs on individual needs. In other words, the design of the pre-service program should go hand in hand with training. Trainees should see their needs. Also, they assert that "…Teacher preparation needs to focus on how to learn from experience and how to build professional knowledge. In so doing, there is a need to respond to arrange of conflicting and competing demands."(2006:1025)

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

Principle (2) is that learning about teaching requires a view of knowledge as a subject to be created. In this line of thought, Korthagen et al (2006:1027) claim that:

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

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

Principle (3) is that learning about teaching requires a shift from the curriculum to the learner. This approach will provide the trainees with opportunities to understand the trainee's purposes. Korthagen et al (2006:1029) state that:

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

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

Principle (4) is that learning about teaching is enhanced through research. It is the responsibility of both students and teachers to solve their problems by doing research. (Korthagen, 2006).

Principle (5) is that learning about teaching requires working with peers. Peer or group learning plays an important role in achieving an effective learning. In this vein, Korthagen et al (2006:1033) state "the importance of 'peer-supported learning' to PS training, an approach which enables the trainees to supervise each other"

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

According to Bartels (2005:408)

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

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

Principle (6) is that learning about teaching requires meaningful relationships between students and teachers. Korthagen et al (2006:1035) state that:

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

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

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

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

Principle (7) is that learning about teaching is enhanced when the teaching and learning approaches are used by teachers in their own practice. The most effective way to teach a foreign language is to design programs. In this vein, Korthagen et al (2006:1036) claim that « so long as teacher educators advocate innovative practices that they do not model, illustrate, and read as text in their own teacher education classroom, teacher education reform will continue to elude us ».Thus, successful EFL teaching will help trainees to know the usefulness of what they are learning in pre-service training.

Britten (1988:163) affirms that "EFL teacher's trainees for whom English is foreign language are learning to do something very harder than native speaking trainees." (qtd in Messouadi, 2011:37). This implies that non-native teachers face many challenges which are due to several reasons. One can list the following. The first challenge is that language learners use 'language transfer', they tend to speak the target language based on their L1 and they make a contradiction between the two. (Messouadi, 2011). The second challenge that non-native EFL teachers must build theories about language learning and teaching. In addition to this, they have to master skills that qualify them for teaching. (Messouadi, 2011)

3-3 **Linking theory and practice:**

There is a relationship between theory and practice in teacher training. In this context, Thiessen (2000) lists three orientations that in teacher education.(qtd in Oonk, 2009)

1) Impactful behavior: the training of prospective teachers in behaviors is effective in linking theoretical and practical knowledge.

2) Reflective practices. This approach appeared after the shortcoming of impact behavior. According to Thiessen (2000) « the reflective practices orientation concentrates on skills which help beginning teachers think through what they have done are doing or are about to do»(qtd in Oonk 2009:16). However, this orientation was critizesed. For Eraut (1994),a prospective teacher faces with lack of time to reflect in action.(Oonk, 2009)

3) Development of professional knowledge: The third orientation that Theissen (2000) provides is the most promising for teacher education.(qtd in Oonk 2009). Indeed, practice can be seen as a learning environment with materials to practice a profession. Practical knowledge is as important. Practical learning helps in developing professionalism. In this vein Coonen (1987:243) believes

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

Thus, learning is ameliorated when knowledge is applied in real world. According to Merrill (2002:06) « the most instructional design theories advocate application of knowledge and skills as necessary condition for effective learning ». This implies that the successful theories are those that

encourage application of what students learn in meaningful contexts so that they will learn better.

David et al (2006) propose the site-based model which is an approach that gives the opportunity to students to experience knowledge. Teacher candidates take courses and practical experience in a concrete setting. This site-based experience can be a beneficial instrument for increasing the link between course content and practice. This approach provides would be teachers with opportunities to apply what they grasp in the classroom. In this way, teachers will bridge the gap between theory and practice.(David et al, 2006)

According to Hillman et al (2000) this type of instruction requires collaboration. By doing so, teacher educators become models in instruction. (qtd in David et al, 2006:21) .In other words, educators have to design a program that encourages practice and pushes students to apply their knowledge in real world.

Furthermore, the partnership between the schools and university is beneficial, since the university is interested in bridging the gap between theory and practice and the school gains a mass of future teachers. This develops a relationship from which both partners would profit. (David et al, 2006).

In this line of thought, Wallace (1991:122) stresses the importance of co-operation between university and schools in forming future EFL teachers. He states that:

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

He also adds that:

> This has very often proved to be unsatisfactory, since there may be no machinery to ensure that the training objectives of the college and the school coincide, or even that the school sees itself as a partner in the training process.

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

When the trainees are involved in the training phase, they usually observe three stages. For, the first ten minutes they tend to observe teacher's teaching space. As for the second ten minutes, the trainees focus on observing teacher's eye contact. They devote the rest of the lesson to observe teacher's body language.(Neil 1998). Moreover, Neil (1998:43) states that teaching space involves:

> Teachers who move around a lot in their classrooms probably are seen more dynamic. Some teachers maintain discipline from behind a desk, others by moving around the classroom. You can hold a class's attention if you move around a lot.

This denotes that teachers vary from one to another; each teacher has his/her way to manage his/her own classroom. The trainer must explain all these things for his/her trainees. As for eye contact, he also writes that effects of eye contact include:

> Looking to your learners in the eye can give you good control…catching the eye of other learner very briefly while one is speaking can keep the attention of a class. Avoiding eye contact with an over-talkative learner can stop her/him from talking too much.(Neil: ibid)

This implies that the trainer must make his/her students aware of these tips to lead them to become successful classroom managers.

Besides teaching space and eye contact, he adds body language in which he states that "there are some reasons for using clear body language. For instance to add actions to your voice. To convey the meaning of something. To manage a class. To liven up a story or explanation." (ibid). This means that body language plays a vital role in managing the classroom.

3-4The Role of Lesson Planning:

A lesson plan helps the teacher to conduct, learning process. According to Jack (2006) the teacher should develop learning objectives and create a lesson plan to gain respect from his/her learners. In this line of thought, he states that "without lesson plan, effective course presentation is at the best suspect and at worst a gamble." (2006:02). This means that without a lesson plan, the teacher will suffer a disorder in the course.

Furthermore, a lesson plan leads effective learning to take place. In this context, Richard (1996:97) observes that "a professor who has carefully prepared lesson plans save an enormous amount of time when you teach a course again, you have a written record of everything you have done." The teacher plans his/her course, to save time.

When preparing a lesson plan the teacher should set the course outline and objectives. Learning objectives refer to "statements, usually of behavioral nature, that specify what a student will be able to do after the lesson is complete" (Jack, 2006:05). Brindley also writes that lesson objectives "should be related to the overall unit of work and curriculum. Moreover they should be in behavioral terms that is, what learners will know and be able to do as a result of instruction." (qtd in Jack, 2006:5). In addition, the lesson plan shows instructional goals, description of course content or learning materials used.(Jianping et al, 2006).

In fact, a lesson plan is an important element; it should be a written paper. In this context, Donald (1998) observes that

the format for the lesson plan may vary: probably the only thing universally agreed upon is that the lesson plan should be written down. It should have a define purpose indicating the main thoughts for the lesson, and it should be numbered and arranged as part of the total plan course.

(qtd in Jack 2006:11)

This implies that the lesson plan should be organized in a written paper. Moreover, it provides the teachers with various opportunities. In this line of thought, Jianping et al (2007:249) says that:

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

He adds that:

They also have time to develop pedagogical activities or methods that enable students to grasp the subject matter. Finally lesson planners can ponder what students know and how they may best understand the content.

A lesson plan is very beneficial. It has many advantages as it serves students needs and this will lead to professionalism.

3-5 **Student and Teachers Relationship:**

Relationships have deep effects on quality. In this context, Vanzetti et al (1996) list some benefits of positive relationship. Then say that:

> it includes physical support, a sense of belonging, having a sounding board for emotional reactions and opinions, being able to say what you really think, providing a reassurance of worth, opportunities to help others, and validation and support for the way we do things and interpret experience.

(qtd in Christopher 2012:08)

The student-teacher relationship is one of the most powerful elements within the learning environment. According to Chen& Hughes (2011), positive relationship between teachers and students promotes "sense of school belonging and encourage students to participate cooperatively in classroom activities." (qtd in Lauren, 2011:02).This means that the good connection between students and teachers plays a vital role in creating a friendly environment in the classroom.

In the same vein, Schunk et al (1997) states that when students "hold positive outcome expectation, and value what they are learning, self-efficacy is assumed to exert an important effect on the investigation, direction and persistence of achievement behavior."(qtd in Lauren 2011:07). Thus, when the teacher treats his/her students in a good way this will develop their self-esteem.

The good relationship between students and teachers reduces disruptive behavior in the classroom because all the students will be involved in the lesson. In this context, Porter (2007) claims that student-teachers relationship "contributes to the development of non-disruptive off task behavior and disruptive behavior."(qtd in Lauren, 2011:07).

Effective teaching takes place if the teacher has an ability to cultivate a relationship called as nurturing pedagogy (Christopher, 2012). Pianta (1999) defines student-teacher relationship as "emotion-based experiences that emerge out of teaches' on-going interactions with their students." (qtd in Christopher, 2012:09). Student-teacher relationship encourages interaction.

It is good to make teaching learner-centered. In this way, the teacher will give importance to his/her learners needs. Hargreaves states that effective teaching takes place in a friendly classroom environment. He claims that:

> Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teacher are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy.
>
> (1994:835)

Moreover, Liu (1997) believes that the good teachers should show their human side with their learners and attempt to understand and what they like or dislike. This will make the learners feel more comfortable and this will be reflected on their academic performance as well. It will make them feel confident in the classroom.(qtd in Christopher, 2012:10)

3-6 **Conclusions:**

The research instruments used in this research work concerned EFL students as well as EFL teachers to raise their attention to reflective teaching and its benefits. They denote that the current pre-service training has got many weaknesses. Therefore, EFL teachers should reflect upon their practice at University.

Taking into account these results, this last chapter has recommended some principles for change to lead teachers to reflect on the current pre-service training offered at the level of third year to make it more practical in order to prepare EFL learners to tackle the job of teaching in an effective way. This chapter has called for the importance of linking theory and practice.

The most striking fact resulting from this investigation is the absence of compulsory teaching practice. This is why the researcher tried to call for practical learning rather than focusing on theoretical courses. This last chapter has also shed the light on the importance of student-teacher relationship as many EFL students complain about this fact by mentioning the benefits of positive relationship between the teacher and his/her learners in order to obtain good academic outcomes.

GENERAL CONCLUSION

GENERAL CONCLUSION

Teaching is not easy and the process of reflection is not an easy task. Thus, any teacher must work hard and adopt any strategy that will help his/her teaching to be better. Reflective teaching is one of the useful approaches that addresses professional development; it encourages the practitioners to share their theories about teaching. It helps them to seek for alternatives to renew their strategies.

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

Thus, this humble research work asked the following research questions:

1) Do EFL university students have sufficient training?
2) To which extent does reflective teaching improve teacher's professionalism?
   The following research hypotheses were put forward.
3) Training program is not sufficient since it does include practising teaching in real contexts.
4) There is a relationship between reflective teaching and the betterment of teaching.

This research work was distributed into three parts. The first chapter dealt with the main concepts and principles of reflective teaching and focused on its perspectives. The second chapter was devoted to the analysis and interpretation of the main results. To reach this end, the researcher made use of two research instruments notably a questionnaire

administered to EFL third year students as being would be teachers and a structured interview to EFL teachers at Abou Bekr Belkaid university, particularly the English Department. As for the third chapter, it comprised some recommendations and advice for EFL teachers of how to reflect on their practice and make change in the program as well as how to teach their learners and how to link theory and practice.

Hence, the second chapter which is considered as the most prominent phase embodied a sample of questions for EFL teachers and third year students. Through these questions the real opinions of would be teachers and EFL teachers were unveiled. The main results obtained are the lack of pre-service training as well as the focus on theory and almost neglecting practice which automatically reflects the learners' attitudes towards learning.

As for the interview that was given to EFL teachers, it was concluded that EFL teachers got a considerable knowledge about reflective teaching. However, they ignored the new techniques used in this approach and most importantly they are aware of its importance in developing professionalism and leading to a better teaching. Therefore, the results confirmed the research hypotheses cited before.

This humble research work was not free from limitations. One of the obstacles that the researcher faced was time which was the biggest challenge that was about to make this investigation unfinished because of the deadline. The lack of references, especially books at the library about reflective teaching at University was also a great barrier. Finally, it is worth mentioning that reflective teaching is the most accurate and suitable path in the present period until the appearance of new methods.

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APPENDIX A

Student's Questionnaire

You are kindly required to fill the following questionnaire which aims at investigating whether current pre-service training programs offered at the level of third year are adequate for would be teachers.

1) What are your favourite modules ?

   ....
   ....

2) Which of them help you to tackle the job of teaching ?

   ....
   ....

3) Have you ever been subject of any training ?

   Yes ☐   No ☐

   If yes ,what is it ?

   ....
   ....

4) Are you satisfied with the modules you are studying at your level ?

   Yes ☐   No ☐

   If no, why ?

   ....
   ....

5) Do you think that in-service training should be compulsory at your level ?

   Yes ☐   No ☐

   If yes, why?

   ....
   ....

6) Do you prefer practical or theoretical pre-service training ?

………

……

7) Have you ever taken the opportunity to be a teacher of your classmates?

Yes [ ]   No   [ ]

8) Do you feel that you are well prepared to be a future teacher?

Yes [ ]   No   [ ]

If no, why ?

……

……

9) If you are given the opportunity to change anything in the future at your level, What will it be ?

……

……

……

……

……

……

……

APPENDIX B

Structured interview

1- How many years you have been teaching ?

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

3- With time did you feel that you are mastering all the teaching procedures involved in teaching?

4- How do you qualify your experience?

5- According to you, what is reflective teaching?

6- Have you ever tried to reflect on your way of teaching?

7- What are the techniques you use in order to see your weaknesses?

8- Have you ever invited a colleague to watch you while teaching?

9- Have you ever taken notes about your students' needs?

10-Do you think that reflective teaching upon teaching practice develops professionalism?