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**Exploring The Influence of Reflective Teaching Practices on  
Learners' Academic Achievement: A Case Study of Mixed level  
Secondary School learners at Rebie Fatima , Maliha Hamidou  
and Ghzwani Mouhamed Schools.**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

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**DEDICATION 1**

To my parents my first home, my greatest strength.

To my mother's prayers and my father's quiet guidance, I owe more than words could hold.

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## **Abstract**

This research was designed to investigate how reflective teaching impacts learners' academic achievement, aiming to understand how this approach improves educational outcomes and optimally conducive learning environments. Accordingly, it sought to determine if EFL secondary school teachers recognised the importance of reflection in their teaching practices and whether they actively engaged in it. To reach these objectives, a mixed approach of both quantitative and qualitative instruments was implemented; the sample population for this study included EFL teachers and learners from two regions in Tlemcen, representing three different secondary schools: Rebïe Fatima and Maliha Hamidou Secondary Schools in the city centre, and Ghizwani Mohamed Secondary School in Beni Mestar. To gather the necessary data, two research instruments were employed: a questionnaire distributed to sixty (60) learners from various levels, a questionnaire for (11) EFL teachers, and structured interviews with four (4) professors, four (4) EFL teachers, and an inspector. The findings indicated that secondary school EFL teachers are typically aware of the concept of reflective teaching. Although many teachers adopt reflective teaching, their practices remain mostly informal and lack structure. Moreover, reflective teaching was found to have a positive impact on learners' academic achievement in terms of performance, critical thinking, and motivation. Various factors hinder the effective implementation of reflective teaching, including large class sizes, lack of instructional materials, and inadequate access to professional development.

**Key words:** EFL teachers, reflective teaching, academic achievement, professional development

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## **List of Abbreviations:**

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**B.ED** : Bachelor of Education

**CBA**: Competency-Based Approach

**CPD**: Continuing Professional Development

**EFL**: English as a Foreign Language

**ELT**: Experiential Learning Theory

**NQTs**: Newly Qualified teachers

**PGCE**: Postgraduate Certificate in Education

**PLCs**: Professional Learning Communities

**RT**: Reflective teaching

**TED**: Teacher Education Development

**ZPD**: Zone of Proximal Development

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# **General Introduction**

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## General introduction

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The 21st century has brought major changes to education, leading to a shift from traditional teacher-centred methods to more active and learner-centred approaches. In this context, an effective teacher is not only to deliver knowledge but also to inspire, guide, and encourage learners in meaningful ways. One important characteristic of effective teachers is the ability to reflect on their own teaching practices. A reflective teacher is someone who continuously evaluates and improves their practice by identifying strengths and weaknesses to enhance future performance. Reflective teaching has become a valuable method for teachers to assess and enhance their teaching. Engaging in reflective teaching enables teachers to develop self-awareness and adjust their instructional strategies to enhance learners' cognitive skills, motivation, and academic achievement.

In Algerian secondary schools, the shift towards learner-centred approaches is increasingly important, where teachers are now expected to implement teaching strategies that meet the needs of diverse learners and enhance academic outcomes. These changes emphasise the growing importance of flexible and responsive teaching approaches. Learners are also expected to develop essential competencies, including critical thinking and problem-solving. Nevertheless, their academic achievement continues to be limited, largely due to differences in their abilities and the persistent reliance on traditional teaching methods. Reflective teaching offers teachers a way to review and improve their practices to better meet the needs of their learners. Despite its potential to positively influence learning outcomes, the application of reflective teaching in Algerian secondary schools remains under-researched.

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The motivation for this study comes from a deep interest in understanding how teaching practices can influence the learning process. As future teachers, the aim is not only to deliver knowledge but also to identify the main factors that shape learners' academic achievement. This study focuses on how moving beyond routine instruction and engaging in reflective thinking can help teachers improve their methods. It investigates how reflective teaching can enhance learners' thinking, classroom performance, and motivation, particularly in secondary schools, where academic demands are more significant.

The research seeks to examine how these practices impact learners' learning outcomes, including critical thinking and overall performance. The research will identify effective reflective teaching methods, assess changes in academic performance such as grades and engagement, and gather teachers' opinions on the effects of reflective teaching. Finally, the study aims to provide evidence-based recommendations for teachers to enhance student achievement by incorporating reflective teaching strategies. In light of the above, this study endeavours to answer the following questions:

- **Question 1:** Are secondary school EFL teachers aware of the concept of reflective teaching?
- **Question 2:** Do secondary school EFL teachers engage in reflective practices to improve their teaching?
- **Question 3:** How does reflective teaching affect learners' academic achievement?

To address the above research questions, the following hypotheses are proposed:

## General introduction

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- **Hypothesis 1:** Secondary school EFL teachers are aware of the concept of reflective teaching.
- **Hypothesis 2:** Secondary school EFL teachers engage in reflective practices to improve their teaching.
- **Hypothesis 3:** Reflective teaching affects learners' academic achievement in terms of their critical thinking, performance , and motivation.

To meet the aims of this research , a case study was undertaken, involving both secondary school teachers and learners. This approach was chosen to gain a deeper understanding of awareness and application of reflective teaching practices. Therefore, it also enabled the researcher to explore how these practices influence academic achievement. The study adopted a mixed-methods approach , integrating both quantitative and qualitative data. As a result, it was possible to connect numerical patterns with rich, detailed insights from real classroom experiences .

In order to gather the required data, two primary tools were used: a questionnaire and structured interviews. The questionnaire was distributed to EFL teachers and learners in secondary schools to collect quantitative data on their perceptions, experiences, and attitudes toward reflective teaching practices . Furthermore , structured interviews were conducted with four professors , four EFL teachers , and an inspector to gain more detailed and flexible insights. This combination of methods was carefully selected to provide both comprehensive and in-depth data, thereby enhancing the richness and validity of the research findings.

This study is organised into two main chapters. The first chapter defines the concepts of learning and teaching, explains teacher training and its different

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types, and explores reflective teaching practices. It also discusses the development and characteristics of teacher education development , as well as the procedures and forms of reflective teaching in the classroom. In addition, it provides a critical overview of teacher education in Algerian universities, offering a theoretical background for the study. It examines the influence of reflective teaching practices on students' academic achievement, with reference to previous research and Guskey's perspectives. The chapter aims to build a strong theoretical and practical foundation for the research. The second chapter is divided into two main parts. The first part presents the situational and contextual analysis, describes the case study, outlines the selected sample, and explains the data collection tools. Furthermore, it analyses and interprets the data obtained from these tools, bringing together the findings from both instruments. The final part discusses the recommendations and suggestions based on the study's outcomes.

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## **1.1 Introduction**

In modern education, the ability of teachers to critically assess and improve their teaching practices is essential for enhancing learner outcomes. The educational process is a dynamic interaction that stimulates learning and acquisition of skills and values through interactions between teachers, learners, and their surroundings. Reflective teaching plays a significant role in this approach by allowing teachers to examine and adjust their methods according to the shifting learning needs, thereby contributing to continuous improvements in teaching. This chapter discusses the importance of teacher development and education, examining the connection between reflective teaching and learners' academic performance, with particular emphasis on Guskey's theory. Additionally, the chapter provides a comprehensive review of both previous and recent studies to establish a solid foundation for the research.

## **1.2 Teaching Defined**

Teaching is an interactive process that facilitates knowledge, skills, and values development. It requires a balance between creativity, pedagogical content, and systematic teaching processes in an effort to ensure effective learning experiences. Effective teaching not only promotes cognitive growth but also influences affective and social growth. Scholars, on the other hand, define teaching differently depending on their theoretical perspectives.

One of the most widely accepted definitions of teaching emphasises its interactive character. Teaching, according to Amidon (1969), is an interactive process, largely consisting of classroom conversation, which takes place between teacher and student during some specific definable activities (p. 98). This definition highlights the dialogue-driven interaction among teachers and learners where learning occurs through communication. Dewey (1938) also describes teaching as a process that encourages

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critical thinking and problem-solving skills through the creation of meaningful learning experiences grounded in actual applications.

From a constructivist perspective, Bruner (1966) conceives teaching as an active process where learners accumulate knowledge through exploration and discovery. He believes that teachers can be facilitators who guide learners toward deeper understanding through inquiry-based learning. This is supported by Brubacher (1939), who argues that effective teaching brings learners to critically connect to new knowledge by creating problem-solving situations.

Other scholars emphasise the structured and systematic nature of teaching. Smith (1963) argues that instructional planning and design are essential in guiding learners to effective learning. (Skinner, 1968, p. 5), as a behaviourist viewpoint, defines teaching as « the arrangement of contingencies of reinforcement », suggesting that learning occurs through systematised rewards and feedback. Teachers can optimise learner achievement in this sense by rewarding appropriate behaviour.

According to Shulman (1986), effective teaching involves more than just setting up learning experiences; it also involves selecting instructional strategies that complement learners' learning styles. In his view, proficient educators combine pedagogical techniques with subject-matter expertise to produce engaging learning opportunities that encourage application and retention of knowledge.

### **1.3 Learning Defined**

Learning is a fundamental process that enables individuals to acquire knowledge, develop skills, and adapt their behaviours. The term «learning» is derived from the old English «leonian» and means «to become knowledgeable or to be cultivated» «liznojan» (Harper, 2024). Over time, scholars have provided multiple

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definitions of learning, each emphasising different dimensions, including cognitive, social, behavioural, and experiential perspectives.

From the perspective of cognition, learning is often described as an internal process of acquiring and restructuring knowledge. According to Gagné (1985), learning is a "change in human disposition or capability that persists over a period of time and is not simply ascribable to processes of growth" (p. 2). This definition highlights the enduring nature of learning, distinguishing it from temporary adjustments or biological development. Similarly, Piaget (1952) describes learning as a dynamic and constructive process where individuals engage with their environment, absorb new information, and adjust their thinking to better suit their needs. His theory highlights the importance of exploration and problem-solving as essential ways to understand and build knowledge.

The social dimension of learning is emphasised by Vygotsky (1978), who argues that it is not solely an individual cognitive process but is shaped by social interaction. He introduces the Zone of Proximal Development (ZPD), which describes the range of tasks a learner can complete with assistance but not yet independently. Vygotsky emphasises the value of scaffolding in the teaching process by arguing that meaningful learning happens when pupils participate in guided experiences with peers, teachers, or other knowledgeable people.

From a behavioural perspective, learning is viewed as a process that is influenced by reinforcement and outside variables. Skinner (1954) asserts that learning entails behavioural change shaped by systematic reinforcement, in which praise and feedback are used to promote positive responses. This viewpoint has a big influence on teaching methods, resulting in instructional strategies that emphasise structured reinforcement to enhance learning outcomes.

Kolb (1984) presents an experiential view; learning happens via an ongoing cycle of experimentation, reflection, conceptualisation, and concrete experience. According to his experiential learning theory (ELT), people learn best when they actively participate

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in realworld scenarios, critically evaluate their past experiences, and put newly gained knowledge to use. Similar to this, Merriam and Caffarella (1999) concentrate on adult learning and characterise it as a transformative, self-directed process that is impacted by motivation, reflection, and past experiences.

### **1.4 Teacher Training**

Teacher training is a methodical and purposeful approach that prepares educators for the duties and difficulties they will encounter in the classroom. It entails giving teachers the abilities to manage diverse classroom environments effectively. According to Widdowson (1990, p. 62), teacher training involves "the acquisition of goal-orientated behaviour which is more or less formulaic in character and whose capacity for accommodation to novelty is, therefore, very limited." This viewpoint highlights that the main goal of teacher preparation is to build certain competencies to handle recognised teaching difficulties. However, this strategy can be criticised for its lack of flexibility because it frequently places more emphasis on copying effective methods than encouraging creativity and adaptability to unanticipated teaching situations.

In contrast, modern perspectives on teacher preparation place a strong emphasis on the necessity of the flexibility and self-reflection of instructors in their work. « Teacher training that emphasises only prescriptive methods tends to overlook the importance of reflective practice and adaptation in real-world teaching », as Cochran-Smith and Lytle (1999, p. 298) argue. This emphasises the need for a reflective teaching method, which enables teachers to evaluate their methods critically and adjust them in response to the ever-changing nature of instruction. There are numerous teacher training methods supplied to distinct phases of professional growth.

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### **1.4.1 Pre-Service Training**

Pre-service training constitutes the foundation of teacher education, which equips aspiring teachers with the theoretical knowledge, methodological strategies, and real-world experience necessary for successful instruction. This training covers subject knowledge, pedagogical theories, and classroom management techniques and is usually provided through undergraduate and graduate teacher education programmes, such as the Bachelor of Education (B.Ed.) and Postgraduate Certificate in Education (PGCE) (Cochran-Smith & Lytle, 1999).

A key component of pre-service training is the teaching practicum, where trainee teachers engage in supervised teaching experiences within real classroom settings. By bridging the gap between theoretical education and real-world application, this practicum gives trainees the opportunity to evaluate the efficacy of their teaching strategies, reflect on their approaches, and improve them (Hatelvik, 2023). In order to ensure that teachers acquire the crucial reflective skills and evidence-based decision-making abilities required for lifetime professional development, high-quality pre-service programmes integrate organised mentorship, peer collaboration, and digital learning resources.

### **1.4.2 In-Service Training**

In-service training is designed to enhance the professional competencies of practising teachers, enabling them to adapt to curriculum changes, technological advancements, and evolving pedagogical methodologies (Guskey, 2002). In-service training is a form of continuing professional development (CPD) mechanism that promotes reflective teaching, lifelong learning and pedagogical change, in contrast to pre-service training, which prepares future teachers for teaching careers.

Teachers are given the chance to update their teaching methods, participate in self-evaluation, and work together with other educators through workshops,

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certification programmes, postgraduate studies and online learning platforms. Effective in-service programmes emphasise structured reflection, action research, and professional inquiry, enabling educators to critically evaluate their teaching strategies and implement evidence-based improvements (DarlingHammond, 2006). By fostering an adaptive and research-informed teaching culture, in-service training ensures sustained professional growth and improved learner outcomes.

### **1.4.3 Induction Training**

Induction training is a structured support programme for newly qualified teachers (NQTs) and is planned to help their transition from initial teacher education to professional practice. This training provides guidance on institutional policies, curriculum frameworks, assessment methodologies, and classroom management techniques, helping new teachers successfully integrate into their professional surroundings (Hatlevik, 2023).

The mentorship system, which is a key component of induction training, allows experienced educators to offer early-career teachers professional guidance, emotional support, and constructive criticism. Peer observation and group reflection sessions also help new teachers evaluate and improve their teaching strategies... which builds resilience, confidence and pedagogical competence (Guskey, 2002). Reflective teaching, professional networking, and evidence-based decision-making are highlighted in well-designed induction programmes, which guarantee that new instructors create enduring teaching strategies that improve student engagement and achievement.

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## **1.4.4 Shaping Model Training**

The shaping model of teacher training represents an innovative and reflective approach to professional development, emphasising self-directed learning, critical inquiry, and continuous pedagogical refinement (Gore & Zeichner, 1991). Unlike traditional training models, which often focus on prescriptive methodologies, the shaping model encourages teachers to engage in systematic self-assessment, classroom-based research, and experiential learning.

Action research is a significant component of this training approach, where teachers carefully evaluate their pedagogical practices, identify areas that require improvement, and implement research-supported adjustments. Teachers also engage in lesson critiques, peer assessments, and reflective journaling; they contribute to the development of a culture of ongoing professional empowerment and self-improvement (Hatlevik, 2023). The shaping model, which integrates evidence-based practices with reflective inquiry, enhances teachers' ability to adapt, innovate, and respond to various educational needs. This approach ultimately leads to better academic outcomes and supports the overall development of learners. The shaping model of teacher training represents an innovative and reflective approach to professional development, emphasising self-directed learning, critical inquiry, and continuous pedagogical refinement (Gore & Zeichner, 1991). Unlike traditional training models, which often focus on prescriptive methodologies, the shaping model encourages teachers to engage in systematic self-assessment, classroom-based research, and experiential learning.

## **1.5 Definition of Teaching Education Development**

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Teaching education development is a significant part of education, as it has a direct impact on the efficiency of teaching methods and the general learning environment. In order to promote high-quality teaching and learning experiences. This process entails the methodical improvement of educators' pedagogical skills, knowledge and competencies. Teaching education development uses a variety of techniques, including curriculum design, professional development programmes, and reflective practices, to foster an atmosphere that encourages innovation and ongoing progress. Ultimately, it aims to enable teachers to facilitate significant learning outcomes, thereby contributing positively to the educational landscape.

According to Darling Hammoud (2006), effective teacher development happens when educators work together, share ideas and learn from one another. When teachers have the chance to talk, reflect on their teaching, and exchange useful techniques, it helps them grow. This teamwork creates a culture where teachers constantly improve, allowing them to adjust their methods to better support all their learners.

Guskey (2000) highlights that professional development must address the real needs of teachers and be founded on everyday experiences in classrooms. Teachers also learn to be adaptable and flexible while their teaching accommodates what works and enables pupils to learn and conduct themselves in better manners. Thus, teaching education development is not just a one-time event but a lifelong journey that is essential for educators to succeed in an ever-evolving educational landscape.

### **1.6 Characteristics of Teaching Education Development**

The development of teacher education is a multifaceted process, involving several key elements that collectively aim to improve the standards of teaching and

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learning within educational environments. These elements span various dimensions, all working harmoniously to elevate the quality of pedagogy and academic outcomes.

### **1.6.1 Continuous Development**

A fundamental pillar of effective teacher education is the dedication to continuous professional development (CPD). This process encompasses sustained training and learning opportunities that enable educators to remain informed about the latest research, pedagogical advancements, and technological innovations in education.

CPD can manifest in various formats, such as workshops, seminars, online courses, and collaborative learning communities. Empirical studies suggest that teachers who actively participate in CPD are more inclined to adopt innovative instructional methods, thereby enhancing student performance (Darling-Hammond, 2006).

### **1.6.2 Critical Reflection**

It is fundamental to the professional growth and development of educators. Teachers are urged to engage in a process of self-examination, critically evaluating their teaching strategies, assessing their effectiveness, and considering the impact of their practices on student outcomes. This reflective process can be supported through methods such as journaling, peer observations, and feedback sessions. Schön (1983) highlighted the essential role of reflection in professional practice, emphasising that it empowers educators to make informed decisions and refine their teaching approaches based on accumulated experiences and insights.

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### **1.6.3 Collaboration and Community**

The collaborative dimension of teacher education development is of paramount importance. Engaging in collaboration with colleagues cultivates a supportive learning environment where educators can exchange knowledge and experiences. Professional Learning Communities (PLCs) provide platforms for teachers to engage in substantive dialogues about teaching strategies, share resources, and collaboratively address the challenges encountered in their classrooms. Hargreaves and Fullan (2012) emphasised that such collaboration not only improves individual teaching practices but also fosters a positive school culture that is centred on the success of learners .

### **1.6.4 Teacher-Centeredness**

It refers to an instructional approach where the teacher is the primary authority in the classroom, directing the learning process and making decisions about what and how students learn. This method often involves lectures, direct instruction, and a focus on standardised assessments, which can limit student engagement and autonomy (Benson, 2020). While teacher-centred approaches can be effective in delivering content efficiently, they may not cater to diverse learning styles and can hinder the development of critical thinking skills among students (Smith & Jones, 2019). Therefore, it is essential for educators to balance teacher-centred methods with student-centred strategies to foster a more inclusive and engaging learning environment.

## **1.7 Transforming Teacher Education through Innovation**

The transformation of teacher education through innovation is a key to helping teachers succeed in today's fast-changing classrooms. (Hatelvik, Jakhellen&e, 2023)

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stress that teacher training must move beyond old methods and focus on new teaching styles, digital tools and the needs of diverse learners. Innovation is not just about adding technology, it is about helping future teachers think critically, solve problems, work with others, and reflect on their teaching. The authors highlight the value of ongoing professional development and active learning in order to help teachers keep up with new techniques and tools; they also stress the need to prepare teachers to build inclusive, supportive classroom surroundings where all pupils can learn and grow.

### **1.8 Reflective Teaching**

Reflective teaching is a professional practice that encourages teachers to critically think about their own instructional methods, beliefs and classroom decisions with the aim of continuous improvement. This approach helps teachers adapt to classroom challenges, and support learners integration, thinking, and performance.

#### **1.8.1 The Emergence of Reflection**

Over time, the concept of reflective teaching has evolved gradually. Although the word reflection has been around since the 14th century, originally used to describe how light bounces off a surface, it was not until the early 1900s that it began to carry meaning in the field of education. A major influence on how we understand reflective teaching today is the work of John Dewey, a well-known scholar and philosopher. In his 1933 writings, Dewey emphasised the importance of thinking deeply and carefully, describing reflection as the process of thoughtfully examining a topic and giving it sustained attention. He also explains earlier, in 1910, that true reflection involves actively and persistently considering our beliefs or knowledge, evaluating the reasons behind them, and thinking through their broader implications. This shows how reflective thinking is not passive; it is a dynamic and thoughtful process.

John Dewey's theories had a major impact on educational philosophy. He believed that teaching should incorporate critical reflection and adaptability rather than

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delivering fixed knowledge. This viewpoint gave rise to a method of instruction that pushes educators to reflect on and assess their own work on a regular basis. By the mid-20th century reflective teaching started to emerge as a recognised and valuable part of education. It became a powerful tool for helping teachers improve how they teach and better understand how pupils learn.

### **1.8.2 Definition of Reflection :**

Reflection involves a deliberate, thoughtful examination in which teachers pause to consider their thoughts, behaviours, and methods of instruction. It entails accepting change, being receptive to both professional and personal development, and working to improve their skills.

Jay (2003) suggests that genuine reflection requires being prepared to reconsider one's approaches, learn from experiences, and take responsibility for one's teaching efforts. Although this process might seem intuitive, it requires a challenge of self-awareness and critical thinking, which can be difficult. According to Benmoussat (2003), reflective teaching fosters selfmonitoring and self-evaluation habits, which aid teachers in better understanding their work.

This introspective process allows teachers to hone and enhance their professional competencies by analysing and developing the dynamics of the teaching and learning process. Webb (1996) also asserts that effective teaching is rooted in reflection, which entails articulating personal teaching philosophies, critically analysing them, and enhancing those aspects that do not yield expected outcomes. In a similar vein, Pennington (1992) states that reflective teaching signifies a movement within teacher education in which teachers analyse their practice, recognise underlying principles and explore varying approaches to reach their educational goals. She notes that reflection can be understood both as deep contemplation and as a mirroring or representation of one's practice.

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Reflective teaching is fundamentally teacher-driven rather than externally imposed, as it encourages teachers to observe their actions, gather data, and engage in self-evaluation for ongoing improvement and professional growth (Griffiths and Tann 1992), suggesting that teachers can critically analyse and compare their own educational theories through regular reflection at various levels of action, observation, analysis and planning. Finally, reflection is not a static process; it is a continuous cycle of critical, exploratory engagement with one's ideas, behaviours, and their underlying conceptual frameworks, with the ultimate goal of effecting change and fostering improvement (Nguyen, Fernandez, Karsenti, & Charlin, 2012).

### **1.8.3 Definition of Reflective Teaching :**

Reflection was not relevant to education until the early 20th century, even though the word itself, in its physical sense, dates back to the 14th century and was first used to describe the bouncing back of light from a surface.

Dewey's contributions significantly influenced educational theory, urging that teaching should not merely rely on stable knowledge but on reflective thinking and adjustment. This idea promoted a model of teaching that was centred on an ongoing reflection on one's practice, with room for flexibility and responsiveness. The emergence of reflective teaching as a distinct practice began to take off in the mid-20th century, emerging as an essential tool for teachers to improve their teaching practices and build a deeper understanding of learners' needs. Reflective practice encouraged teachers to consider their methods, identify areas for improvement, and adjust their approaches accordingly.

As the notion of reflective teaching became more widely recognised. It was integrated into teacher education programmes and professional development initiatives.

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The practice is now considered a vital part of a teacher's lifelong development, emphasising that being effective requires self-reflection, adaptation, and a commitment to lifelong learning. Reflective teaching is still a fundamental component of contemporary pedagogy, highlighting the dynamic and evolving nature of teaching. It emphasises the need for teachers to continuously reflect on their practice to meet the changing needs of their learners.

### **1.8.4 Reflective Teaching Practice**

Reflective teaching practice is widely recognised as an inquiry-based methodology that highlights critical thinking and supports teachers' commitment to lifelong learning and professional growth (York-Barr et al., 2006). This process encourages teachers to critically examine their pedagogical practices, engage in self-analysis, and use these insights to refine and develop their teaching strategies. Reflection in teaching is not just an incidental process but rather a built-in connection to the concept of lifelong learning, with the professionals continuously seeking to enhance their professional growth.

Denton (2011) underscores that reflection is closely connected with an idea connected with human cognitive capabilities, referring to it as the capacity for higher-level thinking that allows human beings to assign meaning to their experiences (p. 849). This idea aligns with the broader understanding that reflection goes beyond passive observation of one's actions; it is an active, thought-provoking process that allows teachers to make sense of their teaching experiences and develop meaningful

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insights into their practice. Through reflection, teachers are empowered to critically analyse their successes and challenges, which in turn fosters professional development.

Wieser (2016) also supports this notion, explaining that teaching expertise is not built up merely through an intensive process of reflecting upon those experiences. Simply put, situations alone do not lead to expertise; rather, it is the reflective analysis of experiences that facilitates the continuous development of a teacher's skills and knowledge. Therefore, it is the process of reflection that transforms ordinary teaching into a dynamic and evolving practice, where teachers actively adapt and enhance their methods in light of reflective feedback.

According to Boud, Keogh, and Walker (1985), reflection is a central human activity that involves a deliberate process of revisiting and evaluating past experiences. They define reflection as « an important human activity in which people recapture their experience, think about it, mull over and evaluate it » (p. 19). This circular process of recollection, thinking, and evaluating is integral to learning and professional development, as it enables individuals to learn from their past activity and apply the lessons to future endeavours. In this sense, reflection is not only an individual pursuit but also a collective one because teachers will share and swap their reflections with others in an attempt to deepen their understanding and develop their collective practice.

Tremmel (1993) provides a nuanced explanation of the reflective process and suggests that it evolves more than just intellectual investigation. He emphasises the importance of sensory awareness in reflection, arguing that it requires teachers to "use such abilities as feeling, seeing, or noticing" as a means of critically examining their practices (p. 89). Reflection, according to Tremmel, is not solely a cognitive exercise but a holistic process that engages emotional, sensory, and intuitive dimensions of experience. Once teachers have identified areas for change through this reflective practice, they will be required to make deliberate changes to practice, often drawing from rational judgement. This approach allows teachers to construct their practice in a

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way that is not only cognitively challenging but also on a personal level, thus fostering a deeper connection to their teaching work.

In general, reflective teaching practice is a multifaceted process that integrates cognitive, affective, and intuitive aspects of learning. It encourages teachers to reflect critically on their teaching practice, make sense of their achievement and challenges, and continuously adapt their practices in pursuit of professional growth. Through reflection, teachers can become more competent practitioners and contribute to the broader educational community by sharing insights and collaborating with others. This ongoing process of inquiry and improvement is inherent in the development of teacher knowledge, highlighting the crucial role of reflection in cultivating proficient and effective educators .

### **1.9 Type of Reflective Teaching**

Reflective teaching can be classified into different types, depending on how teachers engage in the process of reflection. The main types include reflection-in-action, which occurs while teaching ; reflection-on-action , which focuses on future planning. Each type supports the teacher in identifying strengths , addressing weaknesses , and improving both instructional methods and learner outcomes.

#### **1.9 .1 Reflection-in-Action**

Schon (1983) introduced the concept of reflection-in-action to describe the real-time cognitive process that professionals, including teachers, think their way through acting in response to arising situations. This type of reflection occurs spontaneously during the teaching process, requiring teachers to reflect critically, adjust and improve their pedagogical methods.

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Unlike other post-event reflective practices, reflection-in-action is situation-bound and immediate, making it a key competency of effective teaching in dynamic and unpredictable learning environments. In classroom reflection-in-action manifests when a teacher comes to recognise that a lesson is not proceeding as anticipated and adjusts method right away – shifting between question types, varying instructional pace, or inserting or incorporating alternative explanations.

As Schon (1987) argues, this form of reflection was taken from tacit knowledge and experiential understanding, allowing teachers to make rapid pedagogic decisions without needing to engage in an explicit, conscious deliberation process. However, Eraut (1994) states that the effectiveness of such reflection-in-action is its contribution towards adoptive expertise. In comparison to routine expertise, which focuses on automatic replies, adaptive expertise allows teachers to respond to unanticipated classroom complexities and adjust teaching methods according to current learners' needs (Bransford & al., 2000).

Flexible teaching is significant in multiple educational settings because of the different needs of students, but its implicit and spontaneous nature makes it difficult to assess. According to Laughran (2002), teachers themselves may not be aware that they are making such reflections, which makes it difficult to measure their decisions. Although in-the-moment changes can be successful, they can be based on weak empirical evidence, resulting in practice inconsistencies (Farell, 2007). To address this, researchers suggest combining real-time reflection with postlesson analysis to evaluate the impact of instant decisions and align with overall learning goals (Cochran-Smith & Lytle, 1999).

### **1.9.2 Reflection-on-Action**

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In contrast to the immediacy of reflection-in-action, reflection-on-action involves critically thinking about teaching experience after it has occurred (Schön, 1983) and describes this form of reflection as a process for professionals to build meaning from past events so they can reflect on the effectiveness of their teaching methods, identify areas for improvement and modify their pedagogical approach accordingly.

This type of reflection is significant in evidence-based teaching, as it allows teachers to formally examine their classroom practice in terms of learners' feedback, assessment data, and observational insights (Brookfield, 1995). Through following a systematic pattern of reflection, teachers are enabled to move beyond intuitive teaching and become research-informed teachers, enhancing the coherence and intentionality of their instructional design.

One of the most widely recognised methods of building reflection-on-action is the use of reflective journals, where teachers document their observations, issues, and successes (Farrell, 2007). This documentation allows pedagogical growth to be tracked and for common themes in teaching effectiveness to be identified. Additionally, participation in professional learning communities where there are opportunities for shared reflection through classroom challenges brought by teachers' shared practices and refining their methodologies based on collective insights (Loughran, 2002)

However, the effectiveness of reflection-on-action depends on its depth and critical thinking. Research has indicated that superficial reflection – where teachers merely admit what went well or poorly without analysis – has an impact on professional growth (Mezirow, 1991). Instead, Schon (1987) advocates for transformative reflection in which teachers critically interrogate their assumptions, reflect on alternative pedagogical strategies, and convert theoretical results into practice change... Although its advantages, time limitation is one of the key challenges

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with reflection-on-action. Teachers, particularly those who are fully loaded, may find it challenging to make the time required for in-depth post-lesson reflection.

Further, as Cochran-Smith and Lytle (1999) highlight, reflective practices should be embedded within institutional structures and supported through mentoring initiatives and professional development activities if they are to have a continuous impact on teaching proficiency. Ultimately, reflection-on-action facilitates the transition from teaching as practice to teaching as inquiry, allowing teachers to systematically improve their pedagogical approach and enhance student learning outcomes through a cycle of continuous improvement.

### **1.10 Investigative Procedures in Classroom Practice**

Investigative procedures in classroom practice facilitate systematic inquiry into pedagogical effectiveness, fostering structured reflection and instructional refinement (Farrell, 2018). These procedures, including journal writing, peer observation, and lesson reporting, serve as means for the study of teaching approaches, assessing their impact, and facilitating data-driven modifications (Richards & Lockhart, 1994). Their implementation is in accordance with contemporary education paradigms that facilitate research-informed approaches to teaching and learning (Schön, 1983).

#### **1.10.1 Journal Writing**

Journal writing functions as an organised tool for documenting teaching experiences, where teachers can record, analyse, and criticise instructional practices

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(Larrivee, 2000). The process involves written reflections that help teacher professionalisation through the identification of their effectiveness and evidence-based decisions to change them. (Brookfield, 1995) Richards and Lockhart (1994) state that “journal writing provides a structured means for teachers to systematically analyse their experiences and refine their instructional techniques” (p. 7).

Research indicates that reflective journaling supports metacognitive awareness, which is necessary for adaptive pedagogy (Farrell, 2013). It enables teachers to record instructional strengths and weaknesses in order to ensure pedagogic strategies remain aligned with classroom needs (Zeichner & Liston, 1996). Reflective teaching recording further supports a constant process of refining instruction, enabling the use of reflective pedagogy templates within professional settings (Pollard, 2008).

### **1.10.2 Peer Observation**

Peer observation is a successful development strategy that facilitates the systematic evaluation of teaching methodologies (Richards & Farrell, 2005). The process involves observing teaching delivery, providing feedback, and critiquing pedagogical approaches within an evidence-based mode (Freeman, 1989). Systematic observation offers educators exposure to alternative methodologies, contributing to the expansion of their instructional repertoire (Hendry et al., 2014).

Vygotsky's (1978) sociocultural theory emphasises collaborative learning's applicability, which supports knowledge construction through interaction with others who are more experienced. Peer observation aligns with this framework by providing shared pedagogical inspection and data-driven instructional adjustments (Wallace, 1991). Richards (1996) notes that "peer observation provides a structured opportunity for teachers to critically assess pedagogical techniques and refine their instructional decisions" (p. 89).

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Moreover, systematic peer observation assists in professional development communities, improving institution capacity for evidence-informed instruction (Little, 1990). The process has been associated with increased teacher accountability because systematic observations provide a channel for establishing pedagogical effectiveness and implementing changes based on observed outcomes (Hattie, 2009).

### **1.10.3 Lesson Report**

Lesson reporting is a systematic approach to documenting classroom experience to evaluate teaching efficiency and student engagement (Richards, 1996). It helps teachers evaluate lesson planning, instruction practices and learners' responses leading to data-driven modifications (Wallace, 1998). According to Schulman (1987), "effective teaching requires the integration of theoretical knowledge and empirical classroom data to refine instructional strategies (p. 37). Lesson reports enable this by keeping records that inform instructional improvement (Darling Hammond & Bransford, 2005). Also informing teacher preparation through pedagogical issue analysis on a systematic basis (Freeman, 1989).

### **1.11 A Critical Analysis of Teacher Education Practices in Algerian Universities**

Teacher education in Algerian universities is still plagued by continued challenges due to its limited structure and lack of practice training. Unlike international systems that are equally focused on theory and on classroom experience, Algerian programmes are largely theoretical. The greatest focus lies on a single module – teacher education and didactics (TED) – that introduces future teachers to basic concepts in pedagogy but does not offer the depth and experiential exposure necessary for modern classrooms. Therefore, pre-service teachers are not adequately prepared to reflect on their practices, adapt instruction to address multiple learner needs or engage in research-based teaching. This gap between theoretical expertise and teaching competence raises concerns about the overall quality of teacher training.

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One of the main weaknesses in these programmes is the limited scope for hands-on learning. The TED module can contain classroom management, lesson planning, and learning theory, but it lacks key components such as microteaching sessions, mentorship or supervised teaching practice. Without these elements, future teachers graduate with minimal classroom experience, and they cannot implement what they have learnt or manage real-life teaching challenges effectively. By contrast, international teacher education models integrate active learning methods such as teaching simulations, peer collaboration, and reflective practice, which are employed to build both confidence and competence. Lacking such practical training in Algeria leads to rigid teaching methods and a heavy reliance on content delivery, rather than engaging and flexible instruction.

In addition, reflective teaching, a key component of effective professional development, is absent to a large degree in Algerian teacher education. Reflective practice encourages teachers to review and improve their instruction through mechanisms of feedback, self-evaluation, and critical thinking. However, Algerian programmes do not include systematic tasks such as teaching journals, peer observation, or action research. This makes it harder for teachers to facilitate continuous improvement or respond to changing classroom needs. Consequently, the lack of reflective and practical training negatively contributes to learner success and the quality of teaching. The majority of learners are taught in passive, lecture-based instruction with little emphasis placed on active learning or problem-solving. To improve this situation, teacher education in Algeria must be reformed to include structured, reflective, and practice-based components that align with the demands of 21st-century education.

### **1.12 Studies on Reflective Teaching and Learner's Academic Achievement**

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Reflective teaching is a strategy that supports teaching effectiveness and enhances students' learning. McAlpine et al. (2004) describe it as a two-stage process: the first is measuring the impact of teaching on learning among students, and the second is adjusting the methods of instruction and setting goals to enhance the result of learning.

Mathew (2012) points out that reflective teaching enables the building of strong learning environments and is accountable for the development of independent learners. The process is a rational and honest evaluation of classroom procedures and pedagogical skills, which can impact teaching effectiveness. Reflection among teachers triggers a re-examination of instructional behaviour and consequences, creating learning environments that support students in developing certain competence. The process itself has staff development implications, e.g., changes in attitudes, perceptions, and feelings, which are associated with increased student motivation and involvement, which are, in turn, factors tightly associated with achievement. In English Language Teaching, Mathew (2012) elaborates that reflective teaching helps teachers address the requirements of underachieving pupils more effectively through the identification of shortcomings and implementation of strategies towards improvement. It synchronises practices in teaching with planned learning achievements. Posthuma (2012) analyses three levels of reflective practice: recall, rationalisation, and full reflection, among mathematics instruction. The study reveals that teachers utilising all three levels of reflective practice facilitate improved student learning.

Blazar (2015) and Akiba and Liang (2016) find that teachers involved in research-based activities, collaboration, and reflective inquiry positively affect student achievement. Such activities, especially when performed in classroom settings, are associated with improved academic performance.

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Kimani et al. (2013) state that continuous assessment and addressing students' individual needs through reflective practice enable differentiated instruction and personalised learning. Similarly, Horn and Little (2010) and Meissel and Timperley (2016) highlight the role of collective reflection and collaborative teacher practice in fostering student outcomes.

These studies show that continuous engagement in reflective teaching practices has a stronger connection with student academic success than other variables such as teacher qualifications, single-shot training, or years of experience.

### **1.13 Guskey's Views on the Importance of Reflective Teaching Practice for Enhancing Learner's Academic Achievement**

Reflective teaching has increasingly been recognised as a key factor in improving learners' academic achievement. Among the most influential voices in this area, Guskey (2002) stated that meaningful reflection must be tied to outcomes and results, especially those related to learners' success. He explained that teachers are more motivated to reflect and improve when they see actual evidence of learner progress. In his words, "meaningful change in teaching practices often comes only after teachers see clear evidence of improvements in the learning of their learners" (Guskey, 2002, p. 66). This view places reflective teaching at the heart of instructional growth and learner achievement.

In his well-known model of teacher change, Guskey (2002) departed from traditional wisdom about teacher development. He illustrated that, unlike the common assumption that changes in beliefs lead to new practices, experience of success in the classroom has the effect of encouraging teachers to reflect and evolve. According to him, "significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvement in learner learning" (p. 66). This model emphasises that

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reflection is a reaction to and a stimulus of quality of teaching. Teachers whose teaching decisions result in better learner outcomes will be more likely to continue reflecting and refining their methods .

Furthermore, Guskey (2002) emphasised the importance of evidence-based reflection. His argument was that reflection should not be intuitive but must be guided by clear data, such as test results or classroom performance. “Teachers must be given the opportunity to see the results of their efforts in terms that are meaningful to them—particularly in terms of improved learner performance” (p. 99). This approach supports a reflective cycle where teachers examine, evaluate, and adjust based on real feedback from their learners. In this way, reflection becomes an intentional and targeted tool for academic progress. This approach supports a process of reflection in which teachers think, examine, and adjust based on real feedback from their students. By this means, reflection is transformed into a deliberate and focused tool for academic progress.

In addition, Guskey (2002) highlighted the role of goal-orientated professional development. He explained that when professional development is connected to specific goals for learner achievement, it becomes more effective and impactful. Reflective teaching, in this case, allows teachers to assess whether their strategies are helping learners meet these goals. It becomes a practical tool for aligning daily instruction with long-term learning objectives. As teachers question “what works, for whom, and under what conditions”, they deepen their understanding of how to improve outcomes (p. 99).

To conclude, Guskey’s (2002) work provides a solid foundation for understanding how reflective teaching contributes to academic achievement. His emphasis on learner outcomes, evidence-based reflection, and realistic classroom practice confirms that reflection is not merely theoretical but a process of continuous change. Teachers who engage in thoughtful, evidencebased reflection are more likely to

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adjust their teaching in ways that lead to improved learner motivation, understanding, and performance.

### **1.14 Conclusion**

This chapter sets the stage for an in-depth exploration of reflective teaching, emphasising its significance in contemporary educational settings. It highlighted the dynamic interaction between teachers, learners , and their environment. Furthermore, it established a solid foundation by exploring key concepts in teaching and learning , teacher education development, teacher training , types of training , and the impact of reflective teaching on learners' academic achievement, all grounded in research and Guskey's views. The chapter's strength lies in its thorough review of both historical and current research, which supports a deeper understanding of the study.

# **CHAPTER TWO : DATA COLLECTION AND ANALYSIS**

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### **2.1 Introduction**

This chapter examines the context in which the study was carried out, offering an overview of the Algerian educational system, teaching methods, and common challenges faced in secondary schools. It provides a description of the three institutions selected for the research: Maliha Hamidou, Ghazaoui Mohammed, and Rebie Fatima Secondary Schools. The chapter is organised into two parts . The first part outlines the research methodology used to explore the role of reflective teaching in enhancing learners' academic performance, based on data gathered through questionnaires and unstructured interviews. The second part concludes with recommendations and suggestions aimed at improving teaching practices and supporting learners' success.

### **Part one: Situation Analysis and Data Interpretation**

#### **2.2 . Situation / Contextual Analysis**

To set the stage for this study, an overview of the Algerian education system is first provided, highlighting its structure and core characteristics .This is followed by teaching and learning approaches .The section concludes by outlining the main schools, especially in relation to teaching practices.

##### **2.2.1 Educational System Overview**

The Algerian school system is structured into three different levels: primary education lasts three years, followed by four years of middle school, and then three years of secondary education. Learners must sit for the Baccalaureate exam at the end of their third year — a university admission determinant (Ministry of National Education, 2018).

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At the end of the third year, learners are required to pass the Baccalaureate exam , which serves as a key criterion for university admission (Ministry of Nationaln, 2018). The curriculum standardised by the Ministry of National Education covers essential subjects, including mathematics, sciences, Arabic, French, English, history, geography, philosophy, and Islamic sciences. During the final phase of secondary education, learners must specialise in a single one of the following streams: the nature and life sciences, mathematics, philosophy and literature, foreign languages, economy and management, mechanical engineering , electrical engineering, civil engineering, etc. Despite the fact that the education system has been undergoing reforms aimed at enhancing the Competency-Based Approach (CBA) towards the development of improved skills acquisition and learner autonomy, traditional teacher-centred methods still dominate classroom instruction (Hamzaoui, 2017). Teaching practices still mainly focus on summative assessment , where written exams at the end of each semester play a significant role in evaluating the learner's academic performance. Although continuous assessment is included in the educational system, it plays a secondary role. For both teachers and learners, the main focus remains on achieving success in the BAC examination (Bouzidi, 2006).

### **2.2.2 Educational Setting Description**

In two different regions of Tlemcen, this research was conducted at three secondary schools: Maliha Hamidou , Rebïe Fatima, and Ghazwani Mohamed Secondary Schools. These institutions were established during the late 20th and early 21st centuries .

Maliha Hamidou Secondary School is located in an urban area and has approximately 800 students and 45 teachers. The school is equipped with a library, computer labs, and science laboratories ; however, its resources remain relatively limited. In addition , Ghazwani Mohamed Secondary School is located in Beni Mestar, a semi-rural area, and serves approximately 600 students and has a faculty of

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approximately 35 teachers. Nevertheless, the school experiences resource limitations such as outdated equipment and a limited library collection. Rebïe Fatima Secondary School is situated in the suburbs of Tlemcen . It serves approximately 700 students and 40 teachers. The school benefits from modern amenities, including multimedia classrooms and upgraded laboratories.

Class sizes in the three schools generally range from 25 to 35 learners . However, despite having basic resources, they continue to face challenges, especially in terms of materials and the integration of modern teaching technologies.

### 2.2.3 Teaching and Learning Approaches

Education must continuously evolve to respond to the rapid changes occurring in various fields, such as social, political, cultural, scientific, and technological areas. In the same vein, an article by L'éducateur sheds light on the same point:

*Education must be in perpetual renewal since the world today undergoes several changes in all domains: social, political, cultural, scientific and technical field. As a consequence we must do our best so that our educational systems can meet the needs of the development and take up the technological challenge, which is the only way to have access to the twenty first century. (L'éducateur, 2004: 6, as cited in Benzerroug, n.d.: 330).*

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Algeria has taken steps to modernise its education system by introducing the competency-based approach (CBA). Despite these efforts, many secondary schools stick to old methods that focus more on delivering content and memorisation than meaningful learning. Due to the pressure of preparing learners for examinations and the shortage of instructional time , which hinders the adoption of learner-centred approaches (Bouzid, 2021).

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While national education reforms promote strategies such as group work, project-based learning and interactive lessons , these are not always applied. Many teachers want to make learning more thoughtful and engaging, but they face real-world limitations such as large class sizes, lack of materials, and pressure from administrators (World Bank, 2020). As a result, the shift to an interactive education system is still a work in progress in many schools.

### 2.2.4 Pedagogical Challenges

Teachers often face numerous obstacles when attempting to implement modern teaching methods, which can affect their professional development and the quality of education provided to learners.

- ❖ **Lack of Professional Development:** One key challenge is the lack of professional development programmes. In the absence of continuous training, many teachers find it difficult to enhance their teaching practices and apply new teaching strategies in the classroom (Hamzaoui, 2017).
- ❖ **Limited Access to Technology and Materials:** In many schools, particularly those located in rural regions , the availability of modern teaching tools and technological resources remains limited. This limitation hinders teachers' ability to apply innovative methods that could otherwise improve the overall quality of teaching and learning (Benrabah, 2007).
- ❖ **Student Motivation:** Another challenge is learner motivation. Many learners focus mainly on passing exams instead of building a broad range of skills and knowledge. This limited objective may restrict their learning and make it harder for them to develop critical thinking.
- ❖ **Class Sizes:** Large class sizes present an additional challenge for teachers . Teachers may struggle to give each learner individual attention , which can reduce learners' engagement and participation.

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- ❖ **Cultural Factors:** Cultural attitudes may hinder the learning environment. This approach can reduce opportunities for open dialogue and limit learners' autonomy, which may affect their active participation in the learning process (Bouzidi, 2006).

### 2.3 Research Objectives :

Research objectives serve as specific aims that steer a study, concentrating on particular enquiries or issues. Well-articulated research objectives are crucial for a thorough investigation, as they offer a framework that guides the entire research process. This study seeks to examine the notion of reflective teaching among secondary school EFL educators. The main goal is to assess the awareness and involvement of these teachers in reflective practices and to explore how these practices might impact students' academic performance.

The study is guided by the following specific objectives:

- ❖ **Awareness of Reflective Teaching:** The first specific objective is to assess the level of awareness among secondary school EFL teachers regarding the concept of reflective teaching. This involves exploring their understanding of what reflective teaching entails and its significance in the teaching and learning process.
- ❖ **Engagement in Reflective Practices:** The second objective is to examine the extent to which secondary school EFL teachers engage in reflective practices to enhance their teaching effectiveness. This includes investigating the methods and strategies they use for reflection and how often they incorporate these practices into their professional development.
- ❖ **Impact on Learners' Academic Achievement:** The third objective is to analyse how reflective teaching practices affect learners' academic achievement. This involves exploring the relationship between teachers' reflective practices and students' performance, aiming to identify whether there is a positive correlation between the two.

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By addressing these objectives, the research will provide insights into the role of reflective teaching in the context of secondary school EFL education and its potential impact on student outcomes. Following the presentation of the research setting, participant sample, and main objectives, the next section will detail the methodological approach adopted in this study, outlining the research design, methods, and procedures used to ensure the relevance and reliability of the data in line with the study's aims.

### **2. 4 Research design**

The research design is the heart of this study, as it outlines a structured plan for exploring the impact of reflective teaching on learners' academic achievement. According to Kothari(2004), a research design functions as a roadmap for gathering and analysing data systematically . This study adopts a mixed-methods approach that combines both quantitative and qualitative tools for a comprehensive understanding of the subject. Case studies, as Yin (2009) suggests, are particularly useful when investigating real-world problems, especially when the issue and its setting are deeply connected. This research employs a case study approach , focusing on EFL teachers and learners in two regions of Tlemcen to deeply examine their perspectives and actions concerning reflective teaching. The main goal of this research is to examine whether reflective teaching practices have an effect on learners' academic achievement . To fulfil this objective, a mixed-methods approach is adopted. The study gathers quantitative data through a teachers' questionnaire and a learners' questionnaire, which helps to generalise the findings across the sample population. In contrast, qualitative data are obtained through structured interviews with an inspector, four professors , and four secondary school teachers. These interviews allow for a deeper exploration of the participants' individual experiences and professional insights. As Richards (2003: 9) notes, qualitative research is a “person-centred enterprise”, which enables the researcher to investigate the phenomenon within its authentic context. Thus, the choice

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of an eclectic approach in this study aims to generate a more comprehensive understanding of the impact of reflective teaching on learners' academic success by combining the strengths of both quantitative and qualitative methods.

### **2.5 Sampling and populations:**

In research, a population refers to the full set of individuals sharing similar features, while a sample is a smaller group chosen to represent that population. Studying a sample allows researchers to draw conclusions that can apply to the larger group.

For this study, the sample included 60 pupils and 11 EFL teachers. For this. The pupils were from three secondary schools: Maliha Hamidou Secondary School, Rebie Fatima Secondary School , and Ghazaouni Mohammed Secondary School (Beni Mester). Each school provided 20 pupils , representing first, second, and third-year levels. Furthermore, 11 EFL teachers from these schools completed a questionnaire, providing insights into classroom practices and challenges.

Before starting the research activities, official permission was requested and obtained from the head of the English department and the principals of the selected schools. This authorisation made it possible to introduce the research aims to participants and to administer the questionnaires in an organised way.

Moreover, structured interviews were held with nine experts, including four professors, an educational inspector, and four secondary school teachers. These interviews added professional perspectives on reflective teaching practices and their influence on learners' academic outcomes.

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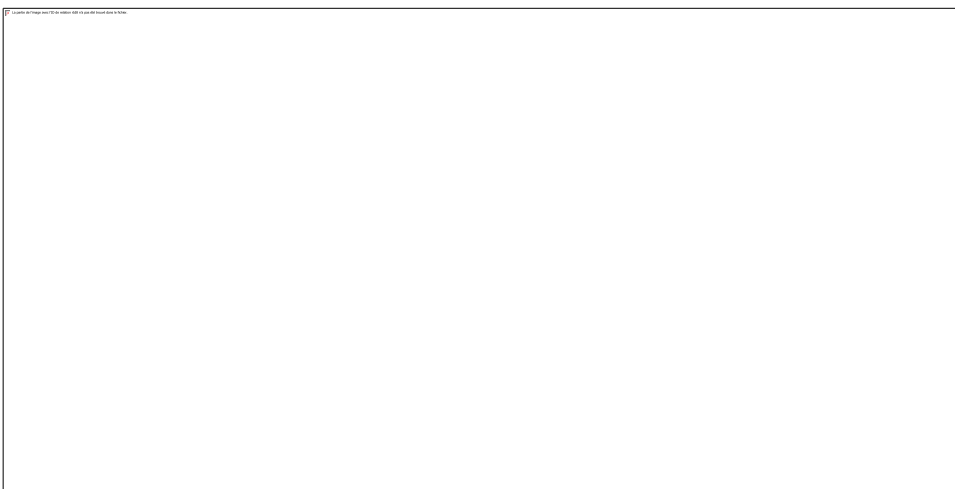
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All participants were informed about the purpose of the study and assured that their participation would remain confidential and voluntary.

### 2.6 Research Instruments:

Research instruments are essential tools employed to collect, assess, and interpret data relevant to a defined area of investigation. These instruments commonly encompass questionnaires, interviews, classroom observations, and focus groups. In the present study, a triangulated approach was applied, combining both quantitative and qualitative methods to strengthen the depth and accuracy of the findings.

Data collection was carried out using three key tools: a questionnaire for EFL teachers, a questionnaire for learners, and unstructured interviews conducted with four secondary school teachers, four university professor, and an educational inspector. Creswell (2014) explains that “the use of multiple methods helps validate findings and provides a more complete understanding of the research problem.” In the same vein, Flick (2018) states that “triangulation serves to combine different perspectives, enriching the research and increasing its credibility.” The following section presents a detailed explanation of each instrument used.



**Figure 2.1 : Research Instruments**

### **2.6.1 Quantitative tool:**

The questionnaire was selected as the primary quantitative method for this study because it allowed for the efficient gathering of a large amount of data in a relatively short period. Moreover, this method streamlined both the data collection phase and the subsequent analysis procedures.

#### **2.6.1.1 Teacher's questionnaire description:**

This study utilised a questionnaire to gather data efficiently from a targeted group. According to Brown (1994:6), a questionnaire is a written instrument presenting respondents with questions or statements to which they provide written answers or select from pre-defined options. Dörnyei (2007:101) emphasises that questionnaires are favoured for their ease of construction, versatility, and ability to collect extensive data rapidly.

An 18-item questionnaire was distributed to 11 EFL teachers across three secondary schools, allowing each teacher 10 minutes to complete it. The questions were presented on two A4 sheets, designed for easy reading and completion.

The questionnaire starts by gathering basic demographic information, such as the teacher's highest degree and years of teaching experience, using straightforward closed-ended questions. This helps to clarify the respondents' backgrounds and teaching experience.

Subsequently, teachers were prompted to offer open-ended responses regarding their comprehension of reflective teaching and its influence on their professional

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growth and student achievement. This part sought to capture their viewpoints on the significance of reflective teaching within EFL contexts.

The questionnaire then explored how teachers evaluate the effectiveness of their teaching strategies in real time. Teachers were asked to reflect on their ability to assess lesson effectiveness as it progresses, including how they modify their teaching in response to learners' disengagement or confusion. This section also aimed to understand how teachers make in-lesson decisions to enhance learners' outcomes.

The questionnaire further investigated teachers' post-lesson reflection practices. They were asked about the reflective tools, including keeping a journal, writing lesson reports, or getting feedback from learners, as well as the frequency with which they analysed learners' performance data, such as quizzes and assignments .

Additionally, the questionnaire asked teachers to explain how their reflective practices influence learners' cognitive engagement and language performance , as well as motivation. They also gave examples of how these reflections help learners' academic achievements.

Finally, the questionnaire examined the challenges teachers face in consistently applying reflective practices. It also asked what kind of support they believe would be useful, whether from their institution or through collaboration.

This questionnaire used a mixture of question types, including close-ended, multiple-choice, and open-ended questions. The goal was to gather both quantitative and qualitative data. It offers a comprehensive understanding of how EFL teachers engage with reflective teaching practices and how it affects their learners' academic performance.

### 2.6.1.2 Learners' questionnaire description

The learners' questionnaire represents the second research instrument employed in this study. It involved giving a written questionnaire to 60 pupils, representing various educational levels from three different secondary schools in Tlemcen, during the academic year 2024/2025. The aim of this tool is to gather data on learners' perceptions regarding the influence of reflective teaching practices on their academic achievement.

The questionnaire has thirteen questions, organised into four main parts. The first part asks for basic information, including the learners' level of study, gender, and self-assessed English language proficiency. The second part asks about learners' classroom experiences, focusing on whether teachers adjust their teaching methods based on how learners react or participate.

The third part explores the aspect of post-lesson reflection, focusing on examining whether teachers ask for feedback and whether such feedback paves to observable improvements in teaching. The last part focuses on how reflective teaching seems to affect the learners' language performance, their ability to think critically, and motivation.

The research instrument employed closed-ended and open-ended questions to facilitate the collection of both quantitative and qualitative data. Participation was voluntary and anonymous, which encouraged truthful and unbiased responses. The data obtained from this questionnaire serves to understand the impact of reflective teaching methodologies on learners' academic development.

### 2.6.2 Qualitative Tool

A structured interview was chosen to gather qualitative data, as it allows for the collection of rich and reliable information while minimising the risk of biased or inaccurate responses.

An interview is a method involving the exchange of views, information, and perspectives between an interviewer and interviewee. As noted by Punch (1998, p.174), interviews offer a direct way to understand participants' viewpoints regarding the issues being studied. According to Nunan (1992, p.149), structured interviews are fully organised, relying on a predefined list of questions that are asked in a specific order.

In this study, the structured interview consisted of six open-ended questions designed to explore different aspects of reflective teaching. The structured interview format provided a consistent set of questions for all participants, ensuring uniformity in the data collection process. This structure supplied participants freedom to express their perspectives openly. The interview allowed for a balance between focused inquiry and open expression, enabling participant to share their insights while maintaining coherence across interviews. This approach made it possible to examine multiple perspectives while remaining focused on themes such as teaching strategies, learner engagement, and teacher development.

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The interview was conducted with nine participants: four professors, one inspector, and four EFL teachers. Prior to the interviews, the researchers obtained informed consent to record the discussions and explained the research context and confidentiality measures.

Structured interviews were also conducted online with two professors via Google Meet. Although a few guiding questions were introduced to initiate dialogue, the participants were encouraged to elaborate on the areas they considered most relevant. This enabled the researchers to collect meaningful and experience-based responses related to the application of reflective practices in the field of English language teaching.

### **2.7 Results Analysis**

The section of results analysis presents a detailed interpretation of the data collected through the selected research instruments, aiming to explore the extent to which the findings address the research objectives and validate the stated hypotheses. The analysis also helps in identifying the implication of the findings in relation to literature reviewed, offering a basis for discussion, conclusions, and future recommendation.

#### **2.7.1 Teacher's Questionnaire results**

The following part analyzes the data collected from the teacher's questionnaire. It aims to explore their use of reflective teaching practices and their views on its impact on learners' academic performance, motivation, and thinking. The findings help to identify common practices, challenges, and attitudes among teachers.

#### **Section One: Bio Data**

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This section aims to gather basic background information about the teachers, such as their academic qualifications and teaching experience. Its purpose is to help understand the professional profile of each participant and provide context for interpreting their responses.

### **Item 1: What is your highest degree?**

This question proposes to identify the academic level of the teachers by offering three main options. It seeks to explore whether their qualifications might influence the way they understand and apply reflective teaching.

According to the data collected, 2 teachers reported holding a licence degree, 6 stated that they have a master's degree, and 3 mentioned that they hold a doctorate.

### **Item 2: How long have you been teaching English?**

**This question is designed to understand how teaching experience might relate to the use of reflective practices. It seeks to determine whether a teacher's years of experience impact their engagement with reflection in their teaching methods.**

### **Table 2.1 : Respondents' Academic Degree Distribution**

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Year of Experience	NumberofTeachers
Less than 5 years	03
Between 5 to 10 years	03
More than 10 years	05
Total	11

The results reveal that, among the respondents, 3 teachers have less than 5 years of experience in teaching English. In addition, 3 teachers possess between 5 and 10 years of experience. Furthermore, 5 teachers have more than 10 years of experience in teaching English.

### **Section two: General understanding of reflective teaching**

This section aims to explore how teachers understand and perceive reflective teaching within EFL settings. Its purpose is to examine their awareness of reflective methods and how they define these practices in their own words.

**Item 3: Have you received training in reflective teaching methodologies (such as action research, peer observation, or professional dialogue)? Please explain.**

The target of this question is to find out whether teachers have received any training in reflective teaching methods, such as action research, peer observation, or professional dialogue. It also invites them to explain how this training was received, helping to understand their level of exposure and preparedness to use reflective practices.

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The results show that 5 teachers have received training in reflective teaching methodologies, such as peer observation and assessments. This training was gained through their studies, workshops, and job experience. However, 6 teachers reported not having formal training in reflective teaching. Some of them mentioned relying on selfstudy and personal experience, while one noted learning through reading. One teacher explained that they had no formal training but became directly involved in teaching. Another mentioned having a 12-day preparatory training before starting to teach. Lastly, one teacher shared that peer observation was part of their pre-service training, but no further formal training was provided.

### **Item 4: In your own words, how would you describe reflective teaching, especially in relation to teaching English as a foreign language?**

The question seeks to investigate teachers' individual views on reflective teaching in the context of teaching English as a foreign language. It allows respondents to share their thoughts in their own words, providing access to their professional insights.

Several teachers described reflective teaching as a critical thinking process about their instructional methods, classroom actions, and student responses. Others referred to it as a useful tool for self-evaluation, professional development, and methodological adjustment. A number of teachers also emphasised its role in reviewing teaching strategies and assessing the achievement of learning goals. Teachers also highlighted the role of reflection in analysing teaching and measuring the achievement of objectives.

### **Item 5: How do you believe reflective teaching impacts your professional development and the success of your students? Justify your answer.**

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The purpose of this question is to explore how teachers view the role of reflective teaching in improving their professional growth and their learners' academic achievement. It is designed to collect detailed and personal reflections based on teaching experience.

In total, 10 teachers answered this question, while 1 teacher did not respond. Out of the 10, 7 teachers clearly stated that reflective teaching helps them grow professionally by allowing them to identify their weaknesses, reflect on their teaching methods, and improve their performance over time. In addition, 4 teachers highlighted that reflection enables them to discover new ways to teach and deal with different learner needs. Furthermore, 2 teachers emphasised that without reflective teaching, professional development would not be possible. Moreover, 3 teachers noted that reflection helps them evaluate their classroom strategies, adapt when methods fail, and create new solutions. Although 1 teacher considered its impact relative due to the constant change in learners' levels, the overall responses confirm that reflective teaching is viewed as a key tool for improving both teaching quality and student success.

### **Item 6: Do you differentiate between reflection-in-action (during teaching) and reflection-on-action (after teaching)? If yes, how do you implement both forms in your teaching practice?**

This question tries to get clear whether teachers differentiate between reflection-in-action (which occurs during the teaching process) and reflection-on-action (which takes place after teaching) and how both forms are incorporated into their classroom practice.

The subsequent graph presents the respondents' answers:

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### **Bar Chart 2.1 : Teachers' Understanding and Use of Reflective practices**

The findings revealed that most participants (8 out of 11) engage in both types of reflection. These teachers view them as complementary strategies that enhance teaching quality. Specifically, they mentioned adjusting their instruction during lessons based on learners' needs and reflecting afterward to assess what worked well and what could be improved. In contrast, 2 teachers reported not using these reflective practices, instead relying on observation or other informal methods. One teacher acknowledged the conceptual distinction between the two types of reflection but did not provide concrete examples of their application.

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### **Section three: Reflection-in-Action (While Teaching)**

This section aims to investigate how teachers reflect during the teaching process to respond to learners' needs as they arise. Its purpose is to understand how real-time decisions are made and how they influence classroom interaction and learning.

#### **Item 7: How do you evaluate the effectiveness of your instructional strategies in real-time during a lesson?**

The purpose of the question is to explore teachers' use of **reflection-in-action** during teaching. It is designed to gather specific methods teachers use to assess and adjust their strategies during lessons.

The data collected from teachers reveals a range of methods used to assess and enhance learners' learning. 5 teachers reported using all the listed strategies, which include observing learners' engagement and participation, adjusting lessons based on learners' responses, and using informal assessments and feedback. Observing learners' engagement and participation was the most frequently mentioned method, cited by 6 teachers. However, 3 teachers indicated that they adjust their lessons according to learners' responses, showing a willingness to adapt instruction based on learners' needs. Only one teacher specifically referred to informal assessments and feedback as a tool for evaluation.

#### **Item 8: When you observe indications of student disengagement or confusion during a lesson, how do you promptly adjust your teaching methods?**

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This question endeavours to find out how teachers react when they see that learners are confused or losing focus. It looks at how they adapt their teaching in the moment to keep learners engaged and help them better understand the lesson.

Several teachers highlight the importance of adapting their teaching methods to meet learners' emerging needs and expectations. Active participation and engagement are emphasised as essential components of effective teaching. To ensure understanding, some teachers prioritise providing additional explanations, while others adjust their approach depending on the specific situation. The ability to offer motivating feedback, often through real examples and questions, is viewed as a critical skill, with one teacher noting the importance of intelligence in this process. Additionally, some teachers simplify their explanations, incorporate visual aids, and check for understanding by asking questions. Flexibility in teaching is also a common theme, with certain teachers modifying their methods based on learners' responses and comprehension levels, or by offering alternative tasks to accommodate diverse learning styles. One teacher did not provide a response.

### **Item 9: How do you assess the effectiveness of your immediate decisions and their influence on improving students' academic performance?**

The question explores how teachers reflect on their immediate classroom decisions and evaluate their impact on learners' academic progress. It highlights the role of reflection in daily teaching practice.

Teachers had varied opinions on how reflective teaching affects students' academic success. Some noticed that students became more engaged and understood the material better after reflective practices, leading to improved performance in assessments. Others agreed that while reflective teaching can be beneficial, its effects

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may take time to show. Many teachers pointed out that activities like discussions and writing help encourage reflection, which can reduce confusion and enhance understanding. However, a few teachers felt the impact was limited or only somewhat helpful. One teacher specifically noted that reflective practices positively influenced student motivation. Additionally, several teachers did not respond, creating gaps in the information collected.

### **Section four: Reflection-on-action (After Teaching )**

This section aims to examine the strategies and tools teachers use to reflect on their lessons after instruction has ended. Its purpose is to understand how teachers evaluate their teaching and plan for improvement based on past experiences.

#### **Item 10: Which of the following reflective tools or strategies do you use to assess your teaching practice after a lesson? (Select all that apply.)**

This item investigates the reflective tools employed by teachers to evaluate their teaching practices following lesson delivery. The following graph illustrates the tools reported by the respondents:

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### **Bar chart 2.2 :Teachers' Use of Reflective Tools to Evaluate Their Post-Lesson Practices**

An EFL teacher used learner feedback and peer evaluations; three relied on learner feedback alone; three combined student feedback with peer evaluations; one employed journaling, audio/video recording, and learner feedback; another used lesson reports with learner feedback; and one teacher utilised all listed methods. The results demonstrate diverse reflective practices emphasising student and peer input.

### **Item 11: How frequently do you utilise student performance data (e.g., quizzes, assignments, participation) to reflect on your teaching outcomes?**

This question seeks to examine the extent to which teachers use learners' academic performance as a tool for self-evaluation and enhancing their instructional practices. It also aims to assess the influence of reflective teaching practices on shaping

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teachers' pedagogical decisions. The following graph illustrates the responses related to this aspect.



### **Bar chart 2.3 : Teachers' Use of Learners' Academic Performance for Self-Evaluation and Instructional Improvement**

The results showed that 6 teachers always used such data for reflection, 3 teachers did so often, and 2 teachers sometimes engaged in this practice. These findings suggest that most teachers recognise the importance of using student performance as a means to evaluate and enhance their teaching effectiveness, indicating a generally positive attitude toward reflective practices.

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### **Item 12: When reviewing a lesson, how do you identify effective and ineffective components?**

The aim of this question is to gather information on how teachers evaluate the strengths and weaknesses of their lessons.

The results showed that **clear learning objectives, engaging activities, and formative assessments** were the most selected effective components. For ineffective components, teachers most frequently chose **minimal student interaction**, followed by **irrelevant content** and **lack of structure**.

### **Section five: Impact on Learners' Academic Achievement**

This section is intended to assess how teachers perceive the effects of reflective teaching on their learners' academic outcomes. Its purpose is to explore how reflective practices contribute to learners' thinking skills, language development, and motivation.

### **Item 13: Do you believe your reflective practices contribute to enhancing your learners' cognitive How's engagement (e.g., critical thinking, problem-solving in English)?**

The question attempts to understand how teachers perceive the impact of their reflective practices on fostering cognitive engagement, particularly critical thinking and problemsolving skills.

The responses revealed diverse viewpoints: some teachers believed that reflective practices, such as lesson analysis and focused questioning, effectively engage students, while others noted that the impact depends on the situation. Several teachers emphasised that reflective practices help improve students' critical thinking, with one stating that they are crucial for enhancing engagement across various subjects. A few

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teachers also expressed that reflective teaching contributes to students' success in learning. However, two or three teachers did not provide responses to this question.

### **Item 14: In what ways do your reflective decisions impact your learners' language performance, including grammar, writing fluency, and speaking accuracy?**

The aim of the question is to understand how teachers believe their reflection influences learners' language development.

Out of 11 teachers, 3 mentioned that they focus on grammar and writing improvement, 2 highlighted writing and speaking accuracy, and 1 reported using recorded dialogues for self-assessment to improve speaking. Another 2 teachers emphasised adjusting teaching methods based on reflection to enhance overall language performance. One teacher noted that reflection helps develop problem-solving strategies, while another stated it deepens understanding of grammar. One teacher did not respond to the question.

### **Item 15: To what extent does reflective teaching increase your learners' motivation to learn English? Please explain with examples.**

The purpose of the question was to explore how reflective teaching influences learners' motivation to learn English.

The responses from teachers show that reflective teaching has a positive impact on motivation. Many teachers mentioned that reflecting on their teaching helps them adapt lessons to meet learners' needs, improve clarity, and choose effective methods, which in turn increases learner engagement. Some teachers observed that motivated learners even began studying independently. Additionally, teachers highlighted the use of engaging strategies, such as gamification, role-playing, storytelling, and connecting lessons to real-life situations, as important factors in

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boosting motivation. Overall, the findings suggest that reflective teaching enhances motivation and improves learning outcomes.

### **Item 16: Have you observed long-term improvements in learners' academic achievement that you can directly relate to your reflective teaching practices?**

The question aims to gather insights into whether teachers believe that their selfreflection and adjustments in teaching methods have led to measurable improvements in learners' academic performance over time.

Teachers suggest that reflective teaching practices significantly enhance students' longterm academic achievement. Many teachers reported observable improvements in learners' performance during lessons and increased engagement outside the classroom. For example, learners overcome challenges in writing through targeted reflective strategies and the implementation of weekly reflective journals to monitor progress. However, some teachers noted that substantial improvements may require time, particularly for those with limited teaching experience. Overall, these findings underscore the importance of continuous reflection and adaptation in fostering positive learner outcomes.

### **Section six: Challenges and support**

This section aims to identify the challenges teachers face when engaging in reflective teaching. Its purpose is to highlight the kinds of institutional or peer support needed to make reflective practices more effective and sustainable.

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### **Item 17: What challenges do you face in implementing consistent and meaningful reflection-in-action and reflection-on-action in your teaching?**

This question focuses on identifying and understanding the challenges teachers face in implementing consistent and meaningful reflection-in-action and reflection-on-action in their teaching practices.

Teachers have reported several barriers, including limited time and effort, difficulty in assessing their own practices and attitudes during lessons due to constrained time and limited recall after teaching, mental strain, and sometimes a lack of personal satisfaction. Others highlighted the complexity of engaging diverse learners, maintaining attention, and sustaining motivation. Some perceive reflective practice as time-consuming and pressure-inducing, while a few expressed minimal difficulties, emphasising their commitment to doing their best.

### **Item 18: What institutional or collaborative support would you need to enhance your reflective teaching practices further?**

This question is designed to identify the institutional and collaborative support teachers require to improve reflective practices, focusing on resources such as time, training, peer collaboration, and administrative support.

Teachers identified several types of support needed to improve their reflective teaching practices, including:

- ❖ Allocating structured time for reflection.
- ❖ Providing professional development opportunities.
- ❖ Ensuring access to technology tools (such as computers and recordings).
- ❖ Emphasising the importance of peer observation and administrative support.

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- ❖ Offering collaborative opportunities for sharing ideas and improving teaching strategies.
- ❖ Promoting continuous reading, attending lectures, and participating in training on reflective practices.
- ❖ Highlighting the need for ongoing training and a supportive school culture that fosters reflection and growth.

### **2.7.2 Learner's Questionnaire Results**

The analysis below presents the data collected from the learners questionnaire. It aims to examine how learners perceive their teachers' use of reflective teaching and how it affects their learning experience. The results provide insight into the role of reflective practices in shaping learners' motivation , performance ,and engagement in the classroom.

#### **Rubric One: General Information**

This section aims to collect basic demographic details, including the learners' educational level, gender, and self-assessed English proficiency. These elements help set the context for understanding how learners perceive reflective teaching and its influence on academic achievement.

#### **Question 1: Learners' Educational Level**

This question identifies how learners are distributed across school levels to explore whether their academic stage affects their views on reflective teaching.

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**Table 2. 2 : Learner’s Educational Level**

<b>Educational Level</b>	<b>Number of Pupils</b>	<b>Percentage</b>
<b>First Year</b>	<b>20</b>	<b>33,33%</b>
<b>Second Year</b>	<b>20</b>	<b>33,33%</b>
<b>Third Year</b>	<b>20</b>	<b>33,33%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

As mentioned in the table, 20 participants come from each level. This equal distribution allows for a balanced analysis of how reflective practices may influence learners at different points in their education.

### **Question 2: Gender of Participants**

This question aims to identify the gender distribution of participants in order to explore potential gender-based differences in how learners perceive reflective teaching practices and their impact on academic achievement.

**Table 2.3: Gender of Participants**

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Gender	Number of pupils	Percentage
Male	24	40%
Female	36	60%
Total	60	100%

Among the 60 participants, 36 are female and 24 are male. This allows the study to consider potential differences in how male and female learners respond to reflective teaching strategies in terms of performance and classroom engagement.

### **Question 3: How do you rate your level of English?**

This question attempts to gather learners' self-assessment of their English level, providing insight into their confidence and perceived language development. The following graph illustrates the distribution of responses to this question.

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### **Bar chart 2.4 : Distribution of learners' self-rated English level.**

Out of all participants, 10 reported a weak level of English, whereas 32 identified their level as average. In addition, 13 considered their level to be good, while only 5 rated it as very good.

### **Rubric Two: Your Experience in English Classes**

This section explores learners' experiences in English classes, focusing on teaching methods, classroom environment, and teacher adaptability.

### **Question 4: Does your English teacher change or adjust their teaching if learners seem confused or bored?**

This question examines whether the teacher adjusts their approach and responds to classroom situations during the lesson. It aims to gather learners' observations about the teacher's level of flexibility in managing instructional activities.

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Out of the total responses, 36 learners selected "Yes", and 24 selected "No". These numbers represent the participants' answers regarding the teacher's responsiveness and adaptability during lessons.

### **Question 5: Can you give an example of when your teacher changed an activity or explained something differently? What was the result?**

The aim of this question is to encourage learners to describe actual classroom experiences. It seeks to gather information about the types of teaching techniques their teacher uses and how often different methods are applied during lessons.

According to the responses, many learners noted that their teacher incorporates interactive techniques, including games, group work, and visual supports such as diagrams and videos. These tools are mentioned frequently across the responses. In contrast, a smaller number of learners indicated that their teacher rarely changes their instructional approach. As a result, the responses show a range of classroom practices as experienced by different learners.

### **Question 6: Do you think your teacher notices how learners react and feel during the lesson? Please explain.**

This question seeks to evaluate the teacher's awareness of learners' emotional and mental engagement during lessons.

Some learners reported that their teacher focuses more on completing the lesson than on observing learners' reactions. In contrast, others mentioned that the teacher does notice signs of confusion or boredom and responds by explaining again or

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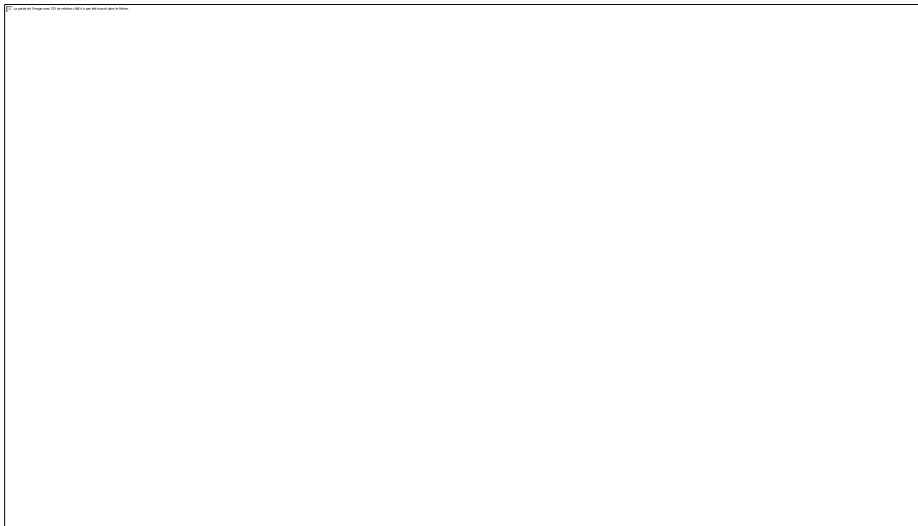
checking for understanding. Overall, opinions varied, with many learners agreeing that teacher awareness plays a role in maintaining learner engagement.

### **Rubric Three: After the Lesson**

This section gathers feedback on learners' experiences and the teacher's efforts after class sessions.

#### **Question 7: Does your teacher ask for your feedback after the lesson?**

This question assesses the frequency with which teachers seek feedback from learners in order to improve future lessons. It aims to understand how actively teachers engage learners in providing input on their teaching practices. The following pie chart shows the distribution of responses regarding how often teachers seek feedback.



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### **Pie chart 2.1 : Learners' Perceptions of Teacher Feedback-Seeking Frequency**

The results indicate that 30% of learners reported that their teacher always seeks feedback, while 20% said their teacher often asks for input. Additionally, 25% of learners stated that feedback is requested sometimes, 13.3% indicated that it happens rarely, and 11.67% of learners mentioned that their teacher never seeks feedback. This variety in responses suggests a difference in how frequently teachers involve learners in the feedback process.

### **Question 8: Do you believe your teacher makes an effort to improve their teaching methods after each lesson? How can you tell?**

This question explores whether learners notice their teacher's commitment to reflection and improving instructional practices. The following graph illustrates the results of this exploration:

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### **Bar chart 2.5 : Learners' Perceptions of Their Teacher's Commitment to Reflective Improvement**

According to the responses provided by the learners, 22 learners confirmed that they noticed their teacher's efforts to improve and responded with "Yes, definitely." In addition , 8 learners indicated that they perceived some level of commitment, answering "Yes, to some extent." However, 19 learners felt that the teacher's efforts were not very noticeable, choosing "Not really." Moreover, 4 learners disagreed, answering "No", and 7 learners were unsure about the teacher's commitment to reflection and improvement.

### **Rubric Four: Impact on Your Learning and Progress**

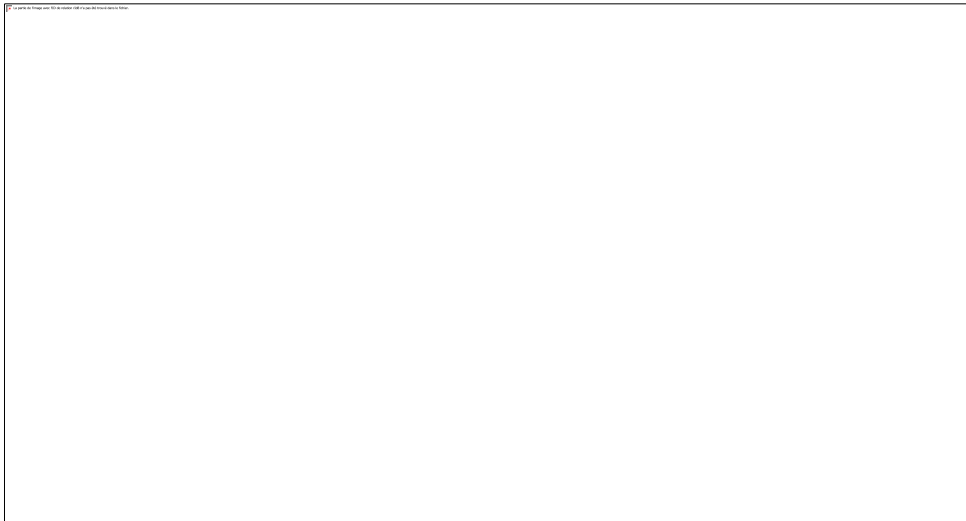
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This section aims to evaluate how English lessons, shaped by the teacher's reflective practices, influence learners' development, motivation, and academic progress. In particular, it explores whether the teacher's reflective approach encourages deeper thinking and supports language improvement over time.

### **Question 10: Do you think your teacher's teaching style encourages you to think more deeply about English?**

This question measures the extent to which learners believe their teacher's reflective teaching style helps promote critical thinking in the classroom. The following pie chart illustrates these perceptions:



**Pie chart 2.2 : learners' Responses to whether their Teacher's Reflective Teaching Style Encourages Deeper Thinking in English.**

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As shown in the pie chart, 33.3% of learners strongly agreed, 23.3% agreed, 11.7% were neutral, 18.3% disagreed, and 13.3% strongly disagreed.

**Question 11: Have you observed any progress in your English skills since the beginning of the year? What do you believe contributes the most to this progress?**

This question explores learners' self-reflection on language development . Some learners say they see improvement and link it to effective teaching strategies. Others say their level remains the same or even declines, often pointing to the teaching style as a reason. A few mention that their lack of interest in English affects their learning. These mixed responses highlight how both teaching methods and personal motivation influence progress.

**Question 12: How motivated are you to learn English in your current class?**

This question looks at learner motivation in relation to the classroom environment, as influenced by reflective teaching practices. The following graph shows the distribution of learners' responses regarding their motivation levels, ranging from very motivated to not motivated at all.

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### **Bar chart 2.6 : Learner's Motivation Levels**

The responses show that 20 learners feel very motivated, 17 are somewhat motivated, 6 are neutral, 10 are somewhat unmotivated, and 7 are not motivated at all. While many learners feel encouraged to study English, others show signs of low motivation, which may require further support.

**Question 13: Do you think your motivation is influenced by the way your teacher teaches and interacts with you? Please explain.**

This question explores the connection between teacher behaviour and learner motivation in the context of reflective teaching. Responses varied, with many highlighting the impact of teacher clarity, friendliness, and support, while others mentioned the effects of communication style and teaching approach. A small number referred to personal goals as their main source of motivation.

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### 2.7.3 Structured Interview Analysis:

#### **Question 1: Can you describe any training you have received in reflective teaching methodologies?**

The purpose of this question is to examine whether teachers, professors, and inspectors have received any form of training, whether formal or informal, in reflective teaching methodologies.

**Professor (A)** and several **EFL teachers** reported gaining awareness of reflective teaching through self-initiated efforts rather than structured instruction. **The inspector** confirmed a similar experience, noting occasional discussions of reflection during workshops and pedagogical meetings.

**Professors (B), (C), and (D)** highlighted the growing presence of reflective teaching in recent professional development initiatives. They credited academic research, international literature, collaborative discussions, and practical classroom engagement as key sources for deepening their understanding.

#### **Question2: How do you perceive the contribution of reflective teaching to the improvement of English as a foreign language instruction?**

This question explores how participants perceive the role of reflective teaching in enhancing the effectiveness of EFL instruction.

**Professor (A)** underlined the importance of reflective teaching in identifying and addressing ineffective pedagogical practices. He/she explained that reflective engagement enables teachers to adapt their methods to suit the varying needs of learners, particularly in large or mixed-ability classes.

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**Professor (B)** expressed a similar viewpoint, emphasising that reflective teaching strengthens instructional quality by fostering critical thinking, encouraging innovation in lesson planning, and maintaining alignment between pedagogical aims and learner progress.

**Professor (C)** stated that although reflective teaching was not explicitly incorporated into his formal teacher education, he had encountered the concept increasingly through in-service workshops. He/she attributed his reflective development to collaborative discussions and to experiences arising from classroom practice.

**Professor (D)** noted that reflective teaching had become integral to his/her professional identity. He/she explained that his/her reflective competence evolved through academic research, continuous classroom inquiry, and peer collaboration, which collectively enhanced his/her ability to respond thoughtfully to teaching challenges.

**The inspector** viewed reflective teaching as a professional necessity. He observed that teachers who engage in reflective teaching demonstrate enhanced adaptability, improved classroom management skills, and a more learner-centred approach . Furthermore, the study indicated that reflective practices promote teacher accountability and facilitate continuous professional development.

**The four EFL teachers** interviewed echoed many of these insights. One teacher described reflection as central to his/her professional development, explaining that it enables him/her to evaluate lesson effectiveness, monitor learner engagement, and make informed adjustments to his methods. Another teacher remarked that his/her reflective awareness was developed through independent reading, classroom observation, and informal peer discussions, rather than any formal training. A third teacher explained that he/she maintained a reflective teaching journal, which allowed him/her to assess his performance and track learner responses over time. The fourth teacher emphasised the value of collaborative exchanges with colleagues and

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participation in teacher forums, which he/she found instrumental in fostering reflective habits.

### **Question 3: How do you believe reflective teaching contributes to your professional development and enhances learners' academic achievement?**

This question attempts to explore participants' views on the role of reflective teaching in fostering their professional growth and in supporting learners' academic achievement.

Several EFL teachers and academic experts highlighted the importance of reflective teaching in improving instructional practices and supporting professional development. The teachers noted that engaging in reflection helps them identify areas of strengths and aspects in need of improvement, encouraging the use of varied strategies such as gamification, flipped classrooms, and learner feedback. From the perspective of professors, reflective practice represents a core element of the teaching profession, as it supports critical self-assessment, peer collaboration, and ethical awareness. An inspector observed that teachers who reflect regularly tend to perform more effectively during classroom evaluations, as they are more responsive to feedback and committed to improving both teaching quality and learner outcomes.

### **Question 4: How do you assess the impact of your reflective decisions on learners' academic performance and engagement?**

This question aims to explore how teaching professionals evaluate the effectiveness of their reflective decisions in relation to learners' academic achievement.

A professor highlighted the significant positive influence of his/her reflective practices, particularly in boosting learners' motivation and maintaining their

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engagement throughout the learning process. Similarly, an EFL teacher stated that reflective decisionmaking fosters a learner-centred classroom, which enhances knowledge retention and transfer, increases motivation and self-confidence and fosters the development of learners' critical thinking skills.

Another professor observed that when teachers take time to reflect on the outcomes of their decisions , they can align their teaching strategies more effectively with the real needs of their learners. He/she pointed out that this thoughtful alignment not only supports academic progress but also makes the classroom more adaptable and encourages learners to take a more active role in their learning.

A third professor highlighted that reflective teaching provides valuable understanding of classroom dynamics. He/she explained that these insights enable teachers to adopt more adaptive and responsive instructional methods. Similarly, a fourth professor stresses the importance of engaging in collaborative reflection with colleagues . It promotes professional development and facilitates the sharing of successful practices .

Two EFL teachers emphasised that incorporating reflection into lesson planning paves to more meaningful learning experiences and helps teachers better address learners' diverse needs. They agreed that such practices foster a supportive classroom environment where learners feel valued. However, an inspector reported that reflective decision-making often leads to more engaging classrooms, as it enables teachers to continuously refine their methods and respond effectively to challenges.

**Question 5: In what ways do reflective teaching practices enhance learners' cognitive engagement in the EFL classroom?**

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This research aims to explore how the application of reflective teaching practices contributes to the development of learners' cognitive engagement.

One EFL teacher emphasised that it fosters metacognitive awareness by encouraging learners to reflect on their thinking processes, identify learning barriers, and modify their approaches to achieve better outcomes. Another teacher noted that reflective teaching practices enhance learner engagement by encouraging self-assessment and allow for more responsive instruction tailored to individual needs . Moreover, two teachers highlighted that incorporating reflection into daily classroom practices strengthens critical thinking and supports continuous academic growth.

In parallel, two professors observed that reflective teaching stimulates curiosity and motivates them to engage deeply with new content . They emphasised its role in fostering autonomy and long-term academic responsibility by guiding learners to actively participate in their educational journey.

Additionally, two professors underlined their contribution to the development of problem-solving skills and the promotion of lifelong learning. Supporting these views, an inspector noted that reflective teaching provides valuable opportunities for both teachers and learners to evaluate progress, overcome difficulties, and create a more interactive and intellectually stimulating classroom environment.

### **Question 6: What challenges do EFL teachers face in implementing regular and meaningful reflection during and after their teaching practices?**

The purpose of this question is to identify and analyse the key obstacles that prevent EFL teachers from consistently engaging in reflective practice.

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Three professors explained that reflection is a demanding process. They stated that the difficulty increases when teachers are expected to engage in deep thinking while managing multiple tasks during or after teaching. They added that reflection often requires mental focus, which can be difficult to maintain due to daily professional responsibilities and time constraints.

Two EFL **teachers** identified several practical and personal challenges. They mentioned **limited time**, **perspective bias**, and **lack of training** as major barriers. They noted that many teachers have not received training on how to reflect effectively, which makes the process difficult to implement. Besides , another teacher highlighted **lack of confidence**, **reluctance**, and **cultural or contextual barriers** such as unsupportive school environments or fear of judgement as factors that discourage regular reflection.

**Another professor** supported these views and pointed out that some teachers may not view reflection as a priority, especially in systems focused more on exam results and performance than professional development. He/She emphasised that without recognising the value of reflection, many teachers remain passive or disengaged from the process.

Finally, an **inspector** confirmed that institutional limitations also play a significant role. He noted that **heavy workloads** and **the absence of reflective training programmes** reduce the opportunity for teachers to reflect. He added that many schools do not encourage reflective practices, which leads to a lack of motivation among teachers to adopt them regularly.

### 2.8 Data Discussion and Interpretation of the Results

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In this part of the research, the researchers discuss the main findings obtained from the learners' questionnaire, teachers' questionnaire, and structured interviews. These tools were used to validate or reject the hypotheses put at the beginning of the present research.

Regarding the first hypothesis, which suggests that EFL teachers are familiar with the concept of reflective teaching. Throughout the result obtained, the majority of EFL teachers were familiar with reflective teaching and were aware of its relevance in improving their teaching. This was also supported by the information from the structured interviews, where the interviewees described how they came to know about reflective teaching primarily through teaching experience and informal learning. Many of them indicated, however, that their professional development lacked formal training in reflective practice. This suggests that although most teachers are familiar with reflective teaching, it has not been systematically addressed in teacher education programmes. However, the overall trend of responses confirms the validity of the first hypothesis.

The second hypothesis completely converged by both learners and teachers, which assumes that secondary school EFL teachers engage in reflective practices to enhance teaching; the results also confirm this assumption. Most EFL teachers reported that they constantly evaluate teaching, adjust approaches based on learners' needs, and draw upon prior experiences in order to tune classroom effectiveness. Informants also indicated that reflection helps them in lesson planning, classroom management, and in solving learners' issues better. Despite this, several challenges were highlighted, which include time pressures, overcrowding in classrooms, and lack of institutional support, all of which restrict the extent to which teachers can reflect thoroughly and consistently. Nevertheless, that reflective actions, albeit practised unsystematically or informally, are present in most teachers attests to the fact that most teachers do practise reflectivity, thus validating the second hypothesis.

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In relation to the third hypothesis, that reflective teaching positively affects learners' academic performance specifically, performance, motivation, and thinking skills, the claim is partially attested by the findings. The feedback from the learners indicated that most of them perceive their instructors to be responsive, especially when they appear confused or disengaged. Most participants indicated that teaching methods incorporating group work, multimedia, and other interactive strategies significantly enhance their comprehension and engagement. Some of the learners remarked that their instructors encouraged critical thinking. However, a number of learners expressed dissatisfaction with the teaching approach, stating that it remained too conventional and failed to meet their expectations and motivate them. From the teachers' perspective, reflective teaching was perceived as beneficial in enhancing learning outcomes and addressing classroom issues more effectively. However, some of them mentioned that a lack of time and institutional support generally barred them from finding time for useful reflection. Therefore, whilst reflective teaching has the potential to raise learner achievement, the disparity in its enactment and the circumstances surrounding it are such that merely partial support is established for the third hypothesis.

To sum up all the above, the discussion of findings indicates that both the first and second hypotheses are confirmed, as secondary school EFL teachers are not only aware of reflective teaching but also apply it in their practice. The third hypothesis is partially confirmed as the influence of reflective teaching on students' academic performance depends on a wide range of contextual factors. These findings highlight the necessity of offering more guided training and institutional support for facilitating effective reflective practices in EFL classrooms.

This section presented the research design and methodology adopted to investigate the impact of reflective teaching on EFL learners' academic achievement. It described the tools used for data collection. It highlighted the relevance of the

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situational and educational analysis in understanding the classroom context. The results were reported and analysed in light of the research objectives, leading to a discussion of the main findings.

### **Part two: SUGGESTIONS AND RECOMMENDATIONS**

#### **2.1 Introduction**

This section focuses on practical strategies that support teachers to implement reflective teaching in real classroom settings. It addresses how to overcome several challenges, such as lack of teaching materials, large class sizes, and limited training, by focusing on resourceful teaching methods, peer observation, and digital and community collaboration to improve the teaching and learning process.

#### **2.2 Addressing the Lack of Materials**

In any field, especially when materials are limited, maintaining a smooth workflow can be tough. Therefore, the need for innovation and adaptability becomes critically important. By implementing creative approaches, using digital tools efficiency can play a vital role in bridging gaps, and achieving set objectives.

##### **2.2.1 Creative Use of Available Resources**

Teachers are encouraged to utilise the best available and low-cost teaching aids to maximise the learning process. This approach involves applying a combination of resources, such as visuals (e.g., charts, posters, and infographics), real-life objects (realia) relevant to the topic, and electronic resources such as educational videos and available free online tools. By incorporating these resources into their teaching, educators can make the learning experience more participatory and engaging. This

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strategy not only helps to capture students' attention but also caters to different learning modes, allowing for a more comprehensive learning environment. Furthermore, the creative utilisation of accessible materials can facilitate the development of critical thinking and problem-solving skills, as students are taught to connect theoretical concepts to real-life applications.

### **2.2.2 Integrating Digital and Community-Based Tools**

To further enhance the learning process, schools and teachers need to actively seek out collaborations with local organisations and utilise open-source sites to access additional learning materials. Collaborations with community organisations can provide valuable resources, for instance, guest speakers, workshops, and project-based learning that supplements the curriculum. In addition, open-source platforms offer rich educational content, including lesson plans, interactive exercises, and assessment tools, that can be freely accessed and adapted to meet classroom needs. Such a community effort not only promotes sharing of resources but also strengthens the school-community bond. By integrating digital and community-based resources, educators can increase the quality of teaching and provide learners with a more comprehensive and relevant learning experience to equip them for future challenges.

### **2.3 Professional Development and Training:**

Professional development and the training are essential processes that enable teachers to improve their skills , expand their knowledge, and refine their teaching practices. This activities contribute to enhancing the quality of education and learners outcomes .

#### **2.3.1 Integrating a Reflective Teaching Module :**

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One important recommendation is to introduce a module of reflective teaching within university level. This module should aim to develop prospective teachers' awareness of their instructional practices , classroom interaction , the impact of their pedagogical decisions on learners' academic achievement , and it also encourage them to think critically about their teaching . The module would equip them with essential skills for continuous professional development. Moreover , teachers can identify area for improvement , and make thoughtful changes to enhance students' learning. This process not only support professional development but also encourages an effective teaching approach that meet the diverse needs of learners.

### **2.3.2 Institutional Support for Teacher Development:**

Educational authorities should establish regular professional development sessions that emphasise the importance of reflective thinking and responsive teaching strategies. Institutionalising these sessions will allow schools to establish an enabling system that encourages teachers to continuously improve themselves and adapt their teaching techniques to suit the diverse needs of their learners. This commitment to ongoing professional development not only enhances the quality of education but also prepares teachers to become more responsive and effective educators, ultimately leading to better learning among students.

### **2.4 Managing Large Class Sizes:**

To successfully manage large numbers of learners, teachers can apply reflective grouping strategies and peer-supported learning techniques. Grouping large numbers of pupils promotes active learning and peer support, allowing students to engage with the material collaboratively. Teachers had to reflect on group dynamics and make task changes to retain the participation of all the learners and benefit all equally from the learning process. Also, promoting peer tutoring and group projects empowers a sense of ownership of learning among the pupils, which not only reduces

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the pressure on the teacher but also maximises learners' interest. With these interventions, educators can build a more interactive and participative classroom that addresses diverse learning needs.

### **2.5 Enhancing Teaching through Peer Observation**

Building teaching through peer observation involves incorporating collaborative practice of reflection where teachers observe one another's classrooms and discuss their instruction practices in a guided manner. This way, the culture of continuous improvement is cultivated among motivated teachers who feel encouraged to critique and enhance their instruction practices critically. Furthermore, the regular peer feedback sessions also serve as an avenue for the exchange of best practices and friendly feedback among the teachers. This common environment not only serves to enhance teachers in moulding their pedagogical strategies but also enables them to exchange innovative approaches to improving students' performance. From these approaches, teachers can enhance teaching quality and create an enabling community of professionals.

### **2.6 Impact of Reflective Teaching on Learner Achievement:**

Reflective teachers play a significant role in enhancing learner comprehension and academic achievement by modifying their instruction to suit the different strengths and weaknesses of learners. By tailoring instructional methods, such teachers offer a more personalised learning environment that translates to enhanced comprehension. Further, by seeking and acting on students' feedback, teachers significantly increase

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student engagement. This responsiveness not only motivates learners to claim their learning process but also instills a responsibility for learning accomplishments. Ultimately, the reflective teaching practice not only meets individual learner needs but also creates a more active and dynamic classroom environment.

### **2.7 Conclusion**

In conclusion, the practices presented in this section demonstrate how reflective teaching can be effectively applied , which helps teachers adapt to challenges and improve learners' academic achievement. By using creative strategies, continuous training , fostering professional development, and encouraging peer collaboration , teachers can significantly improve the quality of education and support the academic growth of all learners.

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## **General conclusion**

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### **General conclusion**

With the continuous development of educational practices, the act of teaching is no longer seen as a set of routine tasks carried out by teachers. It has come to be viewed as a purposeful and reflective process that engages multiple dimensions of professional practice. Reflective teaching, in particular, becomes more prominent as a powerful alternative to traditional training models. It supports teachers to identify and implement necessary changes in their instructional methods. In Algerian secondary schools, reflective practice leads to more effective teaching and, consequently, better educational outcomes. It enables teachers to adapt their strategies in ways that support learners' cognitive development, motivation, and academic performance. Despite reflective teaching practices gaining recognition internationally, their application and exploration within the Algerian context remain limited.

Two main chapters constituted this work. The first chapter has explained the concepts of learning and teaching, types of teacher training, reflective teaching practices, and types of reflective teaching, along with teacher education development and its application in Algerian universities. It has explored how reflective teaching affects learners' academic achievement, referencing previous studies and Guskey's views. The second chapter has presented situational and contextual analysis, the case study, the sample, data collection methods, and the analysis and interpretation of the main results gathered from the research instruments used in this study, namely questionnaires for both EFL teachers and learners and unstructured interviews. It has ended with recommendations and suggestions based on the study's results.

Accordingly, the main findings, have derived from conducting a case study and analysing data collected through various research instruments (EFL teacher's questionnaire, learner's questionnaire, and structured interviews), confirmed the three

## **General conclusion**

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proposed hypotheses. The findings indicated that the majority of EFL teachers were familiar with reflective

teaching and were aware of its relevance in improving their teaching. Most of them reported that they applied self-assessment learner feedback and post-lesson reflection to enhance their teaching. Moreover, the results have revealed that reflective teaching positively affects learners' academic achievements, especially in terms of motivation, performance and critical thinking. However, learners have reported that they perceive themselves as more engaged. When the teacher has adapted their lesson to meet individual needs and supported active participation. Additionally, several teachers have cited key barriers that hinder its consistent application, such as time constraints, situational resistance, and the lack of training. Interviewed teachers and inspectors have confirmed the same challenges. They have emphasised that while reflective teaching is introduced during teacher education, it is rarely supplemented by practical training or ongoing guidance. They also highlighted the necessity of structured professional development and collaborative support for teachers to critically reflect on their work. These findings have confirmed all three research hypotheses and presented a more realistic view of the current working situation. Therefore, the researchers' perspective have evolved from viewing reflective teaching as an idealistic theory to recognising it as a practical and attainable element of effective teaching, providing supportive conditions, resources, and training.

The findings of this research has shown that reflective teaching is not only helpful in the local context but also connects to wider global efforts to improve education. Around the world, teachers are increasingly encouraged to engage in thoughtful reflection on their classroom practice to support the improvement of achievement. This study has aligned with that demonstrating how reflective practices help teachers assess their instructional strategies, better understand learners' needs, and adjust their teaching methods. In many developing countries or underprivileged areas, traditional teaching methods, learner disengagement, and achievement gaps remain

## **General conclusion**

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widespread. Reflective teaching has addressed these issues in a meaningful and learner-centred way by encouraging teachers to grow professionally and pursue continuous development, focusing on how reflection affects the quality of teaching as well as learning. This research has contributed valuable perspectives to global conversations on teacher education development and the design of learning environments that are more inclusive and adaptive to learners' needs.

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## Appendix A: EFL Teacher's Questionnaire

Dear Teacher,

Please spare a few minutes of your valuable time to answer the following questions. This questionnaire is part of a master's research project that aims to investigate how reflective teaching contributes to learners' academic achievement. Your responses are anonymous and confidential. Thank you in advance for your cooperation.

Instructions: Tick (✓) the appropriate box or write your answers in the space provided.

### Section One: Bio Data

1. What is your highest degree?

Bachelor

Master

Doctorate

Other: \_\_\_\_\_

2. How long have you been teaching English?

Less than 5 years

5 to 10 years

More than 10 years

### Section Two: General Understanding of Reflective Teaching

3. Have you received training in reflective teaching methodologies (such as action research, peer observation, or professional dialogue)? Please explain:

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4. In your own words, how would you describe reflective teaching, especially in relation to teaching English as a foreign language?

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5. How do you believe reflective teaching impacts your professional development and the success of your students? Justify your answer:

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6. Do you differentiate between reflection-in-action (during teaching) and reflection non-action (after teaching)? If yes, how do you implement both forms in your teaching practice?

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### Section Three: Reflection-in-Action (While Teaching)

7. How do you evaluate the effectiveness of your instructional strategies in real-time during a lesson?

- By observing student engagement and participation
- Through informal assessments and feedback
- By adjusting the lesson based on student responses
- All of the above

8. When you observe indications of learners' disengagement or confusion during a lesson, how do you promptly adjust your teaching methods?

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9. How do you assess the effectiveness of your immediate decisions and their influence on improving learners' academic performance?

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## Section Four: Reflection-on-Action (After Teaching)

10. Which of the following reflective tools or strategies do you use to assess your teaching practice after a lesson? (Select all that apply.)

- Journaling
- Lesson reports
- Audio or video recordings
- Student feedback
- Peer evaluations \_\_\_\_\_

11. How frequently do you utilise learners' performance data (e.g., quizzes, assignments, participation) to reflect on your teaching outcomes?

- Other (please specify): \_\_\_
- Always
- Often
- Sometimes
- Rarely
- Never

12. When reviewing a lesson, how do you identify effective and ineffective components?

**Effective Components:**

- Clear Learning Objectives.
- Engaging Activities .
- Formative Assessment.

**Ineffective Components:**

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- Lack of Structure.
- Minimal learner interaction.
- Irrelevant Content.

### Section Five: Impact on Learners' Academic Achievement

13. How do you believe your reflective practices contribute to enhancing your learners' cognitive engagement (e.g., critical thinking, problem-solving in English)?

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14. In what ways do your reflective decisions impact your learners' language performance, including grammar, writing fluency, and speaking accuracy?

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15. To what extent does reflective teaching increase your learners' motivation to learn English? Please explain with examples.

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16. Have you observed long-term improvements in learners' academic achievement that you can directly relate to your reflective teaching practices?

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### Section Six: Challenges and Support

17. What challenges do you face in implementing consistent and meaningful reflection-in-action and reflection-on-action in your teaching?

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18. What institutional or collaborative support would you need to enhance your reflective teaching practices further?

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**Thank you for your collaboration.**

## Appendix B: Learners' Questionnaire

Dear Pupils,

You are kindly invited to answer this questionnaire to help us with our MA research about how English teachers reflect on their teaching and how that may help students achieve better results in class.

Note: Your answers are anonymous. There are no right or wrong answers. Please tick (✓) the box that fits your opinion.

### Section 1: General Information

1. Your level :

1st year

2nd year

3rd year

2. Gender :

Male

Female

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3. How do you rate your level of English?

- Weak
- Average
- Good
- Very good

### Section 2: Your Experience in English Classes

4. Do you feel that your English teacher changes or adjusts his/her teaching during the lesson if pupils seem confused or bored?

- Yes
- No

5. Can you give an example of when your teacher changed an activity or explained something differently during class? What was the result?

.....

.....

6. Do you think your teacher notices how students react and feel during the lesson? Please explain.

.....

.....

### Section 3: After the Lesson

7. Does your teacher ask for your feedback after the lesson?

- Always
- Often
- Sometimes

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Rarely

Never

8. Do you believe your teacher makes an effort to enhance his/her teaching methods after each lesson? How can you tell?

Yes, definitely

Yes, to some extent.

Not really

No, not at all.

I'm not sure.

### Section 4: Impact on Your Learning and Progress

9. Do you think your teacher's teaching style encourages you to think more deeply about English?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

10. Have you observed any progress in your English skills since the beginning of the year? What do you believe has contributed the most to this progress?

.....  
.....

11. How motivated are you to learn English in your current class?

Very motivated

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Somewhat motivated

Neutral

Somewhat unmotivated

Not motivated at all.

12. Do you think your motivation is influenced by the way your teacher teaches and interacts with you? Please explain.

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### Appendix C: Interview

1. Can you describe any training you have received in reflective teaching methodologies?
2. How do you perceive the contribution of reflective teaching to the improvement of English as a foreign language instruction?
3. How do you believe reflective teaching contributes to your professional development and enhances learners' academic achievement?
4. How do you assess the impact of your reflective decisions on learners' academic performance and engagement?
5. In what ways do reflective teaching practices enhance learners' cognitive engagement in the EFL classroom?
6. What challenges do EFL teachers face in implementing regular and meaningful reflection during and after their teaching practice?

## **Summary:**

This research investigates the influence of reflective teaching practices on learners' academic achievement on secondary school. Data were collected through questionnaires distributed to both teachers and learners, as well as interviews with professors, teachers and inspector. The findings reveal that many teachers engage in reflective practices, such as self-evaluation and peer discussions, which help them improve their teaching methods and handle classroom challenges. Furthermore, the study highlights a positive relationship between reflective teaching and learners' development in critical thinking, performance, and motivation. In conclusion, reflective teaching contributes not only to teachers' professional development but also to a more engaging learning environment.

**Keywords:** Reflective teaching, Academic achievement, Self-evaluation, Critical thinking, Motivation.

## **Résumé :**

Cette étude vise à analyser l'impact des pratiques pédagogiques réflexives sur la réussite scolaire des apprenants du secondaire. Des questionnaires ont été distribués aux enseignants et aux élèves, complétés par des entretiens avec des enseignants et des inspecteurs. Les résultats montrent que de nombreux enseignants adoptent une réflexion pédagogique continue, ce qui leur permet d'ajuster leurs méthodes et de mieux répondre aux besoins de leurs classes. L'étude révèle également une corrélation positive entre l'enseignement réflexif et le développement de compétences telles que la pensée critique, la résolution de problèmes et la motivation. Ainsi, les pratiques réflexives apparaissent comme un levier essentiel pour améliorer la qualité de l'enseignement et les performances des apprenants dans un environnement plus dynamique.

**Mots-clés :** Pratiques réflexives, Réussite scolaire, Méthodes pédagogiques, Pensée critique, Motivation.

## **ملخص:**

تم اعتماد . يهدف هذا البحث إلى دراسة أثر الممارسات التدريسية التأملية على التحصيل الدراسي للمتعلمين في مرحلة التعليم الثانوي كشفت النتائج . أدوات بحث شملت استبيانات موجهة للأساتذة والمتعلمين ، إلى جانب مقابلات مع عدد من المعلمين والمفتشين أن عددًا كبيرًا من الأساتذة يمارسون نوعًا من التأمل التربوي يساعدهم في تحسين طرائقهم التدريسية ومواجهة الصعوبات داخل كما بيّنت الدراسة وجود علاقة إيجابية بين التدريس التأملي وتطور قدرات المتعلمين، خصوصًا في مجالات التفكير النقدي، حل . القسم وبناءً على هذه النتائج، توصل البحث إلى أن اعتماد الممارسات التأملية يساهم في تحسين جودة التعليم . المشكلات، والدافعية نحو التعلم ويعزز من الأداء

. الأكاديمي للمتعلمين في بيئة تعليمية أكثر تفاعلاً وفعالية.

التدريس التأملي، التحصيل الدراسي، التقييم الذاتي، التفكير النقدي، الدافع: الكلمات المفتاحية

