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**INVESTIGATING THE GAP BETWEEN EXPECTATION
AND REALITY IN REFLECTIVE TEACHING:
SECONDARY SCHOOL TEACHERS AS A STUDY CASE**

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN
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MASTER'S DEGREE IN DIDACTICS**

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DEDICATION

I dedicate this work to:

- The greatest person in my eyes, **MOM**. This work is whole-heartedly conducted to make you proud.
- To my dearest brother, **Riadh**, and my close friends **Khadidja** and **Khawla** who were by my side throughout the accomplishment of this dissertation.
- For my partner in this research work, **Anfel BEHTANI**.

Chahinez GHALI



DEDICATION

I dedicate this work to:

- My role model, to whom I owe my life “**MY BELOVED PARENTS**” for their endless love and support.
- My lovely **GRAND-MOTHER** for her constant prayers that prevented me from surrendering.
- The far yet close to the heart, brothers: **ISHAK, MOHAMED** and my second father **YOUCEF** for their enormous affection and care.
- My dear best friends: **THIZIRI, BOUTHEINA, TOUNSSIA** and **AMEL**.
- My partner in this work, **Chahinez GHALI**.

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ABSTRACT

This study is a detailed examination of reflection in teachers' daily practicum. The general understanding claims that reflection is one of the processes that improve both teachers' classroom performances and professional development. However, what is intended to be found at the end of this research exploration is whether EFL secondary school teachers are aware of this importance and consequently reflect on their practices. The aim of the current research is twofold, it first aims at assessing EFL secondary school teachers' perception toward reflection and second at revealing whether they reflect on their practices or not. To reach these objectives, a mixed approach of both quantitative and qualitative instruments was implemented; the sample population of the study consists of 10 EFL teachers from three different secondary schools (Belhouari Mohamed, Ibn Rostom, and Medjdoub Zakaria) from two regions (Tiaret and Sougeur). Three data collection instruments were used to collect the required data, teachers' questionnaire, teachers' structured interview, and teachers' daily copybook analysis. The findings obtained from the investigation revealed contradicting facts. The first obtained results show that EFL secondary school teachers' are familiar with the concept of reflective teaching; their answers to both the questionnaire and structured interview revealed that they are familiar with the concept and its vital significance. The second point claimed by the same teachers is that they constantly reflect on their teachings; however, what was noticed in the results of the third tool, daily copybook analysis, is that EFL teachers do not reflect on practices. The findings of the third instrument were interpreted differently. The first possibility says that EFL secondary school teachers do not reflect on their practices instead they deceived the researcher by falsifying their answers of both the questionnaire and the structured interview. The second possibility claims that they reflect on their practices in an unstructured way (Informal Reflection) which is considered ineffective way of improving teaching or teachers' professionalism.

Key Word: Daily practice; EFL teachers, reflective teaching, teachers' daily copybook, unstructured reflection

LIST OF ABBREVIATIONS

CA: Communicative Approach

CBA: Competency-based Approach

EFL: English as a Foreign Language

GTA: Grammar Translation Approach

RTM: Reflective Teaching Model

TQEF: Teaching Quality Enhancement Fund

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GENERAL INTRODUCTION



In the educational process, it is necessary to highlight teachers' ways of teaching and its impact on their students. An effective teacher is considered as the model whose behaviour and way of thinking affect his students' learning; the one that searches for new ways to enrich his knowledge; and always be aware of his weaknesses to work on them, this is referred to as a reflective teacher. Therefore, reflection is described as a deliberate thinking about actions with a view to its improvement; reflective teaching is seen as the way in which teachers learn from their previous experiences, it means thinking about what happens in the classroom and try to improve it. Thence, reflection is adapted for the sake of improving teachers' practice; it is very important because of the benefits it offers for teachers to develop their professionalism.

The motivation to conduct this research work was clearly identified at the beginning of the process. The fact that reflection is somehow neglected when considering teachers' ways of professionalism besides the process of consulting some previous works that tries to prove the vital role of reflection on improving teaching. The most if not all the checked works previously conducted under the aim of confirming or disconfirming the significance of reflection did not shed the light on whether teachers are really aware of this importance and if they truly reflect. For this reason, the present research subject has been chosen.

The current study is an attempt to explore the need of implementing reflective practice in the classroom settings and provides more details about the approach of reflective teaching in the Algerian educational context. In addition, it aims at investigating Algerian EFL teachers of English prospective about reflective teaching and its status in teachers' daily practicum. It focuses on the importance of using reflection as an instrument to enhance teachers' professional development from different angle through exploring the extent to which teachers reflect on their practices.

Research Questions

This current study endeavours to find answers for the following research questions, which, according to our prospects, would converge towards the main objective raised by the statement of purpose. Besides, It should be highlighted that both forthcoming questions are formulated and arranged so as to mirror the main issue of our study, viz., *Investigating the Gap between Expectation and Reality in Reflective Teaching*.

Question 1: Are EFL secondary school teachers familiar with the concept of reflective teaching?

Question 2: Do EFL secondary school teachers reflect on their teaching practices?

Hypotheses

It is appropriately acknowledged that hypotheses are possible suppositions of a set of causes and effects of the issue under investigation. Thus, as an attempt to predict answers to the aforementioned research questions, the following hypotheses are advanced:

Hypothesis 1: EFL secondary school teachers are familiar with reflective teaching.

Hypothesis 2: EFL secondary school teachers reflect on their teaching practices.

Research Methodology and Design

In fact, the eagerness to reach these objectives and to answer the above raised questions led us to design an exploratory case study. This research work is a case study dealing with reflective teaching as a model for teaching. To collect data, three investigation instruments are used to collect sufficient data about the problem under investigation. Teachers' questionnaire, teachers' structured interview, and teachers' daily copybook analysis are the three quantitative and qualitative tools used with 10 EFL teachers from three different secondary schools.

The Choice of the Methodology

The current research lends itself to investigate both secondary school teachers' awareness/familiarity and implementation of the reflective teaching. The motive behind such survey derives from the assumption that teachers' reflexivity is an utmost factor leading to creativity and innovation. This can materialize if teachers develop their self-critical thinking correlating with learners' positive outcomes, including knows, attitudes and skills. Thus, undoubtedly, influences positively learners' learning. So, both descriptive-interpretative method is used to achieve the purposes of this research.

Research Tools

Owing to the kind of the current dissertation which descriptive-interpretative, and the sake of collecting enough and diversified data, allowing the triangulation process, three different research tools, viz., a questionnaire and a structured interview directed to secondary school teachers, and the scrutiny of the teachers' daily copybook. These investigative tools are used with the intent to unveil

secondary school teachers' both awareness and effective implementation of the reflective practice throughout their classroom practicum.

The Structure of the Dissertation

The present work is divided into three interrelated chapters. The first chapter consists of two sections: the first one provides definitions of reflection and reflective practice with its two main types (reflection-in-action and reflection-on-action) and its purpose; as well as the two milestones of the concept of reflection (John Dewey and Donald Schön) regardless to listing the basic tools of reflection such as Journal Writing, Lesson Reports Surveys and Questionnaires, Audio or Video Recording Lessons, Observation and Action Research, while the second section provides a review on some previous studies about reflective practice in language classroom.

Concerning the second chapter, it is devoted to reflective teaching in the Algerian context and highlights the Status of English in the Algerian educational system including the objectives, methods and finalities of Teaching English as a Foreign Language in Algeria. Then, it highlights the Algerian educational system (Primary Education, Middle School, Secondary education and Higher Education) in addition to describing the use of the competency based approach in Algerian secondary education.

Concerning the third chapter, it can be divided into two sections. The first section is mainly about describing and interpreting the study case, sample, and data collection instruments. However, the second section is the one concerned with analysing the data gathered from the three tools previously mentioned and interpreting it. An interplay of the data gathered from the three tools is the last element of this chapter.

Chapter One

Theoretical Overview of Reflective Teaching

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INTRODUCTION

This chapter represents the theoretical part of this work. The first section of the chapter deals with defining reflection as it appeared and the purposes behind it. Then, it provides the main pioneers of the concept. Next, reflection as teachers' main practice is being discussed regardless to the ways it should be executed in the classroom. In addition, the chapter presents the common tools of reflection in the next title. Journal writing is the first tool to be presented besides lesson reports, audio or video recording, surveys and questionnaires, observation, and action research to help teachers practice reflection effectively. Finally, a review of previous studies is provided to show the findings of the works done on reflective practice.

I.1 DEFINITION OF REFLECTION

Reflection is an active consideration of ones experiences. Being active requires a continuous effort from the reflector to make a clear image about what is going on around him. This would prevent him from taking any random decision; instead, he would make choices on basis of a careful examination of information gathered from his experience (Dewey, 1909: 6). Regardless to Dewey s definition, Amulya (2004: 1) defines reflection as an active process of engaging in a particular experience and analyse it deeply for gaining the ability of taking perspective on actions and experiences.

The process of reflection can developed differently from one teacher to another according to their analysis and understanding of the experience that occurred while teaching. Boud, Keogh, and Walker (1985: 19) state that

Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. It is this working with experience that is important in learning. The capacity to reflect is developed to different stages in different people and it may be this ability which characterizes those who learn effectively from experience.

Reflection requires a careful observation and consideration of current or/and previous performance. Jay (2003) asserts this idea with a clear definition to reflection. He indicates that reflection takes place when someone is thinking about what he or she is doing. It implies a process of deep thinking about a problem with the intention to solve it. In addition, although reflection is natural, it poses a challenge; in terms of teachers promptitude to observe a

problem in his class besides his ability to solve it and bring a positive change, to be considered.

Rodgers (2002: 8) defines reflection as a meaning making process by which relationships are formulated between the elements of a particular experience or between two experiences; that is to say, when the reflector observes an unusual phenomena, he tries to find explanations by analysing that phenomena and elicits the reasons behind its occurrence. In short, reflection is that process of reorganizing a specific experience to add meaning to a previous one.

Reflection is a way of retrieving understanding out of one's personal experiences; it is the process of trying to understand personal relationships with the world and the problems it poses. Reflection is related to all aspects of life (Nussbaum, 1997). People could reflect on where to take their coffee break, they may think about the problems they faced when having their coffee breaks; it could be getting late to be back to work or having coffee in a bad place they need not to go again.

Reflection begins with a problem during the teaching experience; an overcrowded class will surely prevent neither the teacher from fulfilling the lesson objectives nor students from getting something new out of it. It takes time and effort to analyze and interpret that problem to come out with a solution for a balanced state. Farrell (2000) claimed that teachers reflect by taking into their accounts a concrete aspects of teaching and learning processes within the aim of personal change and effective learning outcomes (as cited in Merysa, 2018: 12).

Reflection is a deliberate process of checking to what extent the reflector's assumptions are valid. Brookfield (2017: 79) defines reflection as a problem-solving process which occurs only when something is not working. He suggests that only through critical reflection teachers could discover the worth of their teaching.

Boyd and Fales suggest that reflection *"is the core difference between whether a person repeats the same experience several times becoming highly proficient at one behavior, or learns from experience in such a way that he or she is cognitively or affectively changed"*. (1983: 100). Reflectors need to locate themselves within the experience to be able to explore it effectively and end up with a clear understanding of it. They need to grow mentally and emotionally while engaging in an experience to deduce that the process of reflection is effective.

The idea of reflection is central to the theory and practice of learning. It requires thinking about past and present events to make a sense of it. According to Reynolds (2011: 5), reflection is concerned mainly with considering previous and current actions to inform the coming ones. It is taking new decisions on basis of previous and existing ones. Decision making is the result of critical thinking about personal or others experiences, it could be seen, read, or heard.

I.2 THE PURPOSE OF REFLECTION

No doubt, reflection is, clearly, purposeful because it aims at a change for better. John Lohran (2005: 13) claims that the reason behind reflecting is to find explanations to problems; it aims at reaching a better understanding of the problem and trying to find ways to solve it. Reflection is a set of steps that happen when thinking about any aspect of human life. These steps need to be organized and connected to obtain informed actions.

Besides requiring a sequence of ideas, reflection implies a “consecutive ordering”; all ideas are linked in a way that each idea determines the next. They do not function separately; instead they all serve one common objective. Dewey (1909: 17) claimed that reflection differs from any routine activity. It enables us to act not randomly but on basis of an experience, phenomena, or problem aiming at changing them into better and find solutions. Simply, reflection enables the reflector to know what he or she is about when acting.

Amulya suggests that reflection is purposeful for it informs people about what goes right and what goes wrong; consequently, it leads to a clear understanding of the challenge encounters (2011: 1). Furthermore, Reflecting on a particular experience enables the reflector to see why something is not working and tends to change it for better. It also informs us about what we struggle with and what we succeed in doing the most. In addition to that, reflection encourages creative work because it is an ongoing process which lets the reflector learn more about him/ herself and tries his best to develop for better.

Reflection does not occur only when something is wrong or when a problem takes place. Amulya (2011: 1-2) emphasized the importance of reflection when having a positive experience by saying that reflection helps us recognize the practices that lead to success; reflection on successes informs us about the right assumptions to be taken and the right actions to be done to reach success.

Reflection deepens our understanding of the events surrounding. It enables reflectors to improve their actions on basis of the assumptions drawn after analyzing and understanding those events. Yocco suggests that:

We must reflect on both our successes and our failures. Reflection is not about dwelling on the negative things. Our positive experiences teach us what works well in specific situations and allows us to examine potential transference to other situations. (2018)

Reflecting encompasses all the aspects that constitute the educational system. All the positive classroom experiences and/or the negative ones have to be taken into teacher's account when thinking back about the classroom events.

I.3 MILESTONES OF THE CONCEPT OF REFLECTION

Being defined as the ability to cogitate on one's performances so as to engage in a process of continuous learning, reflection involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. Yet, the concept of reflection carries various meanings and differing significance. Thus, the elucidation of some of the milestones as regards the concept of reflection is of great importance.

I.3.1 JOHN DEWEY AND REFLECTION (1859-1952)

Dewey is the pioneer of reflection. He was the first to use the term reflection in his 1909 book entitled *How We Think*. In his book, Dewey makes a clear distinction between thinking as a routine activity and thinking as a reflective activity. He argues that thinking is "*in its loosest sense, thinking signifies everything that, as we say, is "in our heads" or that "goes through our minds"*" (1909: 2). And reflection as "*(it) implies that something is believed in (or disbelieved in), not on its own direct account, but through something else which stands as witness, evidence, proof..*" (Ibid, 8). In this regard, thinking is a random activity practiced without the intention of eliciting a response or a reaction; however, reflection is practiced on basis of a particular experience with the intention of evaluating and analyzing it.

Rodgers (2002: 844-858) claimed that Dewey declared implicitly that reflection has four (4) main criteria. They are as follow:

1. The purpose of education is to foster intellectual, moral, and emotional growth of the learner which, consequently, leads to the evolution of society. This can happen only by

reflection because reflection moves the learner from one experience into the next supporting him in relating the components of each experience with the other. This later makes learning an ongoing and productive process.

2. Reflection is a systematic and conscious way of thinking. It takes the learner from a state where he or she is not clear about what goes around him to harmonious state.

3. Since Dewey considers interaction as the first element of an experience, we cannot assume the existence of reflection without the interaction with oneself and the world. To think without expressing ones thoughts is an incomplete act.

4. Reflection requires a specific attitude to value the growth of oneself and the others. Dewey believed that the attitudes performed within the act of reflection could open the way to learning or block it. Being aware of the attitudes and emotions is part of the effective thinker.

Rodgers (2002: 845-858) lists the six (6) phases of reflection she derived from Dewey's books, *How We Think* and *Democracy and Education*.

a. An Experience

According to Dewey (1909), an experience is not that direct participation in a particular event. It is broader than that. An experience requires an interaction between the person and the environment. So, we cannot call any act an experience unless it involves a certain kind of interaction between person to person or person with whatever constitutes the environment. Aldous Huxley states: "*Experience is not what happens to you, it is what you do with what happens to you*" (as cited in Rodgers, 2002: 848). This means what happens to any individual must be reconstructed and reorganized because what happens to us may be out of control but the meaning we make out of it is totally controlled.

b. Spontaneous Interpretation of the Experience

When a particular experience ends, a spontaneous interpretation of what is going on occurs. Certain ideas suggest themselves on basis of what the teacher perceives from the experience. Those interpretations differ from one teacher to another according to their own beliefs, desires, and interests. Dewey (1909) emphasized on the need to take enough time to act after observing so that reflection can happen.

c. Naming the Problem(s) or the Question(s) that Arises out of the Experience

This phase and the previous can be called a descriptive phases of the experience. In this phase the reflector has to take a distance from the experience and observe what is intended to be observed to be able to formulate the problem or the question arises from the experience. Dewey (1909) suggests that “*a question well put is half answered*”. Meaning-making starts in this phase, so decisions must be grounded on evidence.

d. Generating Possible Explanations for the Problem(s) or the Question(s) Posed

This phase is connected with the second one. The reflector will either confirm or reject the suggestions drawn in the second phase. Dewey (1909) named this phase the formation of tentative hypotheses. It is considered as the first phase of analysis in which the explanations will arise from combining meaning from current experience and previous ones to deepen and broaden reflectors understanding. In this phase connections between current experience and previous ones are generated and meaning starts to take shape.

e. Ramifying the Explanations into Full-Blown Hypotheses

Both, this phase and the previous involve a certain form of analysis, however this one is more focused. It requires spending more time trying to analyze and understand the data of the experience. Careful thought about these data is transformed into a reflective response instead of a random reaction. This stage encourage reasoning by which decisions are made.

f. Experimenting or Testing the Selected Hypotheses

For Dewey (1909), reflection should lead to action or it does not take the criterion of responsibility into consideration. The action resulted in this phase is different from the routine action because it is based on a reflective thought. This phase offers a solution to the state where the reflector gets lost by generating a reliable meaning from an experience; can be relied on in future experiences.

These six phases must lead to a change in individuals’ actions or the process of reflection is done in vain. Although being present in an experience is highly required from the reflector; yet, a set of reflective attitudes need to be performed to have a reflective action. These attitudes are: whole-heartedness, directness, open-mindedness, and responsibility. Zeichner and Liston (2014: 11), described reflective attitudes as follow:

- **Open-mindedness:** it is the first to appear in the reflector’s attitude. Open-mindedness requires from the reflector not to accept any idea without giving a

critiques and careful analysis to it. The reflector is supposed to consider many sides rather than only one. Dewey (1909: 30) claimed that reflectors need to bear in mind that errors are possible even in the beliefs dearest to us.

- **Whole-heartedness:** the reflector needs to be highly involved in the process of reflection. He or she has to perform a certain amount of interest and desire through their practice of reflection. The reflector has to show a whole engagement in reflection through getting interested with the problem being faced and the intention to solve it. In addition, learners respond to teachers who love to teach and love what to teach
1. **Responsibility:** this attitude requires from the reflectors to acknowledge the consequences of their thoughts. It implies projecting personal assumptions in real life. Trying to understand how something works and how a particular problem is solved has to be in relation with the world. According to Dewey (1933, as cited in Zeichner and Liston, 2014: 11), responsibility requires considering the consequences of one's actions. Responsible teachers are supposed to ask why they do things in a particular way rather than another or the reasons behind their decisions.
 2. **Directness:** reflectors need to trust in what they assume and generate from a particular experience and ignore what others think about it. Rodgers states that "*It is what beginning teachers often lack. Because they are so identified with the content and their teaching of it, they often totally miss what is going on around them—most important, the learners and their learning*". (2002: 860). Rodgers tends to explain that novice teacher put their whole attention and concern to teaching the content of the lesson and forget about other classroom aspects.

I.3.2 DONALD SCHÖN (1930-1997), REFLECTION-IN-ACTION AND REFLECTION-ON-ACTION

Schön (1983) extends Dewey's work and coined the concept of reflective practice. According to him, reflection is divided into two sorts: reflection-in-action and reflection-on-action.

Reflection-in-action is to reflect on behaviour as it happens in teaching. It takes place whilst teachers are involved in a situation where they reflect on their actions as they are doing them. It refers to the teachers' implicit knowledge that drives their actions; it encompasses the ends, inquest and knowledge. According to Schön (1983: 165) "*practice is a kind of*

research... the ends are framed interdependently...inquiry is a transaction with the situation in which knowing and doing is inseparable". This indicates that the teaching process is a sort of research as the teachers are required to examine their practices inside and outside the classroom by putting their knowledge into practice.

Reflection-on-action occurs before or after doing an action and is defined by schön (1983) as the procedure by which teachers are far away from the teaching process in both time and place. The reforms are usually done outside the classroom; it takes place when teachers note down the negative and positive events and reflect on their daily lessons and use the information gathered with implementing some changes to improve their next time teaching. That is to say, it is a retrospective reflection which involves reflecting on actions that have already occurred; in this way, teachers will take their students' needs and desires into consideration in order to interpret the cardinal events. However, both reflection-in-action and reflection-on-action focus on the interactions that influence students' outcomes. (Meier and Stremmel, 2010: 249-257)

Connelly and Clandinin (as cited in Munby, 1989: 3) find out the distinction between reflection-in-action and reflection-on-action which separates thinking during and after or before practice. Although reflection-in-action implies an immediate and spontaneous action from the teacher when a problem occurs; however, reflection-on-action requires a deep thinking about the problem which makes it a serious problem-solving activity.

I.4 DEFINITION OF REFLECTIVE PRACTICE

Reflective practice has been defined differently by different scholars, but the term was coined by Schön in 1983. Schön (1983) defines it as a process by which practitioners focus on their own thoughts about previous and current experiences and explicit reactions or answers to those experiences. Practitioners do reflect in different levels, when planning the lesson, when explaining the lesson, and after delivering the lesson. This means that reflective practice occurs before teaching a particular English lesson, when teaching that lesson, and after teaching it.

Brookfield, in *Becoming a Critically Reflective Teacher*, states that reflective practice is "*...quite simply, the sustained and intentional process of identifying and checking the accuracy and validity of our teaching assumptions.*" (2017: 3). Teachers are supposed to perform some actions while practicing their jobs. These actions should be based on

assumptions resulted from the analysis and interpretation of a particular experience. The assumptions are not always right, sometimes, they could be justified but other times they may be wrong and need to be reframed.

Reflective practice has to be given more time and importance by practitioners so that it becomes an integral part of their daily life activities rather than their teaching process. Robins, Ashbaker, Enriquez & Morgan (2003) propose that reflective practice is a tool that enables teachers to understand the assumptions they make about their classrooms experiences more deeply.

Reflective practice is based on critical reflection. It is defined by Jay as “*contemplation with openness to being changed, a willingness to learn, and a sense of responsibility for doing ones best.*” (2003: 1). This means that reflective practice is a number of operations aims at changing teachers’ practice to better. In the same regard, Jasper (1999) defines it as a process conducted by the teacher through questioning, analyzing, and synthesizing his/her practice inside the classroom for the sake of improving their teaching from a side, and to develop a personal professional career from another side.

Dewey claims that reflective practice is the process that boosts the teacher to get involved in his practice by questioning their choice of the approaches to select, the materials to be used, the teaching and learning styles suitable for learners, and the activities that helps him/her fulfil the objectives. (1909: 15). This means that the process of reflection is incomplete if the teacher does not ask about his students’ needs and learning preferences.

Reflecting on the practice means subjecting the beliefs, assumptions, and values about the teaching and learning processes to a critical analysis (Farrell, 2013: 33). Reflective practice is the combination of attitudes and mental thoughts carried by the teacher to collect information about what works in his class and what does not regardless to using the pieces of information collected to from decisions about teachers’ practices.

Boud, Keogh and walker (1985: 19) argue that reflective practice is an activity where practitioners engage intellectually and affectively in analyzing their experiences to come out with explanations and solutions to some teaching problems.

I.5 PURPOSES OF REFLECTIVE PRACTICE

Jacobs, Vakalisa and Gawe (2011) clarify the purpose of reflective Practice by suggesting that reflection provides information about the way teachers connect with learners and how it gives them the opportunity to renew their practice after understanding how it effects.

Brookfield (2017: 100-109) argues about the purpose of reflection in teaching in a number of elements:

- Teachers are supposed to perform a number of actions when teaching. Those actions are informed by reflection and mostly based on well investigated assumptions. Reflection helps when teachers find themselves in a situation where no action or response is performed.
- Reflective teaching keeps teachers away from blaming themselves is something did not work in their classroom or when their students seem not to be learning.
- Reflective teaching helps teachers establish worthy teaching in addition to helping them to engage in their teaching process.
- Reflective teaching enables teachers to form a professional career.
- Reflective teaching is not meant to help teachers only; it helps students to think critically as well.
- Reflective teaching aims at developing the analytical skills and the creativity of the teacher.
- Reflecting keeps teachers engaged and alert with what goes inside the language classroom and enables them to justify their decisions.

When reflecting, teachers are gathering information about what goes in their classrooms, how their process of delivering knowledge is conducted, how are students interacting with those new pieces of knowledge, what do learners like more about the class, do learners like to work in groups or individually, do they feel comfortable working with their colleagues, do they feel confident about their speaking abilities...etc. Then, they analyze what results from their analysis and identify the problems to come finally to the phase where they try to suggest solutions to those problems. This allows us to consider reflection as a problem solving tool.

A research conducted by Roman (2010, as cited in Merysa, 2018: 14) indicates that reflection enables pre-service teachers to have a clear understanding and an appropriate use of a number of educational theories. In this respect, teachers who reflect would improve teaching strategies. Moreover, the results of his research show that pre-service teachers who used to reflect upon their teaching procedure could make change compared to teacher centred classrooms.

I.6 THE EXECUTION OF REFLECTIVE TEACHING IN THE TEACHING CLASSROOM

The practice of reflection varies from one teacher to another according to their personal desires and habits of doing things. Amulya (2011: 2) indicates that reflection can be practiced differently at different frequencies: daily, monthly, or yearly. It can also be different in terms of depth; teachers' unplanned intention to observe what happens and what did not happen to teachers planned intention to notice any particular aspect in the classroom, such as students' reactions to the lesson.

Bartlett (1990) suggests a model of five stages that describes the implementation of the process of reflective thinking in a form of questions any teacher needs to ask him/herself when engaging in the reflective process. These questions are: "What do I do as a teacher?" as the first question in the mapping stage where the teacher observes his/her beliefs, attitudes, and methodologies. The second question which represents the informing stage is "What did I intend?" It highlights the teachers' aims of the lesson to determine the successes and failures by the end. "How did I come this way?" is the question of contesting stage that obliged the teacher to engage in discussions with colleagues and start reflecting with them through sharing ideas and assumptions. The next question of the fourth stage, appraising stage, implies inquiring new ways of teaching as an answer to "How might I teach differently?" and the last stage has to be an acting phase in which the reflective teacher implements some changes on the level of his/her practice by asking him/herself "What and how shall I teach now?"

Reflection could be practiced in several ways according to the tool being used. An article posted by Northern Illinois University entitled "Reflective Journals and Learning Logs" described the execution of the process of reflection differently as follow:

❖ Write, record

In this phase, the teacher is supposed to describe the course being taught and the context in which teaching takes place. He is supposed to mention the participants involved in the educational process, and what are they meant to do.

❖ **Reflect, think about**

The teacher has to think about his reactions, feelings, the effective and ineffective aspects in the educational process, and what did learners learn.

❖ **Analyze, explain, gain insight**

Here, the teacher tries to explain what is going on; he analyzes and makes sense of the experience, and then demonstrates professional development because of the experience.

❖ **Conclusion**

In this phase, the teacher draws conclusions in both general and specific senses from the experience.

❖ **Personal Action Plan**

Finally, the teacher takes a final decision about what will go differently in this type of situation the coming time and what are the steps that will be taken on basis of what have been learned from the problem.

I.7 TOOLS OF REFLECTION

In every lesson and in every classroom, some events occur. The teacher is required to develop a deeper understanding of these events (that serve as a basis for critical reflection) besides some strategies for intervention and change depending on the needs of every event. The coming titles are the procedures used to help teachers investigate their classroom teaching.

I.7.1 JOURNAL WRITING

A journal is one of the tools used by teachers to write their responses to a particular event or experience for the sake of making a better process of their teaching. Journal writing helps the teacher to reflect appropriately by taking the appropriate decisions and implementing a change. Minute to minute events should be written in a notebook for a later re-reading in order to analyze, interpret, and evaluate them (Benmoussat, 2003: 230, as cited in Megnafi).

Krol states that journal writing is *“an approach that fosters reflection and is an effective source of dialogue between student and teacher.”* (1996: 1). Krol’s quote emphasizes the idea that journals are used to encourage reflective thoughts and create a positive relationship between the teacher and his students. In the same regard, Richards and Lockhart (1996: 7) claim that journal writing serves as a discovery process; various experiences can be investigated through journal writing; such as, questions about problems that occur in the classroom.

Richards and Lockhart (1996: 8) recommend teachers to make entries regularly and even daily if possible, and review those entries to have a clear vision. As teachers review their journals, they are supposed to ask some questions:

- What do I do as a teacher?
- Why do I teach the way I do?
- What principles and beliefs inform my teaching?
- What roles do learners play?
- Should I teach differently?

Teachers are expected to share their journals with their colleagues and have a discussion about them.

I.7.2 LESSON REPORTS

Teachers are supposed to plan their lessons daily, but reporting lessons is something different. Richards and Lockhart (1996: 9-10) state that teachers plan their lesson report before and come to perform it in the classroom. It differs from a lesson plan in describing what happened in the class from the teachers’ perspective. The lesson report provides the teacher with a

procedure about what happened during the lesson, the time spent on the lesson and its different parts, and the effectiveness of the lesson.

An effective lesson report requires the teacher's preparation to meet the objectives of the lesson to be taught. The teacher needs to identify the teaching activities, the procedures, and materials He or She tends to use while teaching. Second, He or She has to make a checklist on how the lesson was presented. Third, He or She needs to use the lesson report regularly to identify the activities, procedures or techniques, and materials used. Finally, He or She is supposed to meet other teachers and have a discussion about the reports they design.

Lesson reporting requires from teachers to ask some questions after the lesson writing:

- What were the main objectives of the lesson?
- What did learners learn from the lesson?
- What teaching procedures used?
- What problems did I face and how I dealt with?
- What were the effective parts of the lesson?
- What were the ineffective parts of the lesson?
- Would I teach the lesson differently?

I.7.3 SURVEYS AND QUESTIONNAIRES

Teachers can investigate their teaching effectiveness and learning achievements through using surveys and questionnaires. They distribute a number of questions to their students and wait for their thoughts, beliefs, preferences, and styles. This tool provides teachers with a large amount of data and different responses (Richards and Lockhart, 1996: 10).

It is easy to carry out a survey or questionnaire; however, subjectivity may influence the process.

I.7.4 AUDIO OR VIDEO RECORDING LESSONS

Lesson recording allows teachers to live the teaching experience twice through using a cassette recorder or camera. According to Richards and Lockhart audio or video record could be played later and examined by the teacher to recognize the lesson gaps and problems to be

fixed. Another advantage is that audio or video recording provides more details about the lesson done previously.

Recording is an effective tool that contributes in developing teachers' reflective practice; however, it may have a negative effect. Recording could distract students and prevent them from focusing on the lesson being explained. Moreover, recording devices cannot capture all students; the ones sitting at the back could be neglected (Richards and Lockhart, 1996: 11).

I.7.5 OBSERVATION

Different aspects of teaching are being observed when engaging in the observation procedure. Richards and Lockhart (1996: 12) consider observation as a tool of gathering information about teaching rather than a tool of evaluation. They mention that in order for observation to be positive, observers need to gather information only instead of trying to evaluate what being observed or teacher's lesson.

I.7.6 ACTION RESEARCH

Action research is considered as a classroom investigation conducted by the teacher to have a better understanding of the educational process, and bring changes in the classroom practice. According to Richards and Lockhart (1996: 13), action research consists of a number of phases usually resumed into three (3) starting by identifying the problem needs to be solved. Then, looking for an appropriate procedure for data collection related to the problem; questionnaire, interview, test, observation...etc. Coming to the phase where analyzing and reflecting on the data collected takes place. In the last phase, the teacher decides about what to change in his classroom; he makes an action plan about the changed He is supposed to integrate in the class and observes its effects.

I.8 REVIEW OF PREVIOUS STUDIES ON REFLECTIVE PRACTICE IN LANGUAGE CLASSROOM

Since classrooms are such busy places, with many different activities happening at the same time, much of what is really happening in that classroom for the most part actually remains unknown to the teacher. (Richards & Lockhart, 1994).

I.8.1 EFFECT OF REFLECTIVE TEACHING PRACTICES ON THE PERFORMANCE OF PROSPECTIVE TEACHERS

A research conducted by Madiha Zahid (2019) aims at examining the effect of reflective teaching practices on prospective teachers' performance. The population of the study was the prospective teachers of sixth semester in a women university's teacher education program Lahore in Pakistan. Out of 40 students, 20 students were taken as experimental group and the rest of 20 students were taken as the control group. The researchers during the action research have trained teachers for the reflective practices and a cyclic process of producing a module and observe them during their practicum for replication of reflective practice. Two hypotheses were used in this study first; there is no significant difference in the performance of experimental groups taught through reflective teaching practices and control group taught through conventional teaching practices after training. Second, there is no significant difference in the performance of experimental and control group of prospective teachers during teaching practice. An action research was conducted by the researchers in three phases. To conclude, the study found that after training there was a significant difference in the performance of trained and untrained teachers for reflective practice. The findings show the importance of the reflective teaching practice on the teachers' performance by changing their teaching strategies and rethinking about their weaknesses and strengths. According to me, the study of Madiha Zahid Focuses on determining the consequence of reflective practices on the performance of prospective teachers by observing them during training and classroom teaching practice for the use of reflective teaching practices.

I.8.2 REFLECTIVE TEACHING: AN APPROACH TO ENRICH THE ENGLISH TEACHING PROFESSIONAL PRACTICE

The second study carried by Marian LissettOlaya Mesa (2018) provides an exploration of 23 national and international reflective teaching research studies. They were selected according to the following criteria: research reports or theoretical papers written between 2008/2016 or investigations conducted in and outside Colombia. The research question was: to what extent can reflective teaching become a professional practice? The theoretical framework of the study was divided in two parts: the first part deals with the literature review that provides a summary of the reflective teaching with its benefits and challenges and how it is implemented. The second part shows to what extent the reflection serves as professional development to enhance English language teaching professional practice within classroom. To conclude, the result of the 23 research studies analysis shows the significant contribution of

implementing reflective teaching strategies in the English language teachers' daily classroom practicum to progress professionally. It also shows how English language teachers can apply reflection to improve their outcomes with the use of different teaching strategies such as journals, lesson reports; audio and video recording and so on, and how reflective teaching could affect positively their teaching strategies and provides them with solutions. From my perspective, the study of Marian LissettOlaya Mesa aims at showing the importance of reflective practice on the language teaching professional development; and how reflective teaching is efficient in the improvement of the English language teachers' competence and outcomes.

I.8.3 USE OF REFLECTIVE JOURNALS IN DEVELOPMENT OF TEACHERS' LEADERSHIP AND TEACHING SKILLS

Suleyman DavutGoker (2016) focuses on the contribution of reflective practice to teaching practice for student teachers in his research; it examines the effect of reflective journals on 16 student teachers participants (8 females, 8 males) at ArtvinCoruh University from faculty of letters department of Sociology in turkey. The Participants from pedagogical formation certificate programme were included in the study while taking their teaching practice courses. Three questions were asked in this study to expose the effect of reflective journals on the teaching performance of student teachers. Firstly, what reflection types are observed in the student teachers' writing? Secondly what strengths and weaknesses were focused on by the student teachers' in writing their reflection? And finally what are the student teachers' opinions regarding 10-hour orientation on reflective writing program? The data were collected, during the reflective implementation of the Teaching Practice course Using Quantitative and qualitative research approaches and other techniques such as open-ended questions, surveys, interviews, show how do participants reflect on their teaching experience .The findings showed the importance of using reflective journals in their teaching and that the majority of participants were satisfied with their improvement through the training. According to me, the aim of Suleyman DavutGoker's study was to investigate both the impact of reflective journal entries of the student teachers, and their reflection types with their personal viewpoint about the contribution of the reflective journal writing to their teaching way.

I.8.4 THE ROLE OF CRITICAL REFLECTION IN TEACHER EDUCATION

In Hibajene M. Shandomo's (2010) professional development school, the majority of the teacher candidates come from different background than the primarily African American

students. The participant population consists of 16 pre-service teacher candidates who are in the 3rd year of college. The method used in this study is to provide teacher candidates with appropriate opportunities each semester to practice the critical reflection; With the use of Journal writing weekly to assist teacher candidates in relating the new learning with prior experience and exploring their thinking. At the end, the teacher candidates develop a set of veritable objectives for professional development to focus on during their student-teaching experience for the following semester. The major outcome of the summative reflection is to understand the importance of reflection in the professional development, and its critical impact on teachers' knowledge and performance. As a result of the teacher candidates' engagement in reflecting on their practice and prior experiences, they examined everything they observed and performed in their classrooms. This means that they, as teachers, must regularly evaluate their attitudes and practices rather than rely on others authority. According to me, the study of Hibajene M. Shandomo investigated the importance of the critical reflection on developing teachers' skills and knowledge; and to better understand their teaching styles which challenged the traditional practice to become effective teachers.

I.8.5 REFLECTIVE TEACHING PRACTICE IN AN EFL CONTEXT: A QUALITATIVE STUDY

The study of Hamid Ashraf, Aynaz Samir & Mona T. Yazdi (2016) aimed at finding the reflection factors at which Iranian EFL teachers reflect on their teaching practice, the sample of this study was drawn from 18 EFL teachers working in 3 language institutes located in Mashhad IRAN, and 12 of their students. This research used a qualitative study such as interview and follow up questionnaire. The present study has focused on reflective teaching to shed light on its various aspects by exploring two main research questions. First, do Iranian EFL teachers employ the four reflection factors in their teaching practice? Second, what are the views of the students to the reflective practices of their teachers in English classes? The results of this study showed that these Iranian EFL teachers employ the four constructs of teachers' reflectivity in their practice including practical, cognitive, meta-cognitive and affective factors which affect teachers' behaviours and their teaching practice in the classroom. According to me this study have showed that all language teachers should be aware of the importance of using reflection on their teaching practice; and by practicing the reflection components teachers can improve their teaching strategies to involve learners in learning.

I.8.6 ATTITUDES TOWARDS REFLECTIVE PRACTICE: EMERGING FINDINGS FROM A TQEF STUDY

Jacqueline Stevenson and John Willott (2008) were conducting a vast project on “investigating the cross-cultural application of reflection and reflective practice” which was financed through the teaching quality enhancement fund (TQEF). This study aims at identifying models of reflective practice and examining how students from different cultural backgrounds engage with reflective practices and the effect of this engagement on their participants’ fulfilment. The samples were students within the Leslie Silver International Faculty and the Carnegie Faculty of Sport and Education. A web-based questionnaire was sent to all level 1 students in the international faculty; semi-structured interviews held with 8 students and ten academics were interviewed from both faculties. All participants had similar answers to questions about the principals and teaching practice of reflection. The findings have showed the different components of reflective practice which are the principle of reflective practice, the pedagogical practice of reflection and finally the usefulness of reflection. As a result, the data suggest that students may engage with reflective practice simply for the academic success and to achieve good marks. From my perspective, the study of Jacqueline Stevenson and John Willott aimed at examining how differently reflection is viewed by both of students and academics; and their opinion about the need for and purpose of reflection.

I.8.7 REFLECTIVE TEACHING PRACTICES IN TEACHERS AND THEIR ATTITUDES TOWARD PROFESSIONAL SELF-DEVELOPMENT

Eman Gheith and Nahil Aljaberi (2018) aimed, in their research, to explore the levels of teachers’ reflective practices in addition to their attitudes toward professional self-development in relation to different changes. The study sample included 162 teachers, both male and female, and who work as teachers at a number of private schools in Amman, Jordan. Two scales were used in this study. The first scale was used to measure teachers’ reflective practices and the second one to measure the attitudes towards professional development. Questionnaires were distributed and collected at 10 private schools cooperating with Petra University in pre-service teacher training in Amman, Jordan. The study aims to answer the following questions: To what extent (or level) do teachers commit to reflective practices? Does the level of reflective practices in teachers differ on the variables of gender, experience, and number of seminars attended during service? What are teachers’ attitudes toward professional self-development? And finally, is there a correlation between teachers’ levels of

reflective practices and their attitudes toward professional self-development? To conclude, the Findings of this study have shown that teachers' attitudes toward professional self-development were positively related to teacher reflective practices. According to me, the study of EmanGheith and NahilAljaberi indicate that teachers' level of reflective practices from their personal perspective was high on all aspects but criticism, neither from their students nor peers.

1.8.8 WRITING TO LEARN: CAN REFLECTION JOURNALS BE USED TO PROMOTE SELF-REFLECTION AND LEARNING?

A study of Duan Ning MagdeleineLewa and Henk Schmidtb (2011) aimed at Investigating whether students' reflective skills are improved through the academic year as they continuously engage in journal writing. And to evaluate whether there is evidence of reflection practices in student-written journals. The participants of this study were 3460 students in their first year at a polytechnic in Singapore. Out of the total number of participants 51% were females and 49% were males. Data used in the analyses were students' reflection journals for the entire week, collected once at the beginning of the first semester of the academic year 2007–2008 and again at the end of the second semester. To conclude, the findings showed that students reflected on three general categories related to their learning in their journal responses: critical review of past learning experiences, learning strategies and summaries of the contents of what was learnt. In my perspective, the study of Duan Ning MagdeleineLewa and Henk Schmidtb aimed at exploring how reflection journals can be used to promote self-reflection and learning amongst students, and to find out to what extent students use reflection journals to sum up what they have learnt.

1.8.9 REFLECTIVE TEACHING MODEL: A TOOL FOR MOTIVATION, COLLABORATION, SELF-REFLECTION, AND INNOVATION IN LEARNING

The study of Pier A. Junor Clarke (2008) investigated the impacts of the Reflective Teaching Model (RTM) on student teachers' concerns and also explored the potential of the RTM in building reflective teaching and learning communities. The study targeted 9 participants (five females and four males) secondary mathematics student teachers from urban and suburban schools. Qualitative methods, such as interviews and journaling are used to provide knowledge of the subjective experiences of the student teachers; and to obtain a more detailed information on the impact of the RTM, a framework for gathering data from students was designed. A deep analysis of the experiences of a group of temporarily certified teachers

was conducted to determine and explain the subjective experiences of the students who used the RTM. The findings of this study showed that all the group of student teachers indicated that at the beginning, the RTM seemed to make the program a lot harder, more time consuming and would simply require extra work. But as they continued using the RTM, the student teachers discovered that the RTM offered a very helpful structured approach which enabled them to add more ideas and details to their lessons. The data indicated that working in pairs was very helpful for student teachers to be more cooperative and collaborative in sharing their strategies and methodologies during lesson planning. According to me, the study of Pier A. Junor Clarke demonstrated that the reflective teaching model (RTM) is not only a pedagogical tool but it also has the ability to strengthen learning communities in schools; a tool to improve the students' mathematics education and to foster relationships among teachers and students

I.8.10 REFLECTIVE TEACHING PRACTICE AMONG STUDENT TEACHERS: THE CASE IN A TERTIARY INSTITUTION IN NIGERIA

The study of B.O. Ogonorand and M.M. Badmus (2006) examined the reform findings of reflective teaching presented by the Faculty of Education to the student teachers in a Nigerian University during the 2002\2003 teaching practice exercise. The study was conducted among three hundred and four (304) undergraduates in the penultimate and final years of a Bachelor of Education programme who were on teaching practicum in secondary schools in Nigeria. Using a qualitative study, six research questions were raised and four sets of instruments were used in this study, they aimed at gathering information on student teachers' activities and support by teachers of partnership schools during the teaching practice. To conclude, the student teachers' were pleased with the practice of reflective teaching; and they had the opportunity to enhance their professional development as they practiced reflective teaching. According to me, the study of B.O. Ogonor and M.M. Badmusaimed mainly at discovering the student teachers' perception of reflective teaching practice; and to explore the professional activities carried out by student teachers during teaching practicum.

CONCLUSION

This chapter dealt mainly with reflective practice and the techniques that help teachers improve their teaching and change it to better. It tackled first the appearance of reflection as a general activity practiced by every human being. Then, reflection is specified into

reflective practice which concerns teachers only in our case. The third part described tools of reflection that need to be conducted by teachers to make their teaching an effective process. At the end, this chapter was ended by giving some previous studies on reflective practice and how it contributed in improving teachers' professional development

Chapter Two

Reflective Teaching in the Algerian Context

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Introduction

The forthcoming chapter purports itself to shed light on the status of English in the Algerian educational system. First, it provides a succinct overview on the English language position worldwide, including Algeria. It is worth highlighting that English has been taught as a second foreign language in Algeria since the Independence. Besides, it states the most salient objectives behind teaching/learning this language, and the methodologies implemented to maximize its mastery among Algerian learners. It is of an overriding importance to present a diachronic historical overview of the Algerian educational system and the different levels it comprises of which are: primary education, middle school teaching, secondary education, and higher education. It is also of utmost significance to attempt to elucidate the main objectives behind the recent educational reforms, especially the principal tenets of the implementation of the new approach, namely competency based approach, as well the challenges that preclude its materialization on the ground will be discussed. Finally, the issue in connection with reflectivity in classroom practicum will be dealt with.

II. ENGLISH AS AN INTERNATIONAL LANGUAGE

Language is an essential means used to communicate and interact with other people around us. In fact, its use is ubiquitous. The international language or the so-called lingua franca is a language used by people from different backgrounds who speak different languages to facilitate communication between them and to get in touch on an international level. Today, English is the first language in the world; it is an essential skill everyone needs to acquire. According to the professor Strevens, “*The native speaker of English must accept that the English is no longer his possession alone, it belongs to the world...*” (As cited in the British Council, 1978: 5). English is considered as a global language since most countries in the world speak it; more than 350 million people around the world are native speakers and more than 430 millions speak English as a second language which makes it the dominant language in most regions of the world. It is the first largest language spoken in the globe and the third largest language by number of native speakers after Chinese and Spanish; we find English everywhere, it is what unites the world.

In a world doomed with technologies, a common language is highly needed to connect individuals. The first language that comes to one’s mind when communicating with another person from a different background is obviously English as an unconscious act of understanding each other. For this, Burchfield (1986) claimed that “*Any literate, educated*

person on the face of the globe is deprived if he does not know English.” In parallel to what has been said by Burchfield, Crystal (1997) emphasized the importance of English and its vital role as a global language by describing its different uses in the world. Crystal states that:

Of course English is a global language, they would say. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu. (1997: 2)

English is everywhere; wherever you go and no matter the time is, pack English in your mind before thinking to open up to the world.

Today English is playing a major role in many domains such as business, education, tourism, medicine and other different fields, and it is considered as the language of science, internet, international communication and entertainment. Learning this language is highly valuable from social and technological aspects. The wide spread of English around the globe is due to the British Empire colonialism which ruled many countries of the world, and after their independence, English remains the speaking language in their states. Algeria, like other developing countries, seeks to replace French with English as the dominant foreign language especially in the educational programs.

II.2 STATUS OF ENGLISH IN ALGERIA

The status of languages in Algeria depends on the country's modern history and political alliances, not only cultural preferences and educational options. Algeria is a country where many languages coexist, viz., Arabic, French and English. Arabic is the first and official language of Algerians. Due to Algeria's French colonial era, French has become the first foreign language taught in Algerian schools. In addition, English is the second foreign language after French. The three languages have different statuses among Algerians and are used for different purposes.

The Algerian educational system witnessed several changes since the French colonialism departure until the implementation of the 2000s reform. These changes can be divided into three different phases. Benrabah (2007:225-226) claims that:

Algeria's development history since its independence consists of three main phases each of which has had an impact on language education policies. The first phase is characterised by the colonial legacies amongst which was a network of schools and an educational system dominated by the French language with Arabic growing steadily in importance. The second phase lasted from the late 1960s to the late 1990s and corresponded to the socialist-era central planning economy, called the nationalist transition. The Arabic language was gradually imposed in the educational sector. An extreme Language version of exclusive nationalism inspired by the 19th century European ideal of linguistic convergence marked this era. The third phase began in the early 2000s corresponding to the transition to the free economic market with less assertive arabisation policies.

The first phase took place in the colonialism era where learners have been taught in French only since the French were the first to build an educational system in Algeria. Then, after independence, an Algerian movement marked the second phase to restore to Arabic. This phase started by designing Algerian-produced textbooks as an act of the arabisation process. The last phase, in the early 2000s, the Algerian authorities started considering languages teaching in Algeria; they thought whether they should continue teaching French side by side with Arabic and encourage the bilingualism teaching or value teaching with the mother tongue only and encourage teaching following a monolingual approach.

As much as education has been affected in Algeria, English teaching has not been in favour of all the changes of the educational system; however, English language teaching underwent four major changes clearly described by Belmihoub (2018). According to him, the four main changes of the English language teaching in Algeria can be resumed in the following titles: English language teaching, policy and planning, the vibrant presence of English, the oil slump and the Algerian civil war and finally the spread of English since the 2000s.

The first phase lasted from 1950s to the 1970s and it is known as the period of the English language teaching, policy and planning. Hayane (1989) analysed the first English textbooks published in France from 1962 to 1975 and the first textbooks published by the Algerian educational system. He came out with a clear understanding of the status of English in Algeria after independence. A comparison between Algerian and French textbooks has shown the writers' views towards culture and pedagogy. Algerian writers' were doomed with their

painful memories because of the French colonialism. Their fears of having a new colonial power comprised all languages because of their suspicious view towards English. Another bizarre element was highlighted in Hayane's analysis; the first English textbooks designed by the Algerian authorities were Algerian culture oriented; the language was English but the culture has nothing to do with English. This fact clarified that Algerians had a serious complex of languages teaching in general. (As cited in Belmihoub, 2018: 3)

In the early of the 1980s, English started taking an official status in Algeria. A report by the British council (1984) described English as the third language in the country. At that time, decision makers started considering the needs to master English. Both formal and informal educations took the responsibility of fulfilling those needs through acquiring people English. Formal education needed to recruit teachers and students for their overseas trainings and communication with colleagues around the world. Informal education such as Radio Television Algérienne, Ministry of Defense, and the Institute of Petroleum studies on the other hand shared the same target with formal education to boost individuals' awareness of English.

The third phase which lasted from the end of the 1980s to the 1990s was defined by the oil slump and the Algerian civil war. The oil prices fell dramatically and Algeria endured from economical, political, and social disturbances because of its heavy rely on the oil revenues. This period was marked by the civil war and known as the black decade. The presence of English started being reduced because of the disappearance of the external activities supporting the teaching of English in Algeria; only public schools carried to teach English. Although this decline, the Algerian authorities attempted to replace French with English. Benrabah (1999) claimed that the government launched an experimental program of getting parents choose either English or French to be taught to their kids in primary schools. The process failed and most parents rejected English claiming that French is easier to acquire since it is related to the Algerian social life.

The last phase knew the spread of English since the 2000s. English has always been in a competitive environment since French is implemented in almost all Algerian disciplines. France started supporting the Algerian education by offering scholarships to the bright Algerian students to carry on their studies on its land besides donating books to the Algerian libraries. Britain as well engaged in academic exchanges with Algeria; it arranged to prepare 500 Algerian PhD students in British universities between 2015 and 2020.

II.3 TEACHING ENGLISH AS FOREIGN LANGUAGE IN ALGERIA

The linguistic situation in Algeria consists of two languages, Arabic and French. Arabic is the national language; however, French is the first foreign language in the country. Both languages are used in education, media, ministry, and in individuals' social life. However, English, the second foreign language after French, seems not to be used much in the Algerian communicative context. Yet, it is still the language taught inside walls but it does not exist in the national or social life. It started being delivered to students in their second stage, middle school education, and carry on to be taught until the last year of secondary education. After passing the *Baccalaureate*, learners may have another opportunity of learning in English depending on the discipline and branches chosen.

II.3.1 OBJECTIVES OF TEACHING ENGLISH AS FOREIGN LANGUAGE IN ALGERIA

Teaching English as a second foreign language in Algeria aims primarily at encouraging the communicative use of the language although the Algerian citizen do not need English to communicate himself in his daily, social or professional life. Languages teaching is one of the major objectives of the Algerian educational system; it tends to equip the Algerian learner with all languages, in general, and English, in particular, to become a world citizen.

The Algerian learner has a personal intention behind learning English; most of the time this intention appears in his/her desire to visit England or to communicate with English people, and very less to read books (Broughton, Brumfit, Flavell, Hill & Pincas, 1980: 7). For this teaching of English in Algerian schools offers them the opportunity to learn the language and use it to meet their personal desires.

Although English is considered as a means of fulfilling some tourist or communicative intentions; however, it is not the case with all Algerian learners. Some others need to be informed about and have an easy access to the scientific progress in the world, and get in touch with all new discoveries. It is worth highlighting that most worldwide writings require an appropriate mastery of English, in general, and the four skills, in particular; a good English language speaker is consequently good at the four skills of the language: listening, speaking, reading and writing. For this, the Algerian educational system included English in the middle and secondary cycles. Both offer the learner the opportunity to learn English for 7 years (4 years in middle school, 3 hours per week, and 3 years in secondary school, from 2 to 4 hours

per week). Besides, Algerian learners could have the opportunity to study English at the university once they pass their BAC examination.

Teaching English for specific purposes is another significant objective of teaching English in Algeria. Some professors, doctors, and other people with higher degrees need English to communicate themselves in the international conferences and workshops, and because the first language of education in Algeria is French, those people need to learn English as a response to these specific purposes.

Finally, the economic aspect has a significant role in including English in the Algerian educational system. Since English is the language of the dominant economic powers in the world, it has to be mastered for the economic transactions.

II.3.2 METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN ALGERIA

The Algerian educational system adopted several approaches to teach English but the most commonly used are the grammar translation (henceforth GTA) and the communicative approaches (henceforth CA). The GTA is the oldest of the approach used in teaching. It was used to “*help students read and understand foreign language literature*” (Mart, 2013: 103), and to enable the learning of vocabulary and grammar rules of a particular language by translating from learners’ L1 to the target language and vice versa. Translation is considered as the main skill; learners have to be able to translate texts from a language to another only and do not have to perform orally or learn the spoken language. This approach is fully-teacher centred and does not encourage autonomous learning.

The GTA was adopted since English appeared in Algeria and it is still used nowadays although other methods appeared. In this approach, the Algerian teacher plays the role of a ruler and learners have to follow his instructions. The use of Arabic is more than English especially among learners and less attention is given to pronunciation, instead the teacher has to make learners familiar with a certain grammatical structure and use it to form some utterances by translation from Arabic to English. By the end, learners memorize a particular list of vocabulary and have the session ended successfully.

Another approach, viz., the CA, is adopted and currently used after being aware of the vital role of the communicative aspect among people. It appeared in the mid of the 60’s to refute the idea that the language competence is defined by its grammatical competence, instead,

according to the CA, language is a means of communication. The effective learning of language is the one that enables the learner to communicate real meaning. The translation from a language into another has no importance in this approach. Yet, the learner has to get involved in real communication using the target language.

In the Algerian context, teachers aim at developing learners' communicative competence of English through communicative content of lessons and activities. Competency and fluency are the main principles underlying Algerian teachers' willingness to practice the CA within their role of being facilitators and guides and far from being the all-knower of knowledge. Algerian teachers are supposed to encourage learners' autonomous learning and classroom interaction in which they will be learning by doing (Dewey); making mistakes --trial-and-error learning-- (Thorndike) and interacting with one another. Dewey's learning-by-doing theory is a hands-on approach to the process of learning; meaning that learners have to interact with their environment in order to both adapt and learn.

The two previous approaches are used interchangeably according to the teacher's desire and the lesson content requirements he/ she is supposed to present; some lessons require the use of the grammar translation approach to explain some grammatical rules and their use, and some others require the communicative one to make students use the rules learnt in authentic contexts. However, an eclectic approach of both approaches could be the best choice for an effective learning of English in the Algerian context.

II.3.3 FINALITIES OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN ALGERIA

Teaching foreign languages in Algeria is considered as an indicator of communication between people from different places and cultures. To exceed this common understanding, the Algerian Minister of Higher Education and Scientific Research, Tayeb Bouzid (2019), designed a plan to make English the first language in Algerian universities and an online questionnaire has been launched to get Algerians chose between English and French as the official language of teaching at university.

As expected, Algerians chose English over French by 90% for English and 10% for French. This overwhelming majority (90%) of the Algerians who participated in the survey and gave their votes wanted to get rid of French because of some historical reasons (colonialism from 1830 to 1962). However, this process has not taken place yet and nothing can be assumed

since its implementation takes an extremely large period of time (Bensouiah, 2019). What may make this decision uneasy to implement is that the majority of the Algerian professors and Doctors master French and teach using the French language besides the Algerian social context which encourages the use of French as an indicator of a cultivated individuals.

A later demand by the Algerians themselves appeared to ask the Ministry of Education to include teaching English in primary schools claiming its importance for being an international and world first language. The Minister of Education (2019) declared that the decision has to be applied as a testing operation in some areas before taking the final decision of including the English language in primary education or not.

The implementation of English in primary or university institutions seems to be largely accepted amongst the Algerian people, yet the process will not come true in the next few days. Erasing French and replacing it with English seems a time taking decision that has to be planned carefully taking into account the Algerian social context, the Algerians ability to learn English and use it in their daily lives, teachers' ability to reconstruct a new knowledge using English, and learners' desires.

II.4 ALGERIAN EDUCATIONAL SYSTEM

During the French colonization which marked the Algerian culture, Algerians were obliged to learn French as a national language while Arabic was considered as a symbol of identity and nationalism only. After gaining its independence, Algeria started implementing radical changes on different levels such as education which became free and available for all Algerians to develop various reforms as a fulfilment of the needs of each period of time. The actual Algerian system consists of four (04) different levels: primary, middle, secondary and higher education. The Ministry of Education which was founded in 1963 is responsible for the organization and management of the primary, middle and secondary levels. The management of higher education is entrusted to the Ministry of Higher Education and Scientific Research.

II.4.1 PRIMARY EDUCATION

Primary education is for a period of five years, these first years of schooling are compulsory for all children aged six years old. The aim of primary school education is to help children master the basics of reading and writing and encourage the development of their personality by training them in community life. Classical Arabic is the main language of instruction in the Algerian primary schools. French is the foreign language taught at the

primary level starting from the third year of primary education; however, English is not taught at all in primary education. At the end of this stage, pupils should take a final exam to pass to the next stage which is middle school education. The last year of primary education ended up by a final examination leading to obtaining a certificate of achievement called “Certificate of Primary Education”.

II.4.2 MIDDLE SCHOOL EDUCATION

The middle school or basic education is a period of four years, which usually begins at the age of 11 and ends at 14. English is introduced in the first year of basic education as the second foreign language and taught for the four years of middle school education. In the last year, i.e., 4AM, learners should take their final BEM examination to obtain a diploma called “Certificate of Basic Education”. Learners who pass the examination are automatically admitted to the first year of secondary education. The aim of middle school education is to equip students with essential learning skills and to develop their identity in harmony with social, ethical values and traditions, besides helping them improve their creativity and critical thinking to be able to understand and solve real life problems.

II.4.3 SECONDARY SCHOOL EDUCATION

Secondary school education is for a period of three years. In the first year, learners choose one of the two branches: scientific or literary to carry on their secondary school studies. In the second and third years, they are required to follow different streams to profound in their specialties. These streams are as follow: the nature and life sciences, Mathematics, Philosophy and Literature, Literature and Foreign Languages, Economy and Management, mechanical engineering , electrical engineering, Civil engineering...etc. At the end of the first year of secondary education, learners are oriented to their specialties on basis of different criteria such as their results, their performance through the year and their personal preferences. Secondary education ended by the *Baccalaureate* examination; learners must sit for the *Baccalaureate* exam at the end of their third year. They are examined in each subject studied during their final year regardless to English. If students get an average of at least 50% or over; ten (10) points or more out of twenty (20) in all subjects, they get the *Baccalaureate* diplomat. Secondary school education aims firstly at enabling learners to be responsible of themselves and their choices, secondly using the acquired knowledge in real contexts, and finally preparing learners for the next level which is the higher education.

II.4.4 HIGHER EDUCATION

Higher education is considered as a key force for the development of the country. In fact, it contributes to the economic growth as it is changing and growing faster all around the world. Universities are expected to build knowledge, improve equity among population, and respond to students' hopes and wants. University education comes after compulsory education that ends at the age of 17; it offers to all baccalaureate holders different types of training.

According to Talbi (2015: 47), during the past decades that followed the Algerian Independence, higher education went through significant development that can be divided into three main steps:

The first step lasted from 1962 to 1969 and marked the existence of one single University in the capital, Algiers, which consists of 4 faculties, 19 institutes, 3 centres, 4 high schools and an astronomical observatory. In this step, the ministry of education had the power of protecting, controlling and supporting higher education (1962-1969). The period from 1996 to 1997 knew the creation of two more universities, one in Oran and it had four faculties: faculty of law and economic sciences, faculty of arts, faculty of sciences and medicine faculty, while the second University was created in Constantine and included a national university school of medicine, a scientific institute, an institute of legal studies and an institute for literary studies.

In the second step (1970-1998), the Ministry of Higher Education and Scientific Research and the Decree of 1971 (a reform of higher education) was created. The Decree of 1971 highlights four major objectives to be attained. The first objective stressed the importance of diversifying the existing academic specialties that extended to 105 branches among 04 disciplines. Secondly, multiplying the number of universities over all Algerian towns has become an urgent need which implies on the Algerian authorities to increase the number of universities all over the country. In addition to that, another point has to be considered when thinking of the teaching/learning practices; a process of "Algerianizing" the academic staff which took place to improve the scientific level. The last objective focused on the arabisation of teaching and learning processes in Algeria. During the period from 1971 to 1972, most disciplines were taught in Arabic instead of French. At the end, a studied plan of the period of time from 1984 to 2000 was provided to meet the economic needs and achieve a balance between scientific disciplines and human sciences.

Finally, the third step took place since 1998 and it is defined by the establishment of the framework law for higher education, the reorganization of universities faculties, the creation

of six common cores for new students, and the creation of 13 university centers and transforming 19 university centres into universities.

In the present time, Algeria has 47 universities and university centres run under a unitary system which offers both academic and professional study programs. The academic year is officially from September to June. Higher education in Algeria had its major reform in 2004 where it adopted the LMD system and abandoned the classical one. The reform of 2004 consists of the following cycles: 3 years Licence - 2 years, Master - 3 years and Doctorate known as (LMD) reform. While the previous system (Classical system) consists of 4 years Licence - 2 years Magister - 3 to 5 years Doctorate studies. Since the first reform of the 1970s until the last reform of 2004, the objectives continued to be the same: enabling higher education from adapting a better environment, yet the new reform was supposed to change radically the practices of higher education institutions. The LMD system was extended to all Algerian universities and graduated the first promotion of master within the 2008/2009 and of the doctorate in 2012/2013.

II.5 COMPETENCY-BASED APPROACH (CBA)

Capitalizing on the failure of the previous approaches, the competency-based approach (henceforth CBA) is the application of the competency-based education movement that appeared at the end of the 1970s in the US to teach non-native immigrants the English they need to communicate and/ or work. In education, the CBA is applied to prepare students for their professional life, develop their competencies and skills that are needed for their future professions. Generally, competency-based education aims at improving education and enhancing students' level.

The CBA evolves mainly on the term “competency” which is defined as being the sum of knowledge (knows), skills (how-how-to-do), and attitudes (how-how-to-be) to be achieved at the end of a course, a unit, or a sequence and to be used in future professions and functions. In this regard Richards and Rodgers (2001: 144) claimed that:

Competencies consist of a description of the essential skills, knowledge, attitudes, and behaviours required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment. For example, areas for which competencies have been developed in a vocationally oriented ESL curriculum for immigrants and

refugees include Task Performance, Safety, General Word-Related, Work Schedules, Time Sheets, Pay checks, Social Language, Job Application, Job Interview.(2001: 144)

The competencies learnt by students must be highlighted by the teacher at the beginning before starting the teaching/learning processes to enable students judge their own learning and its progression; either they succeed in gaining those competencies or not, either they are able to apply those competencies in real life context such as writing an application letter for a job or not. As being the second partners in the educational context, teachers have to design their teaching in accordance with the competency tenets catering for their students' needs and preferences; they should analyse learners' needs and identify their preferences before deciding about the competencies to be taught.

One of the competencies needed nowadays is the English language. English is considered as a vital skill in most contexts around the world for being the first language. Consequently, besides teaching the four skills of the English language (listening, speaking, reading and writing), teachers have to ensure learners' acquisition of the techniques that enable them apply these four skills in their future professions. Differently stated, the CBA seems to attempt to develop learners' abilities, knowledge, and skills with the view of becoming proficient in the workplace; the job-market demands.

Within the competency-based English learning, the whole attention is devoted to learners' performance using the language rather than the knowledge about the language; it is all about knowing how to use the language and not knowing about the language. For this, the CBA is totally learner centred, since learners are the ones to decide about the content to be taught and their success is judged by their ability to reinvest this content in real situations.

II.5.1 COMPETENCY-BASED APPROACH IN ALGERIAN SECONDARY EDUCATION

Writing is no longer the dominant skill in English learning. Within the world swift changes, the mastery of English embodied the ability to perform oneself in solving social life problems. For this reason, the CBA appeared to attain this common objective, and as a response to the changes of the educational methods and approaches implemented around the world. Thus, the Algerian educational system had to be in conformity with those changes by adopting the newest approaches followed by the most successful educational systems in the world to prepare the Algerian learner to become a world citizen and overcome his /her social

and cultural obstacles. In the same vein, an article by *L'éducateur* sheds the 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).

In 2002, Algerian textbook designers adopted the CBA into the educational system as a result of the new educational reform. The content of the new textbooks is designed around the notion of competency instead of the notion of subject knowledge (Richards & Rodgers, 2001: 144). This means that teaching is shifted from selecting a particular topic and the knowledge that constitute it (such as literature) to selecting the competency of using this knowledge. In 2005, the Algerian educational authorities introduced the CBA into secondary schools to enable learners acquire some social competencies (transversal competencies).

A transition from teacher-centred to learner-centred paradigm has to be applied as a respond to the application of the CBA in Algerian schools. Teachers have to take the responsibility of teaching their students the ability to communicate in English meeting the needs of the global world, in general, and the needs of their future professions in particular. For students, CBA is learning-by-doing process; they have to construct their own knowledge by communicating with their classmates and learning by making errors. As mentioned in the Programme of English as a Second Foreign Language (2003), the teacher is supposed to be the mediator between learners and the competency to be acquired by the end of the course. The teacher role is shifted from being a mere transformer and dispenser of knowledge to a guide and facilitator to his students while they themselves look for knowledge to solve problems. He/ she is supposed to help students understand the knowledge discovered by analysing it into competency and encourage them to use this competency in their daily social life.

II.5.2 CHALLENGES OF APPLYING THE COMPETENCY-BASED APPROACH IN ALGERIA

The application of any teaching approach takes time to reveal whether it succeeds to gain the expected objectives or not and this is the case for CBA. The Algerian authorities had to engage in a process of observing and analysing the execution of this approach in different areas with different people. Some researchers conducted a series of scientific studies to unveil the extent of the effective implementation of the CBA in Algerian schools.

Boukhentache (2018: 53) claimed that “*secondary school textbooks fail to show concretely their competency orientation: textbooks are still language focused; learning activities are mainly pedagogical in nature; and assessment procedures are still test-oriented.*” The textbooks designed within the new reform failed in meeting the CBA objectives. The content of these books is mainly designed on the basis of the objective-based approach (OBA) to fulfil some linguistic- and content-oriented objectives rather than competency- oriented objectives in addition to the lack of clear competency targets.

Being considered as a fulcrum in the teaching/learning process, the teacher is the first mediator between learners and knowledge (textbooks generally), the effective use of textbooks in a way that meets the CBA tenets relies principally on him/her. The teacher is supposed to help students construct the knowledge via the textbook content by trying his/her best to enable them acquire the knows and know-how-to-do (aka disciplinary competencies) and some other social and/or professional competencies (aka disciplinary competencies). However, and according to some reports, teachers fail in their new mission and face difficulties in applying the CBA because of the insufficient training. They neither use the newly designed textbooks with an insightful theoretical mastery of the CBA tenets nor do they grasp the objectives behind applying it. The second partner of the educational process, learner, consequently do not play an active role in his learning. This implies that teaching is centred on the teacher instead of the learner.

Away from blaming the teacher or the learner, the conditions of the educational context play a vital role in succeeding the application of the CBA. Algerian classes are characterized by over-crowdedness; the large number of students stands as an obstacle in applying the CBA, besides time and the insufficient teaching aids in our schools.

Finally, the CBA may not suit all learners in terms of their needs and preferences; learners are different (some are independent but others are dependent, some may want to work individually while others want group work...etc) and the teacher cannot satisfy all categories.

II.6 PRACTICING REFLECTIVE TEACHING IN THE ALGERIAN EDUCATIONAL CONTEXT

Getting Through, At The Crossroads and New Prospects are the three textbooks designed for students in their first, second and third year of secondary school cycles in 2005, 2006 and 2007 respectively to meet the objectives of the CBA. These sources stand as a guide for the teacher and the first document with which he/she uses when reflecting on his/her actions; designing the lesson to be taught rely on the textbook, in the first place, and on teacher's regular personal effort and sedulity.

In this early stage, the status of reflection in Algerian teachers' daily practice cannot be decided; however, what can be said is that reflection is a conscious process and it is left to the teacher to perceive it the way he/she wants.

Teacher educators recommend student teachers in their training courses to reflect on their teaching to raise their awareness of themselves, their strengths and weaknesses, and their students. Differently stated, through reflective teaching, English teachers can react, examine and evaluate their teaching to makes necessary decisions to improve attitudes, beliefs and teaching practices. The engagement in such a process enables teachers to consolidate their already existing skills, develop new ones, gain new insights and make the required changes. Doing so, such reflective teaching as a kind of research commitment is extremely significant for it has a high virtue of entailing likeable refinement change in teachers' performance. Reflecting on ones' teaching implies reflecting on each of the components of the educational context, since reflection is concerned with the success and/or failure of the lesson, strengths and weaknesses of students, teaching activities and materials, and teaching atmosphere.

Algerian teachers are supposed to think about their classroom daily practicum and discuss it with colleagues. They may describe how their lessons went by saying "my lesson went well, my lesson did not go as expected" or "students could not grasp today's lesson. Colleagues may reveal why things happened so and try to suggest some solutions. Therefore, Algerian teachers reflect on their teaching through a process of observing, recording, analysing, and then implement a change.

In any worldwide context, teachers face some problems related to students, teaching atmosphere, and the lesson itself which imply on them to react positively to solve these problems. More specifically, Algerian teachers have to dedicate some time to reflect by performing some actions against their daily teaching problems.

In order for teachers to develop their professional careers and make a better version of them, they need to learn with their students while teaching; reflecting. For this, teachers need to include reflection in their lesson plans (leaving some space for comments which could be of an effective tip, besides some other strategies mentioned in chapter one depending on teachers' preferences and the available materials).

Some teaching problems require an immediate reaction from the teacher which is sometimes uneasy to be taken by novice teachers. Yet, professional teachers who developed their reflective strategies may act easily when a problem occurs. In Algeria, although, reflection is introduced first in teachers' training courses and sometimes in master courses; however, reflection is a process that develops over time through personal practice, i.e., a lifelong-professional process. Some teachers who have been taught under the classical system may not be familiar with the concept of reflective teaching, and it could be practiced by them without being conscious that they are reflecting indeed.

CONCLUSION

This chapter provided a clear insight concerning reflective teaching in the Algerian context. It described first the latest educational system implemented in Algeria and the inclusion of English as a second foreign language in this system. Then, it dealt with the newly executed approach to teaching English, Competency Based Approach. Thus, the second chapter focused on the Algerian EFL situation in relation to reflective teaching.

Chapter Three

Fieldwork, Data Collection and Analysis

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INTRODUCTION

Adopting reflective teaching enables the teacher to relate teaching theory to teaching practice. This chapter sheds the light on EFL teachers' perception toward reflective teaching by putting them under a set of questions that measures their opinions and analyse their real practice of reflective teaching.

The current research study involves EFL teachers from different secondary schools as sample. Their answers are being considered to either confirm or reject the two hypotheses set before. Three different data collection tools are used to gather the required data: teachers' questionnaire, teachers' structured interview, and teachers' daily copybook analysis.

III. RESEARCH DESIGN

The research design is the heart of this study. It is considered as a roadmap and blueprint strategy of investigation used as a guide in the process of gathering and analyzing data (Kothari, 2004). It embodies a single case study using an eclectic approach of both quantitative and qualitative research tools to produce a fuller portrait of the phenomenon under focus. The case study strategy is the widely used approach of research to deduce an understanding of the problem in its real-world context. According to Yin (2009: 18), a case study research is "*An empirical inquiry about a contemporary phenomenon, set within its real-world context.....especially when the boundaries between phenomenon and context are not clearly evident*". The case study involves an experimental investigation of the phenomenon for the sake of getting a new learning about the phenomenon in particular and the real-world behaviour in general, offering a detailed investigation for the study, and enabling the researcher to use a wide range of tools and techniques.

The primary purpose of this work is to investigate Algerian EFL teachers' perception of reflective teaching; it is mainly conducted to reveal whether Algerian EFL teachers reflect on their teaching practices or not. In a comparative analysis, Richards (2003: 8) points out that quantitative approach "*are not designed to explore the complexities and conundrums of the immensely complicated social world that we inhabit*". Quantitative inquiry is adopted in this work to generalize the results of the study, in contrast to the qualitative research which is "*person-centred enterprise*" (Richards, 2003: 9) which implies on the researcher to take part in study and explore the nature of the phenomenon in its real context. The choice of the eclectic approach in this work is simply to formulate a general representation of Algerian EFL

teachers' by executing two different quantitative data collection instruments, a questionnaire and a structured interview, and to uncover the participants' real perspective on the phenomenon by analysing teachers' daily copybook as the third tool representing the qualitative inquiry.

III.2 POPULATION AND SAMPLING

A population is recognised as the subjects that constitute a known entirety, and a chosen portion of it is known as sampling. A sample is a selected group of individuals who represents the whole population; what results from the sample analysis can be generalised on the whole population.

In this research investigation, participants are the key pillar. The decided number of participants for this study was 10. The 10 informants who volunteered to assist the investigation came from three different secondary schools: Ibn Rostom and Belhouari Mohamed secondary schools in Tiaret and Medjdoub Zakaria in Sougeur. Permission from the teaching academy has to be taken to be authorized to enter these three secondary schools, meet the EFL teachers and explain to them the nature of the research, and then to display the questionnaire, conduct the structured interview, and ask for their daily copybook for a detailed analysis.

At the first meeting, participant teachers are informed that they have been chosen to take part in a Master degree research, and they will be asked to fill one questionnaire and devote some time to answer the question of the structured interview directly besides giving their daily copybooks for a personal analysis. Teachers know that the research revolves around investigating their real practice of reflective teaching before starting the process of data collection.

III.3 RESEARCH PROCEDURE

Three distinctive methods are used to collect empiric information for the current work: a questionnaire administered to EFL teachers, a structured interview conducted with EFL teachers, and an analysis to EFL teachers' daily copybooks. Two different research phases formulated this work, a pilot study and the study proper. The three tools previously mentioned have been tested in the piloting study to identify the items that are not clear enough to participants. The items of the three instruments have to be accurate and concise as possible to

avoid confusion and not to influence participants' answers. The results of the piloting reveal if the items should be reformulated, removed, or kept as they are in the study proper.

III.3.1 PILOT STUDY

The piloting study is considered as an essential stage in some research projects and it is defined by Stewart (as cited in Zailinawati, Schattner and Mazza, 2006: 70) as a “*small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a large study*”. A pilot study is a research technique conducted to test and identify problem areas related to research instruments. Zailinawati (2006: 70) resumed the reasons behind conducting a pilot study in the next four statements:

3. To determine the feasibility of the study protocol.
4. For the recruitment of subjects; invite participants to take part in the study and wait for their desire whether to accept participating or not.
5. Testing the measurement instrument.
6. Data entry and analysis.

The pilot study of this research was implemented with five (05) EFL teachers (4 females and one male) from two different middle schools (BelahcenBelahcen and Isaad Ali) in two separated regions (Dahmouni and Sougueur). 05 questionnaires and 05 structured interviews have been distributed, and 05 teachers' daily copybooks have been analysed. The piloting revolved mainly on testing the reliability of the research instruments besides assessing middle school teachers' perception of reflective teaching in general and their real practice of reflection in particular. The fact that learners come across the English language at first in their primary year in middle school is the main reason of choosing middle school EFL teachers the case study of this work. Getting in touch with a new language for the first time implies a double effort from both the teacher and the learner; the effort performed from teachers in this case is reflective practice.

The results of the three tools revealed that the 05 teachers are neither familiar with reflective teaching nor they reflect on their teaching (if we consider that they reflect without being familiar with the concept).

The findings of the piloting imposed changing the case study from middle school teachers to secondary school teachers since all participants of the piloting were unable to answer most of the questions from both the questionnaire and the structured interview because of some unknown reasons related to the lack of training, absence of inspectors guidance, teachers' neglect or other different reasons. The structure and reliability of the research tools have been confirmed within the results of the pilot study. The 5 teachers admit that the questions are clear and can be understood easily without any extra instructions; however, the issues they face are related to their ignorance of the topic being tackled; most of the teachers claimed that they have never heard about the concept of reflective teaching neither during their university education nor in their training courses. As a result, it has been decided first to change the case study from middle school teachers to secondary school teachers who might be familiar with the concept and second to keep on using the same data collection instruments in the proper study with a tiny change in the structured interview on the level of questions order since the researcher noticed when conducting the interview that the questions are in inappropriate order.

III.3.2 THE STUDY PROPER

The study proper has been conducted one week after the piloting with 10 teachers (8 females and 2 males) from three secondary schools (Blehouari Mohamed, Ibn Rostom, and Medjdoub Zakaria) in two regions: Tiaret and Sougeur. It started with administering the questionnaire to 3 teachers from Belhouari Mohamed secondary school in the city of Tiaret. The researcher was allowed to get in the secondary school and meet the EFL teachers there. The aim of the research is explained first and then the data collection process starts. The teacher is handed a copy of the questionnaire and take his time to answer the questions without any intervention from the researcher.

After having the questionnaire's copies back, the researcher asks the teacher for 10 minutes to conduct the structured interview. The responses of the informants are being recorded on a separate notebook and are never discussed with the respondents.

The last phase of this study is the daily copybook analysis. The researcher asks the teacher to provide his daily copybook for a detailed analysis. The researcher takes a deeper look at the components of the daily copybook, what does the teacher write on his daily copybook? Does the copybook show any reflective teaching strategies? etc

The same mentioned process has been implemented with the other 7 respondents in three different sessions of data gathering.

III.4 RESEARCH INSTRUMENTS

Research instruments are the different ways used to collect, measure, and analyze the data related to a particular subject of study. They can be questionnaires, interviews, classroom observation, focus group, etc. The current research work used a triangulation technique of both quantitative and qualitative data through the execution of three different instruments: teachers' questionnaire, teachers' structured interview, and teachers' daily copybook analysis. A detailed description of these instruments will be presented in this section. The triangulation technique is used in this work to increase the credibility and validity of the research findings (Cohen, Manion, and Morrison, 2007) and to help explore the complexity of the human behaviour (Joppe, 2000).

III.4.1 QUANTITATIVE TOOL

The quantitative tool chosen to conduct this research study is the questionnaire. The choice of this tool is due to its ability to gather a large amount of data in a limited time besides its simplicity in terms of the process of gathering data and the analysis of the data.

III.4.1.1 DESCRIPTION OF THE TEACHERS QUESTIONNAIRE

A questionnaire is a set of written questions delivered to a particular group of people to collect data about a specific subject in a short period. Brown (1994: 6) defines it as “*any written instruments that present respondents with a series of questions or statements to which they are to react either by writing their own answer or selecting from among existing answers*”.

Questionnaires are commonly regarded as effortless tools of data collection since they are used to gather a large number of data in a limited period of time. In this regard Dörnyei (2007:101) stated that: *the popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily accessible*”. Questionnaires are beneficial in gathering exact and accurate findings about the case study under exploration.

A Questionnaire may include three types of questions: close ended, open ended and mixed questions. Close ended questions ask the respondents to choose among a given set of utterances by ticking or circling the appropriate utterance. This kind of questions is more manageable, quick to answer, and easy to code. The second type of questions is open ended questions. These questions are not provided with any choice statements; instead, they provide free responses behind the aim of getting the respondents answer spontaneously. The third and last type of questions involves the two previous types of questions, the open and closed.

A questionnaire of 11 items have been delivered to 10 EFL teachers from 3 secondary schools to have a better understanding of their perception toward reflective teaching. The questionnaire structure provides the three categories of questions; close ended, open ended, and mixed. The first two questions are related to EFL teachers' degree and years of teaching. The coming 6 questions contains both closed ended and mixed questions asked to recognise whether teachers are familiar with concept of reflective teaching or not and if they reflect on their teaching practices. The last 3 open ended questions were formulated indirectly to reveal about teachers' real perception and practice of reflection.

EFL teachers were handed the questionnaire and have a 10 minutes period to record their answers. The questionnaire of 11 items is printed in a single sheet of A4 format to make the questions practical to be read and answered.

III.4.2 QUALITATIVE TOOLS

Structured interview and daily copybook analysis are the two instruments used in the process of qualitative data gather. The structured interview is chosen for its reliability; it provides the researcher with quality information without getting deceived by the respondent. The daily copybook analysis is the third tool chosen to form a triangulation from one side and to be present in the research study from another side.

III.4.2.1 TEACHERS' STRUCTURED INTERVIEW

An interview is a two way method used to exchange ideas and information between two interlocutors, interviewer and interviewee. According to Punch (1998: 174), interviews are effective ways of revealing interviewees interpretation of the subject under discussion. This data collection tool has been chosen side by side with two other instruments to form a triangulation strategy; however, the initial purpose of using this tool is to find out the correspondence of the data carried from the questionnaire. In this vein, Patton (1990: 464)

emphasized that the interview is “*considered as a method of triangulation, a checking out of consistency of the data obtained from the questionnaire responses*”.

Nunan (1992: 149) claimed that interviews can be defined by the degree of their formality from structured through semi-structured to unstructured. Structured interviews are totally formal and contains a list of prearranged questions; whereas, unstructured interviews are informal and guided by the interviewee’s answers. In this type, the interviewer has less control on the interview and no direction of the interview may be predicted. The semi-structured interview occurs in between since the interviewer already has an idea about the nature of the interview to be conducted and the results it should bring; however, this type does not provide fixed questions.

In this research, a structured interview of 7 predetermined questions has been conducted with the same 10 EFL secondary school teachers who answered the questionnaire. The questions of this instrument were indirectly structured to truly know if EFL secondary school teachers reflect on their practices. The structure of the interview embodies a short description to be told by the interviewer at the beginning and four blanks for the date and time of the interview, location of the interview, gender of the participant, and number of teaching years. The second section of the interview provides the 7 questions to be asked in a particular order.

The questions are formulated in a way that examines teachers’ perception of reflective teaching in general and its status in their daily practices. Some questions tend to discover to what extent EFL secondary teachers reflect on their teaching practices. Teachers are first asked for some time to conduct the structured interview and then they are informed about the subject to be discussed. The researcher writes on a A4 sheet where the questions are printed the needed information such as the date, time, location, and gender of the teacher. The interview starts then where the researcher asks the questions, listen to the respondent, and record his/ her answers.

III.4.2.2 TEACHERS’ DAILY COPYBOOK ANALYSIS

Daily copybook, reflective journal and logbook are three concepts used to describe one official document used by teachers to record their daily reports about the teaching sessions. Teachers’ daily copybook is a multidimensional tool (Boud, 2001, as cited in Bashan &Holsblat, 2017: 2) in which teachers put their thoughts, ideas and reflections (Gilmore, 1996, as cited in Göker 2016: 63). While working, teachers observe what happens in the

classroom and use their daily copybooks to record some notes including different reflections. These notes are being critically analyzed later to identify the reasons behind every noticed behaviour.

This official document must include reports about every session taught. For each session, the teacher indicates the length (total time), date, and class. The rubric and focus of the lesson are mentioned as well as the lesson objectives and activities. The teacher then indicates whether students work in a whole group discussion, small groups, or individual work. At the end of each session, the teacher records some notes about how the lesson went. Any unfamiliar behaviour from students, insufficient time to deal with all activities, some difficulties in understanding the lesson, or even when the lesson goes well must be recorded on the daily copybook.

Teachers' daily copybook analysis is used in this study For the sake of diversifying the investigative tools and scientific validity. The questionnaire and structured interview are the two quantitative tools used to collect a large number of data; however, the results of these tools could be biased. For this reason, a third qualitative tool has been chosen to either confirm or disconfirm the findings of the previous tools. This instrument provides the researcher with an opportunity of analysing the teachers' daily copybook personally.

The current instrument is structured in an A4 sheet where 11 statements are written on a particular order. Next to each statement two boxes of YES/NO alternatives exist. The researcher asks the teacher for his daily copybook and starts analyzing through ticking the right box next to each statement (YES for the statement that is respected in teachers' daily copybook and NO for the one that is not).

III.5 DATA ANALYSIS AND INTERPRETATION

III.5.1 ANALYSIS OF TEACHERS' QUESTIONNAIRE

As mentioned previously, the questions through which the data have been collected were designed out of both open-ended and close-ended questions with no categorization of the questions. The technique of tables and graph illustrations for each item has been chosen to analyze the data gathered.

Item 1: What is your degree?

The aim of this question is obviously to identify teachers' academic qualification; however, the main purpose behind it is to link the academic qualification to teachers' perception toward reflective teaching. In other words, this question seeks to know if teachers' degree affects their reflective practices. This mixed question provides two variables two chose among and a possibility of recording a free answer of none of the two variables meets the teacher's academic qualification.

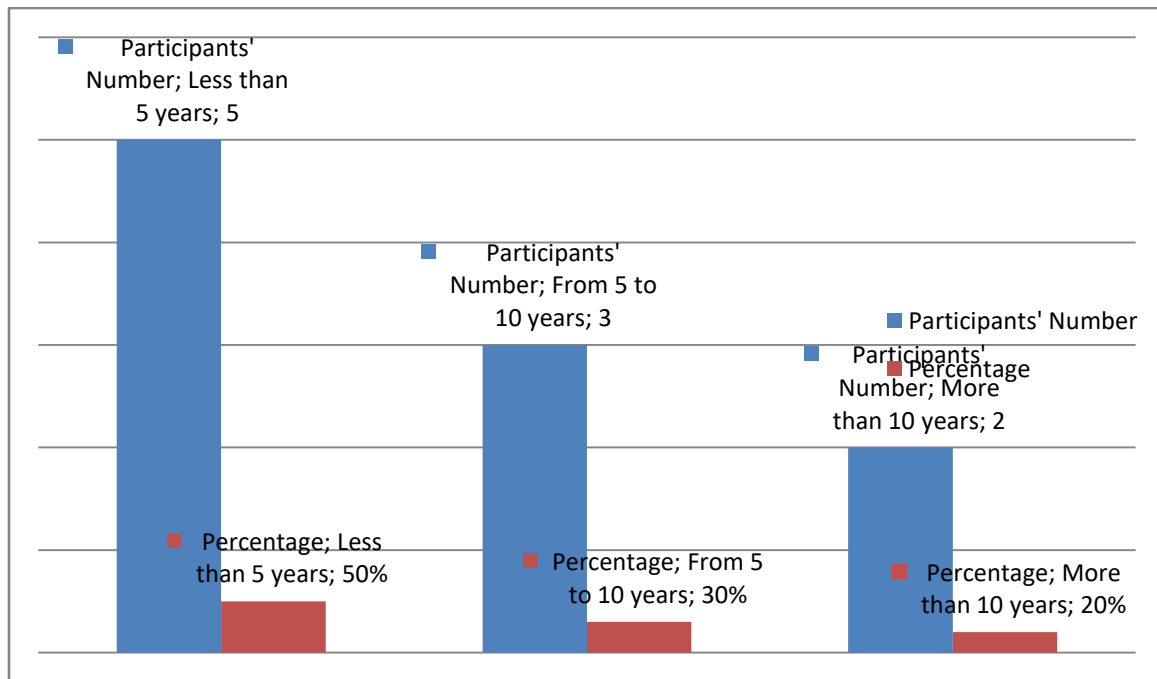
Degree	Licence	Master	Other
Informants	3	3	4

Table III.5.1. Respondents' Distribution as regards Degrees

As mentioned in the table, 3 teachers out of 10 claimed that they have a BA degree in English, 3 others claimed that they have a Master degree, and 4 teachers recorded that they were graduated from the Teachers' Training College.

Item 2: How long have you been teaching English?

This question tries to reveal whether reflection has a direct relation with the long experience of teaching and how the later affects the previous. It provides three different utterances described in the graph bellow.

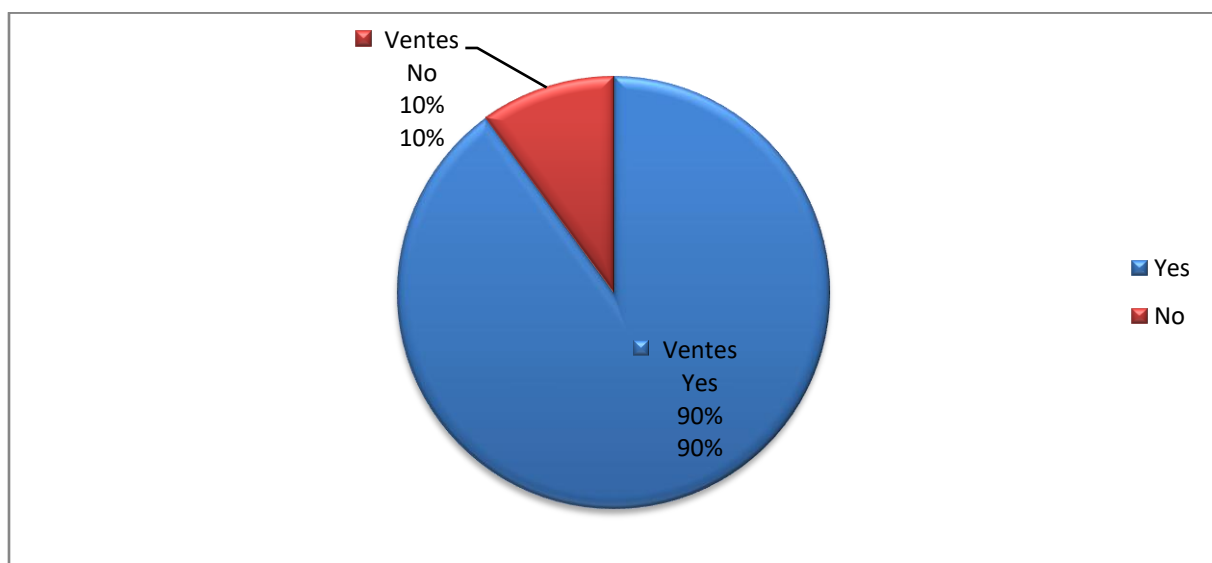


Graph III.5.1. Respondents' Distribution as regards Professional Experience

The results obtained show that half of the respondents, 5 informants who represent 50%, have an experience of less than 5 years in teaching English. 3 teachers who represents 30% of the sample have from 5 to 10 years experience, and 2 others with 20% have more than 10 years experience of teaching English. 50% of teachers are novice and have a short experience of less than 5 years. This may affect their practices of reflective teaching.

Item 3: Are you familiar with the concept of reflective teaching?

Item 3 is a Yes/ No question aims at finding out if teachers' are familiar with the concept of reflective teaching.

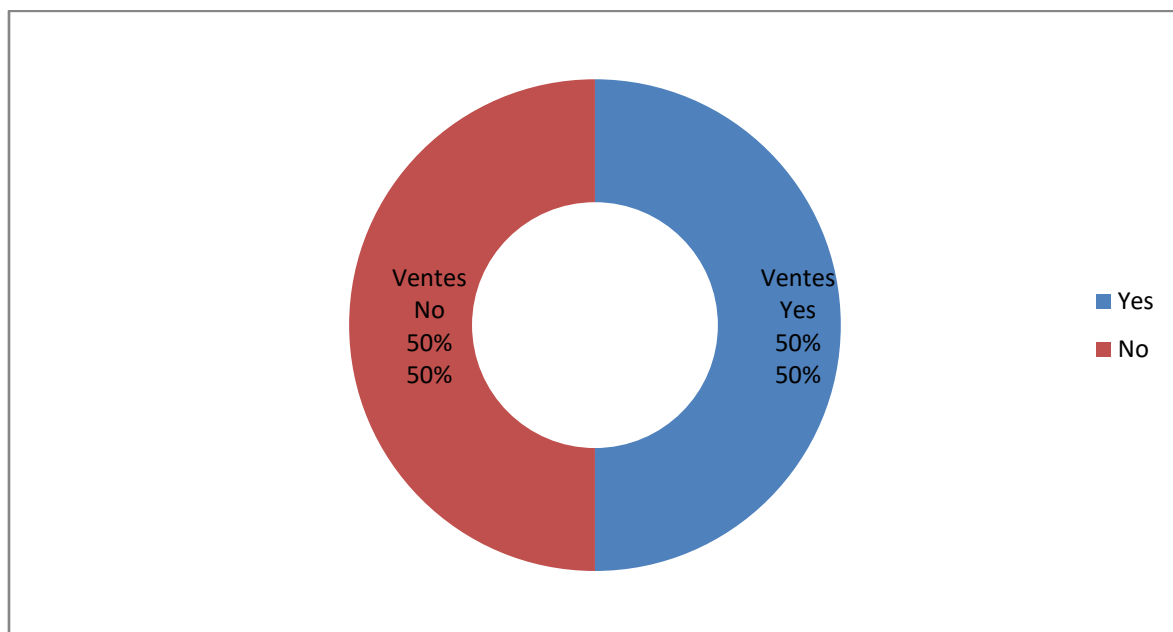


Graph III.5.2. Respondents' Perception of Reflection Practice

As it is obviously mentioned in the pie chart that 90% of respondents confirmed that they are familiar with the concept of reflective teaching, and 10% disconfirmed being familiar with the term.

Item 4: Do you reflect on your teaching on a regular basis?

Behind the aim of identifying the status of reflective teaching in teachers' daily practicum (do teachers reflect on their practices or not) this item has been included within the questionnaire.



Graph III.5.3. Respondents' reflective practice

The proportion of respondents is equal between confirming their practice of reflective teaching and disconfirming their practice by 50% for each. Based on the findings, 5 teachers reflect on their teaching on a regular basis; however, the other 5 do not reflect regularly.

Item 5: How often do you reflect on your teaching?

Reflective practice varies from one teacher to another. Some teachers reflect on every single experience inside their classes; in contrast to some others who reflect occasionally when a series problem occurs only. This question seeks to discover teachers' daily practice of reflection.

Variables	Nearly everyday	3 or 4 times a week	1 or 2 times a week
Informants	4	2	3

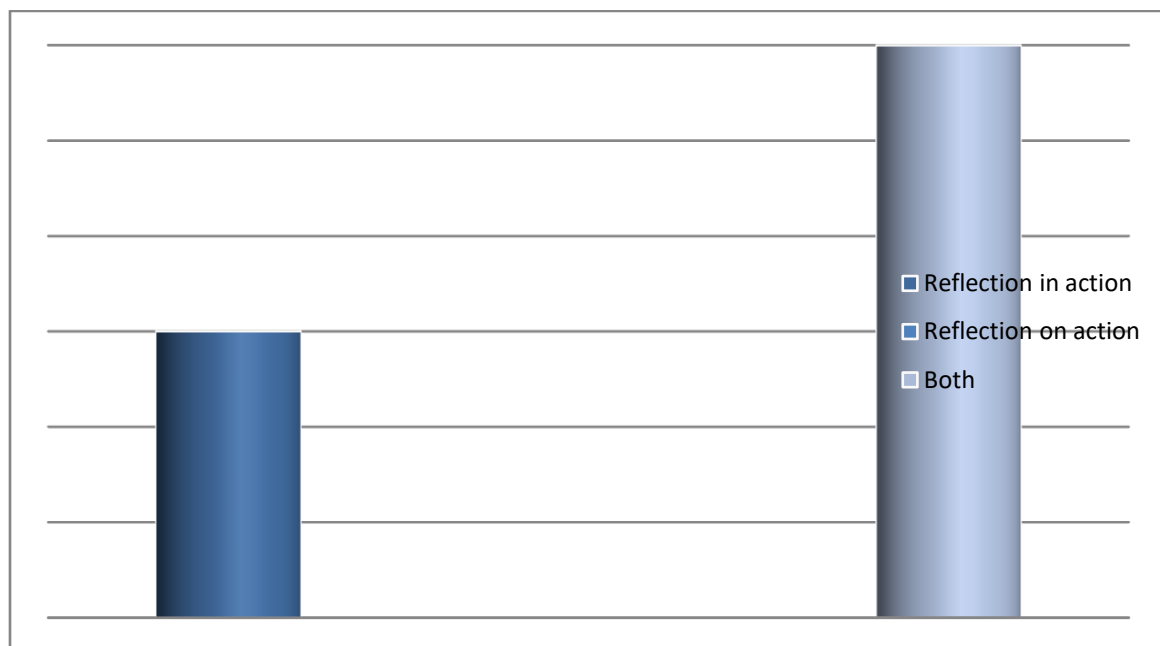
Table III.5.2. Respondents' Reflective Practices Frequency

Throughout the answers of the fifth question, it is noticed that 4 informants reflect daily on their teaching, 2 informants reflect 3 or 4 times a week, and 3 informants reflect 1 or 2 times a week. One participant teacher was unable to answer this question due to one of these reasons: either he/ she is not familiar with the concept of reflective teaching so he /she did not understand the question or he/ she does not reflect on his teaching.

This results of this question seems similar to the previous one since 9 teachers out of 10 admit that they reflect differently; however, one who claimed that he/ she does not reflect did not answer this question.

Item 6: What kind of reflection you tend to practise the most?

Reflection has two different types, reflection in action where the teacher reflects immediately when a problem occurs (during the teaching process) and reflection on action which occurs before or after teaching. This question attempts to show which kind of reflection is the most used among teachers.

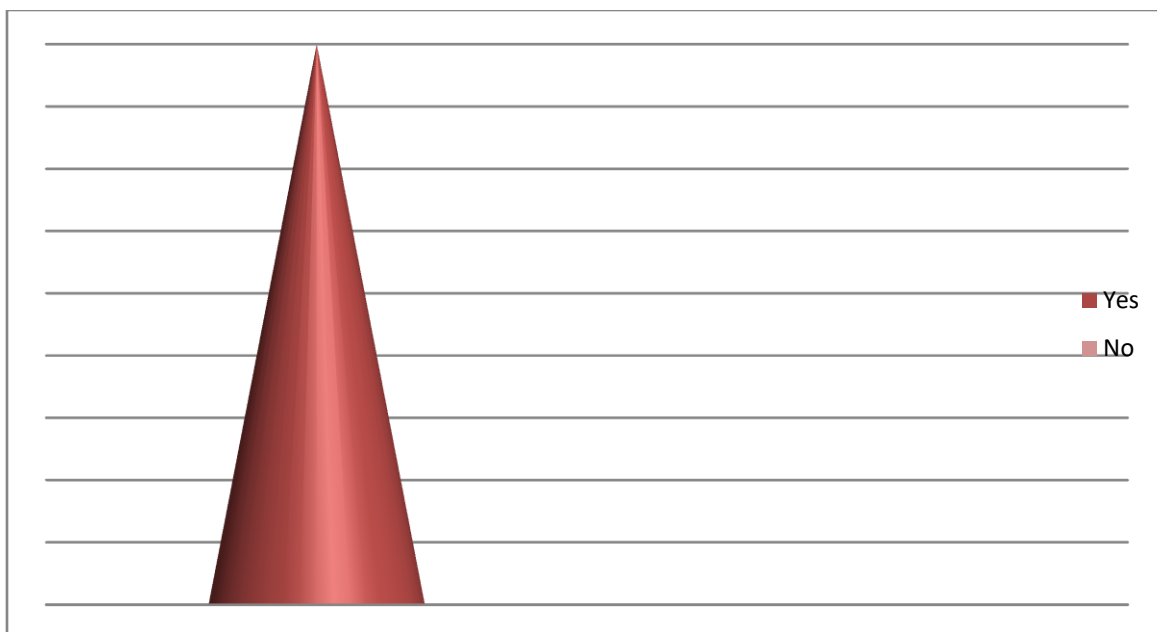


Graph III.5.4. Respondents' mostly used kinds of reflection

The question provides three variables: reflection in action, reflection on action, and both. The results obtained clarified that the majority of the population practices the two kinds of reflection; however, 3 teachers claimed that they reflect in action only which means that their practices of reflective teaching is limited to the classroom only. One teacher did not fill this question.

Item 7: Do you believe that reflection improves teaching?

After forming a clear understanding of the status of reflection in teachers' daily practices from the previous questions, it has been necessary to highlights teachers' perception of reflective teaching and its relation with their professional development.



Graph III.5.5. Respondents' Beliefs as regards the Correlation between Reflection and Teaching

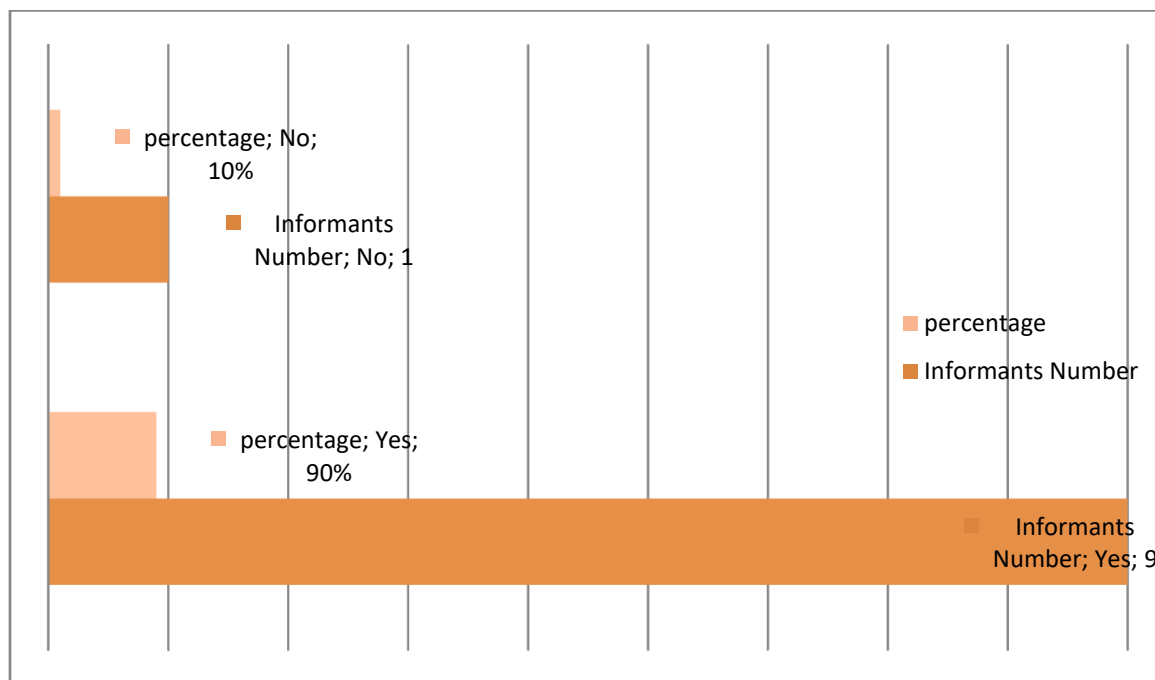
It is clearly presented in the graph that 9 respondents believe that reflection improves teaching. No negative response has been provided; instead the 10th teacher did not answer this question.

A Yes or No response is required from teachers besides an open answer to justify their choice. The second part of the question shows different perspectives. 2 teachers agreed that reflection helps them identify the strengths and weaknesses of their teaching, in addition to another teacher who claimed that reflection helps him/ her finds out new methods, strategies, and materials to succeed his/ her teaching. When you have your mind set on your job all the time, you will be regularly thinking of how to transmit your message (teaching) effectively

was the justification of another teacher regardless to someone else who sees reflection as the instrument by which he/ she attain the lesson objectives and professional growth through seeking new teaching strategies. 3 other teachers recorded that reflection enables them to learn from their mistakes and make changes on what did not work well. The last 2 teachers did not provide any justification; one of them did not answer the whole question.

Item 8: Do reflective teaching enhance your critical thinking and problem solving skills? If yes, in what way?

No matter how the practice of reflection differs from one teacher to another, still it must be one of the reasons of teachers’ professional development. Item 8 intends to investigate the fact that reflection improves teachers’ personal skills in terms of critical thinking and problems solving.



Graph III.5.6. Respondents’ Opinions as regards Reflective Teaching Enhancement of Critical Thinking, and Problem-solving Skills

The graph shows a general agreement between teachers that reflection really improved their critical thinking and problem-solving skills; 90% of teachers confirmed the fact of the importance of reflection in developing their teaching skills. Only 10% disconfirmed the significance of reflection in developing their teaching.

The 9 teachers who confirmed the significance of reflection in their daily teaching were supposed to describe the way reflection helped them to develop their teaching skills. Some

teachers agreed on the same answer, reflection helps him/ her avoid some common problems that usually happen in any teachers' class. Half of the teachers accorded that reflection helped them highlight the problems of their daily practices, reflect on them, and then try to come out with a solution to these problems. Another teacher was answered nearly the same as the previous; he/ she asserted that reflection improves his/ her problem solving skills in terms of dealing with the unexpected problems. For another teacher, reflection helps in developing critical thinking and problem solving skills in terms of the ability of managing the classroom effectively and the ability of having always a plan B. In addition to them, two other teachers claimed that reflection helps changing the techniques used in teaching constantly in a way that meets students' needs and preferences.

Item 9: How do you respond when a problem occurs while teaching?

The major goal of this question is to verify whether teachers really reflect when they face a problem or not.

Some teachers pretend to act immediately and try their best to solve the problem; however some said they ignore what happens and carry on teaching. Two other teachers added that it depends on the problem but they could either play on the psychological aspect on learners or assign them extra work to get them busy.

Item 10: What do you write usually on your daily copybook/ journal/ dairy?

The first proof of teachers' reflective practice is the notes they record on their daily copybooks. This question was indirectly structured to find out if teachers really reflect and use their daily copybooks to record their reflective practices.

The results found were different as well. The first two answers assert that the teacher waits for the inspectors' instructions in the whole teaching experience; however, in this case the teachers clearly declared that they have no daily copybook. The other responses were divided into two categories; the first category shared the same elements: date and time, unit, objectives, activities, and action points. Regardless to these elements, the second category added a short feedback, notes, or observations about what goes in the class.

Item 11: Which of the reflective strategies do you find more useful? Why?

Different reflective strategies have been mentioned in chapter one and the intention of this question is to discover which one is the commonly used amongst teachers.

According to findings, the widely used strategy is the daily copybook or what is commonly known as Logbook. 5 teachers chose the daily copybook to practice reflection in an ordered and simplest way. Only one chose to reflect through observing and acting immediately, but the 4 other teachers felt easy to declare that they use no strategy. For some, reflection looked an unconscious activity and for others no strategy has been chosen to prove their real practice of reflection.

III.5.2 . DATA INTERPRETATION OF TEACHERS' QUESTIONNAIRE

The findings of the questionnaire indicate that teachers reflect on their practices although a sort of contradiction between the answers has been noticed. At the beginning from question 1 to question 8, teachers' answers clarified that they constantly reflect; however when it comes to question 8, 9 and 10 some answers contradicts the general agreement formed from the previously.

Most of teachers confirmed their practice of reflective teaching and its vital role in enhancing their teaching strategies and professionalism, but when it comes to question 9 that tries to elicit teachers' reactions to daily classroom problems, it is clearly mentioned in the results that some of them neglect the problems that occur in their classes which implies no reflective practice. The 10th question was about teachers' daily copybook; what does the teacher write on his/ her daily copybook. Some teachers contradict their initial answers by claiming that they don't have a daily copybook or they write common and usual information rather than reflective notes. The last question, 11, shows that some teachers do not reflect since they do not use any strategy to prove their answers.

III.5.3 ANALYSIS OF TEACHERS' STRUCTURED INTERVIEW

This section represents the findings of the second instrument, the structured interview administered to EFL teachers in secondary schools. Therefore, each question of the interview will be analyzed separately.

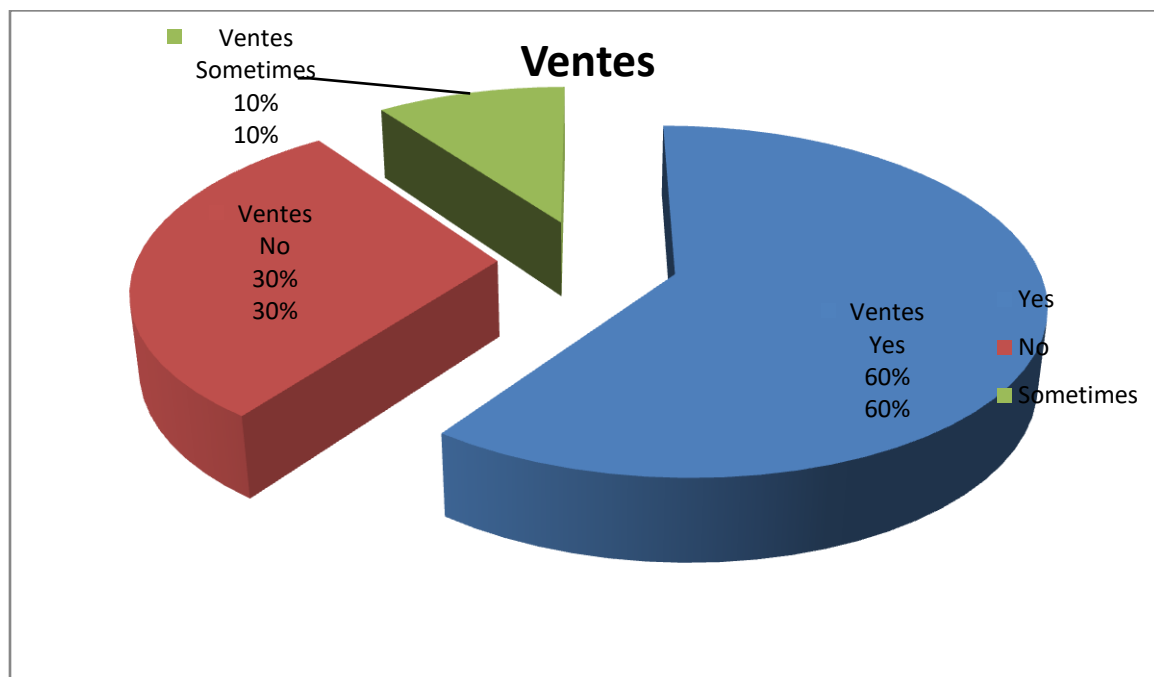
Question 1: As a teacher, how do you define reflective teaching? And how you describe reflective teachers?

The target of this question is to see if EFL secondary teachers are familiar with the concept of reflective teaching and how they describe a teacher who reflects on his practice.

Most of the teachers (9) were conscious about reflective teaching and defined it easily in contrast to someone else who didn't know what it means. In addition to that, the most of them as well described the reflective teacher as a successful teacher.

Question 2: Have you ever taken notes about what goes inside your classroom?

This question aims at knowing if teachers use the strategy of taking notes on their daily copybook for a later reflective practice.



Graph III.5.3.1. Note Taking as a Reflective Strategy

Six (6) respondents representing 60% of the informants said that they usually take notes about what goes inside their classes, but most of these notes are restricted to the problems they face with learners or time management. 30% of respondents representing 3 different teachers claimed that they do not take any notes or record any of the classroom events. The rest of informants, 1 represented in the graph by 10%, said that they do take notes but not on a regular basis.

Question 3: Could you tell me what do you do to improve your teaching and professional development?

Although professional development depends on different variables; however, in this case reflection was the wanted answer to be gained from respondents.

Teachers' Answers	Teachers' Number
Reflect on my previous practices and try to make changes	2
Reading books to learn new teaching strategies	1
Attend sessions with other colleagues	5
Attend seminars	2
Nothing	2

Table III.5.3.1. Teachers' Strategies to Improve Their Teaching and Professional Development

On basis of the answers mentioned in the **Table III.5.3.1.**, the majority of respondents (5 teachers) said that they attend sessions of their colleagues to improve their teaching. This strategy is regarded as a reflective practice since it implies observing others and learning from them. 2 other teachers chose to reflect on their previous practices to identify the gaps and imply some changes. Attending seminars was another answer from 2 teachers; however, someone preferred to read books to learn new teaching strategies. the last two teachers answered honestly that they do not do any effort to improve their teaching or gain professionalism.

Focusing on the number of answers mentioned in the table shows that there are 12 answers but what is mentioned previously is that there are 10 respondents. This is because on of the teachers said that he/ she uses three different strategies: attending colleagues sessions, attending seminars, and reading books which obliged the researcher to count the three answers.

Question 4: Have you ever tried to reflect on your teaching?

As it is clearly structured, this question tries to get clear answers about teachers' reflective practices.

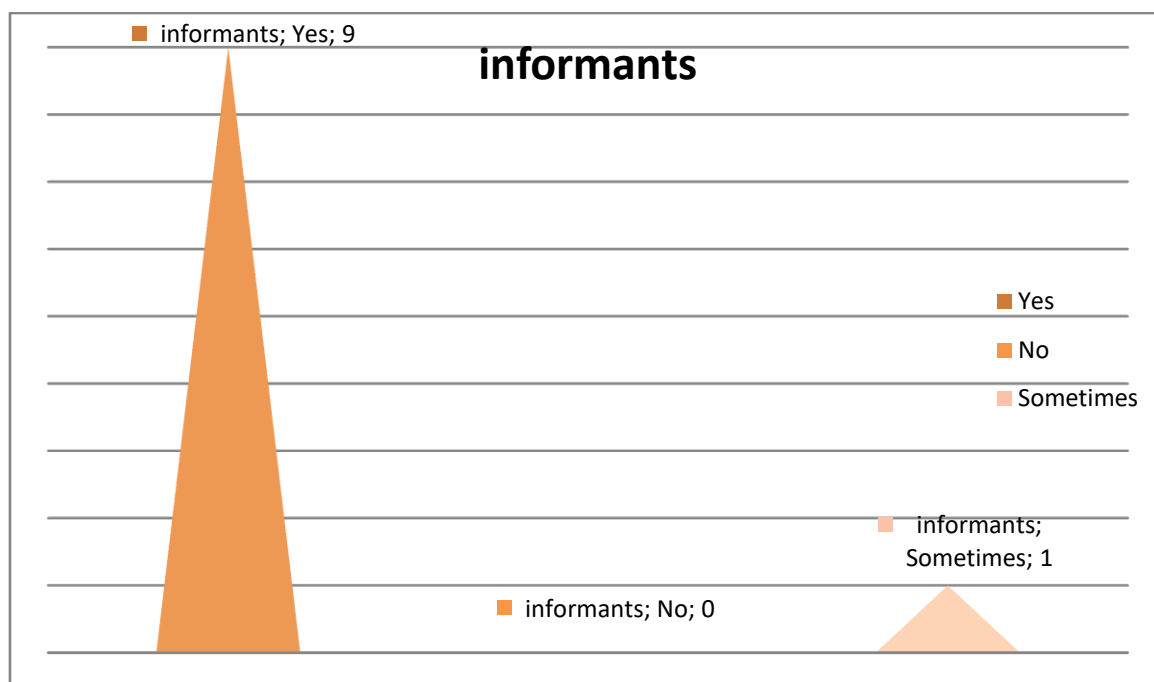


Table III.5.3. Reflective Teaching

It is obvious on the graph that the majority of informants reflect on their teaching; 9 teachers answered that they do reflect. No one answered by saying No, and only one said that he/ she sometimes try to reflect on his/ her teaching.

Question 5: Do you benefit from reflecting? In what way?

Question 5 seeks to know the benefits of reflection from teachers’ perspective. All respondents agreed that they benefited from reflection in different ways. For some informants, reflection helps in making the teacher think about new ways of attracting learners by asking differently each time they fail to answer or adapting and creating real life situations. What hinders the previous sessions is always thought of and improved. But for the others, it enables them to identify the strengths and weaknesses of both the teacher and the learner.

Question 6: Tell me about an experience where you practice reflective teaching?

Teachers constantly face some problems related to classroom management, learners’ abilities, time limitations, or over crowdedness. These problems require a deep thinking behind the aim of making the classroom a better place of teaching and learning processes. This question aims mainly at knowing some of the experiences where teachers practiced reflection and benefited from it.

Teacher (A): one day the teacher had to present a lesson about obesity and healthy diet in the USA. It was difficult for learners to formulate an understanding about this phenomenon, so he/ she thought of changing the context into Algeria.

Teacher (B): one month before the Baccalaureate exam, teacher (B) had a talkative 3AS student. The student spends the whole session singing and he paid no attention to the lesson or to the teacher. One day where he was practicing his usual behaviour, the teacher tried to make him quiet and challenged him with a worst behaviour. This did not work in contrast it made the student violent; he left the class saying bad words and broking what comes in front of him. The headmaster and teachers' colleagues advised him/ her to send him to disciplinary....., but the teacher took some time to reflect on the problem and chose to react wisely and ignore what happened. The student knew his mistake, felt guilty, and decided to change his behaviour. The coming day, the teacher was surprised with the student turning to a new person, very polite and respectful. This experience made the teacher very proud of him/ herself because he/ she reacted wisely. The teachers' decision of disciplinary.... might cost the student one year if not a whole career since the student succeeded in the baccalaureate exam.

Teacher (C): this teacher claimed that one day when presenting a lesson, students found a difficulty to grasp some concepts which makes him/ her change the method of teaching.

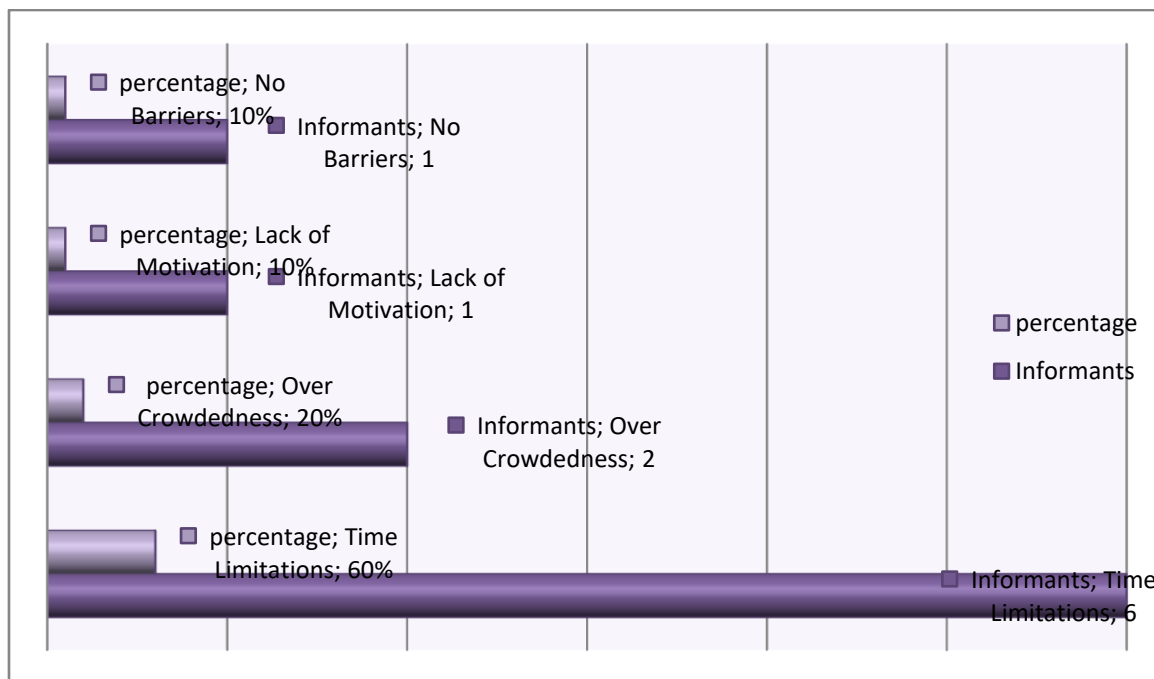
Teacher (D): one of the experiences that is worth to mention is that after having the if conditional session finished, this teacher went home and started thinking of what goes right and goes wrong in that lesson. He/ she thought that the attention was fully on the form rather than the function and immediately thought of a remedial session.

Teacher (E): a long distracting text could be one of the reasons that make teachers reflect and adopt a change. In this case, the teacher found him/ herself in front of extremely bored learners who want to get rid of that lesson. Changing the text for something more exiting was the solution with keeping the same objectives for sure.

Teachers (F), (G), (H), (I), and (J) confessed that they don't remember or they don't have a clear experience concerning reflection.

Question 7: What are the barriers of practicing reflective teaching?

Through this question the teacher intended to know the main challenges teachers face when practicing reflection. The results are presented in the following graph:



Graph III.5.3. Barriers of Practicing Reflection

As presented in the graph, most of informants (6) see that time is the first barrier that prevents them from reflecting on their teaching. The second position goes to classes over crowdedness by two answers. Then, the lack of personal motivation according to one informant is the biggest challenge. Finally, one informant claimed that he/ she have no barriers.

III.5.4 INTERPRETATION OF TEACHERS' STRUCTURED INTERVIEW

The results obtained from teachers' structured interview reveal that the majority of teachers (90%) are familiar with reflective teaching since 9 of them successfully defined reflective teaching and described reflective teachers as successful teachers. This clarifies that teachers are aware of reflection and its benefits in teaching.

In addition to that, more than half of the informants (60%) proved their practice of reflection by the process of note taking inside the classroom. Their ways of improving teaching and professional growth embodies in attending colleagues' sessions or reflecting on their own experiences.

From questions 4 and 5, it can be deduced that reflection is practiced amongst the majority of the informants by 90%, and the majority of those informants had an obvious change on their performance when executing reflection in their classes. However, when asking them to

tell about an experience where they used reflection and benefited from it, half of them did not find any clear experience to record.

The last step of the structured interview revealed the initial barriers some teachers face when reflecting. The results show that most of them had different barriers but the common one was time limitations.

III.5.5 TEACHERS' DAILY COPYBOOK ANALYSIS

Teachers' daily copybook is the third instrument used by the researcher to form a triangulation technique. Through the use of this tool, the researcher wanted to confirm or dismiss the results obtained from the two previous tools. The questionnaire and structured interview were totally objective; the researcher did not influence teachers' responses or push them to answer in a particular manner. However, the use of this third tool was totally subjective since the researcher needed to take part through a personal analysis of teachers' daily copybooks to reveal whether they really reflect or they do not.

The following table demonstrated the statements used by the researcher when analysing teachers' daily copybooks. Next to each statement there are two columns, yes or no. When analysing the daily copybook, the researcher is supposed to tick yes for the statement that is respected on the copybook and no for the statement that is not respected.

STATEMENTS	YES	NO
Does the teacher have a daily copybook?	8	2
Does the teacher write the required information?	3	7
Does the teacher highlight the lesson objectives?	6	4
Does the copybook include the lesson activities?	2	8
Are there any notes or observations related to the lesson?	2	8

Does the teacher provide a feedback at the end of each lesson?	2	8
What goes right is mentioned?	2	8
What goes wrong is mentioned?	2	8
Teaching problems are being recorded on the daily copybook?	2	8
Some solutions are suggested on the daily copybook?	1	9
The teacher practices reflection?	2	8

TableIII.5.1. Teachers’ Daily Copybook Analysis

Referring to the table, 80% of the informants have a daily copybook; in contrast, two others do not have any official document where they record their daily reports. Only 30% informants write the required information in their daily copybooks. The information that must be included in any teacher’ daily copybook are: date and time, class, unit, rubric, subject, objectives, activities, and the observation (reflective notes). The majority of the informants (70%) do not write all these information. 40% do not write the lesson objectives and 20% do not write the lesson activities.

When it comes to the notes related to the informants’ reflective practices, there are only 20% of the daily copybooks that included some notes about the class, but the other 80% do not appear to have any notes or observations. The same percentage is represented in the next statement where a feedback has been explored. 20% included a feedback at the end of each report and 80% did not seem to include any feedback.

This percentage seems to be repeated in most statements, 20% of informants mentioned what goes right and what goes wrong in their daily copybooks and recorded their teaching problems, unlike 80% who do not mention neither some information about what worked and what did not work in their classes nor they recorded their teaching problems.

10% of teachers representing one informant suggested solutions to the teaching problems they faced; however, 90% representing 9 informants did not suggest any solution.

On basis on the 10 previous statements, the researcher is supposed to decide whether the informant reflects on his/ her teaching or not. 20% of the informants do reflect, but the other 80% do not practice reflection.

III.5.6 INTERPRETATION OF TEACHERS' DAILY COPYBOOK

From the results of teachers' daily copybook analysis, it can be resumed that the majority of informants do not reflect on their teaching. 20% represents the informants who reflect and 80% represents those who do not reflect. The percentage is repeated with most of the statements with 20% for confirming the existence of the statement in teachers' daily copybook and 80% for disconfirming its existence.

III.6 DATA INTERPLAY

The purpose of this study was to investigate the gap between expectation and reality in reflective teaching. Differently stated, the study tends to investigate whether secondary school EFL teachers reflect on their teaching or not. The data interplay sheds the light on the main results with reference to the research questions. Thus, the results will either confirm or reject the hypotheses.

The first research question is: are EFL secondary school teachers familiar with the concept of reflective teaching? The hypothesis of this question is: EFL secondary school teachers are familiar with the concept of reflective teaching.

The findings of the three research instruments confirm the hypothesis set for the question one. The results of the questionnaire, the structured interview and the daily copybook analysis affirm that EFL secondary schools teachers are familiar with the concept of reflective teaching.

The second research question is somehow related to the first question, since after knowing that EFL teachers are familiar with reflection, the question that presents itself is: do EFL secondary school teachers reflect on their teaching? And the hypothesis of this question is: EFL secondary school teachers reflect on their teaching.

The three instruments used in the research study show contradicting results. The questionnaire and structured interview revealed that the EFL teachers who participated in the research study reflect on their teaching; however, the results of the daily copybook analysis

say the contrary. According to the findings of the third instrument, only 2 teachers of the 10 informants reflect on their teaching, but the rest 8 do not reflect in any sort.

The interplay of the data gathered from teachers' questionnaire, teachers' structured interview and teachers' daily copybook analysis exhibited two possibilities. The first possibility is that teachers do not practice reflection but they deceived the researcher by falsifying their answers, and the second possibility is that teachers tend to practice a non-systematic reflection (informal reflection). The fact that teachers explore their practices is a considerable start since at least they are thinking about what they do. However, in Wallace's view (1991: 13), teachers who engage in the unstructured reflection may end up frustrated because they may become overwhelmed with the amount of information they draw from their teaching practices. This type of informal reflection does not improve teaching and may also lead to *"unpleasant emotions without suggesting any way forward"*.

Reflection does not include reflecting on the teaching problems and eliminating the positive aspects. It encompasses both what went well and what went bad; however, informal reflection makes the teacher hard with him/ herself in a way that makes him reflect on his mistakes and problems only.

CONCLUSION

The three research instruments used in this research concerned EFL teachers from different secondary schools. The main of the research was to investigate whether teachers reflect on their practices or not.

The most striking fact resulting from this investigation is that teachers do not reflect although they are familiar with the concept of reflective teaching and its benefits. Although the questionnaire and structured interview show that teachers are conscious about reflection and they reflect on their teaching, the third tool, teachers' daily copybook analysis, reveals contradicting results. The results of the third tools show that teachers do not reflect on their teaching.



GENERAL CONCLUSION



This research study was based on investigating whether secondary EFL teachers reflect on their practices or not. It tries first to discover teachers' perception toward reflective teaching. Then it sheds the light on the status of reflection amongst EFL secondary school teachers.

Reflective teaching is described in the current work as a personal experience in which the teacher thinks critically on his ways of teaching by collecting data, examining and evaluating them and making the suitable changes for teaching improvement and professional development. It is necessary to bear in mind that teacher's ways of teaching affects the learning situation in the classroom; however, it is important for teachers to know how they can achieve their professional development, and how they must be as effective as possible for their own professional and personal growth. Effective teachers continue to learn throughout implying reflection in their professions; this is called "on-going professional development".

Three chapters constituted this work. The first chapter was fully concerned with defining the literature and consulting the previous works done on reflective teaching. The second chapter narrowed the literature into the Algerian context. It tried to describe the teaching of English in Algeria regardless to exploring the Algerian educational system. While the third practical chapter contributed to find out answers for the questions raised at the beginning of the study.

This study explores the perception of the Algerian English secondary school teachers toward reflective teaching. Thus, an exploratory case study has been conducted by using a set of quantitative and qualitative data collection instruments: Teachers' questionnaire, Teachers' structured interview, and teachers' daily copybook analysis. The three instruments were used side by side to find accurate answers for the research questions. Two stages were presented in this study: the piloting study conducted with 5 EFL teachers from two different middle schools, and the study proper which was conducted with 12 teachers from three different secondary schools. The pilot study has been carried with middle school EFL teachers show an unexpected results. The findings asserted that middle school teachers are not familiar with the concept of reflection since most of them failed to answer the items provided in the questionnaire and structured interview. The findings obliged the researcher to change the case study from middle school EFL teachers to secondary school EFL teachers.

The study proper took place directly after the analysis of the piloting findings. Subsequently, after the presentation and the discussion of the data stated in the research instruments, the study reasoned out contradicting results. The first thing resulted from the

present study is that EFL secondary school teachers are aware of the concept of reflection. The first two instruments, teachers' questionnaire and teachers' structured interview revealed that EFL secondary school teachers reflect on their teaching; however, the third instrument, teachers' daily copybook analysis, revealed the opposite.

The contradiction between the results of the three tools has two different interpretations:

EFL secondary school Teachers do not reflect on their practices, but they misled the researcher by providing false answers to the questionnaire and structured interview.

EFL secondary school teachers reflect on their practices unsystematically (informal reflection).

At the end, the act of reflection is a great way to increase teachers' confidence to become more proactive and professionally qualified. It is important to highlight the importance of reflection in constructing the future students and teachers; and to enhance the English language teaching especially if it follows the maxims of the educational reform.



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APPENDICES



Appendix (A): Teachers' Questionnaire

You are kindly invited to answer this questionnaire for the sake of assisting us in conducting our MA research on the status of reflective teaching in teachers' daily practicum.

NB: The answers are anonymous. Thank you in advance for taking part in this study.

*** Please put a tick in the box next to the answer of your choice.**

1. What is your degree?

Licence

Master

If others, mention please!

2. How long have you been teaching English?

Less than 5 years

From 5 to 10 years

More than 10 years

3. Are you familiar with the concept of reflective teaching?

Yes No

4. Do you reflect on your teaching on a regular basis?

Yes No

5. How often do you reflect on your teaching?

Never

1 or 2 times a week

3 or 4 times a week

Nearly everyday

6. What kind of reflection you tend to practise the most?

Reflection-in-action

Reflection-on-action

Both

7. Do you believe that reflection improves teaching?

Yes

No

Why?.....
.....

8. Did reflective teaching enhance your critical thinking and problem solving skills?

Yes

No

If YES, in what way?

.....
.....

*** Please spare a few minutes of your valuable time to answer the following questions.**

9. How do you respond when a problem occurs while teaching?

.....
.....
.....

10. What do you write usually on your daily copybook/ journal/ dairy?

.....
.....
.....

11. Which of the reflective strategies do you find more useful? Why?

.....
.....

.....
Thank you very much for your collaboration!

Appendix (B): Teachers' Structured Interview

Thank you very much for participating in this study. The questions of this structured interview are concerning your perception towards reflective teaching and the answers recorded will be used for our MA research purpose only. Your answers are really appreciated.

Date / location / time:

Gender:

Number of years teaching:

Questions:

- 1) As a teacher, how do you define reflective teaching? And how you describe reflective teachers?
- 2) Have you ever taken notes about what goes inside your classroom?
- 3) Could you tell me what do you do to improve your teaching and professional development?
- 4) Have you ever tried to reflect on your teaching?
- 5) Do you benefit from reflecting? In what way?
- 6) Tell me about an experience where you practice reflective teaching?
- 7) What are the barriers of practicing reflective teaching?

Appendix (C): Teachers' Daily Copybook Analysis

This data collection tool aims at collecting more information about whether teachers are really reflecting or not for the sake of diversifying the investigative tools and scientific validity. We viewed it necessary to scrutinize one of the official documents, i.e, teachers' daily copybook.

Statement YesNo

Does the teacher have a daily copybook?	<input type="checkbox"/>	<input type="checkbox"/>
Does he write the information required?	<input type="checkbox"/>	<input type="checkbox"/>
Does he highlight the lesson objective?	<input type="checkbox"/>	<input type="checkbox"/>
Does the copybook include the lesson activities?	<input type="checkbox"/>	<input type="checkbox"/>
Are there any notes or observations related to the lesson?	<input type="checkbox"/>	<input type="checkbox"/>
Does the teacher provide a feedback at the end of each lesson?	<input type="checkbox"/>	<input type="checkbox"/>
What goes right is mentioned?	<input type="checkbox"/>	<input type="checkbox"/>
What goes wrong is mentioned?	<input type="checkbox"/>	<input type="checkbox"/>
Teaching problems are being recorded on the daily copybook.	<input type="checkbox"/>	<input type="checkbox"/>
Some solutions are suggested on the daily copybook?	<input type="checkbox"/>	<input type="checkbox"/>
The teacher practises reflection?	<input type="checkbox"/>	<input type="checkbox"/>

ملخص

هذه الدراسة عبارة عن فحص مفصل للتفكير في الممارسة اليومية للمعلمين في فصل اللغة. يدعي الفهم العام أن التفكير هو إحدى العمليات التي تحسن أداء المعلمين والتطوير المهني. ومع ذلك ، فإن ما يُعْتزَم العُثور عليه في نهاية هذا الاستكشاف البحثي هو ما إذا كان مدرسو اللغة الانجليزية كلغة اجنبية على مستوى الثانوية يدركون هذه الأهمية وبالتالي يفكرون في ممارساتهم. الهدف من البحث الحالي ذو شقين ، فهو يهدف أولاً إلى تقييم تصور معلمي المدارس الثانوية للغة الإنجليزية كلغة أجنبية تجاه التفكير وثانياً في الكشف عما إذا كان مدرسو المدرسة الثانوية للغة الإنجليزية كلغة أجنبية يفكرون في ممارساتهم أم لا. للوصول إلى هذه الأهداف ، تم تنفيذ نهج مختلط من الأدوات الكمية والنوعية على حد سواء ؛ يتألف مجتمع عينة الدراسة من 10 مدرسين في اللغة الإنجليزية كلغة أجنبية من ثلاث مدارس ثانوية مختلفة (بلهوارى محمد ، وابن رستم ، ومجدوب زكريا) من منطقتين (تيارت وسوقر). تم استخدام ثلاث أدوات لجمع البيانات لجمع البيانات المطلوبة ، واستبيان المعلمين ، والمقابلة المنظمة للمعلمين ، وتحليل دفتر اليومية للمدرسين. كشفت النتائج التي تم الحصول عليها من التحقيق عن حقائق متناقضة. أظهرت النتائج الأولى التي تم الحصول عليها أن معلمي اللغة الانجليزية كلغة اجنبية على مستوى الثانوية على دراية بمفهوم التدريس العاكس كشفت إجاباتهم على كل من الاستبيان والمقابلة المنظمة أنهم على دراية بالمفهوم وأهميته الحيوية. النقطة الثانية التي يطالب بها نفس المعلمين هي أنهم يفكرون باستمرار في تعاليمهم. ومع ذلك ، فإن ما لوحظ في نتائج الأداة الثالثة ، التحليل اليومي للكتاب ، هو أن معلمي اللغة الإنجليزية كلغة أجنبية لا يفكرون في الممارسات. تم تفسير نتائج الصك الثالث بشكل مختلف. يقول الاحتمال الأول أن مدرسي اللغة الانجليزية كلغة اجنبية على مستوى الثانوية لا يفكرون في ممارساتهم بدلاً من ذلك خدعوا الباحث من خلال تزوير إجاباتهم على كل من الاستبيان والمقابلة المنظمة. يزعم الاحتمال الثاني أن مدرسي اللغة الانجليزية كلغة اجنبية على مستوى الثانوية يفكرون في ممارساتهم بطريقة غير منظمة (انعكاس غير رسمي) والتي تعتبر طريقة غير فعالة لتحسين التدريس أو احتراف المعلمين.

الكلمات المفتاحية: ممارسة يومية. مدرسو اللغة الإنجليزية كلغة أجنبية؛ التدريس الانعكاسي دفتر اليومية للمعلمين ؛ انعكاس غير منظم

Résumé :

Cette étude est un examen détaillé de la réflexion dans la pratique quotidienne des enseignants. La compréhension générale affirme que la réflexion est l'un des processus qui permettent d'améliorer les pratiques enseignantes ainsi que le développement professionnel des enseignants. Cependant, ce qui doit être divulgué à la fin de cette investigation est de savoir si les enseignants de l'anglais comme langue étrangère au niveau de l'enseignement secondaire sont conscients de cette importance et réfléchissent par conséquent à leurs pratiques. L'objectif de la recherche actuelle est double, elle vise d'abord à évaluer la perception des enseignants du secondaire vers la réflexion et ensuite à révéler s'ils réfléchissent ou non à leurs pratiques. Pour atteindre ces objectifs, une approche mixte d'instruments quantitatifs et qualitatifs a été mise en œuvre; l'échantillon de l'étude est composé de 10 enseignants d'anglais opérant dans trois lycées différents, à savoir Belhouari Mohamed, Ibn Rostom et Medjdoub Zakaria de deux villes ; Tiaret et Sougeur. Trois instruments de collecte de données ont été utilisés pour recueillir les données requises ; un questionnaire adressé aux enseignants, une interviewe, du type structuré, réalisé auprès des enseignants, et l'analyse du cahier journal des enseignants. Les résultats de l'enquête ont révélé des faits contradictoires. Les premiers résultats obtenus montrent que les enseignants du secondaire sont bien conscients du concept d'enseignement réflexif; leurs réponses au questionnaire et à l'entretien structuré ont révélé qu'ils sont familiers avec le concept et réalisent sa signification vitale. Le deuxième point avancé par les mêmes enseignants est qu'ils réfléchissent constamment à leurs enseignements. Cependant, ce qui a été remarqué dans les résultats du troisième outil, l'analyse du cahier journal, est que les enseignants ne réfléchissent pas sur leurs pratiques. Les conclusions du troisième instrument ont été interprétées différemment. La première possibilité dit que les enseignants du secondaire ne réfléchissent pas à leurs pratiques enseignantes mais qu'ils trompent le chercheur en falsifiant leurs réponses à la fois au questionnaire et à l'entretien structuré. La deuxième possibilité prétend que les enseignants du secondaire réfléchissent à leurs pratiques de manière non structurée (réflexion informelle), ce qui est considéré comme un moyen inefficace pour à la fois améliorer la pratique enseignante et le professionnalisme des enseignants.

Mot clé: Pratique quotidienne, professeurs d'EFL, enseignement réflexif, cahier journal, réflexion non structurée