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Ministry of Higher Education
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College of Graduate Studies and Scientific Research

**Investigating Reflective Teaching
Practice and Perception in Sudanese
Secondary Schools**

A case Study of EFL Teachers at River Nile State

A thesis submitted in fulfillment of the requirements for the
degree of Doctor of Philosophy in applied linguistics, English
language teaching (ELT)

Submitted by:

BABIKIR ABDELMAROOF AHMED BALLA

B.A in English language teaching, University of Khartoum

M.A in English language teaching, University of Khartoum

Supervised by:

DR. AMNA MOHAMED BADRI

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى:

{ وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ
إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَئِكَ
كَانَ عَنْهُ مَسْئُولًا } (الاسراء 36)

“ And don not pursue that of which you have no Knowledge. Indeed the hearing, the sight, and heart – about all those [one] will be questioned”

{ وَيَسْأَلُونَكَ
عَنِ الرُّوحِ قُلِ الرُّوحُ مِنْ أَمْرِ رَبِّي وَمَا أُوتِ
يَتَّمُ مِنَ الْعِلْمِ إِلَّا قَلِيلًا } (الاسراء 85)

“ And they ask you [O Muhammad], about the soul. Say, “The soul is the affair of my Lord. And mankind have not been given of knowledge except a little.”

{ تِلْكَ الدَّارُ الْآخِرَةُ نَجْعَلُهَا لِلَّذِينَ
لَا يُرِيدُونَ عُلُوًّا فِي الْأَرْضِ وَلَا فَسَادًا
وَالْعَاقِبَةُ لِلْمُتَّقِينَ } (القصص 83)

“ That home of Hereafter We assign to those who do not desire exaltedness upon the earth or corruption. And the [best] outcome is for the righteous.”

Declaration

I hereby declare that all information in this document has been obtained and presented in accordance with the academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name :

Signature :

Dedications

This work is dedicated with gratitude to the following:

- ❖ The memory of my father who had a burning desire to see this dream come true. May his soul rest in peace.

- ❖ My mother: a door to heaven I hope to remain open for so long.

- ❖ My wife who does not only utter words of faithfulness, but also acts them out and lives by them.

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Abstract

This study aimed at investigating whether Sudanese teachers of English language practice reflective teaching scientifically and systematically. Furthermore, the study endeavored to find out how these teachers perceive reflective teaching. Combining a quantitative research design with qualitative research design, the study was implemented in two phases. Phase one was based on two questionnaires data from (93) teachers of English language at River Nile State. The first questionnaire was about components of reflective teaching, while the second was about their educational/training programme. This number was selected randomly from a total of (272) teachers who are graduates of faculties of education in Sudan. Then the obtained data was analyzed via the Statistical Package for Social sciences (SPSS).

In phase two (13) Sudanese teachers were asked to experiment with reflective teaching for (12) months after they had been fully informed about it. Then, based on their experimentation, these teachers were asked to give their feedback on how they perceive reflective teaching by responding to a questionnaire and open-ended questions. Their response to the questions was in a form of focus group discussion. The discussion was tape-recorded, listened to again and again, and finally analysed on the basis of the most dominant and recurring key themes.

Drawing largely on data obtained and, the study has come up with many results. The following are the most important ones:

- 1- Sudanese teachers of English language do not scientifically and systematically practice reflective teaching .

- 2- There is no statistically significant differences among Sudanese teachers of English language with regard to their use/practice of the different elements of reflective teaching.
- 3- There is a positive correlation (though not measured) between a teacher's degree of reflectivity and their students learning achievement.

In the light of these results, the study suggests some recommendations. The most important ones are the following:

- 1- Reflective teaching should be incorporated as an essential component within the study plans of all the faculties of educational as well as the educational institutions in Sudan.
- 2- Reflective teaching should be incorporated as an essential component within the in-service training/educational programs of teachers in Sudan.
- 3- School principal, teacher trainers, and supervisors in Sudan should be familiarized with and trained in reflective teaching.

مستخلص الدراسة باللغة العربية

هدفت هذه الدراسة الي استقصاء ما اذا كان معلمو اللغة الانجليزية بالمرحلة الثانوية بالسودان يمارسون التدريس التأملي بصورة علمية ومنهجية ام لا. اضافة الي ذلك هدفت الدراسة الي التعرف علي نظرة وشعور وإحساس هؤلاء المعلمين تجاه التدريس التأملي كمفهوم وممارسة. وفي سبيل تحقيق هذه الاهداف مازجت الدراسة بين المنهج الكمي والكيفي وتم تنفيذها من خلال مرحلتين: المرحلة الاولي اعتمدت فيها الدراسة علي استبانتيين (كأدوات بحث) للحصول علي معلومات من (93) معلم لغة انجليزية من مجمل (272) معلما موزعين علي كل مدن ولاية نهر النيل بالسودان. كانت الاستبانة الاولي عن مدي ممارسة هؤلاء المعلمين لكل مكونات التدريس التأملي في حين كانت الاستبانة الثانية حول البرنامج الاعدادي والتدريبي لهؤلاء المعلمين عندما كانوا دارسين بكليات التربية المختلفة في السودان. ومن ثم تمت معالجة البيانات المستخلصة عن طريق الاستبانتيين احصائيا باستخدام الحزمة الاحصائية للعلوم الاجتماعية.

اما في المرحلة الثانية فقد طلب من (13) من معلمي اللغة الانجليزية بالسودان والذين ليس لهم سابق معرفة بالتدريس التأملي تجريب وممارسة التدريس التأملي لفترة (12) شهرا وذلك بعد ان تم تنويرهم بالكامل عن التدريس التأملي وعن كيفية ممارسته. بعد ذلك طلب من هؤلاء المعلمين (معتمدين علي تجربتهم) التعبير عن نظرتهم وشعورهم وإحساسهم تجاه التدريس التأملي كمفهوم وممارسة وذلك من خلال اجابتهم علي استبانة وأسئلة مفتوحة. تمت معالجة بيانات الاستبانة احصائيا باستخدام الحزمة الاحصائية للعلوم الاجتماعية بينما تمت معالجة بيانات مجموعة النقاش باعتماد منهج تحليل المحتوي حيث تم تسجيل النقاش والاستماع اليه عدة مرات. ومن ثم تم اعتماد الافكار الاكثر ورودا والمجمع عليها في النقاش.

خلصت الدراسة الي مجموعة من النتائج التي يمكن تلخيص اهمها في النقاط التالية:

- 1- ان معلمي اللغة الانجليزية بالمرحلة الثانوية بالسودان لا يمارسون التدريس التأملي بصورة علمية ومنهجية لعدة اسباب أهمها:
- 2- ليس هنالك فروقا ذات دلالة احصائية فيما يتعلق بممارسة معلمي اللغة الانجليزية بالمرحلة الثانوية بالسودان لمكونات ونشاطات التدريس التأملي.

3- هنالك علاقة ايجابية بين درجة او نسبة ممارسة المعلم للتدريس التألمي والتحصيل العلمي للطلاب

علي ضوء هذه النتائج اقترحت وأوصت الدراسة بعدة توصيات من أهمها:

- 1- ضرورة ادراج التدريس التألمي (نظريا وعمليا) في الخطط الدراسية لبرامج اعداد وتدريب معلمي اللغة الانجليزية بالسودان.
- 2- ضرورة ادراج التدريس التألمي (نظريا وعمليا) في الخطط الدراسية لبرامج اعداد وتدريب معلمي اللغة الانجليزية اثناء الخدمة بالسودان.
- 3- ضرورة ادراج التدريس المصغر وتدريب الاقران ضمن الخطط الدراسية لبرامج اعداد وتدريب معلمي اللغة الانجليزية بالسودان لان كلاهما يشكل قاعدة صلبة لممارسة التدريس التألمي.
- 4- ضرورة تنوير وتدريب المدربين والموجهين والمشرفين التربويين بالتدريس التألمي كمفهوم وممارسة.
- 5- ضرورة ان لا يتم تقييم الطلاب المتدربين اثناء فترتهم التدريبية بناء علي المعرفي والمهارات المتعلقة بالتدريس بل ينبغي ان يشمل التقييم قدرتهم علي ممارسة والاستفادة منه لتجويد ادائهم

CHAPTER ONE
INTRODUCTION

Introduction

1.1 Background of the study

Many factors have contributed to form the germ of this present study, but the single most important factor has been the researcher's teaching experience of English as a foreign language in The Kingdom of Saudi Arabia where expatriate teachers are required to give their most in order to retain their jobs. Throughout his previous teaching experience, the researcher used to endeavor to apply the teaching methods and all the knowledge he had received, to try out the different techniques he had been advised to implement, and to follow the procedures that he had been taught and instructed to use in classrooms. Having these methods, techniques, and procedures on authority, the researcher rarely, if not never, used to call them into question or subject them to critical thinking. When the researcher's (teacher at that time) experimentation with all or some of these techniques, and procedures failed to bring about the desired or positive learning outcomes, the researcher fairly or unfairly lay the blame on his students, the curriculum, and the like.

It is true and crystal clear that the overall process of teaching and learning involves several key players, and success in learning a foreign or second language (L2) depends on a variety of factors such as the duration and intensity of the language course, the characteristics and abilities of the teacher, the appropriateness of the teaching methodology, the quality of the textbook, the size and composition of the learner group, the amount of natural L2 practice opportunities, and last but not least, the characteristics of the language learner. These factors invariably (directly or indirectly) feed into the teaching/learning process. However, in the Kingdom of Saudi Arabia and may be elsewhere, laying the blame on the students or on any other factor is not a good excuse

teachers can give to account for poor learning outcomes. If teachers say that our teaching did not bring about the desired learning outcome because, for example, the students were not motivated to learn or were not hard-working, those who are in charge of the educational institutions will immediately argue that we know all about this, but what is your contribution as a teacher to address and rectify this quite unacceptable situation?

When this provocative question had been posed, quite unexpectedly, the researcher understood that the Saudis, by posing that question, were making out a strong case. This is because in the past ten years a burgeoning research base has increasingly shown that teachers are among the most important players influencing the students' achievement, and holding the key to sealing the gaps in the students' achievement outcomes (Ferguson, 1991, 1998; Goldhaber, 2002; Sander, 1998, 2000). This means that teachers need to be very resourceful in order to compensate, if possible, for any shortcoming. Furthermore, the researcher has realized for the first time that applying teaching methods and received knowledge, trying out different teaching techniques, and following certain procedures to transmit a body of interested knowledge do not necessarily result in effective teaching or bring about the desired learning outcomes. On top of that, the researcher has come to know that, in order to do himself justice as a teacher and to be able to answer that quite challenging question, he needs to carry out two main tasks: (1) read more and more about the process of teaching and learning in order to keep his finger on the pulse (2) bring into question and ponder over the effectiveness of his educational and training programme and his experience as a student teacher.

Carrying out the first task, which is reading more on the process of teaching and learning, has unfolded before the eyes of the researcher further information and has provided him with, new, fascinating, and useful insights into

the process of teachings and learning. He has come to know that due to the widespread criticism directed against the concept of language teaching methods, the methods have disappeared from applied linguistics discussion (Crandall, 2000; Kumaravadivelu, 1994, 2001; Pennycook, 1989; Pica, 2000; Richards and Rodgers, 2002). This criticism revolves, at least, round two main points: (1) some writers look at methods, as ready-made recipes and prescriptions for classroom behaviour and that teachers are encouraged to implement them whether they are appropriate or not for a particular context (Pennycook, 1989; Richards 1990; Holliday, 1994), (2) the ELT's recognition of the complexity of L2 teaching/learning processes, and the social/political forces that are at play in any typical pedagogical context. This noticeable absence of methods from applied linguistics discussion has its impact on the area of teacher education. In the past, methods provided compatible frameworks for novice teachers' initiation into the world of practice envisioned by the method of the day. Now that method has gone there is not such a framework, and so teacher educators must look for sophisticated alternatives capable of responding to the pedagogical/socio-political demands made of ELT teachers. The concept which seems to have the informal agreement of teacher educators is reflective teaching (Akbari, 2007; Halliday, 1998; Richards and Lockhart, 1994).

Desiring very much to go beyond the limited and limiting concept of methods and consider the challenges and opportunities of an emerging postmethod era in language teaching, the researcher, who was ignorant about reflective teaching, has recently read extensively about it. He has found out that in most of the articles and books dealing with reflective teaching, the roots of the term reflection are traced back to the educational philosopher John Dewey in the early twentieth century. He has articulated his seminal thoughts on reflection in several of his books, particularly in *How We Think* (1933). In a nutshell, Dewey

makes a distinction between action that is routine and action that is reflective. Routine action is guided primarily by an uncritical belief in tradition, and an unflinching obedience to authority, whereas reflective action is prompted by a conscious and cautious “consideration of any belief or practice in light of the grounds that support it and the further consequences to which it leads” (Dewey, 1933, p. 4).

In the Deweyan view, teaching is seen not just as a series of predetermined and pre-sequenced procedures, but as a context-sensitive action grounded in intellectual thought. Teachers are seen not as passive transmitters of received knowledge but as problem-solvers possessing “the ability to look back critically and imaginatively, to do cause-effect thinking, to derive explanatory principles, to do task analysis, also to look forward, and to do anticipatory planning” (ibid., p. 13). Reflective teaching, then, is a holistic approach that emphasizes creativity, artistry, and context sensitivity.

Now the researcher is familiar with and aware of the concept of reflective teaching. This familiarity and awareness are actually significant breakthrough in his never ending search for professional development. The researcher can now as, a teacher, draw on some of Dewey’s views on teaching such as context-sensitive actions, problem-solving, cause-effect thinking, task analysis, anticipatory planning and critical thinking to answer that provocative question and to tackle many other problems that he might face while teaching. Consequently, after reading about the construct reflective teaching, the researcher has learned as a teacher, to fill in new roles, to go beyond the concept of the prescribed teaching methods, to have a holistic understanding of what happens in the classroom. Adding to that, the researcher has learned to relate differently to his students, to systematically observe his teaching, interpret his classroom events, evaluate outcomes, question his personal theories of teaching,

identify problems, find solutions, take decisions that are based on actual and situational understanding of the learning and teaching environment, and question the wisdom of every aspect of his teaching to see once again what works and what doesn't and why.

Going back to the second task, which is bringing into question and pondering over the effectiveness of his educational and training programme as a student teacher, the researcher recalls that his education and training as a student teacher was a five-year degree course in the state system. Most of that educational programme was designed according to the traditional instructivist methodology of knowledge transfer, followed by hands-on practice. It was to a large extent theoretical in orientation and concentrated on providing the student teachers with a combination of professional knowledge and specialized skills. The programme main objective was to prepare aspiring teachers for their first year in the classroom. In the fourth year of this educational programme, the student teachers spent one semester doing the practicum course. They went to a school where they taught actual classes. This gave them a chance to apply the knowledge, approaches, methods, techniques, and procedures they have learned in a real context. While doing their practicum, the student teachers evaluation came from a mentor or a university supervisor. Feedback about their teaching was filtered through the lens of their perceptions and experiences; as a result, little space is left for their judgment and self-reflection on aspects of their actual classroom practice. The researcher still remembers well that reflective teaching was not incorporated in his educational programme.

Now, in the light of the information the researcher has obtained as a result of reading about the teaching process and reconsidering his educational programme as a student teacher, he is convinced that reflective teaching can help in enhancing the teaching/learning process and empower teachers. Therefore, the

researcher believes it is worthwhile to investigate whether Sudanese teachers of English language know about reflective teaching, practice it systematically, and why or why not.

1.2 Statement of the problem

First of all, there is no denying that teachers are one of the key components of any teaching/learning programme and that good instruction begins with good instructors. However, this emphasis on the role of teachers has not yet completely found its way into the realm of second/foreign language pedagogy, though the overall importance of teacher quality in EFL pedagogical programmes has been theoretically acknowledged. In this regard, the researcher, as an eye-witness, assures that Sudan is no exception and teachers' education (pre-service and in-service education) is in a real state of crisis because the consecutive governments pay lip service to teachers' development and training. As a result, there are frequent, understandable strings of complaints from Sudanese teachers of English that the chances for ongoing professional development, due to many factors such as financial constraint, are little. The researcher believes that this situation calls for prompt action.

Secondly, despite the fact that in recent years there have been concerted attempts by teacher educators and policy makers to shift the aims of teacher preparation from fairly narrow, skill-based "teacher training" to a broader conception of "teacher education," which views teaching as a "learned profession". In addition, those educators think that teacher education is not only expected to prepare aspiring teachers for their first years in the classroom, but also to impart the skills of inquiry and self-reflection required for continued improvement in teaching. However, the researcher' experience as a student teacher has informed him that no attention has been given to reflective teaching practice in pre-service teachers' education programmes in Sudan, and

consequently the researcher hypothesizes that Sudanese teachers of English language do not or rarely reflect systematically on their teaching . This is because they have not been informed about and trained on practicing reflective teaching practice. Adding to that, the pre-service education programmes are mainly theoretical in nature and follow the traditional instructivist methodology of knowledge transfer.

Thirdly, despite the widespread criticism leveled at the concept of language teaching methods, as prescriptions for classroom behaviour, and that teachers are encouraged to implement them whether or not the methods are appropriate for a particular context (Pennycook 1989; Richard 1990; Holliday 1994), the researcher has observed that teacher education/training programmes in Sudan are still faithful to language teaching methods and the methods course is still functioning as the primary vehicle for the development of basic knowledge and skill in the prospective teacher education. Consequently, teachers are educated, trained, and evaluated on the basis of how accurately they implement these methods in classrooms. Thus, little space is left for student teachers' judgment and self-reflection on aspects of their classroom practice. So to escape all these misfortunes, Sudanese teachers of English language are in dire need to fight their own battle to maintain an ongoing professional development, to be responsible for their own teaching, to cope with constantly changing circumstances, and to make informed and logical decisions that are based on a better and situational understanding of the teaching and learning environment.

1.3 Questions of the Study

- 1- Is reflective teaching systematically practiced by Sudanese teachers of English language?
- 2- Is Method-based pedagogy still dominating the stage of teacher education/training in the Sudanese educational institutions?
- 3- Is the method course still functioning as the primary vehicle for the development of basic knowledge and skill in the prospective teacher?
- 4- Are the educational programmes of the student teachers in Sudan theoretical in orientation and designed according to the traditional instructivist methodology of knowledge transfer, followed by hands-on practice?
- 5- Do the educational programmes of the student teachers in Sudan concentrate mainly on providing the student teachers with only a combination of professional knowledge and specialized skills?
- 6- Do the Ministry of Education, schools, and society in Sudan provide opportunities of an ongoing professional development for teachers of English language? (In-service ongoing professional development)

1.4 Hypotheses of the Study

The hypotheses of the study can be expressed in the following statements.

- 1- Reflective teaching is not systematically practiced by Sudanese teachers of English language.
- 2- There is no statistically significant differences among Sudanese teachers of English language with regard to their use/practice of the different elements of reflective teaching.
- 3- Method-based pedagogy is still dominating the stage of teachers' education/training in Sudanese educational institutions and colleges.

- 4- The educational/training programmes of student teachers in Sudan are to a large extent theoretical in orientation and designed according to the traditional instructionist methodology of knowledge transfer followed by a hands on practice.
- 5- The educational/training programmes of student teachers in Sudan concentrate mainly on providing the student teachers with only a combination of professional knowledge and specialized skills.
- 6- The Ministry of education, schools, and the society in Sudan provide little chance of an going professional development for teachers of English language.

1.5 Objectives of the study

The main objective of this study is to investigate whether the Sudanese English teachers systematically practice reflective teaching or not and to identify the actual reasons. In addition, the study endeavors to find out how Sudanese teachers of English language perceive reflective teaching. The study also attempts to test the hypotheses formulated and eventually suggest recommendations.

1.6 Significance of the study

The significance of this study stems from the fact that it will be of great importance to the main potential audiences: the teachers' trainers, the practioners and the professional peers in the fields of teacher training and English language teaching. It is hoped that the findings of this study will shed some light on pre- and in-service teachers of English language education/training in Sudan .The researcher also hopes that the findings and suggestions of the study will guide, direct, and enlighten the practioners as well as the professional peers and

will bring about methodological changes in the area of teacher training and language teaching in Sudan.

1.7 Methodology of the Research

This study falls into both the qualitative and quantitative paradigms of research design. First, the researcher will conduct a survey research to get a quantitative or numeric description of the trends of the study population by studying a sample of that population. So it is a cross-sectional study and the researcher will use a questionnaire as an instrument for data collection with the intent to generalize from a sample to a population. Then statistical analysis will be carried out to test the hypotheses of the study. Second, the researcher will conduct focus discussion based on the orientation and implementation of reflective teaching by some Sudanese teachers of English language.

1.8 Delimitation of the study

The target population of this study is Sudanese teachers of English language, namely those who graduated from Sudanese Faculties of Education. The study will be limited to the male and female teachers of English language at secondary school in River Nile State. A representative sample will be chosen randomly from the target population.

1.9 Definition of terms

Professional development: “the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and, by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.”(Day, 1999, p.4).

Reflection: reflection is a cognitive inquiry in which experiences are analyzed in the context of prior knowledge for the endeavors of finding meaning that will lead to the creation of a new knowledge and to the development of new alternative ways(Dewey, 1910;1933). It is a thoughtful examination of action considering educational knowledge, practices, values and the evaluation of consequences (Schon, 1983; Zeichner & Liston, 1987).

Reflective teaching: “a disposition to enquiry incorporation the process through which student teachers structure or restructure actions, beliefs, knowledge or theories that inform teaching for the purpose of personal professional development” (Zwozdiak- Myers).

CHAPTER TWO
LITREATURE REVIEW

Chapter Two

Literature Review

2.1 Reflection and Reflective Teaching Practice

First and foremost, although sometimes the two terms “reflection” and “reflective teaching practice” are interchangeably used, still they are not identical synonyms. Therefore, the researcher thinks that, it is essentially important to draw the line and clarify the slight difference between the terms as they relate to teachers and teachers’ education. The Dictionary of Language Teaching and Applied Linguistics (1992) defines reflection as “the process of thinking back on and considering experiences in order better to understand the significance of such experiences” (p. 450). The same source defines reflective teaching practice as:

An approach to teaching and to teacher education which is based on the assumption that teachers can improve their understanding of the quality of their own teaching by reflecting critically on their teaching experiences. (Richards,1992, p. 451).

Similarly, in the literature, reflection is predominantly associated with acts of cognition that are linked to learning ‘how’ rather than learning ‘about’ or ‘what’. While according to (Dewey 1933, 1938; Loughran, 1996) reflection is considered as a process or activity that is central to developing practices, (Korthagen, 1993) on the other hand thinks that reflection in teaching refers generally to teachers learning to subject their own beliefs of teaching and learning to a critical analysis, and taking more responsibility for their actions.

So, drawing on the above mentioned definitions of reflection and reflective teaching, the researcher understands reflection as a process of

developing knowledge and understanding. Reflection should not be an idle process, and hence it does never exist in vacuum. In addition, the researcher sees that there is a causative relationship between the two terms because reflection is a pre-requisite and part and parcel of the reflective teaching practice. The researcher is also convinced that reflection is also a deciding factor in developing professional practices whether the practitioners are teachers, learners, advocates, doctors, nurses, etc.

Secondly, reading about the construct reflection has unfolded before the eyes of the researcher that in the literature on reflection, a multiplicity of terminologies have been used to refer to the construct reflective teaching: “reflection-in-action,” “inquiry-oriented teacher education,” “critical reflection,” “reflective inquiry,” “critical inquiry,” “reflection on teaching,” and “clinical supervision” (Armaline and Hoover, 1989; Bartlett, 1990; Calderhead, 1989; Richards, 1991; Noordhoff & Kleinfeld, 1988). In a related context, Calderhead (1989), points out that although such terms are associated with some notion of reflective teaching, they illustrate conceptual variations derived from different perspectives which provide various alternative implications for teacher education programmes. From those perspectives, an assortment of teacher images has emerged. Such images include “teacher as problem solver,” “scholar teacher,” “self-monitoring teacher,” “teacher as hypothesis maker,” “self-analytic teacher,” “teacher as inquirer,” “teacher as professional,” “teacher as decision maker,” and “reflective practitioner” (Calderhead, 1989; Tom, 1985; Schon, 1983; & Zeichner, 1983). So in order to appreciate the profundity of each of these images, not only is it necessary to understand the context from which they originated, but, more importantly, how theorists and educators define reflection and reflective teaching practice.

2.2 Reflection, the origin and definitions

The available literature on the word reflection as a construct supplies us with a vast array of definitions. In most of the articles and books dealing with reflective teaching, the roots of the term reflection are traced back to John Dewey (1933), who is one of pioneer of the constructivist perspective, and his influential book *'How we think: a re-statement of the relation of reflective thinking to the educational process'* and to Schon (1983, 1987, 1991). Dewey (1933), is often cited as the first educational philosopher in the field of teacher education to discuss reflection (Zeichner & Liston, 1996). He defines reflection as an action based on "the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it leads"(p. 9). In order to elaborate more on reflection Dewey (1933), went on and defined reflective thinking as "a number of phases in thinking, i.e. a state of doubt, hesitation or mental difficulty in which thinking originates, followed by an act of searching or inquiring to find material that will resolve the doubt" (p. 12) . In a nutshell, Dewey makes a distinction between action that is reflective and action that is routine and impulsive. Impulsive action is based on trial and error and drawing on biological/instinctive principles, while routine action is "based largely on authority and tradition. . . undertaken in a passive, largely unthinking way" (Griffiths, 2000, p. 540). A reflective teacher, according to this definition, is someone who critically examines their practices, comes up with some ideas as how to improve their performance to enhance students' learning, and puts those ideas into practice. This what Schon (1983), calls the cycle of appreciation, action, and re-appreciation. In 1996, Loughran, drawing on the work of Dewey (1933) and Goodman (1984), defines reflection as "the deliberate and purposeful act of thinking which centers on ways of responding to problem situations"

(p.14). Thus, reflection is associated with thinking and is judged to involve the cognitive processes of both "problem finding and problem solving": concepts which continue to fascinate in cognitive psychology (Arlin, 1990; Csikszentmihalyi & Sawyers, 1995). In the Deweyan view, teaching is seen not just as a series of predetermined and pre-sequenced procedures but as a context-sensitive action grounded in intellectual thought. Teachers are seen not as passive transmitters of received knowledge but as problem-solvers possessing "the ability to look back critically and imaginatively, to do cause-effect thinking, to derive explanatory principles, to do task analysis, also to look forward, and to do anticipatory planning" (Dewey, 1933, p. 13). Reflective teaching, then, is a holistic approach that emphasizes creativity, artistry, and context sensitivity. According to Dewey, not all reflection processes are meaningful, and most people actually do not know how to use reflection as a tool to change their classroom, their lives and their society. He defined the formation of purposeful reflection and action in the following way:

The formation of purpose is, then, a rather complicated intellectual operation. It involves: (1) observation of surrounding conditions; (2) knowledge of what has happened in similar situations in the past, a knowledge obtained partly by recollection and partly from the information, advice, and warning of those who have a wider experience; and (3) judgment, which puts together what is observed and what is recalled to see what they signify. A purpose differs from an original impulse and desire through its translation into a plan and method of action that based upon foresight of the

consequences of action under given observed conditions in a certain way.... (Dewey, 1933, p. 13)

Later on, It was Schön, in the mid-1980s, who distinctively popularized the image of the 'reflective practitioner' by extending Dewey's (1933) foundational ideas on reflection through observing how practitioners think in action. This led to Schön (1983) coining reflection-on-action and reflection-in-action as the two forms of reflective thinking. He has come up with further thoughts on reflective teaching:

In 1983, Don Schon ... expands Dewey's concept of reflection. ... He distinguishes between ... reflection-on-action and reflection-in-action. Reflection-on-action can occur before and after a lesson, as teachers plan for a lesson and then evaluate the effectiveness of their teaching acts afterward. Reflection-in-action, on the other hand, occurs during the teaching act when teachers monitor their ongoing performance, attempting to locate unexpected problems on the spot and then adjusting their teaching instantaneously. (cited in Kumaravadivelu, 2003, p. 10).

According to Schön (1983) reflection-in-action acknowledges the tacit processes of thinking which accompany doing, and which constantly interact with and modify ongoing practice in such a way that learning takes place. Much of this may remain unconscious, tacit and universalized, though Loughran (1996) suggests that, in meeting unanticipated problem situations, reflection-in-action comprises reframing the problem and improvising on the spot so that the

experience will be viewed differently. Reflection-on-action, on the other hand, is viewed as teachers' thoughtful consideration and retrospective analysis of their performance in order to gain knowledge from experience. Russell and Munby (1992), describe it succinctly as the "systematic and deliberate thinking back over one's actions" (p. 3).

Critical theorists have extended Schön's (1987) categories adding "reflection about Action" as a means of ensuring that teachers reflect on the social, economic and political purposes and conditions of teaching and learning, as well as the school and classroom contexts (Zeichner, 1993). These notions continue to form the basis of much of the thinking about the nature of reflection and the development of effective reflective practitioners in the teaching profession. Reflective practice in these terms entails making conscious and explicit the dynamic interplay between thinking and action, what Shulman (1987) terms "the wisdom of teaching", so that teachers may become thoughtful and learn from their work in the light of purposes and principles, which are moral.

Schon (1987) went on and described reflection as a way of presenting and dealing with the problems of practice, of allowing the self to be more open to different possibilities during the process of presenting teaching problems and then putting those problems in context in order to discover actions to improve the situation.

In the light of what Schon says reflection, then, is a kind of self-examination to judge whether things have been done in an appropriate and realistic way and to go further and make meaning of one's actions by questioning motives and attitudes; in other words, reflection means engaging in deliberation and self-criticism with the purpose of refining one's teaching practices.

Following Dewey and Schon, many writers have expounded their views on reflection and reflective teaching. Richards, for example, have noted further that:

...critical reflection refers to an activity or process in which experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making, and as a source for planning and action... (cited in Farrell, 1995, p. 95).

Another example is Bartlett, who points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and "how to" questions and asking "what" and "why" questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes. He thinks that:

Asking "what and why" questions gives us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life. (Bartlett, 1990)

Corollary to what Barlett says, Campbell-Jones (2002) describe reflection as an "inner dialogue with oneself whereby a person calls forth experiences, beliefs, and perceptions" (p. 134). However and more importantly the researcher agrees with so many scholars that this dialogue should not be idle; on the contrary, it should both inform and transform knowledge and action.

As the construct reflection has continued to inspire other authors, many of them have publicized their own concepts and definitions of the term. However, their views on the term have echoed that of their predecessors with a slight differences. For example, Wildman, Magliaro, & McLaughlin (1990, p. 139) think that reflection is "an active, effortful enterprise" which does not just happen but arises under the operation of certain motivational forces. Similarly, Bitting and Clift (1988) argue that reflective thought is a kind of mental activity distinguished from others like daydreams or imagination, and should be described as a special kind of process. They insist that, in this special process, the ethical and practical relationships between thought and action cannot be ignored. The process should thus be extended to include consideration of the outcomes. Ross (1990, p. 22) understands the concept of reflection as "a way of thinking about educational matters that involves the ability to make rational choices and assume responsibility for those choices". This view echoes Cruickshank and Applegate's (1981, p. 153) definition of reflection as a practice that helps teachers "think about what happened, why it happened, and what else they could have done to reach their goals".

2.3 Definitions of reflective teaching

Despite the fact that there is a general consensus of opinions on the causative relationship and complementary roles of the terms reflection and reflective teaching, the advocates of the reflective teaching hold multiple and

differing views on what actually constitutes the practice and how it should be developed. While Tom (1985), for example, thinks that the core of reflective teaching is an inquiry-oriented habit of teachers in order for them to become reflective, adaptive and self-monitoring, Richards, on the other hand, sees the reflective approach for teaching as "one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices and use the information obtained as a basis for critical reflection about teaching" (1997, p.1). From a slightly different perspective, Cruickshank (1987, p.17) defines reflective teaching as teachers' careful consideration of their teaching and the alternative means of attaining goals, thus becoming "alert students of teaching.". The way Posner (1989, p. 22) puts it, reflective teaching is a practice that helps student teachers "to act in deliberate and intentional ways, to devise new ways of teaching rather than being a slave to tradition, and to interpret new experiences from a fresh perspective.". Conceptually, according to Calderhead (1989), there are two major bases underlying the practice of reflective teaching through school experience. One basis is Schon's (1987) notion of "reflection-in-action' which suggests that the only way to develop skills is through coaching. He emphasizes that early experience in schools and discussions with teachers are needed. Derived from a critical thinking perspective, the other basis recommends that student teachers develop critical skills and establish an understanding of the school context before they approach the teaching practice. For Bartlett (1990), reflective teaching means moving beyond a primary concern with teaching techniques and "how to" questions, and asking "what" and "why" questions for broader educational purposes. According to Farrell , (2004, p.72), reflective teaching means " looking at what we - as teachers -

do in the class and thinking why we do it". In other words, it is a process of self-observation and self-evaluation by collecting data about what is going on in our classroom and then analyzing and evaluating data to lead us to positive changes and improvements in our teaching. Similarly, Imel (1992) thinks that reflective teaching practice is a mode that integrates or links thought and action with reflection. It involves thinking critically and analyzing one's actions with the goal of improving one's professional practice.

On the other hand, and in an attempt to expound more on the definition of reflective teaching practice, some writers see it from a different perspective. They have made many attempts to clarify the concept with reference to its components, stages, and strategies. Van Manen (1977), for example, viewed reflection as comprises of three elements of technical rationality, practical reflection, and critical reflection, while Korthagen (2001) regards reflection as consisting of organized, rational, language-based decision. A useful typology for investigation of reflective teaching, however, is that of Jay and Johnson (2002) who regard reflective teaching practice as consisting of three crucial steps of description, comparison, and criticism. The descriptive stage is the problem-setting stage during which the teachers determine which aspect of the classroom or their practice should form the core of their reflective attention. The second stage, i.e., comparison, is the phase during which the teacher starts "thinking about the matter for reflection from a number of different frameworks" (p.78). It is during the comparative stage that the practitioner tries to make sense of other people's viewpoints, or develops a new frame of reference (Schon, 1983) that will enable her/him to comprehend viewpoints which may run counter to the ones she holds. This ability to detach oneself from the limits of one's experience will enable us to "discover meanings we might otherwise miss" (Jay and

Johnson, 2002, p. 78). The ultimate result will be a more comprehensive understanding of the teaching context and its complexity. The last stage of reflection is what is termed as the critical stage. At this stage, the reflective practitioner reevaluates different choices and alternatives and integrates the newly-acquired information with what he /she already knows. It is, in fact, the decision making stage resulting from careful analysis of the situation and deliberation. This last stage will form the basis for the formulation of alternative ways of teaching or approaching the problem on the part of the teacher.

In addition to the above mentioned approaches, a synthetic one was given by Ross (1990). He suggests six strategies for reflection: reflective teaching, inquiry activities, reflective writing, supervisory approaches, faculty modeling, and questioning and dialogue. These six strategies are similar to Wildman, T. M., Niles, J. A., Magliaro, S. G. & McLaughlin, R. A. (1990) three categories of behaviour that would stimulate reflective activities. They are: (1) behaviour oriented toward problem-solving (2) directive behaviour involving modeling and coaching and (3) internally driven behaviour which depends on a personal or professional choice. Based on a different conceptual framework, Liston and Zeichner (1987, p. 13) view reflective teaching as a "process of deliberation" which helps teachers "identify and choose appropriate courses of action". They describe three levels of reflection which may be attained by practice teachers: focusing on pedagogical and curriculum means to attain educational goals, considering underlying assumptions of pedagogical concerns, and questioning the moral implications of pedagogical actions and the structure of schooling. Besides certain skills and requirements, teachers' attitudes and values also need to be developed in order for teachers to become reflective. Those attitudes and

values include open-mindedness, responsibility and whole-heartedness (Pollard, 1988).

2.4 Characteristics of reflective teachers

The characteristics of reflective teachers and the definitions, the models, the skills, the qualities, and the views on reflection/reflective teaching, that are proposed by the different proponents, are mutually inclusive rather than exclusive. This is clearly evident because on mature consideration of these definitions, models, views, skills, and qualities one can understand that the characteristics of reflective teachers are either explicitly or implicitly embodied in them. For instance, in an attempt to clarify the distinction between routine and reflective action, Dewey (1910) sketches out some of the skills and personal attributes that are essential to reflection such as keen observation, reasoning, analysis, and problem solving. This latter skill of problem solving connection to reflective teaching guides Dewey to believe that "search or enquiry to test the value of the suggestion before finally accepting it" is essential (p.30), and that this involves thinking that is wide-ranging and based upon knowledge and experience, flexible and "fertile", and well-structured and coherent. This must, according to Dewey, be accompanied by personal orientations such as "open-mindedness", "responsibility" and "whole-heartedness" (1933).

On the other hand, Kenneth Zeichner and Daniel Liston are more direct in stating the characteristics of reflective teachers. In their 1996 book *Reflective Teaching: An Introduction*, they caution that:

... not all thinking about teaching constitutes reflective teaching. If a teacher never questions the goals and the values that guide his or her work, the context in which he or she teaches, or never examines his or her assumptions, then

it is our belief that this individual is not engaged in reflective teaching. (Zeichner and Liston, 1996, p. 1).

They then go on to summarize what they consider to be the role of a reflective practitioner. According to them, a reflective practitioner

- *“examines, frames, and attempts to solve the dilemmas of classroom practice;*
- *is aware of and questions the assumptions and values he or she brings to teaching;*
- *is attentive to the institutional and cultural contexts in which he or she teaches;*
- *takes part in curriculum development and is involved in school change efforts;*
and
- *takes responsibility for his or her own professional development” (Zeichner and Liston, 1996, p. 6).*

Thus, based on Dewey’s understanding of the attributes and skills of reflective teaching, we can conclude that reflective teachers are the ones who possess and carry out these skills and attributes.

2.5 The importance and advantages of reflective teaching

It goes without saying that in recent years reflective teaching practice has gained wide currency and is gathering momentum each day in the realm of language teaching profession, teachers’ training, and teachers’ professional development. Recently, many universities in the United States, Australia, New Zealand and Europe have embraced, incorporated and implemented the practice of reflective teaching in their teacher education programmes (Stanley, 1998). So, the question is why bothering about reflective teaching practice?

Even so that there is little, if any, empirical research investigating the link between reflective practices and student achievement (Akbari, 2007), numerous papers (for example, Schon, 1987; Zeichner & Liston, 1996) have explored,

mostly at the theoretical level, the benefits of reflective practices for teacher effectiveness. The construct is widely recognized as one of the most important schooling factors influencing student achievement gains (Ferguson, 1998; Goldhaber, 2002; Sanders, 2000). These studies suggest that reflective practice helps to free teachers from both impulsive and routine behaviour. Reflection, in addition, provides the means for teachers to build their daily experiences, allows them to act in a deliberate critical and intentional manner, raises their awareness about teaching, enables deeper understanding, and triggers positive change (Farrell, 2003).

By engaging in reflection, teachers become better observers of classroom behaviour which stimulates an awareness of their teaching decisions and the reasons behind those decisions. As they begin to understand the motivation for their more intuitive decisions, their practice becomes increasingly explicit (Nolan & Huebner, 1989). In turn, this understanding informs teachers' classroom approach and reduces their cognitive dissonance, making them less inclined to rely on traditional practices if those practices do not produce the desired educational results. Freedom from conventional practices leads to the replacement of unsubstantiated opinion with grounded belief (LaBoskey, 1994) and makes teachers not only consumers of knowledge, but also primary producers of new knowledge. Finally, this leads to advances in teacher intellectualism, practitioner self-management, an increase in practitioners' ability to remain current in their field, and a constructivist paradigm of life-long learning process (Nolan & Huebner, 1989)

So, drawing on what has been documented above, the researcher believes that the advocates of reflective teaching practice have so many grounds for implementing and actualizing it as part and parcel of teachers' education programmes, and thinking of it as part of, and contributing to, teachers' personal

and professional capability. According to how they define, understand, perceive, and see reflective teaching practice, they believe that there are potential gains from implementing and practicing it. If we consider the definitions that have been put forward by the proponents of reflective teaching, we can easily deduce the benefits of reflective teaching. For example, in English language teaching, Pennington (1992) proposes a reflective orientation "...as a means for (1) improving classroom processes and outcomes, and (2) developing confident, self-motivated teachers and learners..." (p. 51). In a more recent article, Pennington (1995) says that teacher change and development requires an awareness of a need to change. This awareness for change can be brought about by reflection. In a related context, Richards (1990) sees reflection as a key component of teacher development. He says that self-inquiry and critical thinking can "help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking" (p. 5).

Along with Pennington and Richard, (Day, 1993) thinks that there are three reasons why reflective practice is increasingly being recognized as being essential to good teaching and having a central role in the learning life of the effective teacher. The first reason concerns the nature of teaching. The assumption is that since teaching and learning are complex processes and since there is not necessarily one right approach (Loughran, 1996), deliberating among competing versions of good teaching and recasting past understandings and current practices are likely to lead to improvement (Grimmett, MacKinnon, Erickson, & Riecken, 1990). Without a capacity to evaluate assumptions, teachers will be more inclined to remain prisoners of (their) programmes (Argyris & Schön, 1976, as cited in Day, 1985) and, as a result, their professional effectiveness in circumstances which inevitably change over time

will be decreased. The second is that engaging in reflective practice is a means of helping individuals towards greater self-knowledge and self-challenge – "a useful way of achieving personal development" (Johnston & Badley, 1996, p. 5) through, for example, an analysis of the personal values and theories that underlie teaching. Finally (and here the link with action research becomes sharper), reflective practice is considered to be central to the growth of teachers as inquirers who engage in collaborative research with others from inside and outside the school in generating knowledge of practice rather than finding themselves as objects whose role is to implement existing theory in practice (Peters, 1985).

Adding to what have been mentioned, the implementation of reflective teaching practice can be justified by the fact that the concept of method has disappeared from applied linguistics discussions (Crandall, 2000; Kumaravadivelu, 1994, 2001; Pennycook, 1989; Pica, 2000; Richards and Rodgers, 2002) because of the widespread dissatisfaction with teaching method. For so many reasons, many scholars, in the field, have criticized the concept of method. For example, (Pennycook, 1989, p. 597), thinks that methods have "diminished rather than enhanced our understanding of language teaching" , while (Jarvis,1991, p. 95) claims that "language teaching might be better understood and better executed if the concept of method were not to exist at all". This criticism has resulted in conspicuous absence of method, and an area which has been indirectly affected by this absence of method is teacher education. In the past, methods provided compatible frameworks for novice teachers' initiation into the world of practice envisioned by the method of the day; now that method is gone there is not such a framework and teacher educators must look for sophisticated alternatives capable of responding to the pedagogical/socio-political demands made of ELT teachers. The concept which seems to have the

informal agreement of teacher educators of the field is reflective teaching (Akbari, 2007; Halliday, 1998; & Richards & Lockhart, 1994). Those educators argue that reflective teaching practice is a good alternative approach that would make up for the drawbacks and the absence of method. For instance, Richards and Lockhart (1994) have further highlighted the gains of reflective teaching practice and offer the following insightful view into the role of a reflective approach to teaching:

A recent trend in second language teaching is a movement away from methods and other “external” or “top down” views of teaching toward an approach that seeks to understand teaching in its own terms. Such an approach often starts with the instructors themselves and the actual teaching processes, and seeks to gain a better understanding of these processes by exploring with teachers what they do and why they do it. The result is the construction of an “internal” or “bottom up” view of teaching. The approach is often teacher initiated and directed because it involves instructors observing themselves, collecting data about their own classrooms and their roles within them, and using that data as a basis for self-evaluation, for change, and hence for professional growth.(p.ix)

In a similar vein, (Imel 1992) thinks that reflective teaching can positively impact on the professional growth and development by leading to greater self-awareness to the development of new knowledge about professional practice. When teachers apply reflection ideas during their work, they will overcome some problems, such as lack of time, lack of

expertise, lack of continuous support and fear of being weak teachers. For teachers who share these worries (problems) reflective teaching can provide a potentially more private, and more manageable professional development alternatives (Bailey & Nunan 1996).

Some other proponents of reflective teaching practice, on the other hand have attempted to justify their support for reflective teaching practice by drawing a comparison between the teachers who reflect upon their teaching and those who do not. This because they argue that reflective teaching will make teachers question what they have learned during their early formative years and will enable them to "develop more informed practice, [make] tacit beliefs and practical knowledge explicit ... leading to new ways of knowing and articulating" (Crandall, 2000, p. 40). On the other hand, those who do not reflect upon their practices "will be likely to teach as they were taught and, thus, ineffective teaching strategies... be replicated" (Braun and Crumpler, 2004, p. 61). Cleaving to the same idea, Korhagen and Wubbels (1995) also suggested two main values of reflection to teachers who continued to use it in their practice. First, they had better interpersonal relationships with pupils and colleagues than other teachers. Second, they developed a higher degree of job satisfaction and were less likely to experience "burnout".

On top of these gains, the researcher's teaching experience has informed him that reflective teaching practice is to a large extent in tune with the demanding and changing nature of the learning and teaching process. This because the researcher has come to realize that in teaching process, change, weather we accept it or not, is inevitable and fixity is to a large extent diminishing. On the basis of many and ever changing factors such as learning environment, students' background, and the timing, every class is unique and need to be taught differently. Our willingness and ability, as teachers, to perceive

and understand change will positively influence how successfully we adjust our teaching style, to new situations and achieve our objectives. Noticing how we change as teachers, what affects those changes, and why we change are important considerations to deepen our understanding of the process, and self-reflection is an invaluable means to achieving this. Therefore, teachers are always in dire need of changing and modifying their teaching plans, approaches, activities techniques, and the like.

Similarly, the call for an informed change that is based on the evaluation of our teaching experience and seeks to better the teaching and learning process lies at the heart of the construct "reflective teaching". The same view is echoed by Skoyles (1998) who thinks that:

To improve one's practice one needs to continually examine and reflect on courses of action to bring about change. This is a skill that I have used throughout my inquiry to analyse strategies used to stimulate and encourage learning ... Action research has made me want to initiate change, has made me critical of the processes used to bring about change and has led me to question my beliefs in education (p. 105)

Last but not least, reflection process can lead teachers to formulate their own theories depending on past knowledge and present experiences. Zeichner emphasizes that "reflection also signifies a recognition that the generation of new knowledge about teaching is not the exclusive property of colleges, universities...etc. It is a recognition that teachers have ideas, beliefs and theories too, that can contribute to the betterment of teaching for all teachers" (Zeichner & Liton 1996 p. 5).

As a conclusion, the researcher thinks that the potentials gains of reflective teaching practice are the breath of life for teachers, because they would help them in addressing problems that might arise in classroom. The researcher also thinks, with others, that reflection, besides its impacts on teachers themselves, is also believed to be a means to an end. This end is the students' successful learning outcomes, or as Waltermire's (1999) put it:

Reflective practice is, first and foremost, centered on student learning and a commitment to helping students succeed. Reflective teachers seem interested in growing and learning but not for learning's sake or necessarily for increased pedagogical skills except as it may help them help a student. Thus they are always searching for new ideas and techniques. Reflective practice starts with a passion for wanting to help children succeed. These teachers are constantly puzzling over what works and what doesn't work in order to help children learn. Their reflection is fueled by their passionate commitment to help children to learn. (p. 115)

In addition, it is argued in the literature that a teacher's engagement in reflective teaching promotes students' ability to be critically reflective, an issue which has been at the heart of recent calls for educational reforms (Yost, Sentner, & Frolenza-Baily, 2000). As teachers become more aware of reflective practices, they begin to model reflective behaviour for their students (Nolan & Huebner, 1989; Wildman, Niles, Magliaro, & McLaughlin, 1990).

2.6 Approaches to Reflective Teaching

The researcher's experience has led him to believe that those who dare to teach must be life-long learners and should never cease to learn and develop themselves professionally. The term professional development can take many forms, and encompasses many different types of activities. One of the most familiar is non-degree seeking activities through which teachers up-grade their knowledge and skills. Fortunately, reflective teaching provides teachers with, activities, techniques, and opportunities that promote and support continuous professional development. No approach to reflective teaching is superior to another and they do all serve the same purpose which is the betterment of teaching and learning. Some of these approaches are individual or informal while others are collective or structured. It is worth mentioning here that the approaches to reflective teaching offers teachers a chance to assess their teaching in a supportive and nonjudgmental manner. They are also low-cost option and within the reach of most teachers. All is needed from the side of teachers is willingness, commitment, and professional ethics. Dewey (1933), phrases this idea differently saying that in discussing enhancing reflective thinking on the part of practitioners, three attitudes must be nurtured: open-mindedness, wholeheartedness, and intellectual responsibility. The researcher presents here some feasible approaches and activities that are active and interactive and often involve reflective teaching. The researcher's experience has informed him that these approaches do actually facilitate reflection over the course of teachers' professional career.

2.6.1 Keeping a teaching Journal

Richard and Farrel (2005) describe a teaching journal as a notebook in which a teacher write regularly about teaching experiences and other events. They argue that journal writing can help teachers question and analyze what they do both inside and outside the classroom, thus consciously exploring and analyzing their practice. McDonough (1994) maintains that teachers who write regularly about their teaching can become more aware of "day-to-day behaviours and underlying attitudes, alongside outcomes and the decision all teachers need to take" (p. 64-65). Informed by his experience, the researcher is also convinced that keeping a teaching journal in which teachers record, on regular basis, observations about their teaching experiences is one of the approaches which help teachers to reflect on their teaching and classroom events. Many events occur every day in our classroom, and can serve as the valuable experiences for critical reflection. It is necessary for teachers to find ways to collect full information about and gain deeper insight into these events themselves. The journal serves the purpose of being a constant reminder and reference for post-teaching critical reflection. It is, also, a useful way of developing a deeper understanding of problems raised in the teaching practice and exploring information and thoughts. By keeping a journal, teachers can examine the details that indicate why a particular lesson was successful or why one was not. This process of recording and describing events, asking questions, and formulating hypotheses can reveal aspects of language teaching that further a teacher's own professional development (Bailey, Curtis, and Nunan 2001).

2.6.2 Collaborative teaching journal writing

This is also a kind of journal writing and here not an individual but a group of like-minded teachers are engaged to collaborate to develop a critically reflective view of their teaching. Here many aspects about teaching and learning, that may remain hidden in case of individual journal writing, will come to be revealed as Murry (2010) points out:

The usefulness of keeping a journal increases when a teacher shares journal entries with a colleague or a group of colleagues. This techniques allows teachers to compare their experiences and to comment on solutions to problems and point out successful parts of the lesson that they might try with their own class. In responding to journal entries, teachers can ask each other questions and offer suggestions ... Collaborative journal can also be an effective tool to help novice teachers gain insight from their more experienced colleagues and remove some of the anxiety or trepidation that new teachers might felt (p.5)

In addition to keeping a teaching journal, teacher can take a further step and share their journal entries with a colleague or a group of colleagues. This techniques allows them to compare and contrast their experiences with like-minded teachers and reflect on their experiences.

2.6.3 Video recording of lessons

Among the many options for self-reflection, video recording has a large number of advantages. It allows trainees to view a DVD immediately and reexamine it many times; and it has a well-known motivation effect (Wallace 1981; Murphey 2000; Bailey, Curtis, and Nunan 2001; & Maclean and White 2007). In addition, it offers teachers a unique chance to distance themselves, be dispassionate observer to their teaching, and step back from themselves to identify their teaching strengths and weaknesses. Teachers may do things in class they are not aware of, or there may be things happening in the class that they do not normally see. Drawing on his personal experience, the researcher has found video recording to be useful for reflection on the following:

- Aspects of teacher's talk.
 - How much do you talk?
 - What about?
 - Are instructions and explanations clear?
 - How much time do you allocate to student talk?
 - How do you respond to student talk?
- Aspects of teacher's behaviour.
 - Where do you stand?
 - Who do you speak to?
 - How do you relate to the students?

2.6.4 Analyzing a critical incident

Even though teachers, when preparing their lessons, are advised to try and anticipate what problems they might encounter in classrooms, still some critical incidents are likely to come out of the blue. One of the effective means of

reflective teaching practice is to subject these unexpected event to detailed analysis. Such analysis usually necessitates the teacher writing down a thorough description of what occurred and then considering why it happened and how it might affect learning and teaching interactions. A critical incident can refer to a positive or negative classroom event, but what makes it "critical" is how that particular incident caused you to pause, think about it, and review how it relates to your views and perception about teaching (Richard and Farrell, 2005). This type of analysis can help you decide how to modify your teaching style or behaviour which can improve your teaching performance in similar situation in the future.

2.6.5 Classroom observation

According to Richards and Lockhart (1994, p.12), "Observation involves visiting a class to observe different aspects of teaching". Teachers (novice and veteran alike) are well aware of the sense of unease that the presence of a supervisor brings to the classroom. However, contrary to popular belief, it should be clear and understandable to both teachers and supervisors that classroom observations are not meant only for hiring and firing teachers or passing judgment on their teaching. This popular belief always puts the teachers on the defensive and undermines the instructional role of classroom observation. Classroom observation that serves as a means for professional growth rather than performance evaluation has multiple benefits for novice and experienced teachers alike. It offers a good chance for teachers to see their teaching through the lenses of observers who are keen and enthusiastic to give their feedback. However, classroom observation yields its greatest benefits when used as a means of sharing instructional techniques and ideologies among teachers

and enables a culture that nurtures an exchange of ideas and promotes a certain level of trust among faculty.

2.6.6 Peer coaching

The word peer connotes equality, so there is neither an inferior nor superior complex. On the contrary, in peer coaching, the professional counseling and advice always take place in a very relaxed atmosphere. (Dalton & Moir, 1991), think that peer coaching is a partnership between teachers in a nonjudgmental environment built around a collaborative and reflective dialogue. It is a confidential process through which instructors share their expertise and provide one another with feedback, support, and assistance for the purpose of enhancing learning by refining present skills, learning new skills, and/or solving classroom-related problems. Accordingly, the researcher believes that peer coaching has can be an effective means of increasing collegiality as well as refining teaching skill. However, the researcher agrees with others that the focal point in peer coaching is choosing a colleague whom you trust and respect. Both the participants must take turn to observe or coach each other, and the criticism must be constructive and nonjudgmental. In peer coaching, the partners together select an area of teaching or a classroom related problem they would like to focus on.

2.6.7 Self – Reports

According to Pack (1985), self-report involves completing an inventory or check list in which the teacher indicates which teaching practices were used within a lesson or within a specified time period and how often they were employed. Through this process, teachers can reflect on and make regular of what and how they are doing in the classroom.

2.6.8 Joining teacher development group

Head and Taylor (1997) see a teacher development group as "any form of co-operative and ongoing arrangement between two or more teachers to work together on their own personal and professional development" (p. 91). Farrell (2007) cites three types of teacher development groups: peer groups within school, teacher groups that operate outside the school and within school district, and virtual groups that can be formed anywhere on the internet.

Numerous benefits can be gained when like-minded teachers meet and discuss their profession. Farrell (ibid) ,for example, suggests that language teachers come together in teacher development groups to reflect so that they can complement each other strengths and compensate for each other limitations.

In order for the teachers' development group to be beneficial, fruitful, and constructive, Richardson (1997) suggests that four basic features must be considered when colleagues come together in a group to reflect on their work:(1) all participants need to feel safe within the group,(2) connected in some way, (3) passionate about the group and what they are trying to accomplish together, and (4) with one member designated as the group leader.

2.6.9 Participating in workshops and conferences

According to Richard and Farrell (2005) workshops are designed to give participants a chance to try out practical applications about the topic being presented and to contemplate how they might utilize or adapt elements of the activity for use in their own classroom. On the other hand, Murry (2010) thinks that:

Participating in conferences benefit teachers because it motivates them to try new techniques or find solutions to

recurring problem in the classroom. Conferences can provide teachers with information and strategies to create new policies or make changes in curriculum. Conference participation also enables teachers to develop long-lasting professional and personal contacts in the English teaching community. Lastly participation in conferences can empower teachers to be leaders. When they return from conference they can teach their colleagues what they learnt there and lead those colleagues to adopt new and helpful teaching practices (p.10).

So the researcher, on the basis of the above information, concludes that workshops and conferences can be viewed as real eye-openers for teachers. Workshops and conferences offer teachers so many good chances which will positively feed into their teaching. These chances can be summarized in sharing experiences and information, reflection on teaching, and gaining new insights.

2.6.10 Conducting action research

As Cohen and Manion (1985) point out, action research is "a small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention" (p. 174). In other words, action research involves teachers systematically changing some aspect of their teaching practice in response to some issue or concern that would pose as a problem to be addressed, collecting relevant data on the effects of changed practice, and interpreting and analyzing the findings in order to determine whether another intervention would be necessary (Bailey, Curtis, Nunan 2001).

Such processes of action research, according to Nunan (1992) and Burns (1996) can be better understood as critical self-reflection or inquiry carried out by teachers themselves with the aims of enhancing their understanding of the

assumptions, values, or theories that underlie their teaching practice as well as improving their practice by solving problems. Crookes (1993) further notes that action research can serve as a means of critical reflection not only on the immediate context of teaching but also on the sociopolitical contexts that go beyond the classroom.

2.7 Models/processes of reflective teaching

Throughout its history and since it was first proposed by Dewey, reflective thinking has been open to many interpretations and restatements by different authors. The result is, therefore, varying conceptualizations of reflective teaching as proposed by various authors. As an inquiry-oriented approach to teacher education, the concept of reflective teaching is presented according to the perspective of its proponents. As a result, the literature on the construct provides us with different models of reflective teaching practice. The researcher here presents some of them.

2.7.1 Dewey's Model of Inquiry

Dewey proposed his concept of reflective thinking in his book, *How We Think* (1910, 1933). He substituted the word "inquiry" for "reflective thinking" in his later work, *Logic: The Theory of Inquiry* (1938). Inquiry, according to Dewey (1933, p. 9) is the "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion which it leads". Thus, in Dewey's perspective inquiry connotes something more active and operational than thinking. It refers to the activity engaged in to overcome a situation of doubt to generate knowledge, with provisional and tenuous results, posited in the light of new experience and insight.

According to Dewey, reflective activity occurs when a person decides to face a perplexed, troubled or confused situation and prior to a clear-up, unified and resolved situations. His model of reflective teaching comprises five phases or aspects. The first consists of suggestions. In this phase the mind leaps forward to a possible solution. The idea of what to do when finds himself in a hole is a substitute for direct action. It is a vicarious, anticipatory way of acting, a kind of dramatic rehearsal. The second phase is the intellectualization of the difficulty or perplexity that has been felt (directly experienced) into a problem to be solved, a question for which the answer must be sought. This is affected by noting more definitely the conditions that constitute the trouble and cause the stoppage of action. The third phase is the use of one suggestion after another as leading idea. Insights into these suggestions correct modify and expand the suggestions that originally occurred, making the suggestion a definite supposition or hypothesis. This hypothesis is then used to initiate and guide observation and other operations in the collection of factual materials. The fourth phase is the mental elaboration of the idea or suppositions (reasoning, in the sense in which is a part, not the whole, of inference). The fifth phase is testing the hypothesis by overt or imaginative action to give experimental corroboration, or verification, of the conjectural idea (Ross & Hannay, 1986).

Furthermore, Dewey views thinking as a part of a process that culminated in plans of action for solving problems and the actual testing of the plans, with the objective of altering life conditions in improved ways. It involves a look into the future, a forecast, anticipation or a prediction (Dewey, 1933). Dewey advocated flexibility in his approach to problem solving saying that:

"The five phases, terminals, or functions of thought that we have noted do not follow one another in a set order. On the contrary,

each step in genuine thinking does something to perfect the formation of a suggestion and promote its change into a leading idea or directive hypothesis. It does something to promote the location and definition of the problem. Each improvement in the idea leads to new observations that yield new facts or data and help the mind judge more accurately the relevancy of facts already at hand" (p.206).

2.7.2 Zeichner and Liston's Model

Zeichner and Liston (1996) model of reflective teaching emphasizes five key features. These are: (a) examines, frames, and attempts to solve the dilemmas of classroom practice, (b) is aware of the questions, the assumptions, and values he or she brings to teaching, (c) is attentive to the institutional and cultural context in which he or she teaches, (d) takes part in curriculum development and is involved in school change efforts, and (e) takes responsibility for his or her own professional development.

Zeichner and Liston (1996) examined and highlighted the main features of reflective teaching traditions. This way they distinguished the various forms of reflective teaching and made sense out of the various array of orientation represented in the reflective teaching literature. Five traditions of reflective practice that have guided reform efforts in teaching and teacher education were identified. These are the academic, social efficiency, developmentalist, social reconstructionist, and "generic" traditions. They claim that each of these traditions (with the exception of the generic approach) identifies a particular emphasis in the content of teachers' thinking. In addition, Zeichner and Liston (1996) went on and clarified the role of each tradition saying that:

The academic version stresses reflection on subject matter and the representation and translation of that subject matter to promote student understanding. The social efficiency orientation highlights the thoughtful application of teaching strategies that have been suggested by research on teaching. The developmentalist tradition underscores teaching that is sensitive to and builds on students' backgrounds, interests, thinking, and patterns of developmental growth. The social reconstructionist version stresses reflection about the social and political context of schooling and the assessment of classroom actions for their ability to enhance equality, justice, and more humane conditions in our schools and society. And finally, the generic tradition simply emphasizes thinking about what we are doing without attention to the quality or substance of that thinking. (pp. 51-52)

Zeichner and Liston (1996) then argued that "good teaching needs to attend to all of the elements that are highlighted by various traditions: the representation of subject matter, student thinking and understanding, research-based teaching strategies, and the social contexts of teaching" (p. 52). They recognized that these elements are not mutually exclusive neither do they take the same form nor receive the same emphasis within each tradition. In addition to these, teaching must be more than a job for which effort is expended and money received. It must be considered as a calling – an endeavor to which a person ought to be passionately committed. Furthermore, they emphasized that:

(a) if teachers did not question the goals, values, and assumptions that guided their work and did not examine the context in which they taught,

then they were not engaged in good reflective teaching, (b) reflective teaching entailed critical questions about the ends, means and contexts of teaching, (c) good reflective teaching also needed to be democratic in the sense that teachers must be committed to teaching all of the students to the same high academic standards, and (d) much more ... but minimally it must be democratic and self-critical (p.77).

2.7.3 Henderson's Ethically Based Model of Inquiry

According to Henderson (1992), reflective teachers are expert teachers who know their subject matter and are able to teach it well. They must be experts in time management, discipline, psychology, instructional methods, interpersonal communication, and learning theory. Reflective teachers willingly embrace their decision-making responsibilities. They regularly reflect on the consequences of their actions. They are receptive to new knowledge and regularly learn from their reflective experience. (Henderson, 1992) sees Reflective practice as characterized by:

- 1- Ethics of caring. To care as a teacher is to be ethically bound to understand one's students. The teacher probes gently for clarification, interpretation and contribution from what students' say, whether it is right or wrong. Ethics of caring is practiced through confirmation, which stresses that teachers must take time to listen and help students; dialogue, where teachers and students engage in an honest and open communication as an appropriate and integral tool of learning; and cooperative practice, which stresses that practical personal confirmation and honest dialogue with students can be practiced only by working cooperatively with students, e.g., teachers acting as advisors and counselors in their subject field, not just imparters of knowledge.

- 2- The constructivist approach to teaching. In addition to basic skills and academic content, reflective teachers consider the relationship between what he is trying to teach and students' past experiences (backgrounds) and a personal purpose (needs and interests). Students are considered as active participants rather than passive recipients during the learning process. Thus, in a constructivist perspective, learning is a complex interaction among each student's past experiences, personal purposes, and the subject matter requirements.
- 3- Artistic problem solving. Reflective teachers seek to continuously adapt the curriculum to students' backgrounds, interest and needs; seek new ways to get their students involved; and constantly exercise good judgement, imagination and flexibility to produce quality education.

Reflective teaching is enhanced by an inquiring attitude toward education, which involves taking a questioning, pondering, democratic perspective on the personal and public values of teaching and learning. Teachers seek out opportunities to dialogue with students, colleague, and society (Henderson, 1992).

2.7.4 Eby, Tann and Pollard's Model of Reflective Teaching.

Eby, Tann, and Pollard's model of systematic reflective teaching, as an outgrowth of Dewey's work on reflective, consists of the following four essential characteristics (Pollard & Tann 1987; Eby, 1992): (a) reflective teaching implies an active concern with aims and consequences, as well as with means and technical efficiency, (b) reflective teaching combines inquiry and implementation skills with attitudes of open-mindedness, responsibility, and wholeheartedness, (c) reflective teaching is applied in a cyclical or spiral process, in which teachers continually monitor, evaluate, and revise their own

experience, and (d) reflective teaching is based on teacher judgement, informed partly by self-reflection and partly by insights from educational disciplines.

Inquiry skills considered essential in the process of reflective teaching by Eby, Tann, and Pollard model of reflective teaching are: (a) empirical skills - related to knowing what is going on the classroom by collecting both objective and subjective data, (b) analytical skills – is concerned with obtaining meaningful results from the data through analysis and interpretations and placing them in a framework, (c) evaluative skills – used to make judgments about the educational consequences of the results of enquiry in the light their aims and values, (d) strategic skills – for planning actions and implementation, (e) practical skills – relate to the need to be able to communicate ideas with others.

2.7.5 Eby's Model of Reflective Action in Teaching

Eby's (1998) model of reflective action in teaching is a model of how caring and responsible teachers think and act. Reflection action was used to describe this model to show the synergetic relationship between interior thought processes and exterior actions. Elements of this clarification of values and principles are creative synthesis to fit the classroom, persistence and problem solving, and good communication skills.

2.7.6 Argyris & Schön Model

Argyris and Schon pioneered the idea of " Single loop and Double loop learning" in 1978. The theory was built around the recognition and amendment of a perceived fault or error (Smith and Mark, 2001). Single loop learning is when a practitioner or organisation, even after an error has occurred and a correction is made, continues to rely on current strategies, techniques or policies when a situation again comes to light. Double loop learning involves the modification of

personal objectives, strategies or policies so that when a similar situation arises a new framing system is employed (Argyris and Schön, 1978).

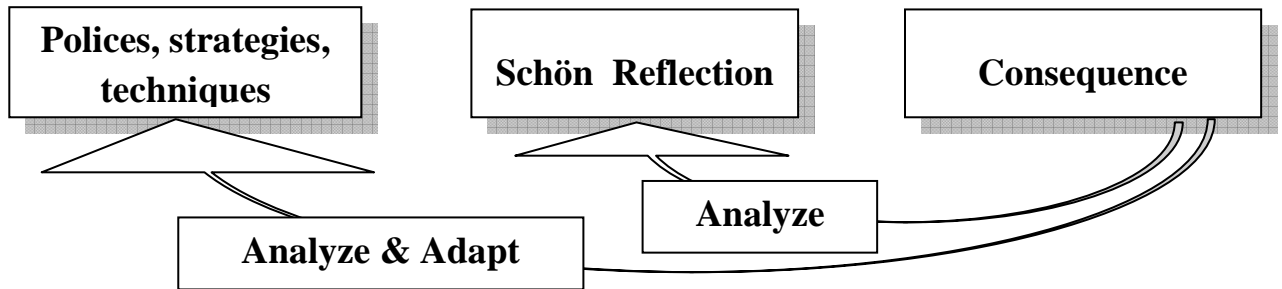


Figure No (1): Adaptation of the single and double loop learning model by Argyris and Schön

Schön himself introduced some years later the concept of Reflection-in-action and Reflection-on-action. Reflection-in-action can be described as the ability of a practitioner to "think on their feet", otherwise known as "felt-knowing" (Walkerden, 2005). It revolves around the idea that within any given moment, when faced with a professional issue, a practitioner usually connects with their feelings, emotions and prior experiences to attend to the situation directly. Reflection-on-action on the other hand is the idea that after the experience a practitioner analyses their reaction to the situation and explores the reasons around, and the consequences of, their actions. This is usually conducted through a documented reflection of the situation (Schön, 1983).

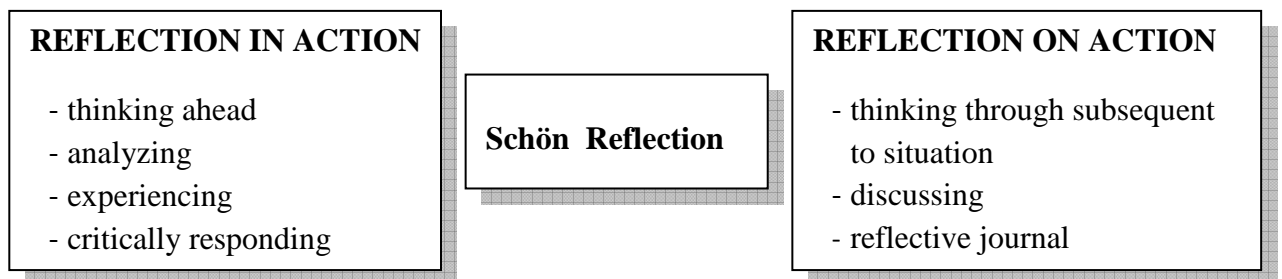


Figure No (2): Adaptation of the reflective model by Schön

2.7.7 Kolb Model: Experiential Learning Cycle

Kolb's (1984) Experiential Learning Cycle is comprised of four-stages. They are (1) Concrete Experience, (2) Reflective Observation, (3) Abstract Conceptualization, and (4) Active Experimentation, where the cycle then repeats itself. Kolb was highly influenced by the research conducted by Dewey and Piaget in the 1970s. Kolb's reflective model highlights the concept of experimental learning and is centered on the transformation of information into knowledge. This takes place after the situation has occurred and entails a practitioner reflecting on the experience, gaining a general understanding of the concepts encountered during the experience and then testing these general understandings on a new situation. In this way the knowledge that is gained from a situation is continuously applied and reapplied building on a practitioners prior experiences and knowledge (Sheilds, Aaron, and Wall 2001).

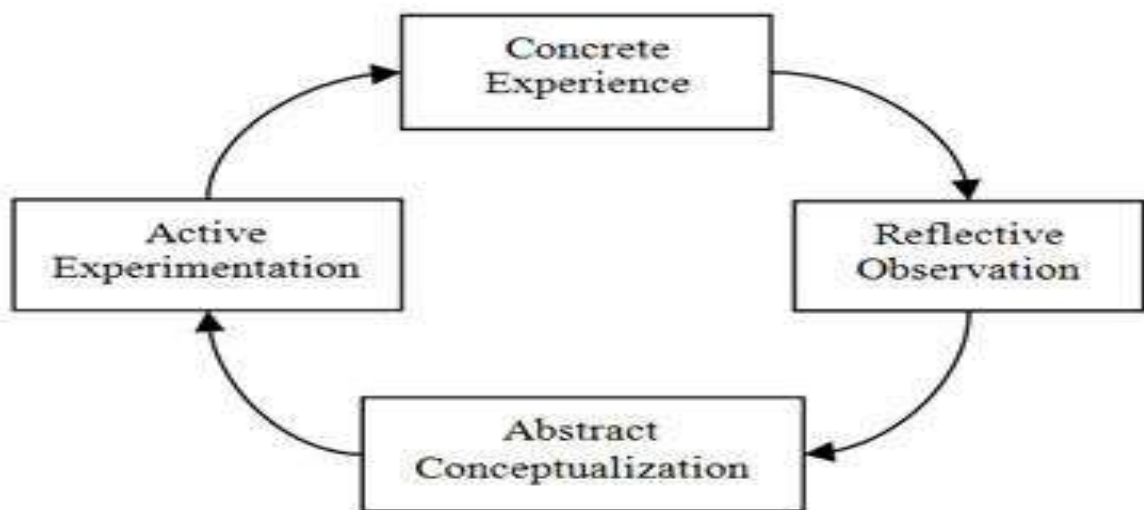


Figure No. (3): Kolb's (1984) cycle of experiential learning

2.7.8 Gibbs Model

Gibbs' model is a circular process of reflection where a practitioner must not only describe the experience but include an evaluation and analysis of how they were feeling during the experience. This examination of the emotions associated with the situation allows a practitioner to make sense of the situation and come to a conclusion of what else could be done, or what other options could have been taken. The important aspect of Gibbs' model is the final stage whereby an Action Plan is formulated to examine what actions would be employed if the situation arose again (Gibbs, 1988).

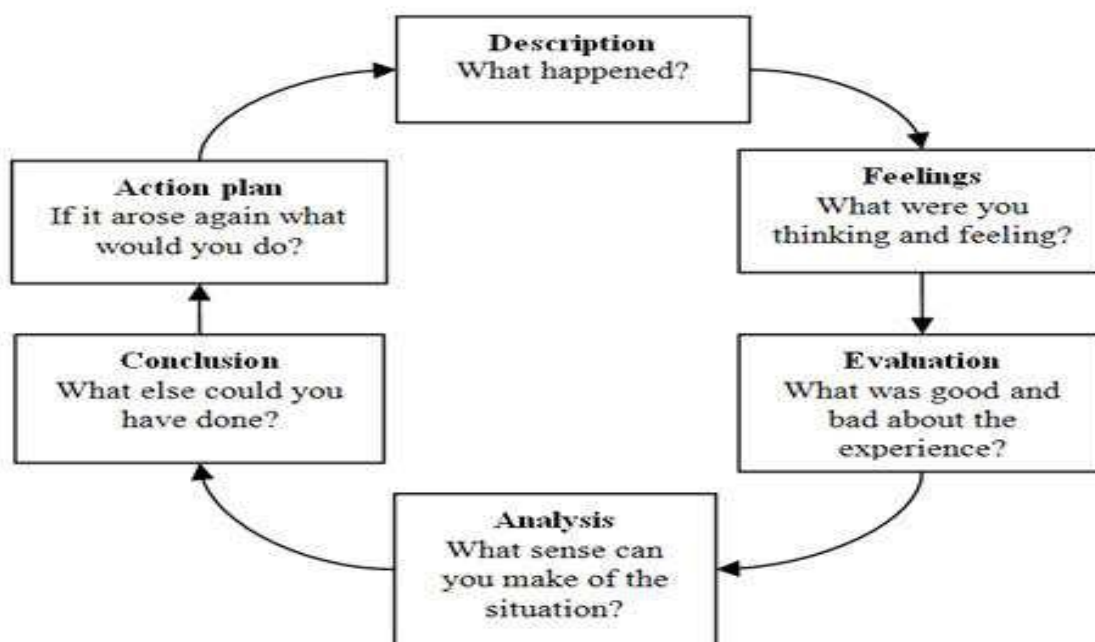


Figure No. (4): Gibbs' (1998) reflective cycle

2.7.9 Johns Model

Johns' model is a structured mode of reflection that provides a practitioner with a guide to gain greater understanding. It is designed to be carried out through the act of sharing with a colleague or mentor, which enables the

experience to become learnt knowledge at a faster rate than reflection alone (Grech, 2004). Johns highlights the importance of experienced knowledge and the ability of a practitioner to access, understand and put into practice information that has been acquired through empirical means. In order for this to be achieved reflection occurs through "looking in" on one's thoughts and emotions and "looking out" at the situation experienced. Johns draws on the work of Carper to expand on the notion of 'looking out' at an experience (Carper, 1978). Five patterns of knowing are incorporated into the guided reflection, having a practitioner analyze the aesthetic, personal, ethical, empirical and the reflexive elements experienced through the situation. Johns' model is comprehensive and allows for reflection that touches on many important elements (Johns, 1995).

Table No (1): Adaptation of Johns' Reflective Model

<p>Looking in</p> <ul style="list-style-type: none">• Find a space to focus on self• Pay attention to your thoughts and emotions• Write down those thoughts and emotions that seem significant in realizing desirable work. <p>Looking out</p> <ul style="list-style-type: none">• Write a description of the situation surrounding your thoughts and feelings.• What issues seem significant?• Aesthetics <p>What was I trying to achieve?</p> <p>Why did I respond as I did?</p> <p>What were the consequences of that for the patient/others/myself?</p> <p>How were others feeling?</p>

- Personal

Why did I feel the way I did within this situation?

- Ethics

Did I act for the best? (ethical mapping)

- What factors (either embodied within me or embedded within the environment) were influencing me?

- Empirics

What knowledge did or could have informed me?

- Reflexivity

Does this situation connect with previous experiences?

How could I handle this situation better?

What would be the consequences of alternative actions for the patient/
others/myself?

How do I now feel about this experience?

Can I support myself and others better as a consequence?

How available am I to work with patients /families and staff to help them meet
their needs?

2.7.10 Rolfe Model

Rolfe's reflective model is based around Borton's developmental model (Borton, 1970). A simplistic cycle composed of 3 questions which asks the practitioner, What, So What and Now What. Through this analysis a description of the situation is given which then leads into the scrutiny of the situation and the construction of knowledge that has been learnt through the experience. Subsequent to this, ways in which to personally improve and the consequence of one's response to the experience are reflected on (Rolfe., Freshwater., Jasper, 2001).

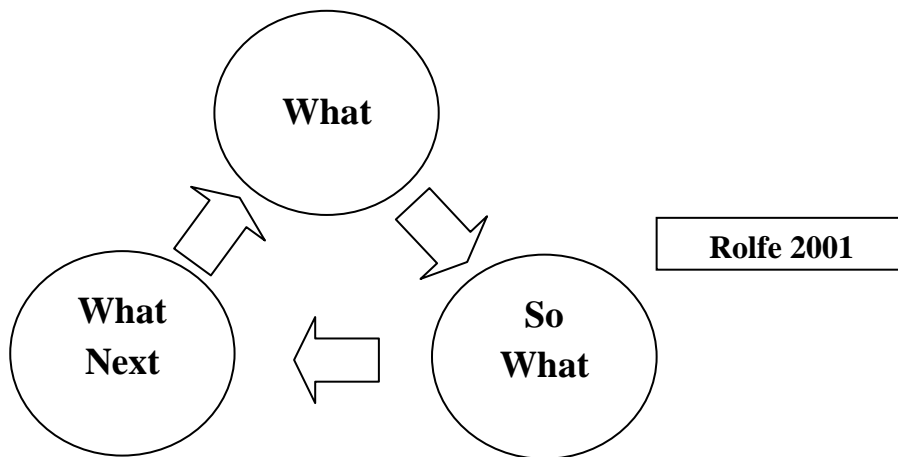


Figure No (5): Adaptation of the Rolfe Reflective Model

2.7.11 Roth Model

Roth (1989) Summarizes reflective practice process as follows:

- Questioning what, why and how one does things and asking what, why, and how others do things
- Seeking alternatives
- Keeping an open mind
- Comparing and contrasting
- Seeking the framework, theoretical basis, and/or underlying rationale
- Viewing from various perspectives
- Asking “What if
- Asking for others’ ideas or viewpoints
- Using prescriptive models only when adapted to the situation
- Considering consequences
- Hypothesizing
- Synthesizing and testing
- Seeking, identifying, and resolving problems

2.7.12 Peter Model

Peter (1991, pp. 91-95) describes a process called DATA that consists of four steps:

- Describe
- Analyze
- Theories
- Act

In this model, the describes the problem, task, or incident that he desires to change. He identifies the context in which current practice takes place and the reasons for changing it.

Next, through analysis, factors that contribute to current practice are identified. An important of this stage is to identify the assumptions underlying beliefs, rules, and motives governing teaching and learning.

The third step of the DATA process involves theorizing about alternative ways of approaching teaching by taking the theory derived from the previous step and developing it into a new one.

Finally, the tutor will try out the new theory.

2.7.13 Brookfield (1995): Critical Lenses Model

Brookfield (1995) suggests that we employ four “critical lenses” through which to view and reflect upon our practice. These are:

- our own view(which he refers to as autobiography);
- That of our students;
- That of our fellow professionals;
- and the various theoretical perspective pronounce in educational literature.

In this model Brookfield (1995) stresses the importance of autobiographies as "one of the most important sources of insight into teaching to

which we have access" (p.31). Brookfield also (1995) believes that examining our own experiences as learners as well as teachers help us "to uncover our most deeply embedded allegiances and motive as teachers" (p.32).

However, according to Brookfield (1995), in considering any particular learning experience, tutors should not merely be asking what "worked well" for themselves (often constrained to considerations of classroom and lesson management) but should also be asking whether or not the learning experience was a profitable one for their students (with regard to achieving of learning outcomes). Additionally, tutors should consider whether the learning experience was inclusive and motivational.

This is why in, my opinion, the most fundamental metacriterion for judging whether or not good teaching is happening is the extent to which teachers deliberately and systematically try to get inside the students heads and see classroom and learning from their point of view. (Brookfield, 1995. P. 35)

Brookfield (1995), goes on and highlights the importance of talking to colleagues about what happens in our classroom (the third lens). He thinks that this may help to throw new lights on our experiences; not necessarily because it provides a solution but because it may us to realize that what we thought were our own idiosyncratic failings are in fact shared by others who work in similar settings.

Similarly and finally, Brookfield flags up the importance of the various theoretical perspective pronounce in educational literature (the fourth lens). Some of these theoretical perspective might account for the question of why

there is, sometimes, no causative relationship between teaching and learning.

According to Brookfield:

Studying theory can help us realize that what we thought were signs of our personal failing as teachers can be interpreted as the inevitable consequences of certain economic, social and political processes. (1995, p. 36)

2.7.14 Roger, Millett, and Stanley Model

In trying to reach the goal of purposeful reflection in teacher education, Millett, Rogers & Stanley devised and developed a four-step process to teach teachers methodologically how to become reflective practitioners. Their approach is based on the work of Dewey (1933), Schön (1983, 1987), and Kolb' (1984). Central to their Framework is Kolb's (1984) Experiential Learning Cycle. His Experiential Learning Cycle is comprised of four-stages. They are (1) Concrete Experience, (2) Reflective Observation, (3) Abstract Conceptualization, and (4) Active Experimentation, where the cycle then repeats itself.

Basing their Framework for Reflection on Kolb's (1984) Experiential Learning Cycle, Millett, Rogers and Stanley devised a four-step process of reflecting teaching. In their Framework for Reflection, the Concrete Experience, which they term "Experience" refers to the teaching situation in-the-moment, and what the teacher is focusing on and noticing in terms of their teaching, the students, and the learning process. The Reflective Observation stage, termed "Description" in the Framework, refers to the ability to think back to a teaching situation and describe in detail what happened during the lesson. At this stage, the teacher tries to answer the question "What happened"? In the Abstract Conceptualization stage, termed "Analysis," a teacher tries to understand what

happened in the classroom and investigates reasons for it. At this point, they try to answer the question "Why did it happen"? based on emotion, teaching experience, and personal and theoretical knowledge. In the final stage, Active Experimentation, termed "Intelligent Action," the reflective practitioner decides on what her next step will be, given the information gathered in the description and analysis of the situation. "What will I do next? What will I do about this situation?" is what the teacher plans. The Millett, Rogers, & Stanley Framework therefore presents a four-step model of reflection, namely Experience, Description, Analysis, and Intelligent Action.

A second aspect of the Millett, Rogers & Stanley Framework for Reflection is that it looks at reflective teaching as a skill, one that needs time and practice to develop. With years of experience advising and guiding teachers in their ability to reflect on their teaching, they realized that reflection is a skill that one must experience and practice in order to get "better" at, and a skill that one can learn. In looking at reflective teaching as a skill, they also divided and categorized the reflection process based on the content of teacher's reflections. Their Framework presents three levels of reflection: Beginner, Intermediate and Advanced, across their four-step process of Experience, Description, Analysis, and Intelligent Action. It describes the content and focus of teachers' reflections for each cell of the framework.

Table No. (2): The Millett, Rogers, & Stanley Framework for Reflection

	Beginner	Intermediate	Advanced
Experience	<ul style="list-style-type: none"> • observes self and activity • focuses primarily on getting through planned lesson 	<ul style="list-style-type: none"> • observes what students are doing as well as self and activity • focuses both on covering the material and noticing students' energy 	<ul style="list-style-type: none"> • observes learning by focusing on the ongoing feedback from students to teacher, teacher to student, student to student

			<ul style="list-style-type: none"> • focuses on how to best serve students' learning
Describe	<p>describes in general the steps of the lesson</p> <ul style="list-style-type: none"> • describes teacher's general reaction to the lesson • describes class as monolithic entity (no description of individual Ss or moments) • often has strong emotional reactions that can affect ability to observe and describe 	<ul style="list-style-type: none"> • describes in detail lessons or lesson segments that are most important in terms of learning • describes individual Ss participation in and reaction to aspects of lesson that are significant • descriptions include emotional reactions of teacher which trigger interest in the reflective process 	<ul style="list-style-type: none"> • describes critical aspects of lesson or lesson segment in detail with specific data • focuses on data which gives evidence of Ss learning or not learning • descriptions include emotional reactions of both teacher and students
Analyze	<ul style="list-style-type: none"> • primarily engaged in describing • jumps to conclusions • experiences are unconnected, isolated incidents • has no articulated theory • emotions drive the analysis 	<ul style="list-style-type: none"> • generates more than one explanation for what happened • connects to past experiences • begins to formulate personal theories of teaching and learning • can identify source of emotions • can substantiate conclusions with evidence drawn from description of experience 	<ul style="list-style-type: none"> • easily generates multiple explanations for what happened • connects to past experiences, others' experience and theories • generates own theories • using multiple frames of analysis • sustains analysis to see what emerges • can examine larger systemic issues as well as classroom realities • can identify source of emotions and strategies to deal with them

Take Intelligent Action	<ul style="list-style-type: none"> • moves directly from broad general description to next steps 	<ul style="list-style-type: none"> • chooses one explanation drawing on insights from analysis and acts on it 	<ul style="list-style-type: none"> • draws upon a repertoire of next steps that are clearly linked to theory • after reflection takes action that involves both students and the broader educational community
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2.7.15 Handal and Lauvas Model: the practice triangle

Another related perspective of reflective teaching is provided by Handal and Lauvas(1987), who present a useful conceptualization of reflective practice. In their ‘practice triangle’, teaching that integrates teacher’s practical theories with their daily action involves three levels of practice – at the top of the triangle is the notion that the reflective teacher must have a core concern with ethical and moral issues. The second level is planning and reflection which is followed by actually taking actions that are natural consequences of the planning and reflection level.

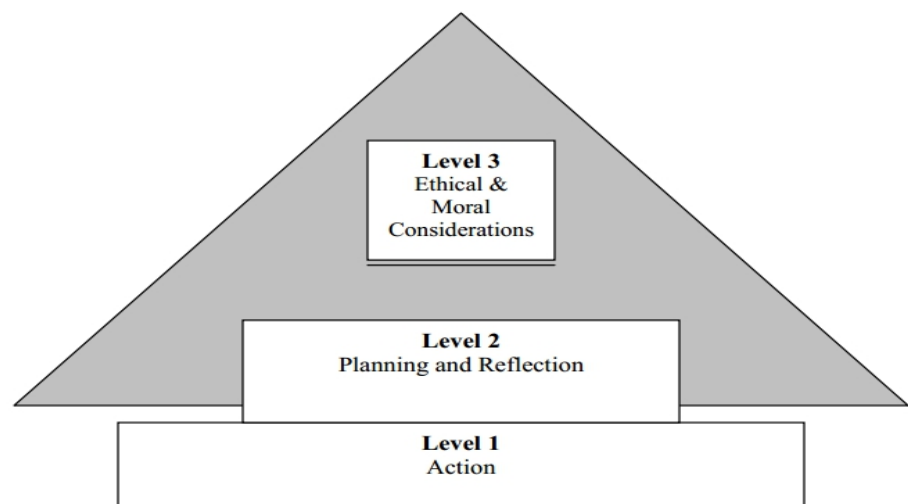


Figure No. (6) : The practice Triangle [adapted from Handal and Lauvas, 1 987]

2.7.16 Heron's model (1996)

Heron (1996) suggested that reflection can be divided into four levels: (1) narrative reflection on what has happened in classroom and findings, (2) narrative reflection on the processes and finding with reason, (3) narrative reflection on findings, and (4) application of finding for further learning and development

2.7.17 Larrivee Model

Another model which is widely used in previous studies on reflective teaching is the four-level reflection model proposed by Larrivee (2008). As the name suggests this model divide reflection into four levels. They are follows:

- Pre-reflection level or the stage of automatic instruction, strictly as planned.
- Surface reflection or the stage of reaction to accomplish broader instructional goals, but still fail to modify teaching strategies with meaningful assumptions.
- Pedagogical reflection or the stage of linking reflective teaching theory with classroom practices to improve the quality of instruction.
- Critical reflection or the stage of reviewing teaching practices within broader cultural, political, and sociological contexts in order to organize learning and suit students' differences.

2.8 The components and measurement of reflective teaching

As has been pointed out earlier by Akbari, R. etal (2010), that is largely due to the lack of consensus as to what reflection actually entails, not much has been done to operationalize the construct of reflection. Therefore, for a long time, measuring, quantifying, and operating reflective teaching practice has remained a puzzle with no solution. This why Akbari, R. etal (2010) have

recently carried out a study which essentially aimed at developing a valid and reliable measurement instrument of teacher reflection and its components. For this purpose, they have followed the standard procedure for developing a valid and reliable measurement instrument (Brown, 2001; Dornyei, 2003). They initially carried out a comprehensive review of related literature to check for any available model of teacher reflection and/or its components. The literature review provided them with an initial draft of the constructs and behaviours perceived as relevant to teacher reflection. More specifically, their literature review resulted in the accumulation of more than six hundred reflective categories and behaviours out of which a temporary data driven model of teacher reflection was to be developed. For this to happen, they have undertaken the task of item accumulation, item arrangement, model development, and model test.

The next stage of their study included two phases; during the first phase they eliminated those items that overlapped or were mere repetitions of one another, for both categories and behaviours, reducing the list to 302 items. In the second phase of stage two, they made an effort to translate the existing categories into actual instances of reflective behaviour.

The final stage of the study was devoted to grouping all the developed items and finding themes or commonalities among them, for example, going over all the items and grouping them based on what they purportedly measured. This analysis stage gave way to the following six overarching components of reflection, to be measured and validated in the subsequent phases of the study:

1- Practical element

This component includes those items that deal with the approaches, tools and the actual practice of reflection. Different tools or procedures for the

reflective practice include 'journal writing,' 'lesson reports,' 'surveys and questionnaires,' 'audio and video recordings,' 'observation,' 'action research,' 'teaching portfolios,' 'group discussions,' 'analyzing critical incidents'. In this study, however, doing action research has been categorized under the 'cognitive element' of a reflective practice.

2- Cognitive element

This element is concerned with teachers' attempts aimed at professional development. Conducting small-scale classroom research projects (action research), attending conferences and workshops related to one's field of study, and reading the professional literature are among the behaviours included in this domain.

3- Learner element (affective)

This component includes those items that deal with a teacher's reflecting on his/her students, how they are learning and how learners respond or behave emotionally in their classes. According to Zeichner and Liston (1996), this tendency "emphasizes reflection about students, their cultural and linguistic backgrounds, thinking and understandings, their interests, and their developmental readiness for particular tasks" (p. 57). This element concentrates also on teachers' reflecting on their students' emotional responses in their classes (Hillier, 2005, 2006; Richards and Farrell, 2005; Richards and Lockhart, 1994).

4- Meta-cognitive element

This component deals with teachers and their reflections on their own beliefs and personality, the way they define their practice, their own emotional make up, etc. (Hillier, 2005; Pollard et al., 2006; Richards and Lockhart, 1994;

Stanley, 1998; Zeichner and Liston, 1996). As Akbari (2007) states, "Teachers' personality, and more specifically their affective make up, can influence their tendency to get involved in reflection and will affect their reaction to their own image resulting from reflection". (p. 10).

5- Critical element

This component consists of items that refer to the socio-political aspects of pedagogy and reflections. Items falling in this category deal with teachers' reflecting on the political significance of their practice and introducing topics related to race, gender and social class, exploring ways for student empowerment (Day,1993; Jay & Johnson, 2002; Zeichner & Liston, 1996).

6- Moral element

Items included here check for teachers' reflecting on moral issues. Hansen (1998) refers to Valli's (1990) three strands of reflection which take into account the notion of morality. The 'deliberative approach' "urges teachers to think critically about their purposes and how to justify them from a moral point of view" (Hansen, 1998, p. 644). The second approach called the 'relational approach' "draws upon moral philosophy and feminist theory which centers the moral life around issues of personal character and how individuals regard and treat other individuals" (p. 645). The third approach, called the 'critical approach', which is, according to Hansen (1998), very much similar to critical reflection, is also highlighted by Goodman (1986), Apple (1979), and Giroux and McLaren (1986) (Cited in Hansen, 1998); items dealing with this third approach were not included here since the 5th element (above) dealt specifically with this aspect.

Based on the above grouping of the items of teacher reflection, Akbari, R. etal (2010), went on and proposed a list of teacher reflection components, their definitions, and sample item(s) for each component (See table 1 below).

Table No. (3): The tentative model, its components and sample items.

Component	Component	Sample item
Practical	Actual act of reflection by using different tools, such as keeping journals, talking to colleagues	After each lesson, I write about the accomplishments/failures of that lesson or I talk about the lesson to a colleague.
Cognitive	Conscious efforts for professional development by attending conferences and reading professional books and journals	I look at journal articles or search the internet to see what the recent developments in my profession are.
Affective	Deals with knowledge of learners and their affective/cognitive states	I think about my students' emotional responses to my instructions.
Meta-cognitive	Deals with teachers' knowledge of their personality, their definition of learning and teaching, their view of their profession	I think about my strengths and weaknesses as a teacher
Critical	Deals with the socio-political dimension of teaching	I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.
Moral	Deals with issues of justice, empathy, and values	I believe in the concept of justice and try to show it in my classroom practice.

In order to complement the conceptual relevance of their tentative model, Akbari, R. etal (2010), also conducted interviews with 29 domain experts

(applied linguistics' university professors and PhD students) familiar with reflective practice and its theoretical underpinnings. The interviews, ranging from 13 to 45 min in length, were conducted based on a guide designed to elicit responses - both general and specific- dealing with the nature of reflective teaching and the components that can be subsumed as its constituent elements. All the interviews were tape recorded and later transcribed for final content analysis. The purpose of this qualitative content analysis was to find out whether any alternative reflective model can be developed, and whether the potential categories experts referred to matched the ones we had developed for the study. The interview results corroborated their model and did not include any new theme or pattern to add.

In the next step of their instrument development effort, the tentative model, along with the developed items (i.e., reflective behaviours), underwent a second round of item assessment/reduction by ten of the participants in the interview phase who agreed to have an analytic look at the instrument. Akbari, objective in this stage was twofold: to get a second professional opinion on the component make-up of the model and to make use of 'experts' judgment' for item redundancy, clarity and readability (Dornyei, 2003). This expert analysis of the instrument further polished the questionnaire and led to a more truncated model since some remaining redundant items were discarded at this phase. In addition, minor changes were also made in the wording of a few questions based on the experts' opinion on the items' clarity and readability; hence preparing the instrument for the subsequent validation phase. The participants also rank ordered the items based on their perceived degree of relevance to the element they belonged to.

Finally, forty two items were selected for inclusion in the instrument, (7 behavioural items for each component) based on the frequency with which each item was selected as relevant by the ten experts. (See Table 2 below).

Table No. (4): The tentative structure and items of the instrument.

Component	Items
1. Practical	1. I write about my teaching experiences in a diary or a notebook. 2. I have a file where I keep my accounts of my teaching for reviewing purposes. 3. I talk about my classroom experiences with my colleagues and seek their advice/feedback. 4. After each lesson, I write about the accomplishments/failures of that lesson or I talk about the lesson to a colleague. 5. I discuss practical/theoretical issues with my colleagues. 6. I observe other teachers' classrooms to learn about their efficient practices. 7. I ask my peers to observe my teaching and comment on my teaching performance
2. Cognitive	8. I think of using/introducing new teaching techniques in my classes. 9. I read books/articles related to effective teaching to improve my classroom performance. 10. I participate in workshops/conferences related to teaching/learning issues. 11. I think of writing articles based on my classroom experiences. 12. I look at journal articles or search the internet to see what the

	<p>recent developments in my profession are.</p> <p>13. I carry out small scale research activities in my classes to become better informed of learning/teaching processes.</p> <p>14. I think of classroom events as potential research topics and think of finding a method for investigating them.</p>
3. Learner	<p>15. I think about my students' emotional responses to my instructions.</p> <p>16. When a student is having an emotional problem or is neglected by his/her peers, I try to spend more time with him/her.</p> <p>17. Before and after teaching, I think about aspects of my lessons my students liked/disliked.</p> <p>18. I ask my students to write/talk about their perceptions of my classes and the things they liked/disliked about it.</p> <p>19. I talk to my students to learn about their learning styles and preferences.</p> <p>20. I talk to my students to learn about their family backgrounds, hobbies, interests and abilities.</p> <p>21. I ask my students whether they like a teaching task or not.</p>
4. Meta-Cognitive	<p>22. As a teacher, I think about my teaching philosophy and the way it is affecting my teaching.</p> <p>23. I think of the ways my biography or my background affects the way I define myself as a teacher.</p> <p>24. I think of the meaning or significance of my job as a teacher.</p> <p>25. I try to find out which aspects of my teaching provide me with a sense of satisfaction.</p> <p>26. I think about my strengths and weaknesses as a teacher.</p>

	<p>27. I think of the positive/negative role models I have had as a student and the way they have affected me in my practice.</p> <p>28. I think of inconsistencies and contradictions that occur in my classroom practice.</p>
5. Critical	<p>29. I think about instances of social injustice in my own surroundings and try to discuss them in my classes.</p> <p>30. I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.</p> <p>31. In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty</p> <p>32. I think about the political aspects of my teaching and the way I may affect my students' political views.</p> <p>33. I think of ways through which I can promote tolerance and democracy in my classes and in the society in general.</p> <p>34. I think about the ways gender, social class, and race influence my students' achievements.</p> <p>35. I think of outside social events that can influence my teaching inside the class..</p>
6. Moral	<p>36. I think of my job as showing care and sympathy to others.</p> <p>37. I regard myself as a role model for my students and as a result try to act as a moral example.</p> <p>38. I believe in the concept of justice and try to show it in my</p>

	<p>classroom practice.</p> <p>39. I talk about my moral standards and values to my students.</p> <p>40. I establish a clear set of rules for my students to follow in terms of their classroom attendance and the way they will be evaluated at the end of the course.</p> <p>41. I provide equal opportunities for all my students in the class regardless of their capabilities.</p> <p>42. I have a clear set of general class rules and what constitutes acceptable behaviour for my students to follow.</p>
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2. 9 Reflective Teaching and action research

In order to find a link or to establish the relationship between reflective teaching practice and action research, it would help a lot to begin by clarifying what does the term action research mean and entail. Almost from its inception, action research has been viewed as a way for teachers to inquire into and improve their overall practice (Carr & Kermis, 1986). Action research is a way to promote a cyclical process of improvement that includes describing a problem, seeking knowledge from previous investigators, collecting data, devising and implementing a strategy for change, evaluating the results and planning for another cycle of improvement (Authors, 2009). According to Mills, "Action Research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning to gather information about how their particular schools operate, how they teach, and how well their students learn." (Mills, 2007, p. 5). It is seen as ". . . a series of steps in which the action researcher reflects, acts, and evaluates" (Hendricks, 2006, p. 9). Action Research is "a type of inquiry that is preplanned, organized, and can be

shared with others" (Johnson, 2003, p.1). Further, it cuts across various dimensions of the school and its clients, such as teachers' own instructional methods, their own students, and their own assessment (Mertler, 2006). According to Carr and Kemmis (1986), action research aims at improvement in practice, understanding of practice, and improvement of the situation in which the practice takes place. Action research is more than a mere concern over the technical problems of teaching, but provides the teacher with Action research is more than a mere concern over the technical problems of teaching, but provides the teacher with the necessary tools to investigate their perspectives on curriculum and moral concerns. This approach to action research moves away from the positivist and empirical approach to one that is more interpretive and critical (Capobianco & Feldman, 2010). (McFee,1993; Quigley & Kuhne, 1997) think that action research involves the investigation of values held and the practices engaged in while carrying out an activity-in this case teaching. Baily (2002) describes action research among language teachers as "an approach to collecting and interpreting data which involves a clear, repeated cycle of procedures" (p. 490). According to Richard and Lockhart (1994), the cycle of action research includes the following stages: initial reflection to identify an issue or problem, planning an action (to solve the problem), implementation of the action, observation of the action, and reflection on the observation.

Wallace (1991) also maintains that action research can have "specific and immediate outcome which can be directly related to practice in teacher's own context" and is "an extension for the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcome".

Now, by drawing a comparison between reflective teaching and action research, the researcher understands that they both serve the same similar purposes such as change and improvements in teachers' practices, teachers professional development, betterment of the teaching/learning process, deepening teachers understanding, and empowering them. The researcher also concludes that reflection is not only part and parcel of action research, but also one of the key forerunners of it. Accordingly, action research then, represents a potentially powerful means of developing and promoting reflective processes across the teaching profession. The researcher sees the relation as that of the processes and products. (see the figure below).

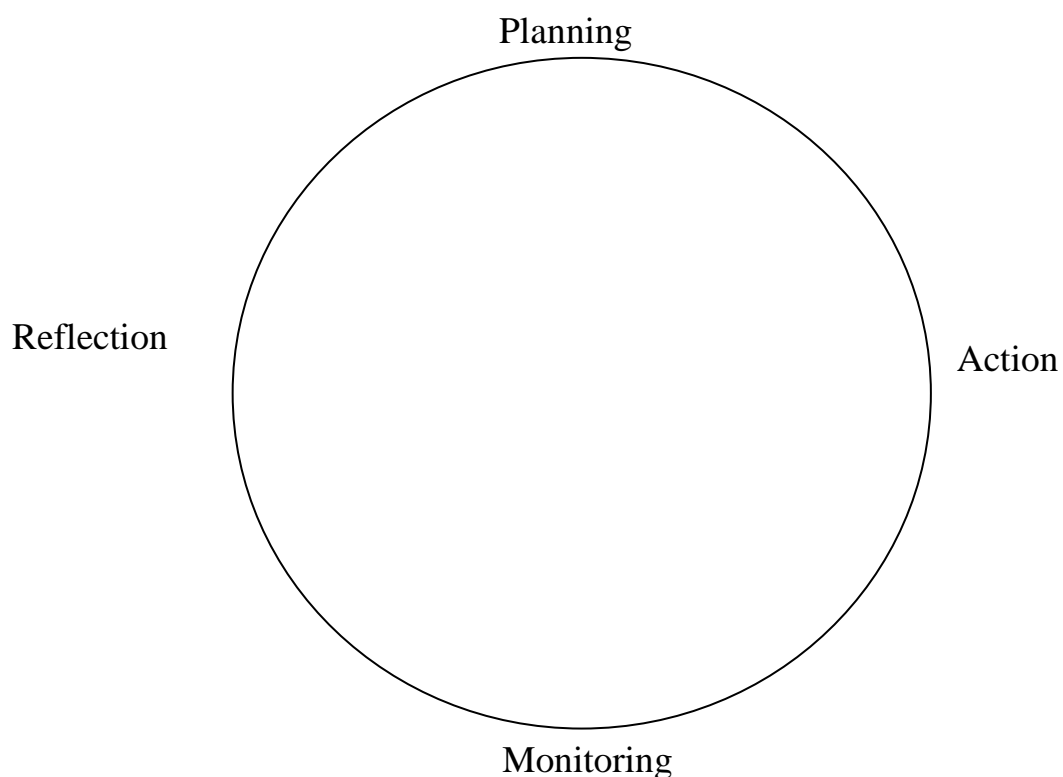


Figure No (7): Action Research Cycle - **Source:** Whitehead (1985)

Furthermore, the researcher understands that reflection in this approach, is less rigorous than action research and is likely to be related to solving immediate pressing problems of efficient and effective delivery of curricula. In contrast action research, as the word research denotes, usually requires more time, effort, and may be money. It also requires deliberate, planned, coherent, systematic, and rigorous methodology.

Finally, while the reflective teaching practitioners are under no obligation to make their findings public, on the other hand, those who conduct action research are expected to make their findings public.

2. 10 Reflective approach to teacher Training

Several reports have been written in the last couple of years that challenge traditional teacher education programmes. These reports advocate for teacher education programmes that provide opportunities for preservice teachers to inquire into their own teaching (Darling-Hammond, 2006). The available international research literature provides a growing body of empirical evidence that recommends that teachers should systematically engage in inquiries about their practice (Zhang, Lundeberg, McConnell, Koehler, & Eberhardt, 2010). Such an approach to teacher education is believed to support reform-based instructional practices in school classrooms (Feldman & Minstrel, 2000). This view of teachers as reflective practitioners implies that teachers become active knowledge producers as they continuously address problems of practice they encounter to meet the unpredictable learning needs of all of their students (Darling Hammond, 2006).

Among the main models of teachers' professional education and training, Wallace suggests that:

There are currently three major models of professional education which has historically appeared on the scene in the following order:

- 1. The craft model*
- 2. The applied science model*
- 3. The reflective model*

Wallace (1991, p 6)

According to Wallace, the craft model and applied science models are one-way and top-down models. This is because in the craft model there is a master teacher who tells the student teacher what to do and how to do. Wallace (1991, p 6) also maintains that in the craft model:

The younger trainee learns by imitating the expert's techniques and by following the expert's instructions n and advice (hopefully what the expert says and does will not be in conflict.) By this process expertise in the craft is passed on from generation to generation. (see figure below)

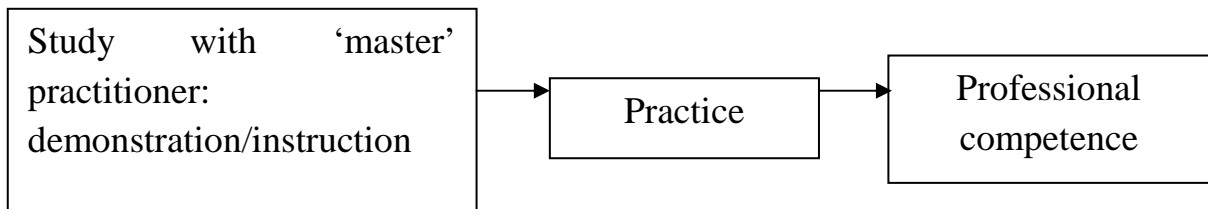


Figure No (8): The craft model of professional education.

Source: Wallace (1991)

Similarly, in the applied science model, “The findings of the scientific knowledge and experimentation are conveyed to the trainee by those who are experts in the relevant area” (Wallace, 1991, p 9). (see figure below).

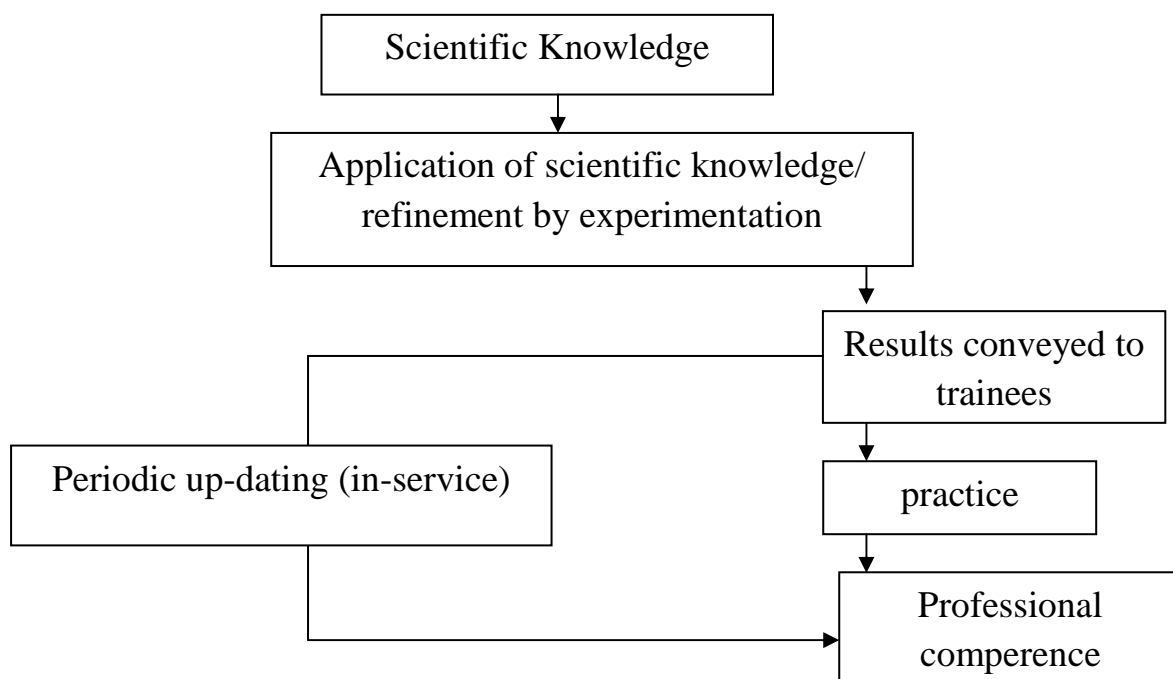


Figure No (9): Applied science model - **Source:** Wallace (1991)

On the other hand Wallace maintains that the kind of knowledge figures largely in programmemes of teacher education for language teachers consists of facts, data, and theories, often related to some kind of research, i.e. what he terms as ‘received knowledge’. ‘The received knowledge, according to Wallace is contrasted with another type of knowledge which he also terms as ‘experimental knowledge’. Wallace went on and defined experimental knowledge as deriving from two phenomenon: ‘knowing- in action’ and ‘reflection’.

Following on from what mentioned above, Wallace believes that it would be better if structured professional education (as in a teacher education course) includes the following two kind of knowledge development:

- 1- *Received knowledge: In this the trainee becomes acquainted with the vocabulary of the subject and the matching concepts, research finding, theories, and skills which are widely accepted as being part of the necessary intellectual content of the profession. So currently, it might be accepted that a skilled language teacher will be able (among many other things) to speak the target language to a reasonable degree of fluency, to organize pair and group work, to read a simple phonetic transcription, to be familiar with certain grammatical terms and so on.*
- 2- *Experimental knowledge: Here the trainee will have developed the knowledge- in- action by practice of the profession and will have had, moreover, the opportunity to reflect on that knowledge-in-action. (It should be noted here that it is also possible to develop experiential knowledge by observation of practice, although this knowledge-by-observation is clearly of a different order from knowledge-in-action.) (Wallace 1991, p.14-15)*

Unlike the craft and applied science models, reflective teaching model values the role of experience in developing professional competence. Furthermore received knowledge and experimental knowledge are not taken on authority because teachers are encourage to reflect on their practice to see what works, what does not, and why. So the reflective model challenges the traditional teacher education programmes because it t provides opportunities for pr-eservice teachers to inquire into their own teaching. This view of teachers as reflective practitioners also implies that teachers become active knowledge producers as they continuously address problems of practice they encounter to meet the

unpredictable learning needs of all of their students (Darling Hammond, 2006).(see figure below)

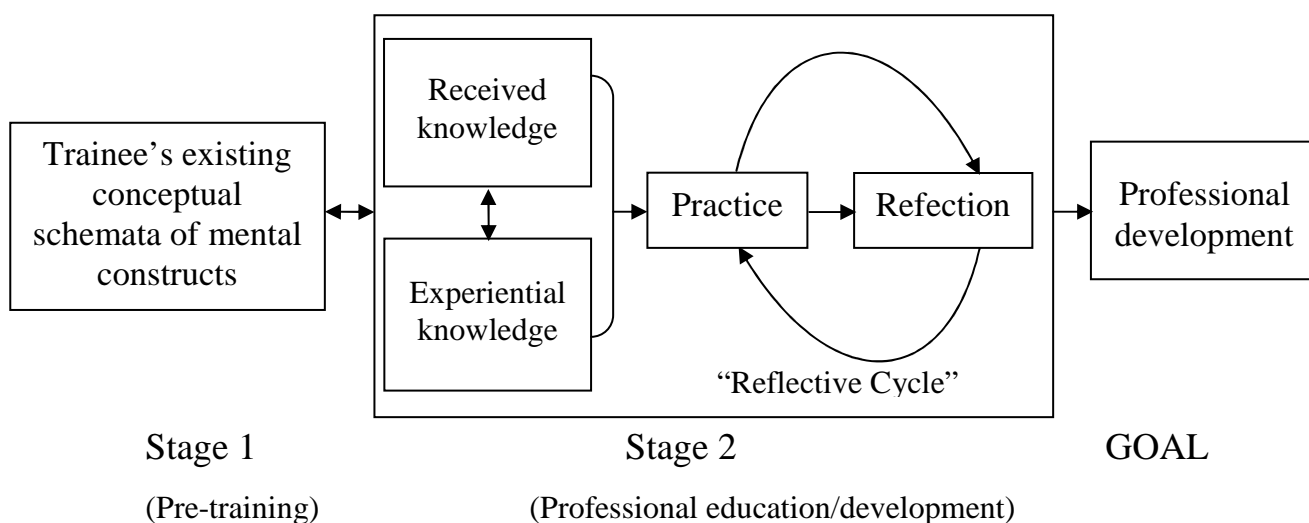


Figure No. (10): Reflective practice modes of professional educational development

Source: Wallace (1991)

2. 11 When and how should reflective teaching initiated?

Since reflective teaching practice has become a mandatory professional competency in many initial teacher training programmes (Mansvelder-Longayroux,; Richardson, 1990), the researcher thinks that it must be developed at an early stage of teachers training programmes. Reflective teaching practice should be part and parcel of pre-service teacher training programmes. They should not only be familiarized with the concept, ideas, approaches, and models of reflective teaching practice, but also given a chance to safely experiment it before going to the practicum course.

The researcher's experience has informed him that by inculcating teachers with the culture of reflection, from day one, we are actually preparing them to beyond the top-down style of the prescribed teaching methods. In other words, we are actually instilling into them the sense of taking responsibility towards their teaching by directing them to make instructional decisions that are based on

actual understanding of the teaching/learning environment. The researcher thinks that this will have far-reaching and positive consequences that definitely enhance the betterment of the learning process.

As for the question of how to initiate reflective teaching practice, the researcher thinks that microteaching is the best approach for pre-service teachers to practice it. This because microteaching offers opportunities for safe experimentation. According to Wallace (1991), the four steps of microteaching traditionally include: (1) the beginning or orientation, (2) teaching the lesson, (3) the critique or discussion, and (4) re-teaching the lesson.

In microteaching, the trainees take turns teaching a lesson in front of their peers. The critique or discussion step should neither be judgmental or evaluative; on the contrary, it should be in a supportive and constructive manner.

A related question might impose itself in this part of the research, that is when should reflective teaching practice come to an end? Drawing on the literature, the researcher now understands that reflective teaching practice is an open-ended process, self-rewarding, and has no destination. The researcher also believes that reflective teaching opens the doors widely for teachers to become lifelong learners in the ever more changing, demanding and complex worlds of classrooms and schools.

2.12 The drawbacks of reflective teaching practice

Despite the potential gains, and the crucial role the reflective teaching plays in the development of teachers competencies, yet everything is not rosy in the garden of reflective teaching practice. To begin with, the researcher has observed that different authors and educators have different interpretations of the construct. This is clearly evident because while reviewing the literature, the researcher is bewildered by the array of the meanings the construct entails and implies. As a result the reflective practice remains a fuzzy concept (Grimmett,

Erickson, MacKinnon, & Riecken, 1990). This lack of clarity in the construct is strongly disapproved and criticized by many authors. For instance Fendler (2003) deplures:

Today's discourse of reflection incorporates an array of meanings: a demonstration of self consciousness, a scientific approach to planning for the future, a tacit and intuitive understanding of practice, a discipline to become more professional, a way to tap into one's authentic inner voice, a means to become a more effective teacher, and a strategy to redress injustices in society. [...] It is no wonder then that current research and practices relating to reflection tend to embody mixed messages and confusing agendas. (Fendler, 2003, p. 20)

Secondly, it is generally acknowledged that the widespread criticism leveled at the concept of the teaching methods has given rise to emergence of the construct of reflective teaching practice in ELT (Prabhu, 1990; Kumaravadivelu, 1994; Kumaravadivelu, 2001; Kumaravadivelu, 2003). For instance (Freeman, 1991, p. 35) thinks that the concept of method “overlooks the fund of experience and tacit knowledge about teaching which the teachers already have by virtue of their lives as students”. Furthermore, Alastair Pennycook (1989) explained how the concept of method introduces and legitimizes “interested knowledge” that plays an important role in preserving and promoting inequities between the participants in the learning, teaching, and teacher education processes.

Along with Alastair Pennycook and Freeman others have also criticized methods as being ready-made recipes proposed by academics who are living in ivory towers that are far removed from classroom realities. In the method era,

teachers are viewed as passive technician who are supposed to slavishly follow and apply received knowledge. As a result of this criticism, it is believed that the methods of teaching tend to deskill teachers and maximize the role of experts at the expense of the role of the practioners.

On the other hand, reflective teaching practice promotes and values the role of the teachers and teachers experience in the teaching/learning process. It calls on teachers to become active participants in knowledge generation, be responsible for taking decisions, making choices, and find solutions for to enhance. So the researcher concludes that embracing reflect teaching practice would definitely result in running the risk of going to the opposite extreme which is also not preferable as Howard Gardner points out:

Education is too important to be left to the classroom teacher, the school board, the central ministry or any other single person or group. Decisions about education are, in the final analysis, decisions about goals and values; those are properly made by the larger, informed community and not by any privileged sector. Howard Gardner (1999, p. 61).

Thirdly, while reviewing literature, the researcher has come to know that by embracing reflective teaching, teachers are encouraged to develop their personal theories, theorize what they practice and practice what they theorize (Kumaravadivelu, 2001). This would definitely empower teachers, give more voice and value to their experience, offer them a chance to have their say, promote their autonomy, and free them from the top down style of the teaching methods. However, it is quite paradoxical that the construct “reflection” is not teachers’ initiative but, quite the opposite, it is worked out by expert in the field

who dictate to the teachers how to reflect and what to reflect on. Fendler (2003) refers to this paradox saying:

When teacher education research provides elaborate programmes for teaching teachers to be reflective practitioners, the implicit assumption is that teachers are not reflective unless they practice the specific techniques promoted by researchers. It is ironic that the rhetoric about reflective practitioners focuses on empowering teachers, but the requirements of learning to be reflective are based on the assumption that teachers are incapable of reflection without direction from expert authorities (p. 23).

Fourth the major flaw in the construct is the lack of empirical evidence that there is a connection between teachers' reflectivity and students learning achievements. For example (Korthagen and Wubbels, 1995; Thiessen, 2000) see that the problem with this model of teacher education, however, is lack of evidence as to its effectiveness; there is not any published piece of research in applied linguistics (and even in mainstream education), to the best of our knowledge, to indicate that teacher reflection will have any positive (or negative) effect on L2 learners' achievement or efficiency of instruction. Accordingly, Korthagen and Wubbels did not make further claims for reflection in terms of influencing practice, because they found no evidence of a link between reflection and innovation. What they identified, therefore, were largely personal benefits of reflection rather than professional ones. The same idea is echoed by (Griffiths, 2000) who assures that a review of literature related to reflection will make it clear that there is little evidence that engaging teachers in reflection will result in higher student achievement and better teacher performance. Akbari, R. et al

(2010) attributes this absence of evidence mainly to the absence of any instrument for measuring teacher reflection. He claims that:

This absence of evidence is largely due to the fact that the construct of reflection has not been well elaborated on, that is, we still do not know what reflection could entail and what components it consists of. In other words the construct has not been defined in its operational terms to allow for its quantification, mainly due to the absence of any instrument for measuring teacher reflection. Akbari, R. etal (2010, p. 2)

On the other hand, Eraut (1999) drew a medical analogy, arguing that just as diagnosis does not automatically lead to treatment, so reflection does not necessarily lead directly to changes in practice. Similarly, Thiessen (2000) claims that “While there is an extensive literature relevant to the reflective practice orientation, the conceptual rigor and empirical foundation of this work are uneven and less developed” (p. 521).

Fifth, (Knight, 2002, p. 29) also cautions against putting overmuch faith in reflection as a means to improve teaching or any other practice. His other criticisms include those set out below.

- The term itself has been used in different ways and this has resulted in confusion.
- Reflection can be easily devalued by being confused with any type of thinking
- Reflection may become closed-circle thinking which confirms one’s original feeling of rightness of thoughts
- Reflection is not necessarily proved to be a failsafe way of converting one’s tacit knowledge into explicit knowledge.

Sixth, the reflective teaching practice takes place along a continuum, where “people vary in opportunity, ability, or propensity to reflect” (Copeland, Birmingham, De La Cruz, & Lewin, 1993, p. 348). As a result, it is it may be unreasonable to expect all teachers to engage in reflection at every moment or stage at their teaching.

Finally, along with the criticisms raised above, the researcher thinks that the implementation of reflective teaching practice in Sudan is riddled with some hazards. One of the major impediment, the researcher thinks, of reflective teaching practice in Sudanese educational institutions is the lack of accountability. The researcher observes that while the Sudanese teachers are under official obligation to teach their classes, however, they are under no obligation on how to teach. This one of the reasons why teaching in Sudan is of poor quality. Accordingly, there is no guarantee that all Sudanese teachers would practice reflection. So, in Sudanese education institutions at least, the researcher believes that reflection and reflective teaching practice are solely matters of personal commitment to continuous professional development.

2.13 Previous Studies

PhD Theses:

1- Senem Sanal Erginel, PhD (May 2006), “Developing Reflective Teachers: A study on Perception and Improvement of Reflection in Pre-service Teacher Education”. The Graduate School of Social Sciences of Middle East Technical University.

Objectives of the study

This study is a detailed examination of reflection in pre-service teacher education.

It focuses on the process of the promotion of reflective thinking in teacher education. Within this process, it considers pre-service teachers’ perceptions on

becoming reflective and their focus of attention throughout their practicum. In relation to these, it analyzes pre-service teachers' improvement in reflection by focusing on various methods of promotion for reflectivity.

Methodology of the study

This is a case study that was conducted in the form of an action research in qualitative research paradigm. The course participants consisted of undergraduate pre-service teachers who were in their final year of their bachelor's programme of ELT at Eastern Mediterranean University, Famagusta, North Cyprus. . The total number of the course participants in this study, is 30.

Data collection mainly consisted of weekly guided journal entries, tape-recorded reflective interactions and interviews, assignment on videotaped microteaching, questionnaires, and observations.

Results

The findings of the study indicated that the pre-service teachers perceived that the collaboration had an important role in the promotion of reflection. The reflective process enhanced their self-awareness towards their teaching, which contributed to their professional identity development as teachers. It was found out that the pre-service teachers felt enthusiastic about reflection and that they valued guidance within the reflective process. It was also indicated that the pre-service teachers focused primarily on the instructional processes, motivation, and on classroom management while reflecting on their experiences.

The study also revealed that there was a developmental process in pre-service teachers' reflectivity in this course. Towards the end of the course, they incorporated their theoretical background and considered contextual factors in reflecting on their experiences. These factors were limited to learners' ages, language levels, and learning styles.

2- Celese Raenee Rayford, PhD (May 2010), “Reflective Practice: The teacher in the Mirror” Graduate College, University of Nevada, Las Vegas.

Objectives of the study

The purpose of this study was to describe the perceptions of elementary administrators and teachers from three states within the west regional area of the United States concerning reflective practice. The study also explored the perceived professional practice of administrators and teachers as it related to reflective practice.

Methodology of the study

The study was conducted using a regional cross-sectional survey design (Creswell, 2008; McMillan & Schumacher, 1997). The method of sampling was targeted (Creswell, 2008). Two participant groups were selected from their State Department of Education database (Oregon and Utah). The remaining participant group was members of an organization for administrators within their perspective state (Nevada). Principals and teachers in the study completed an attitude survey with open-ended questions. Follow-up telephone interviews were conducted with principals and teachers to obtain further information about the reflective practice process. A pilot test for the teacher and administrator protocol was administered using the basic guidelines for pilot testing as outlined by Fink (2006). Dillman’s (2007) principles of survey implementation were utilized to collect the data. Statistics from the Statistical Package for Social Science (SPSS) was used to analyze the survey close-ended questions. A content analysis was conducted for the open-ended questions and interview responses to find predetermined and emerging themes. Additionally, a comparison was made between the perceptions of administrators and teachers concerning reflection.

Results

This study has come up with the following findings:

1. Teachers identified reflection as being a very useful task in improving their teaching performance, discovering strengths and weaknesses, and encouraging better planning in their teaching.
2. The data clearly suggested that teachers perceived reflection to be relevant in promoting professional development and improving instruction in the classroom.
3. The findings showed that teachers needed time to reflect and preferred dialogue and collaboration with peers.
4. Principals identified the task of reflection as being a very useful tool to encourage teachers to evaluate their own teaching.
5. Elementary principals believed that reflection was relevant, guided instruction for teachers, and helped teachers grow professionally.
6. Both groups identified a supportive environment as essential in the trust building stage to employ reflective practice in the school setting.

3- Paula Zwozdiak-Myers, PhD (June 2010), *“An analysis of the concept reflective practice and an investigation into the development of student teachers’ reflective practice within the context of action research”*, Brunel University.

Objectives of the study

The purpose of this study was to analyse and synthesize existing literature and research in order to better understand the multi-faceted nature of reflective practice. From an informed platform, a new conceptual framework was designed both to capture and investigate nine dimensions of reflective practice in which student teachers could demonstrate capacity and commitment.

Methodology of the study

Eighty year 4 student teachers, who had undertaken action research projects during their final school experience, and thirteen university lecturers, who had guided the student teachers throughout this enterprise, were participants in this study. Data were gathered through questionnaires and semi-structured interviews that incorporated a series of closed and open-ended responses. Quantitative data were analyzed to calculate statistical frequencies, percentages, means and standard deviations; and, qualitative data via analytic induction methods to identify common themes and to extract narratives of experience.

Results

The findings of this study showed that a majority (>90%) of student teachers perceived their capacity and commitment to engage in six dimensions of reflective practice [and most (>80%) in eight] had influenced their professional development. These perceptions were not wholly congruent with those of dissertation supervisors with variance between supervisors also evident. Qualitative distinctions, in the use of three types of reflective conversation, were found between male and female student teachers and within each gender group. Several constraints in the development of student teachers' reflective practice also emerged.

4- H. Emily Hayden, PhD, May, 2010, "Pathways to Reflection: Exploring the Reflective Analytical Practices of Novice Teachers" Faculty of The Graduate College , University of Nebraska - Lincoln.

Objectives of the study

The purpose of this study was to explore the reflective practices of novice teachers, to compare novices' reflective practices to a model of reflective

practices that emerged in a pilot study with experienced teachers, and to study the themes that emerged in detail in order to support or refute the researcher's theoretical model for reflective practices of novices. By completing this analysis the researcher's goal was to provide genuine, clear descriptions of novices' reflective practices, and to use these descriptions to develop a model that described the specific ways novices approached and developed reflective practices.

Methodology of the study

This is a mixed method study which explores reflective analytical practices of novice teachers who taught in a University Reading Clinic just prior to student teaching. The participants in this study were 23 novice teachers out of the available pool of 31 enrolled in a four-credit hour reading assessment and evaluation course with teaching during the spring semester 2009. The course focused on developing reflective inquiry, theoretical frameworks, and critical views of reading assessment and intervention to establish crucial links between assessment, intervention, and student performance. The data sources for this study were the written reflective responses collected from these 23 novices.

Results

This study has come up with many results, and here are the most important ones:

1. It is vital that novices develop both awareness that reflective practices are ongoing and crucial elements of teaching practice, and flexibility for shifting in and out of reflective practices as necessary.
2. If a novice entered the class with a stance of assigning responsibility for lesson success or failure to student factors, she did not change this stance during the term.

3. Novices struggled throughout the term with experiences of both High Confidence and Less Confidence as they worked to master new strategies and skills for teaching and adapt these successfully for their students.
4. There were significant linear and quadratic trends for the number of Adaptations novices made to their lessons.
5. Transfer indicated times that novices recorded instances of their students using a skill or strategy without being prompted. These moments provided an indication that students were taking on the strategies or skills for themselves; integrating them into their own repertoire for learning.

MA Theses:

5- Marie-Claude M. Durand , M A, August (2000), “Reflective teaching: Insights into the process and development of the skill of reflection”. School for International Training in Brattleboro, Vermon.

Objectives of the study

The primary purpose of this study was to investigate and document the stages and levels of reflection based on the Millett, Rogers, & Stanley Framework for Reflection as they manifested in the working lives and professional contextual realities of three experienced teachers. Their Framework is a four-step model of reflection that looks at the reflective cycle in terms of the stages of experience, description, Analysis, and Intelligent Action. It further categorizes the skill of reflection in terms of Beginner, Intermediate, and Advanced levels. The second goal of the study was to examine the development of the reflective process in a supervised learning community environment over a ten-month period. The study was done to present teachers and teacher educators with concrete examples of what reflective teaching looks like as a skill and as a process.

Methodology of the study

The data used in this research is from the reflective journal entries of three teachers involved in the on-line conference from September 1997 to early June 1998. These teachers worked under the supervision of Claire Stanley. The three teachers chosen for data analysis represented three distinct teaching contexts: Junior High and High School, University, and a private Junior College.

Results

The results showed that teachers consistently developed in their skill of Description and reached an advanced level according to the Framework. Their skill of Analysis and Intelligent Action, on the other hand, did not progress as naturally and consistently.

The results also showed that changing teaching context and contents was found to cause a change of focus in Experience, Description, and Analysis. A new context or new materials can make it difficult for a teacher to focus on the students and the learning because she becomes more focused on what she is doing.

6- Mamdouh Khader Ferwana, MA, (2006), “Levels of Reflective Teaching among the Student Teachers of English in Gaza Universities”. The Islamic University of Gaza.

Objectives of the study

This study aims at measuring the level of reflective teaching among student teachers of English in Gaza universities (The Islamic University of Gaza and Al Azhar University 2004 -2005)

Methodology of the study

The population of the study consists of (286) students, who were enrolled on “Teaching Practice” in the first semester (2004-2005) in Gaza

Universities (The Islamic University (IUG) - Al -Azhar University).The sample of this study, which was randomly selected, consists of (66) male and female students. The researcher used three different tools to fulfill the aims of the study and to answer its questions. These tools consist of a test, a questionnaire, and an observation card. The test and questionnaire were developed to be answered by the student teacher himself /herself .The Observation card was constructed to be filled by the observer of the student teachers.

Results

The results of this study have revealed a low level of background and positive thinking regarding reflective teaching. In addition to that it reveals a medium level of practicing the approach itself . Concerning the hypotheses of the study, all of the results have shown that there were not statistically significant differences between the two universities in all what the hypothesis deal with.

7- Emily Katrin Gesner, MA (2009), *“Talking About Teaching: A professional development group for preservice secondary teachers”* . University of Waikato.

Objectives of the study

The purpose of this thesis has been the investigation of a pilot project that saw the formation of a weekly voluntary discussion-based professional development group for preservice teachers and their associates during the second seven-week practicum of the one-year Graduate Diploma in Teaching at the University of Waikato, in Hamilton New Zealand.

Methodology of the study

This project adopts the view that learning is an inherently social enterprise, and that conversation can be a means of joint knowledge construction in communities of teachers. Grounded in interpretive methodology, this study focused on the experiences of the seven preservice teachers participants. Data generated over the course of the practicum included qualitative semi-structured interviews conducted with four participants prior to the first of the weekly sessions, notes recorded as an observer at the weekly sessions, the transcript of a brief discussion at the conclusion of the last session, and individual interviews with five of the seven participants. These data were analyzed to reveal common themes among the participants about the values of participating in the sessions, and about the format the group should take in future years.

Results

Participants in the group discussions identified a number of features of the discussion group and interviews that they found helpful. Chief among them were:

- being able to hear about the experiences of other preservice teachers
- being able to tell others about their teaching while on practicum
- being able to seek advice and potential solutions to problems
- a sense of personal connection and emotional support from group membership

The participants also reported that the weekly conversations made them more aware of their teaching, and allowed them to see situations in their own classrooms from a different perspective. Finally, the participants reported that the weekly meetings allowed them to think about their teaching from the

perspective of others, and gave them time to reflect about their experiences while on practicum.

8- Cisca Elouise Domingo, MA (2013), Reflective Practice as A Mechanism for Professional Development: A narrative Inquiry. Department of Curriculum Studies, Faculty of Education, University of Stellenbosch.

Objectives of the study

Three major elements supported the construction of this study. One was to develop clear insight on the augmentation of reflective thinking of teachers, especially novice/ beginner teachers. The second was to investigate ways which are pertinent to the needs of teachers, especially novice teachers, that will encourage reflective practice. The third element was to convey the impact of reflective practice and other factors on my own educational practice and professional development.

Research Methodology

This study falls under the broad idea of qualitative research processes. This research report thus includes a discussion about the sequence of events in the

researcher's life, reflecting experiences from my past and present lived experiences. Rich data will reveal the perspectives and understandings of the researcher. The main form of data collection involved keeping journal records. Daily and weekly journals captured the essence of my experiences. These journals contain guided reflection entries.

Results

The study has confirmed that there is a definite need for support programmes and needs-based professional development sessions. Pre-service educational institutions have to be more needs based and linked with schools, to better understand real education situations and prepare

students for these. Teacher programmemes should be revised so as to look into the needs that student teachers have in educational programmemes. Three levels (reflection, induction and agency) together are more powerful collectively. They synergise and complement each other to enable professional development. There is a definite need to create some space for teacher research.

International Studies:

9- Eda Gözüyeşil and Buket AslandağSoylu, Nigde University, School of Foreign Languages, Nigde 51100, Turkey, *“How Reflective Are EFL Instructors in Turkey?”*. Published in the Journal of Social and Behavioural Sciences 116 (2014) 23 – 27.

Objectives of the study

The aim of this study is to assess the reflective thinking skills of EFL instructors and to determine their reflective thinking skills in terms of demographic variables such as gender and graduation degree.

Methodology of the study

This study is built with a structure where quantitative analysis method is used. Selected by random sampling method in academic year of 2011-2012, the investigated statistical population of this study is 112 EFL instructors working at universities, 72 of whom are females and 40 of whom are males. While 49 instructors have a BA/BS degree and 49 have a MA/MS degree, only 14 of the instructors have a PhD degree.

In order to collect the required data and to evaluate reflective thinking skills of the EFL instructors, 5-point Likert-type scale developed by Akbari, Behzadpoor and Dadvand (2010) was used in this study. The scale includes 29 items and is divided into six components: critical, cognitive, metacognitive, affective, practical, and moral.

Results

The study has come up with the following findings:

- 1- considering the standard deviations, the instructors participating in this study have higher skills in cognitive element, which is concerned with their attempts aimed at professional development such as conducting small-scale classroom research projects (action research), attending conferences and workshops related to their field of study, and reading the professional literature.
- 2- There is not a significant difference between the means of EFL instructors' reflective thinking skills in terms of their gender.
- 3- There is not a significant difference between the mean ranks of EFL instructors' reflective thinking skills in.

10- Hamidreza Fatemipour, English Department, Islamic Azad University, Roudehen Branch, Roudehen, 39731-88981, Iran, "*The efficiency of the tools used for reflective teaching in ESL contexts*". Published in the Journal of Social and Behavioural Sciences, 93 (2013) 1398 – 1403.

Objectives of the study

The purpose of the study was to determine whether different reflective teaching tools obtained the same kind of data. If not, which tool provided the reflective teachers with more reliable data? (i.e. Teacher Diary, Peer Observation, Students' Feedback and Audio Recording).

Methodology of the study

The population of the study consisted of around 40 teachers and around 800 students. The method of selecting the research sample was simple random sampling. The research sample included 10 teachers and 234 students. The design of the study was descriptive (nonexperimental correlational). In order to investigate the research question, a researcher-made questionnaire related to the

teachers' decision making was designed. Therefore, the given questionnaire was the instrument given to all research subjects (i.e. students, class teachers, colleagues and observers) to fill it out by converting their data from observation reports, recording transcripts, diary writings to one of the options linked to the questionnaire items.

Results

Comparing the results obtained from administering each reflective tool and the mean of all data, the researcher concluded the following:

1. Teacher Diary was the most efficient reflective tool. The coefficient of correlation between the obtained data from this tool and the mean of all data appeared to be .84.
2. Peer Observation was more efficient than the other two remaining tools (Students' Feedback and Audio Recording) in obtaining the data close to the mean of all data ($r = 0.71$).
3. Students' Feedback was positioned in the third place. The coefficient of correlation between the data obtained by this tool and the mean of all data appeared to be 0.58.
4. Audio Recording was the least efficient tool in obtaining the close to the mean of all data. The coefficient of correlation between the data obtained by this tool and the mean of all data was just 0.31.

11- Demet Yayli, English Language Teaching Department, Faculty of Education, Pamukkale University, Kinikli, 20070, Denizli, Turkey, *“Reflective practices of preservice teachers in a listening skill course in an ELT department”* . Published in the Journal of Social and Behavioural Sciences 1 (2009) 1820–1824.

Objectives of the study

This study explores both the types of reflection in the reflective journals written by 62 preservice teachers of an English Language Teaching Department of a university in Turkey and their opinions on their engagement with reflective journal writing.

Methodology of the study

The data for the present study were collected from reflective journals written by two cohorts of 31 freshmen enrolled in the Listening and Pronunciation course. Firstly, these preservice teachers received some training on the importance of reflection and on how to reflect their ideas about themselves, their peers, the classroom activities and their instructor who is the researcher as well. Secondly, they were asked to keep reflective journals as a course requirement which formed 50% of the participants' midterm grade. Finally, the participants answered a survey questionnaire which included open-ended questions so that I was able to gather some of their opinions on their engagement with reflective journal writing.

Results

The findings of the present study indicate that the preservice teachers developed a positive attitude toward journal writing and using it in their future teaching but in their journal entries they failed to include dialogic or critical reflection.

In terms of the participants' responses to the survey questionnaire, the positive views are in line with the previous literature on the advantages of journal writing. The only negative comment which was commonly expressed was that journal writing became repetitive after certain time for the participants.

12- Suwimon Wongwanich, Soison Sakolrak, Chayut Piromsombat, Faculty of Education, Chulalongkorn University, Bangkok 10330, Thailand / Institute for the Promotion of Teaching Science and Technology, Bangkok, Thailand, *“Needs for Thai Teachers to Become a Reflective Teacher: Mixed Methods Needs Assessment Research”*. Published in the Journal of Social and Behavioural Sciences 116 (2014) 1645 – 1650.

Objectives of the Study

The primary goals of this study were to (1) investigate the components of Becoming a Reflective Teacher (BRT) attribute in Thai context; (2) examine the level of BRT attribute in Thai teachers; and (3) assess the needs for developing the BRT attribute among Thai teachers.

Methodology of the study

This study used mixed-methods needs assessment scheme (Wongwanich, 2004; Wongwanich, Piromsombat, & Khaikleng, 2012) to investigate the BRT attribute in the context of Thai teachers. Participants were 608 in-service teachers randomly selected from K-12 schools across Thailand. Among them, 72% were female teachers who were younger than 30 years old. About half of the samples hold a bachelor degree, and approximately 40% were K-6 teachers with less than 10 years of teaching experience. The instrument of this study was a 17-item questionnaire. Participants were requested to indicate how well the 17 statements describe themselves on a 5-point Like scale, ranging from 1 (not typical at all) to 5 (very typical). Finally, to obtain meaningful explanation of needs assessment results, seven teachers were further interviewed.

Results

The quantitative data from a survey of 608 teachers suggested that to become a reflective teacher, one needs to possess two key components of the Becoming a Reflective Teacher (BRT) attribute: (1) the Belief and Confidence for Learning

Reflection component; and (2) the Reflection Behaviours and Skills component. Results showed that Thai teachers had BRT components at moderate levels. As confirmed by the priority need index, the development of critically reflective skills for Thai teachers should be the top priority. Data from interviews additionally revealed that learning through reflection was an unpleasant experience for Thai teachers.

13- Amornrat Soisangwarn, Suwimon Wongwanich, Faculty of Education, Phetchaburi Rajabhat University, Phetchaburi 76000, Thailand / Faculty of Education, Chulalongkorn University, Bangkok 10330, Thailand, “*Promoting the Reflective Teacher through Peer Coaching to Improve Teaching Skills*” Published in the Journal of Social and Behavioural Sciences 116 (2014) 2504 – 2511.

Objectives of the study

This research was designed to determine the effectiveness of peer coaching in promoting the reflective teacher.

Methodology of the study

The design of this study comprised three phases: 1) conceptual change 2) practice in becoming a reflective teacher and enabling teachers to coach each other (there are obvious benefits to colleagues collaborating and sharing ideas, thoughts and observations) and 3) assessing and reflecting on teaching skills. The participants were grade 5-6 teachers in the Phetchaburi province of Thailand. A mixed methods research framework was used to collect and analyse data. Data source triangulation was used to enhance the trustworthiness of the data.

Results

The findings indicate that peer coaching enriches teachers’ personal reflections on their practices, provides teachers with suggestions from peers on how to

refine their practices and fosters a community of teachers who are intent on improving and invigorating their teaching skills.

14- Balikesir, 10100, Turkey, *“An investigation of Prospective Teachers’ Reflective Teaching Tendencies”*. Published in the Journal of Social and Behavioural Sciences 55 (2012) 568 – 57.

Objectives of the study

The basic objective of this study was to examine the reflective thinking tendencies of prospective teachers

Research Methodology

The descriptive survey model has been adopted in this study. The universe of the study consists of prospective teachers attending 4th grade of the elementary teacher education department at Balikesir University in the 2011- 2012 academic year. Sampling was conducted with a total of 278 prospective teachers in the departments of Elementary Mathematics, Social Sciences, Elementary Teacher Education and Science Departments by means of the random sampling method.

For the purpose of determining the reflective thinking tendencies of prospective teachers, the “Reflective Tendency Scale” was utilized. Obtained data was analysed through arithmetic means and standard deviation values. One way analysis of variance (ANOVA), and the Bonferroni Test.

Results

The results of the study determine that prospective teachers studying at Elementary Teacher Education Departments had the highest and prospective teachers studying at Social Sciences Teaching Department had the lowest reflective thinking tendency score means. Further, the study concluded that the

reflective thinking tendencies of prospective teachers differed according to the variable of the department they are studying in

15- Světlana Merglová, Diploma, 2008, “Reflective Teaching and its Influence on Classroom Climate”. Masaryk University, Faculty of Education, Department of English Language and Literature.

Objectives of the study

The aim of this diploma thesis is to see whether reflective teaching can influence me as a teacher, my students and the classroom climate.

Research Methodology

This research was held at the Private Secondary School of Art at Písek. Fifteen second year students at the age of 16-17 were chosen to be part of the research. To find an answer to the main question of the study, a likert-scale questionnaire, feedback from the students, the researcher’s teaching journal were used. The questionnaire was given students at the beginning and at the end of the research period.

Results

This study has come up with the following results:

- 1- This was a positive change in classroom climate, which could have been effected by reflective teaching.
- 2- The reading about reflective teaching and understanding the problematic issues were of great importance for the researcher.
- 3- Reflective activities and students’ feedbacks have helped the researcher to find my place at school; some students may have realized something about themselves and the others.

16- Mark A. Minott, Diploma, (March 2006), *Reflection and Reflective Teaching: A Case Study of Four Seasoned Teachers in the Cayman Islands.*

The School of Education, University of Nottingham, United Kingdom.

Objectives of the study

This research was motivated by the researcher's personal desire to learn more about reflective teaching, and by the fact that a number of local researchers in the Cayman Islands highlighted the need to accumulate a body of knowledge addressing local issues in all disciplines, including teaching and learning. The purpose of this investigation was to provide a practically adequate understanding of lesson planning, implementation, and evaluation—from the perspective of selected seasoned teachers in the Islands—and their use of elements of reflective teaching in these areas.

Research Methodology

This is a qualitative instrumental case study employed a critical-realist philosophic stance. Six broad research questions guided the study. Participants included four seasoned teachers. The field research included interviews and documentary analysis. Interviews focused on participants' experience and observations, regarding the research areas. Documents, in the form of lesson plans, were used to confirm or make findings, more or less plausible. Interview transcripts were analysed to determine similarities and differences in respondents' perspectives, and issues warranting further attention.

Results

The researcher has found that some of respondents seemed to consistently display the use of elements of reflective teaching, therefore, he classified them as 'more reflective teachers' as postulated by Posner (1989).

As it is clear, the above reviewed previous studies includes regional and international studies. To the best of the researcher's knowledge, no local studies

have been conducted on reflective teaching practice. These previous studies comprise four doctoral theses, four Master theses, on Diploma, and seven international studies.

Generally speaking, most of these previous studies have endeavored to develop and promote reflective teaching among in-service or pre-service teachers. Some of them to describe the perception of teachers concerning reflective teaching and analyse the concept of reflective teaching. Others to find out about the level of reflective teaching among teachers or student teachers, to discover the relationship between reflective teaching and professional development to determine whether some reflective tools are more efficient than others.

Concerning how teachers perceive reflective teaching, this study confirms the findings of the previous studies. It has come out with the same result that reflective teaching enhance teachers' self-awareness of their teaching and contribute to their professional identity and development. However, this study is unique for two main reasons: (1) it fills the blank left by lack of research to the Issue of reflective teaching in Sudan and (2) while the previous studies have sought to promote and develop reflective teaching among teachers, the present study questions whether Sudanese teachers practice reflective teaching or not and why?

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER THREE

Research Methodology

3.1 Introduction

Few studies, to the best of the researcher's knowledge, have been conducted on the behaviours, practices and attitudes of Sudanese secondary school teachers concerning reflective teaching and ongoing professional development practices. This study described the behaviours of Sudanese secondary school teachers through the lens of reflective practice theory. The study also sought to elicit the interaction of a group of Sudanese secondary school teachers and to obtain their perception on reflective teaching practice.

3.2 Research design

Regarding the research design, this study is built with a structure where mixed methods research design is used. It is a methodology for conducting research that involves collecting, analyzing, and integrating (or mixing) quantitative and qualitative research (and data) in a single study. The purpose of adopting this form of research design in this study is that both qualitative and quantitative research, in combination, provide a better understanding of this research problem or issue than either research approach alone.

3.3 The quantitative study

This study is a cross-sectional survey design (Creswell, 2008; McMillan & Schumacher, 1997) because it investigates a group of people who are typical of a larger group. According to Creswell (2008), the cross-sectional design is the most popular survey design in education. The advantage of this design is that it measured current attitudes and/or practices within a short period of time with different groups of participants (McMillan & Schumacher, 1997).

To investigate whether or not the Sudanese teachers of English language at River Nile State systematically practice reflective teaching, the 5-point Likert-type scale which was developed by Akbari, Behzadpoor and Dadvand (2010) to measure teachers' reflection in English language pedagogy was slightly modified and used in this study. The scale includes (29) items and is divided into six main components: (1) critical reflection, (2) cognitive reflection, (3) metacognitive reflection, (4) affective reflection, (5) practical reflection, and (6) moral reflection. In addition, and in order to find out about the respondents' training/educational programme, a second questionnaire was devised by the researcher. It comprises six statements that correspond to the questions and hypotheses about the respondents' training/educational programme. The reliability of Akbari, Behzadpoor and Dadvand scale was found to be high ($\alpha=.95$), while the reliability of the second questionnaire on the respondents' training/educational programme was found to be ($\alpha=.72$). The validity of the scale and the second questionnaire was proved by five experts working in the field of English language teaching. Two of them were associate professors while others were assistant professors.

The scale and the questionnaire were administered to the participants in the study and the statistical analysis which was applied on the obtained data included the Statistical Package for the Social Science (SPSS). To ensure and increase the reliability and credibility of research data, a substantial number of the questionnaires were filled in the presence of the researcher. This because the respondents sometimes need more clarification.

3.4 The population of the quantitative study

This study targeted the secondary school teachers of English language at River Nile state, namely the graduates of faculties of education. According to the

official records of the Ministry of Education at River Nile State, the total number of the English teachers who are graduates of faculties of education is (272). Out of this number, (100) were selected as participants, in this study, to fill in the scale and the questionnaire. They were selected by the simple random sampling where selection bias is removed, each member of the target population has an equal chance of being directly selected out, and chance alone determines who will be included in the sample. Completed questionnaires were received from (93) teachers with response rate of (93%), and therefore the actually investigated sample of this study were (93). While (77) instructors have a BA degree, (15) have a MA degree, and (1) has high diploma degree, no one of the instructors has PhD degree. 41 of the respondents are male (44.1%) and 52 female (55.9%). The participants' are graduates of ten Sudanese universities with varying degrees of representation and their practical teaching experience ranged from 1 to 33 years. It is well worth mentioning that the participants, with varying degrees, are geographically distributed all over the seven localities of River Nile State.

3.5 The qualitative study

In order to carry out the qualitative study, an experimental study has been conducted first. Thirteen Sudanese teachers of English language who had no idea about reflective teaching were chosen for the study. These teachers, after they had been oriented in reflective teaching and in how to reflect, were asked to experiment with and actually perform (for twelve months) all the different activities of reflective teaching. The researcher was aware that for one reason or another some of these activities might not be possible for some teachers. Therefore, the teachers were asked to experiment with as many as possible from these activities. Following this experimentation, the same teachers were asked to give their feedback on how they have perceived and felt about reflective teaching. This through getting the same teachers to carefully respond to close

ended questions (questionnaire) and open ended questions (focus group interview).

3.6 Demographics of the Survey Participants

Tables and figures from 1 to 5 present the characteristics of the study participants in terms of their universities of graduation, years of experiences, gender, educational background, and distribution across the different localities of River Nile State .

Table (5): the study population according to the university of graduation

University of graduation	Frequency	Percent
Wadi Al-Neel University	58	62.4
University of Khartoum	13	14.0
Omdurman Islamic University	5	5.4
University of Gezeera	6	6.5
University of Kassala	3	3.2
Other Universities	8	8.6
Total	93	100.0

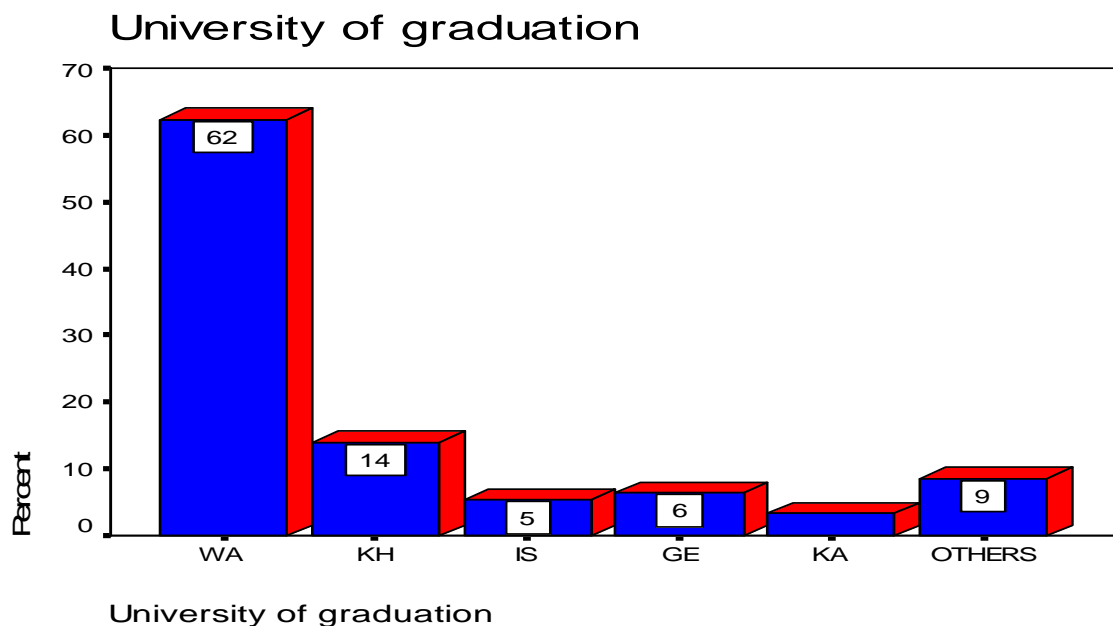


Figure (11): the study population according to the university of graduation

Note: The abbreviation “WA” stands for Wadi Al-Neel University, “KH” for University of Khartoum, “IS” for Omdurman Islamic University, “GE” University of Gezera, “KA” for University of Kssala, and “OTHERS” for a group of universities that includes Dongla University, Al- Azhari University, and Al-Nelain University.

Table (6): the study population according to their years of experience

Years of experience	Frequency	Percent
1 - 5	22	23.7
6 - 10	24	25.8
11 - 15	18	19.4
16 - 20	16	17.2
21 - above	13	14.0
Total	93	100.0

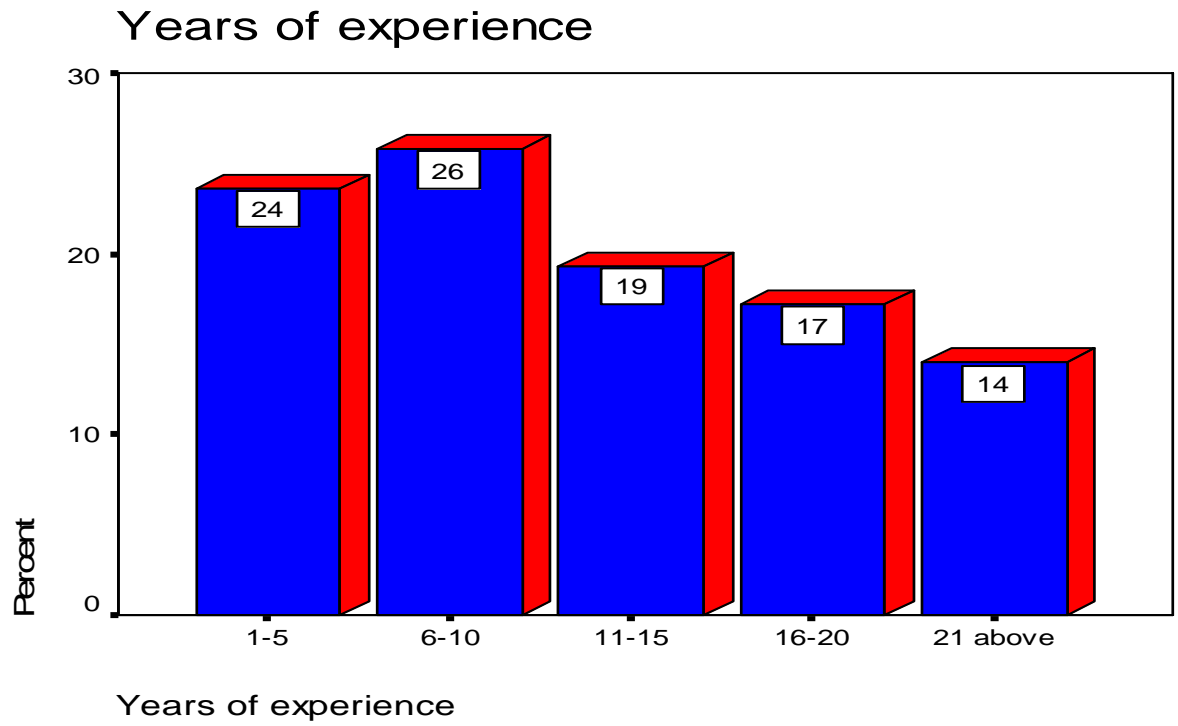


Figure (12): the study population according to their years of experience

Table (7): the study population according to gender

Gender	Frequency	Percent
Male	41	44.1
Female	52	55.9
Total	93	100.0

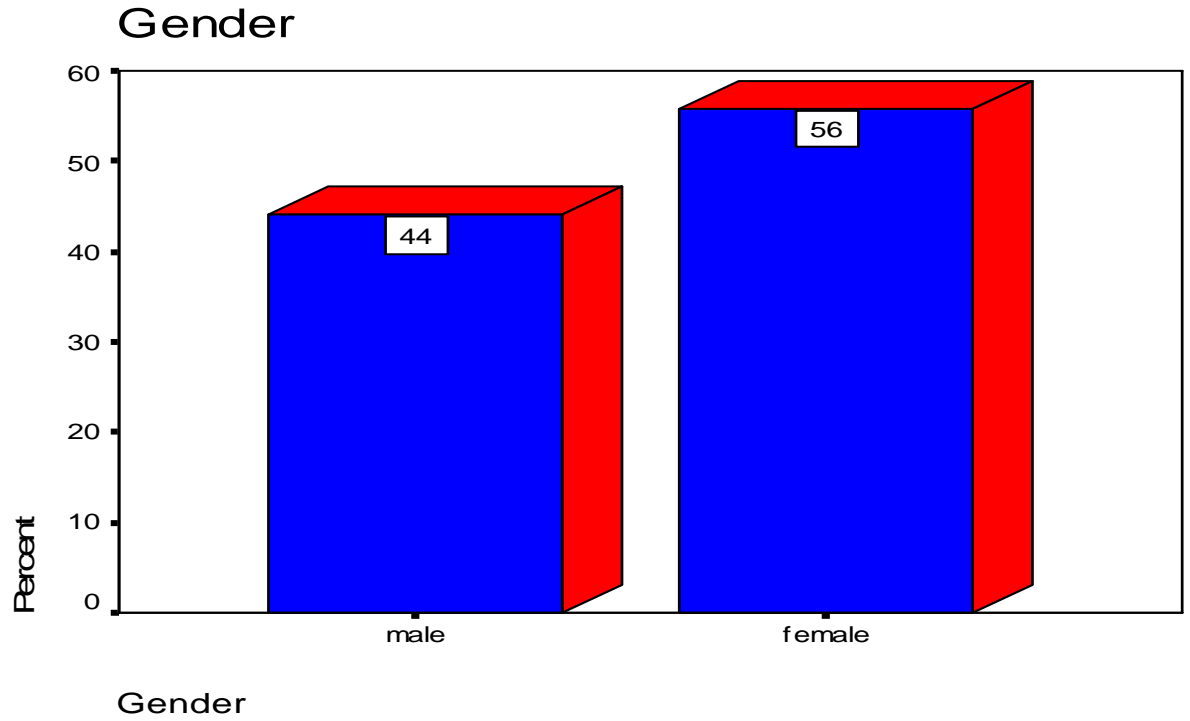


Figure (13): the study population according to gender

Table (8): the study population according to the degree (academic qualification)

Degree	Frequency	Percent
Bachelor	77	82.8
Diploma	1	1.1
Master	15	16.1
Total	93	100.0

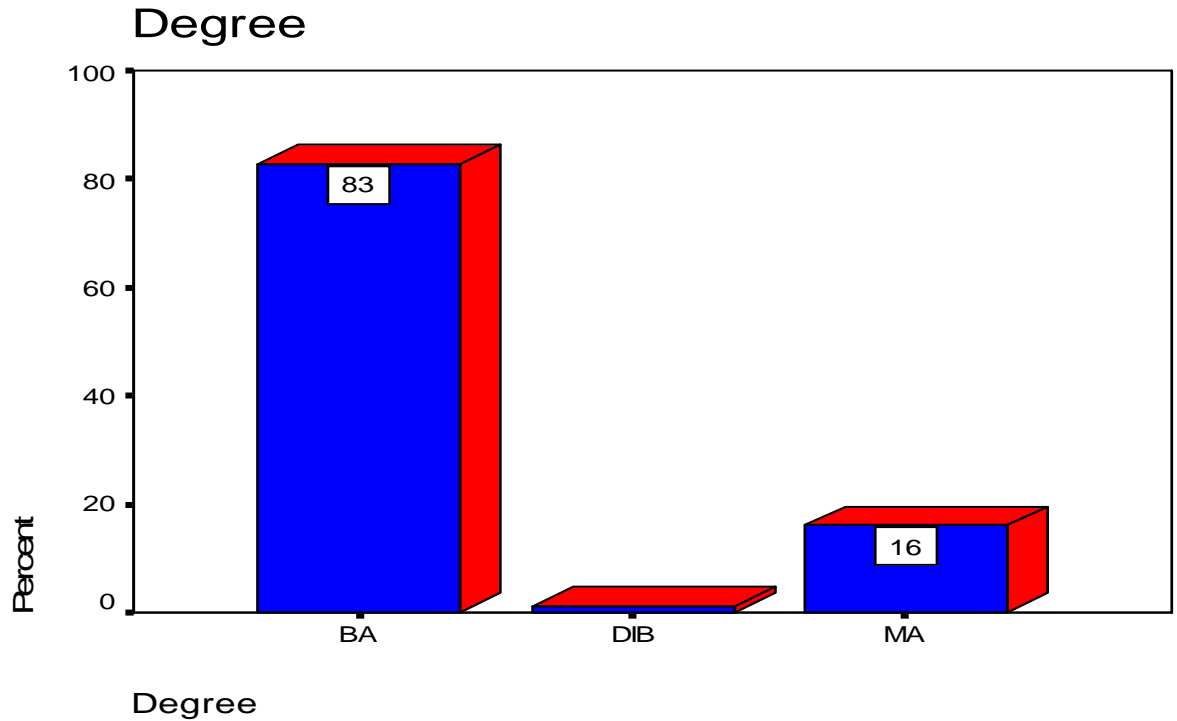


Figure (14): the study population according to the degree (academic qualification)

Table (9): the distribution of the study population according to the localities in River Nile State

Localities	Frequency	Percent
Alddamer	22	23.7
Shendi	21	22.6
Berber	14	15.1
Atbara	18	19.4
Al-Matama	9	9.7
Abu-Hamad	9	9.7
Total	93	100.0

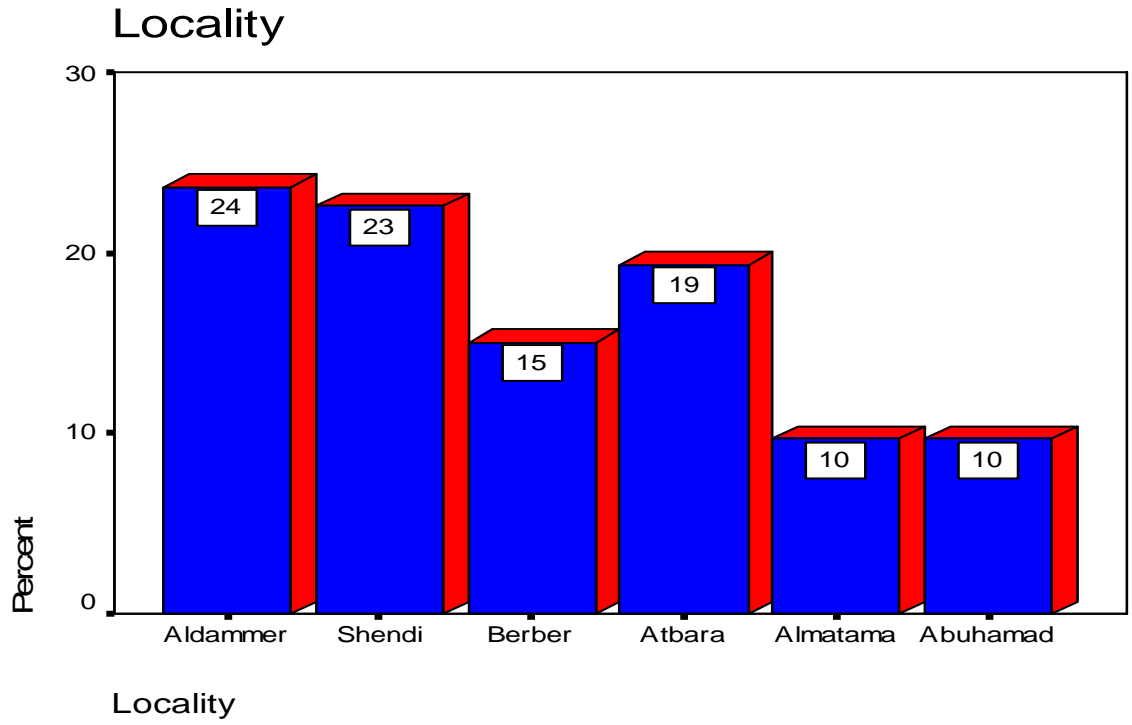


Figure (15): the distribution of the study population according to the localities in River Nile State

CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

CHAPTER FOUR

Data Analysis and Discussion

4.1 Introduction

Most of the data collected in this study was quantitative. It included teachers' responses to two questionnaires on their actual teaching practices and their educational/training programmes respectively. These responses were entered into a data file and analyzed statistically using the computer software programme "Statistical Package for Social Sciences", v.11 (SPSS). The statistical analyses carried out on the data have been displayed in tables as well as in visible figures via percentage method and frequencies.

Regarding the qualitative study (focus group), the major data analysis procedure was content analysis of the data obtained. The analysis followed the standard qualitative research procedures. Recurring themes were identified through a constant-comparison method, which involved sorting, coding, prioritizing and connecting pieces of data according to emerging patterns of interpretation. When listening to the audiotaped interviews, the researcher, took extensive notes on all ideas and topics explored in the interview. The data was then coded and analyzed manually.

4.2 Analysis of the responses to the first questionnaire

Statement (1): I have a file where I keep my accounts of my teaching for reviewing purposes.

Table (10): the study population response to statement No. (1) from the first questionnaire on practical reflection.

Class	Frequency	Percent
Never	26	28.0
Sometimes	34	36.6
Always	33	35.5
Total	93	100.0

Practical reflection

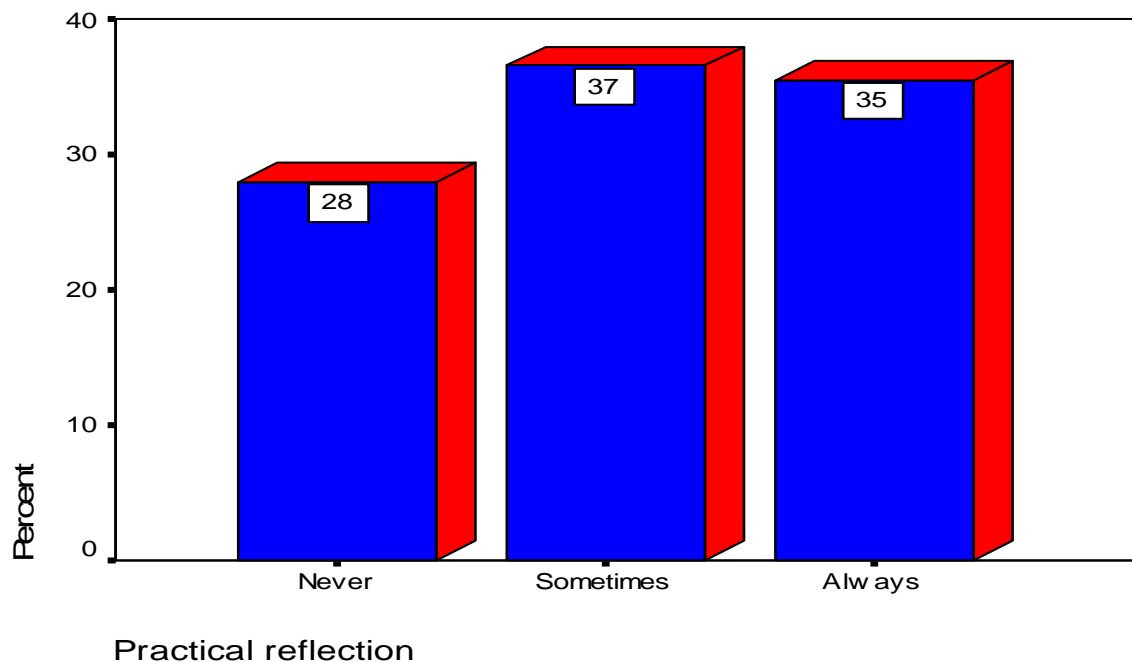


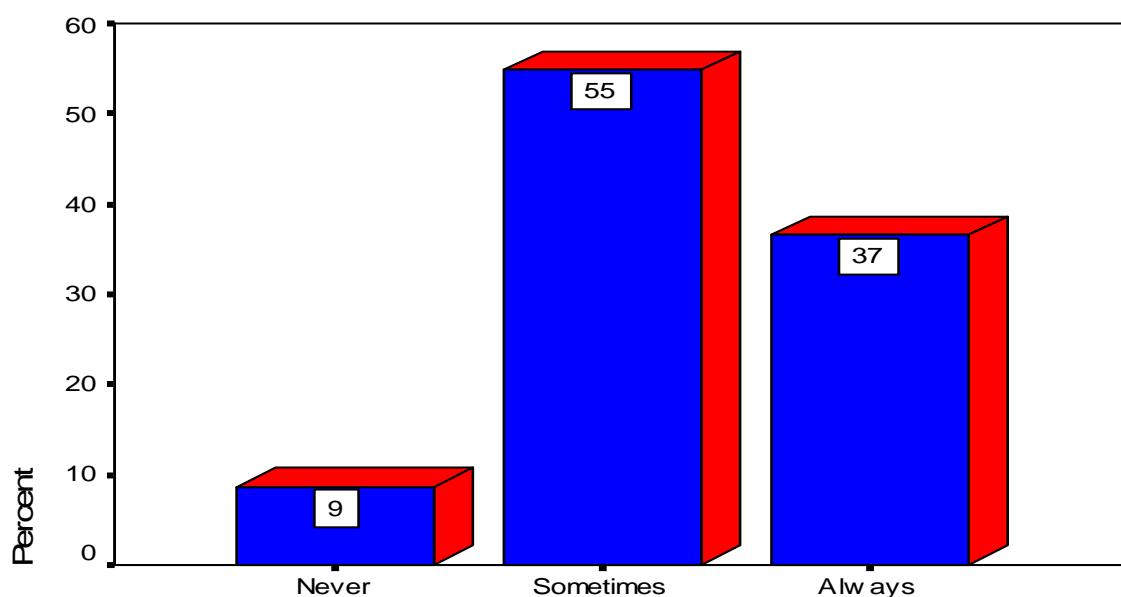
Figure (16): the study population response to statement No. (1) from the first questionnaire on practical reflection.

Statement (2): I talk about my classroom experiences with my colleagues and seek their advice/feedback.

Table (11): the study population response to statement No. (2) from the first questionnaire on practical reflection.

Class	Frequency	Percent
Never	8	8.6
Sometimes	51	54.8
Always	34	36.6
Total	93	100.0

B2



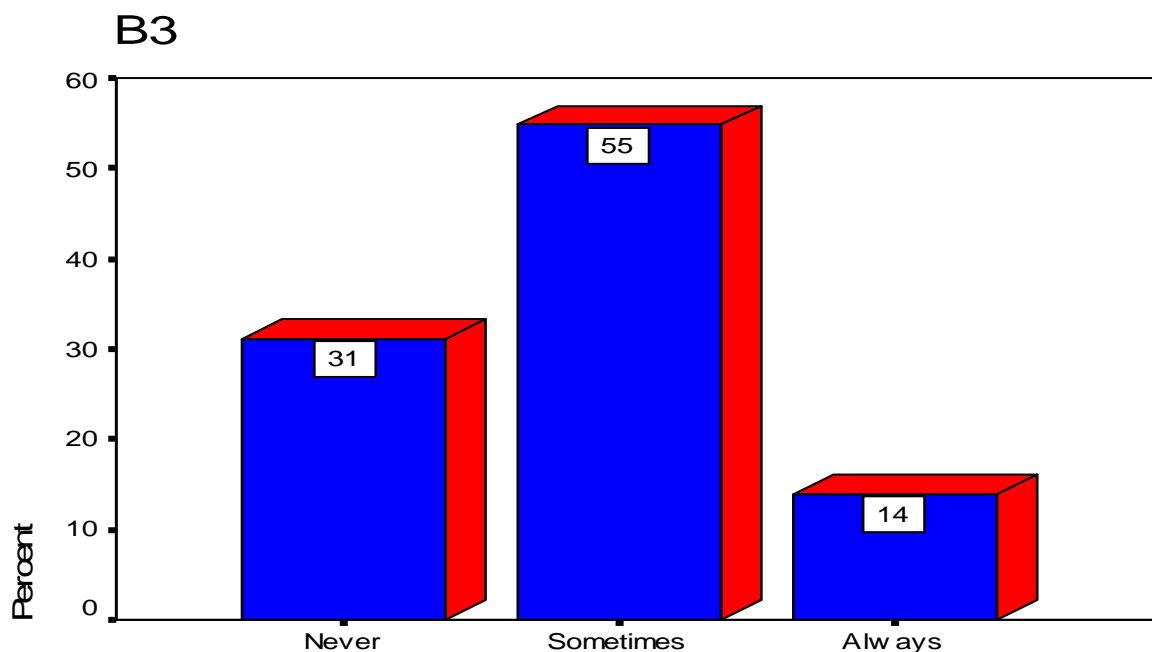
B2

Figure (17): the study population response to statement No. (2) from the first questionnaire on practical reflection.

Statement (3): After each lesson, I write about the accomplishments/failures of that lesson or I talk about the lesson to a colleague.

Table (12): the study population response to statement No. (3) from the first questionnaire on practical reflection.

Class	Frequency	Percent
Never	29	31.2
Sometimes	51	54.8
Always	13	14.0
Total	93	100.0



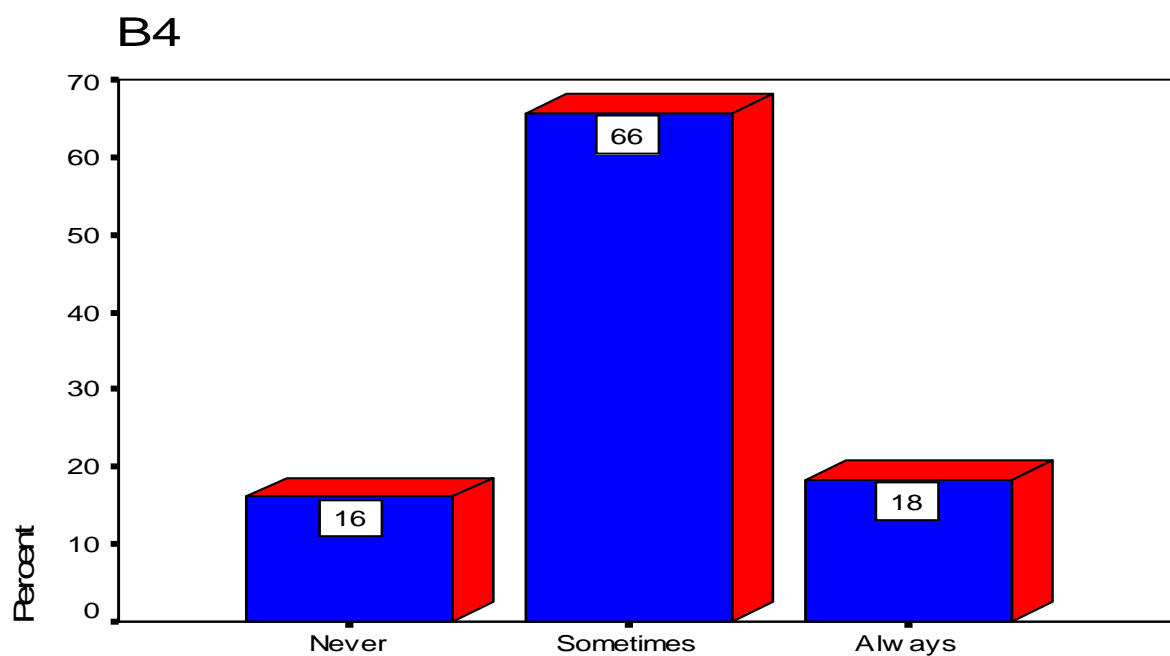
B3

Figure (18): the study population response to statement No. (3) from the first questionnaire on practical reflection.

Statement (4): I discuss practical/theoretical issues with my colleagues.

Table (13): the study population response to statement No. (4) from the first questionnaire on practical reflection.

Class	Frequency	Percent
Never	15	16.1
Sometimes	61	65.6
Always	17	18.3
Total	93	100.0



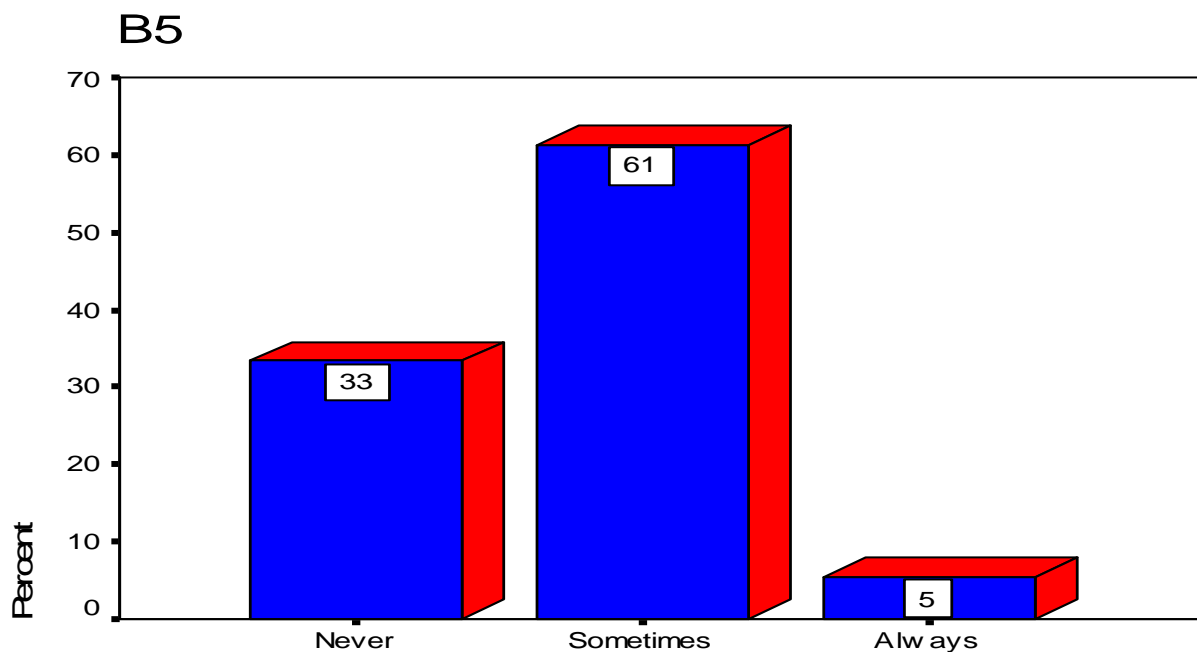
B4

Figure (19): the study population response to statement No. (4) from the first questionnaire on practical reflection.

Statement (5): I observe other teachers' classrooms to learn about their efficient practices.

Table (14): the study population response to statement No. (5) from the first questionnaire on practical reflection.

Class	Frequency	Percent
Never	31	33.3
Sometimes	57	61.3
Always	5	5.4
Total	93	100.0



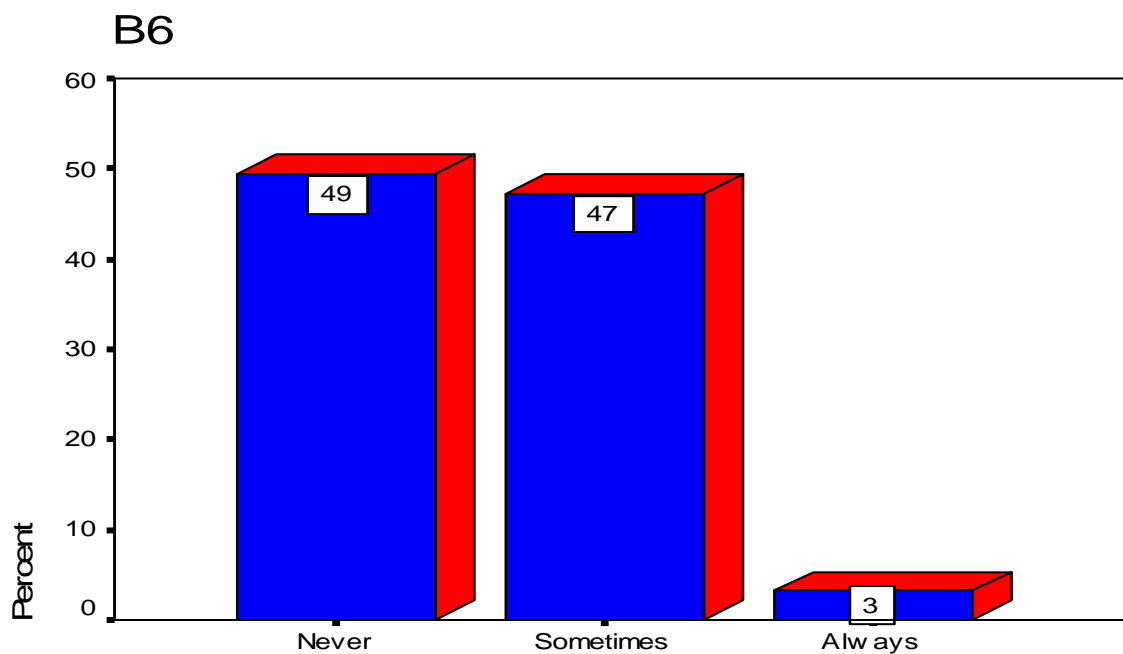
B5

Figure (20): the study population response to statement No. (5) from the first questionnaire on practical reflection.

Statement (6): I invite my peers to observe my teaching and comment on my teaching performance.

Table (15): the study population response to statement No. (6) from the first questionnaire on practical reflection.

Class	Frequency	Percent
Never	46	49.5
Sometimes	44	47.3
Always	3	3.2
Total	93	100.0



B6

Figure (21) : the study population response to statement No. (6) from the first questionnaire on practical reflection.

Statement (7): I audio /video-record my classes and reexamine the recording whenever possible to identify my weaknesses and strengths.

Table (16): the study population response to statement No. (7) from the first questionnaire on practical reflection.

Class	Frequency	Percent
Never	77	82.8
Sometimes	13	14.0
Always	3	3.2
Total	93	100.0

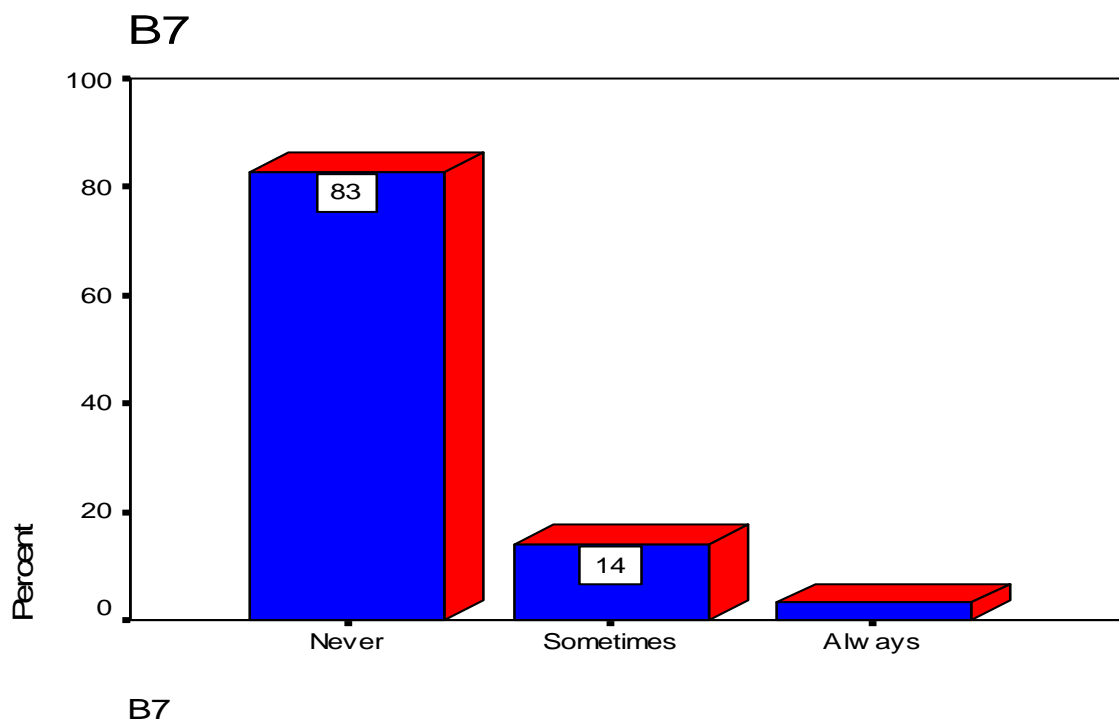
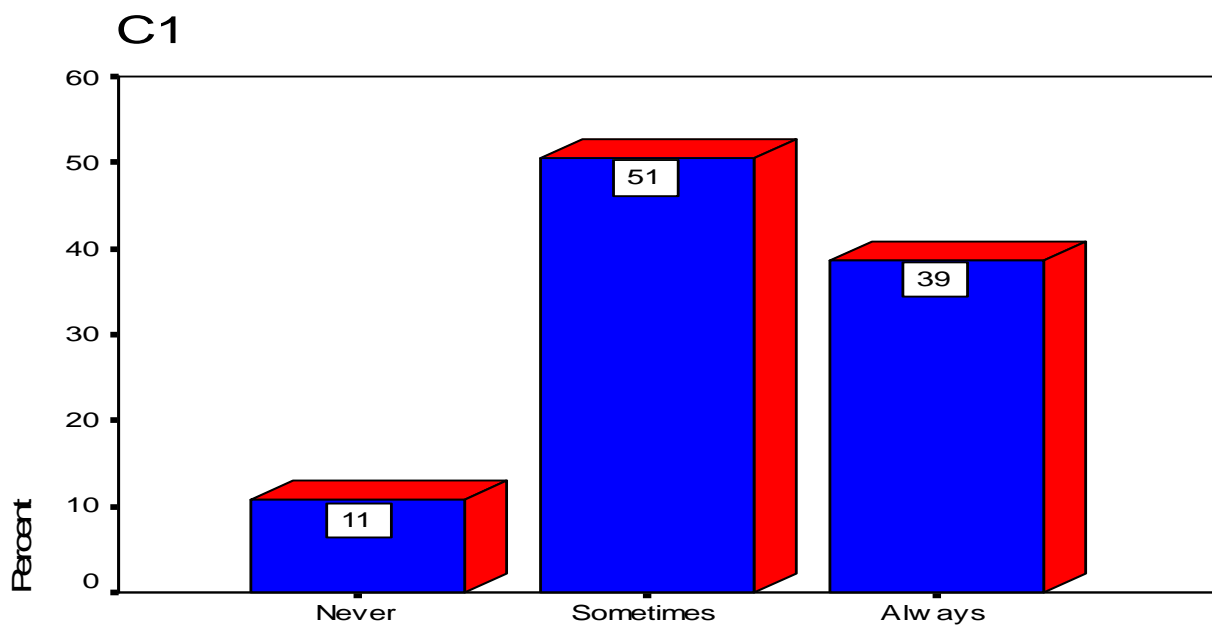


Figure (22) : the study population response to statement No. (7) from the first questionnaire on practical reflection.

Statement (1): When a student is having an emotional problem or is neglected by his/her peers, I try to spend more time with him/her.

Table (17): the study population response to statement No. (1) from the first questionnaire on affective reflection.

Class	Frequency	Percent
Never	10	10.8
Sometimes	47	50.5
Always	36	38.7
Total	93	100.0



C1

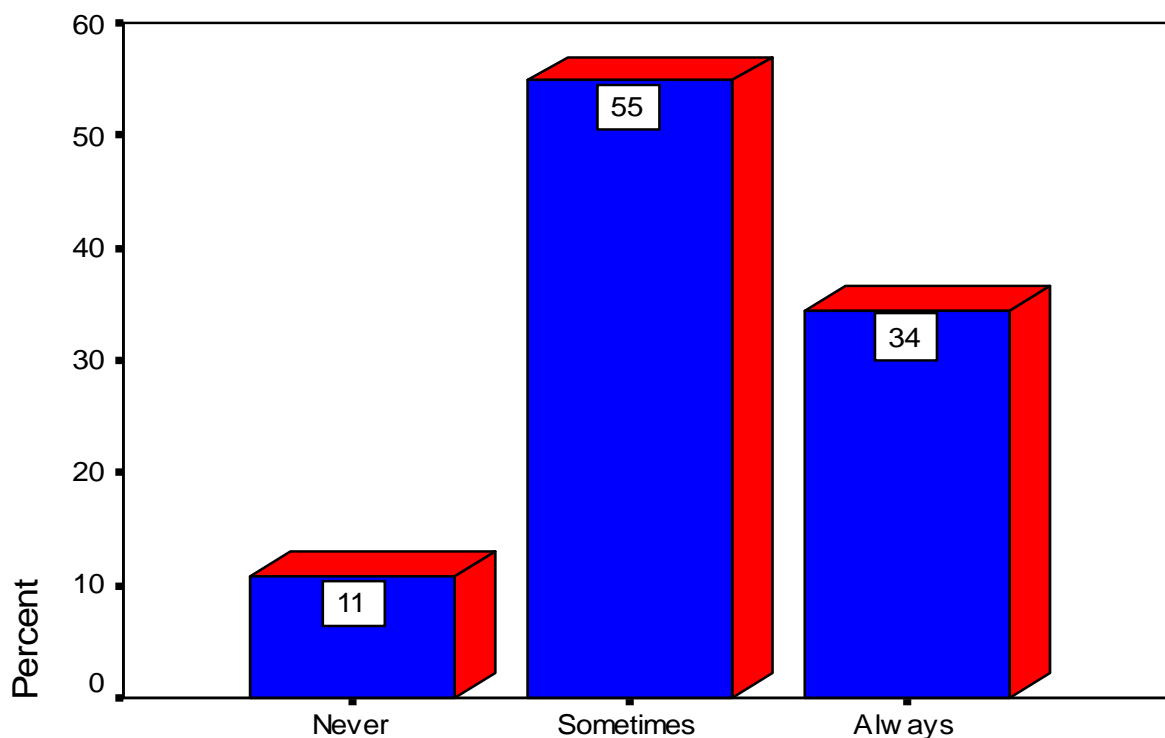
Figure (23): the study population response to statement No. (1) from the first questionnaire on affective reflection.

Statement (2): think about my students' emotional responses to my instructions.

Table (18): the study population response to statement No. (2) from the first questionnaire on affective reflection.

Class	Frequency	Percent
Never	10	10.8
Sometimes	51	54.8
Always	32	34.4
Total	93	100.0

C2



C2

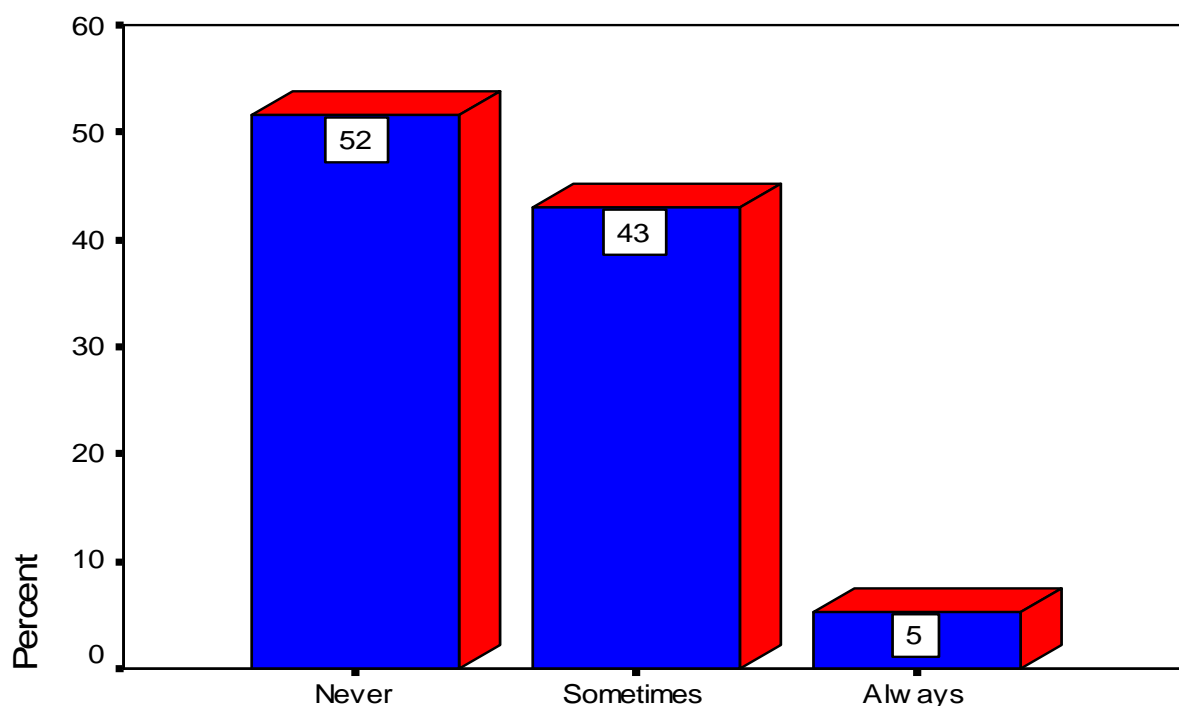
Figure (24): the study population response to statement No. (2) from the first questionnaire on affective reflection.

Statement (3): I ask my students to write/talk about their perceptions of my classes and the things they like/dislike about them.

Table (19): the study population response to statement No. (3) from the first questionnaire on affective reflection.

Class	Frequency	Percent
Never	48	51.6
Sometimes	40	43.0
Always	5	5.4
Total	93	100.0

C3



C3

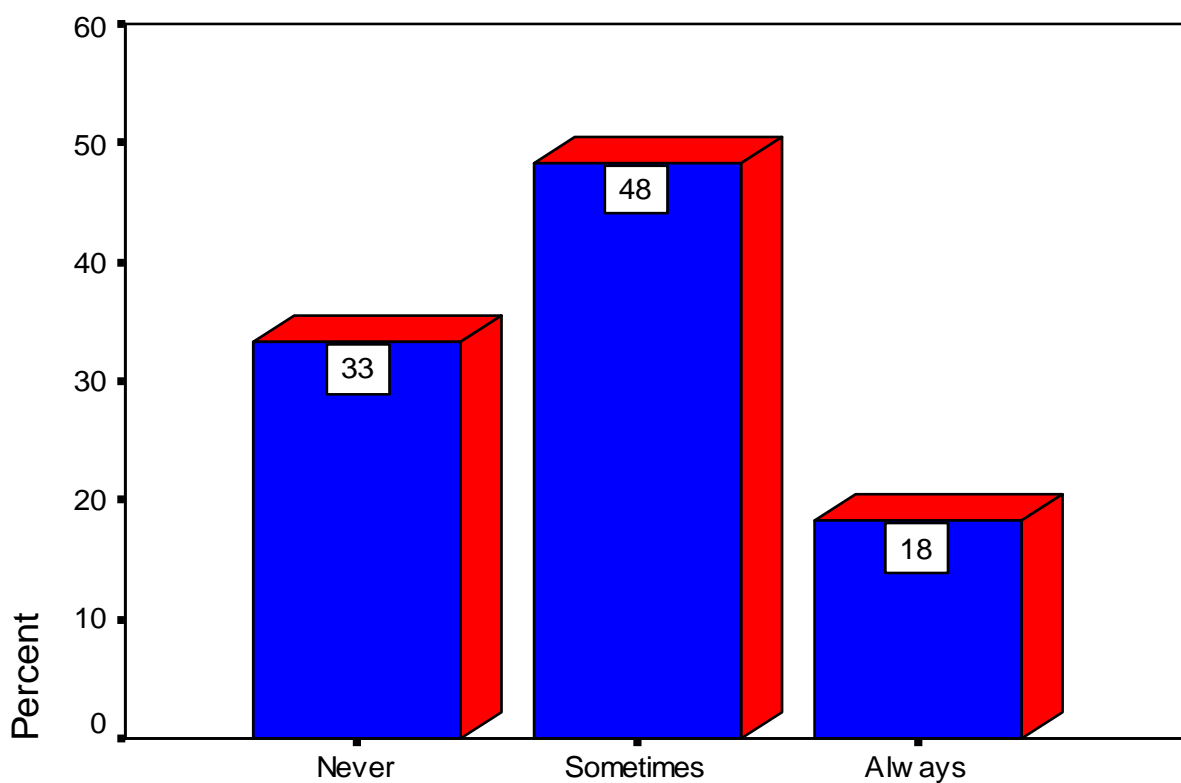
Figure (25): the study population response to statement No. (3) from the first questionnaire on affective reflection.

Statement (4): I talk to my students to learn about their learning styles and preferences.

Table (20): the study population response to statement No. (4) from the first questionnaire on affective reflection.

Class	Frequency	Percent
Never	31	33.3
Sometimes	45	48.4
Always	17	18.3
Total	93	100.0

C4



C4

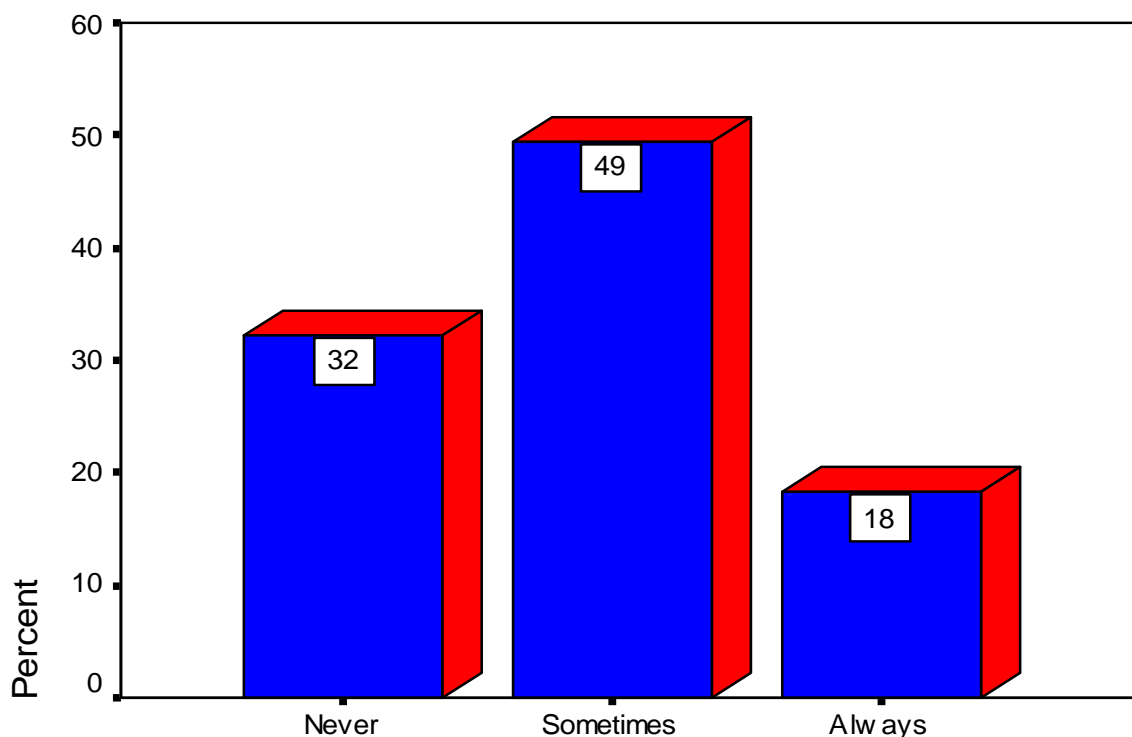
Figure (26): the study population response to statement No. (4) from the first questionnaire on affective reflection.

Statement (5): I talk to my students to learn about their family backgrounds, hobbies, interests and abilities.

Table (21): the study population response to statement No. (5) from the first questionnaire on affective reflection.

Class	Frequency	Percent
Never	30	32.3
Sometimes	46	49.5
Always	17	18.3
Total	93	100.0

C5



C5

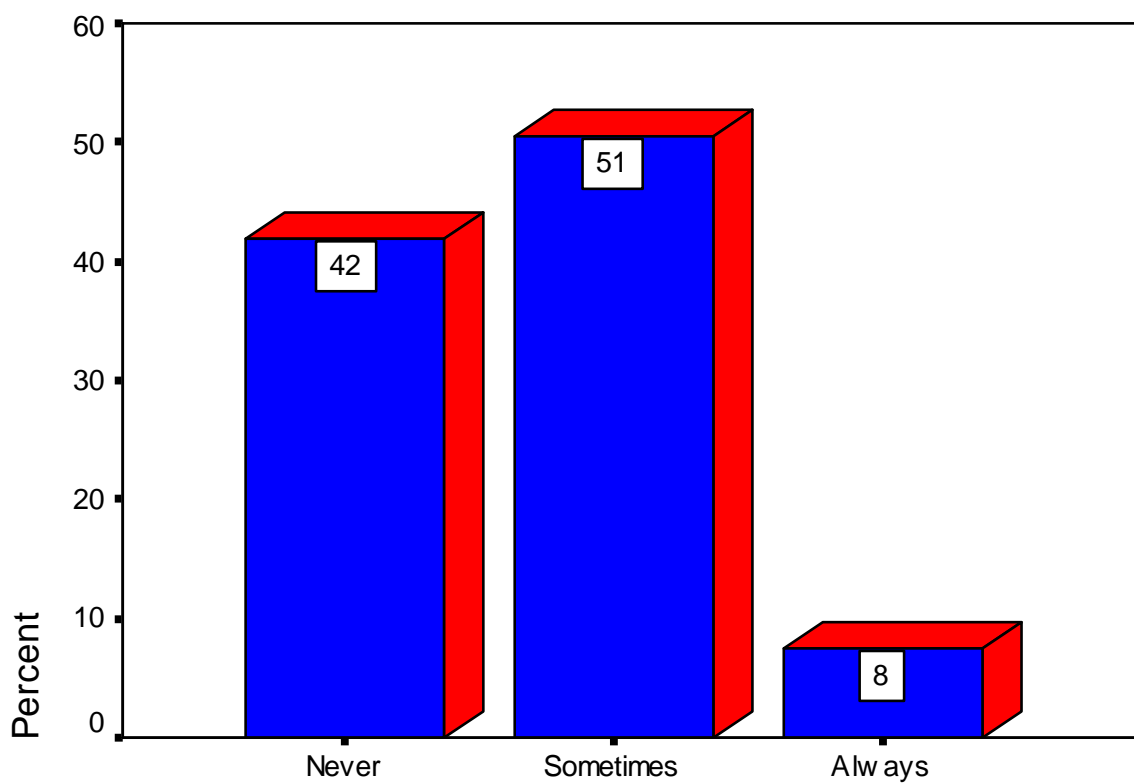
Figure (27): the study population response to statement No. (5) from the first questionnaire on affective reflection.

Statement (6): I ask my students whether they like a teaching task or not.

Table (22): the study population response to statement No. (6) from the first questionnaire on affective reflection.

Class	Frequency	Percent
Never	39	41.9
Sometimes	47	50.5
Always	7	7.5
Total	93	100.0

C6



C6

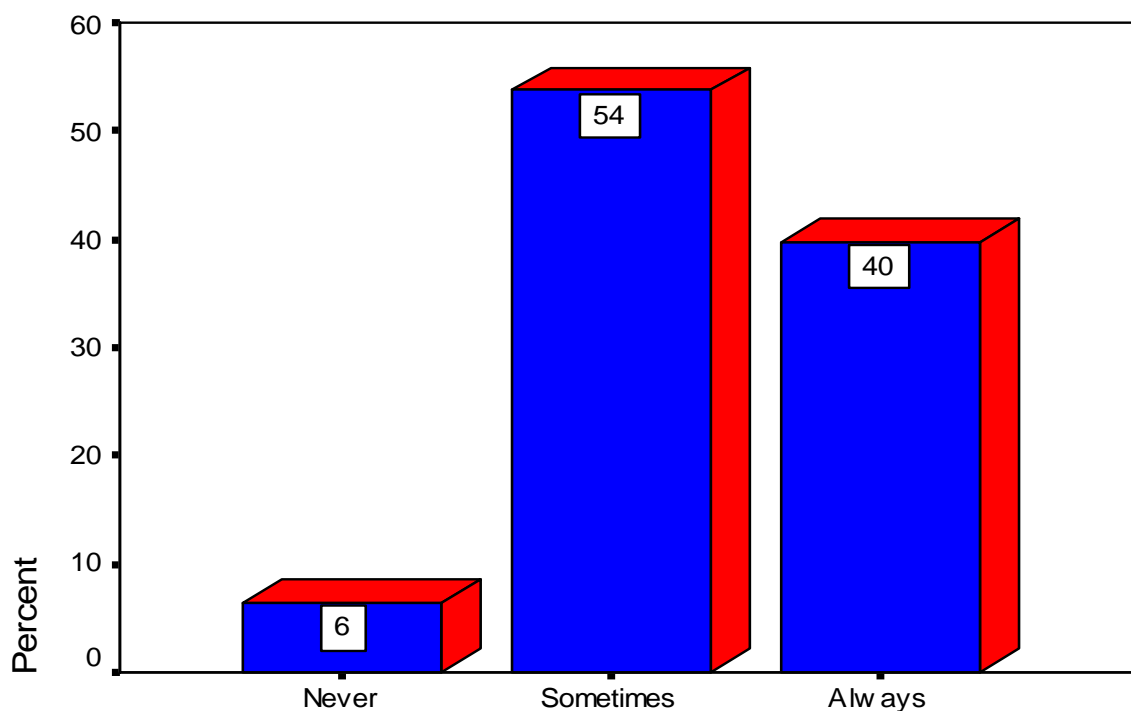
Figure (28): the study population response to statement No. (6) from the first questionnaire on affective reflection.

Statement (1): I read books/articles related to effective language teaching to improve my classroom performance.

Table (23): the study population response to statement No. (1) from the first questionnaire on cognitive reflection.

Class	Frequency	Percent
Never	6	6.5
Sometimes	50	53.8
Always	37	39.8
Total	93	100.0

D1



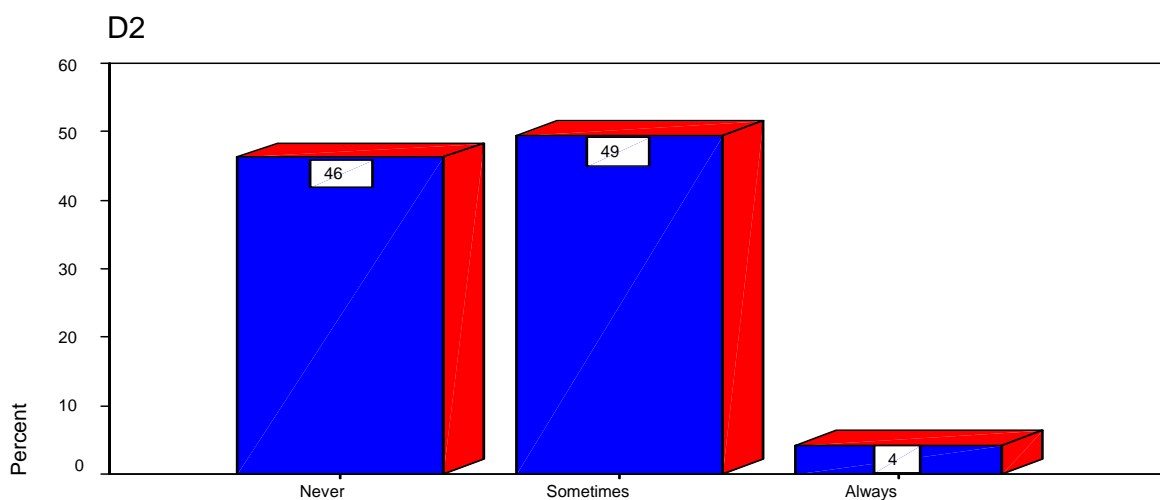
D1

Figure (29): the study population response to statement No. (1) from the first questionnaire on cognitive reflection.

Statement (2): I participate in workshops/conferences related to language teaching/learning issues.

Table (24): shows the study population response to statement No. (2) from the first questionnaire on cognitive reflection.

Class	Frequency	Percent
Never	43	46.2
Sometimes	46	49.5
Always	4	4.3
Total	93	100.0



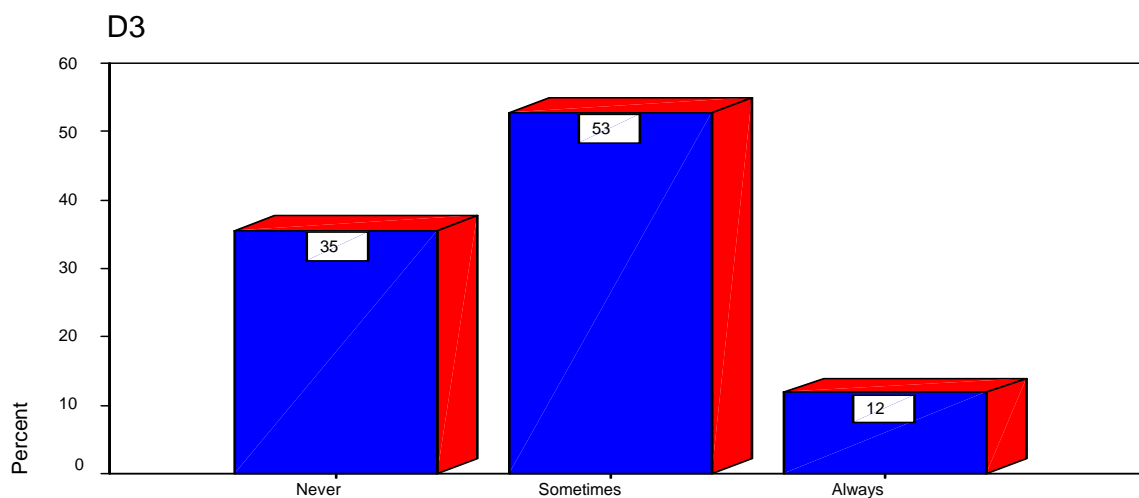
D2

Figure (30): shows the study population response to statement No. (2) from the first questionnaire on cognitive reflection.

Statement (3): I think of writing articles based on my classroom experiences.

Table (25): the study population response to statement No. (3) from the first questionnaire on cognitive reflection.

Class	Frequency	Percent
Never	33	35.5
Sometimes	49	52.7
Always	11	11.8
Total	93	100.0



D3

Figure (31): the study population response to statement No. (3) from the first questionnaire on cognitive reflection.

Statement (4): I look at journal articles or search the internet to see what the recent developments in my profession are.

Table (26): the study population response to statement No. (4) from the first questionnaire on cognitive reflection.

Class	Frequency	Percent
Never	22	23.7
Sometimes	57	61.3
Always	14	15.1
Total	93	100.0

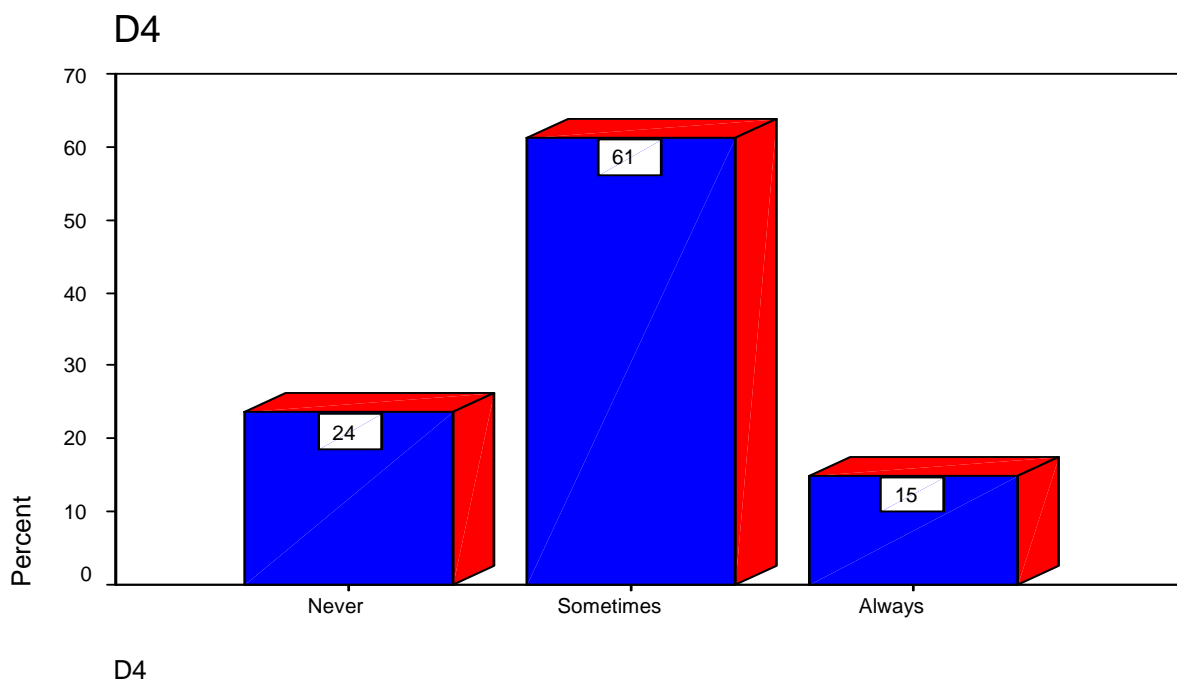
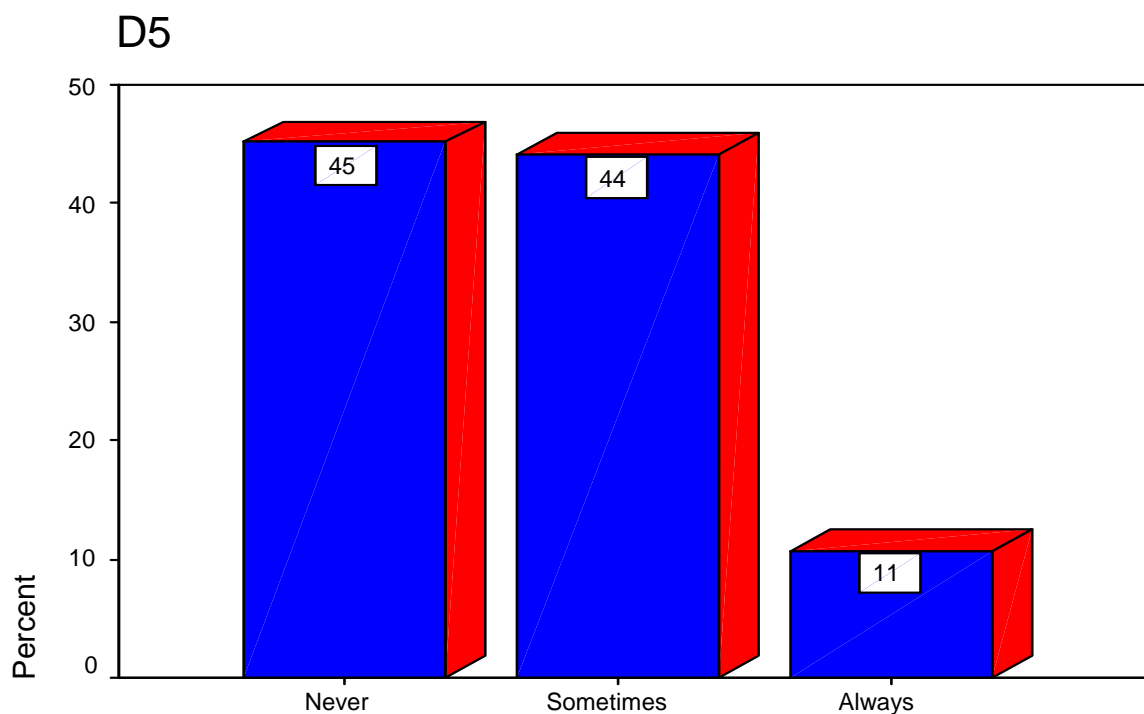


Figure (32): the study population response to statement No. (4) from the first questionnaire on cognitive reflection.

Statement (5): I carry out small scale research activities in my classes to become better informed of language learning/teaching processes.

Table (27): the study population response to statement No. (5) from the first questionnaire on cognitive reflection.

Class	Frequency	Percent
Never	42	45.2
Sometimes	41	44.1
Always	10	10.8
Total	93	100.0



D5

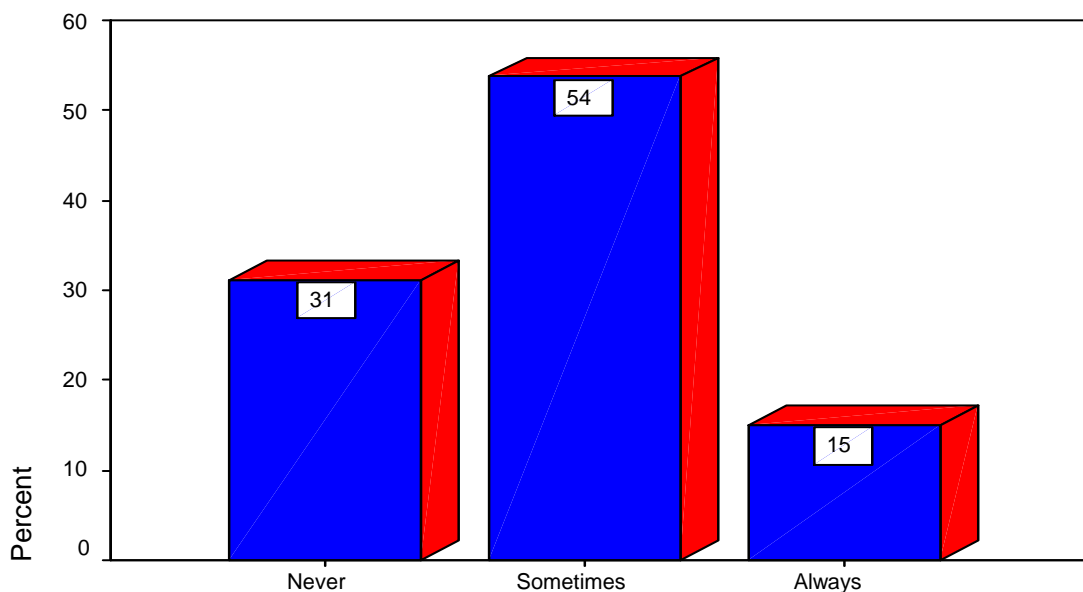
Figure (33): the study population response to statement No. (5) from the first questionnaire on cognitive reflection.

Statement (6): I think of classroom events as potential research topics and think of finding a method for investigating them.

Table (28): the study population response to statement No. (6) from the first questionnaire on cognitive reflection.

Class	Frequency	Percent
Never	29	31.2
Sometimes	50	53.8
Always	14	15.1
Total	93	100.0

D6



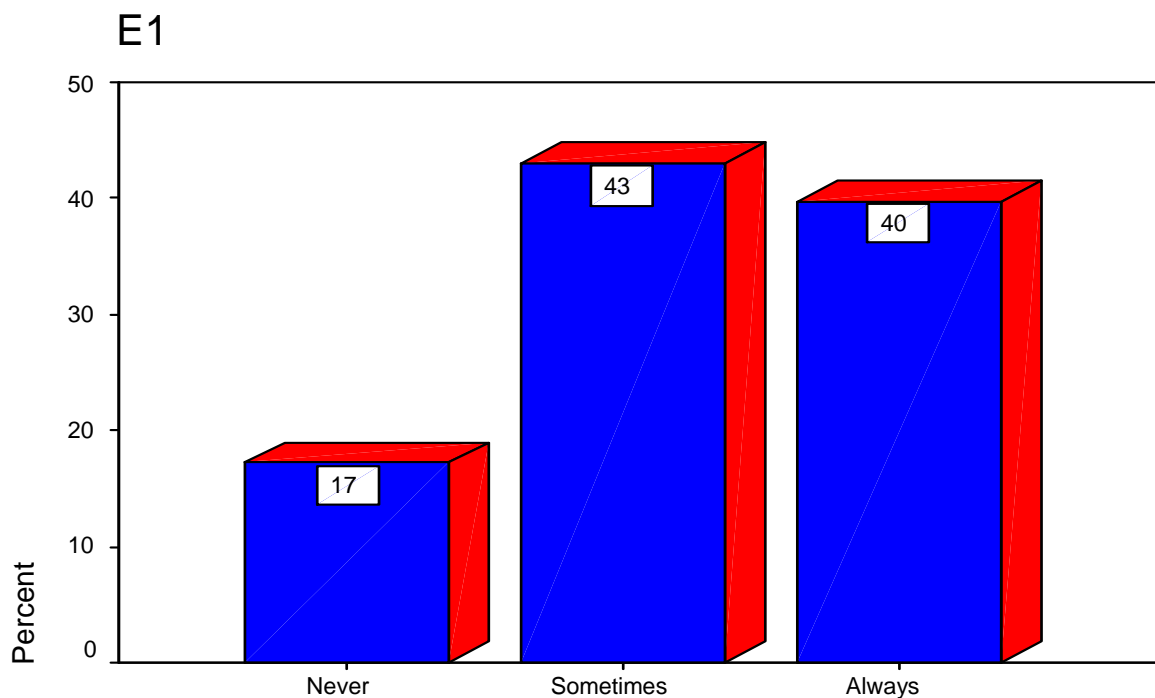
D6

Figure (34): the study population response to statement No. (6) from the first questionnaire on cognitive reflection.

Statement (1): As a teacher, I think about my teaching philosophy and the way it is affecting my language teaching.

Table (29): the study population response to statement No. (1) from the first questionnaire on meta-cognitive reflection.

Class	Frequency	Percent
Never	16	17.2
Sometimes	40	43.0
Always	37	39.8
Total	93	100.0



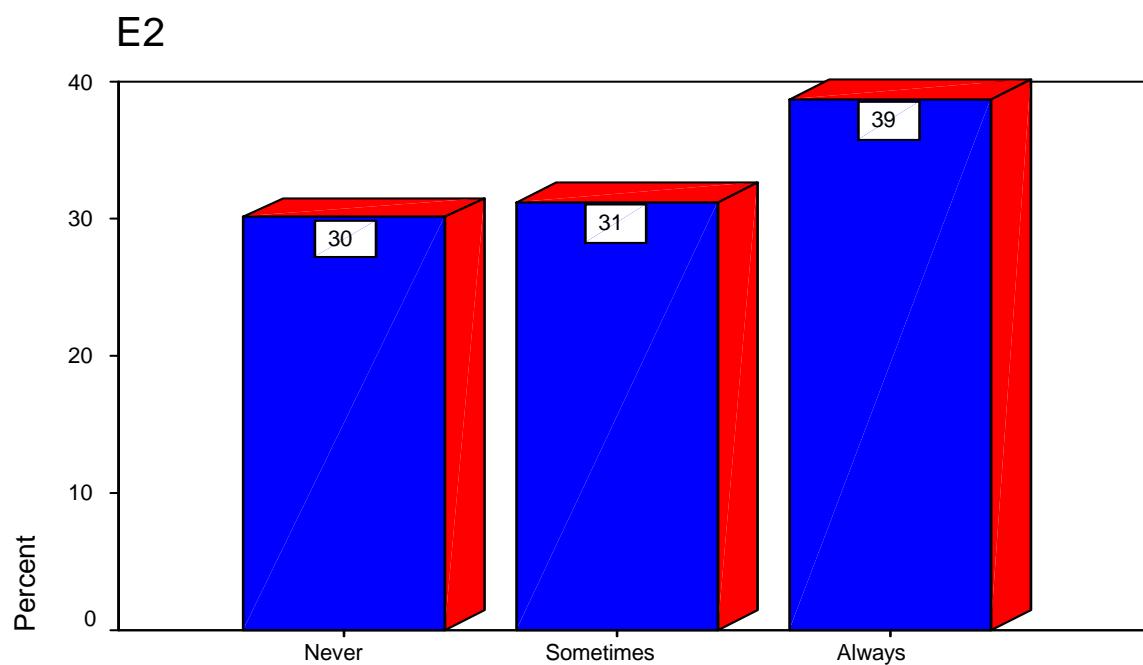
E1

Figure (35): the study population response to statement No. (1) from the first questionnaire on meta-cognitive reflection.

Statement (2): I think of the ways my biography or my background affects the way I define myself as a language teacher.

Table (30): the study population response to statement No. (2) from the first questionnaire on meta-cognitive reflection.

Class	Frequency	Percent
Never	28	30.1
Sometimes	29	31.2
Always	36	38.7
Total	93	100.0



E2

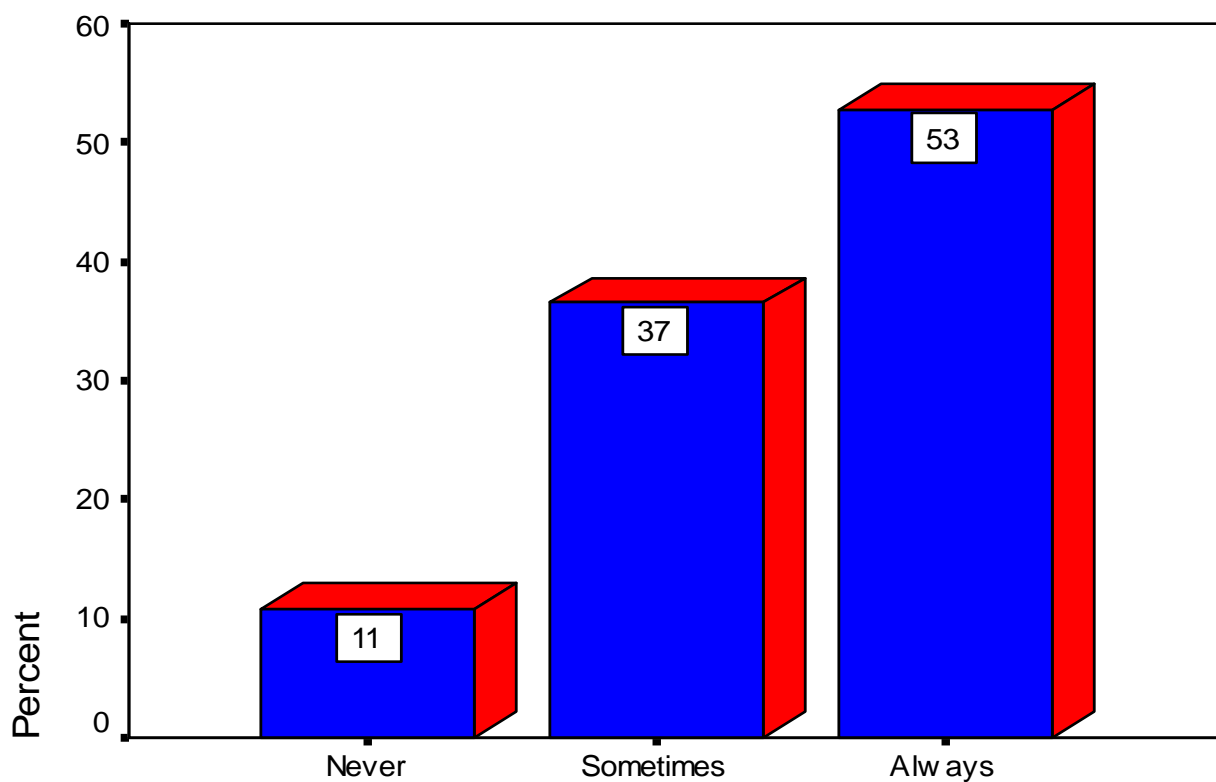
Figure (36): the study population response to statement No. (2) from the first questionnaire on meta-cognitive reflection.

Statement (3): I think of the meaning or significance of my job as a language teacher.

Table (31): the study population response to statement No. (3) from the first questionnaire on meta-cognitive reflection.

Class	Frequency	Percent
Never	10	10.8
Sometimes	34	36.6
Always	49	52.7
Total	93	100.0

E3



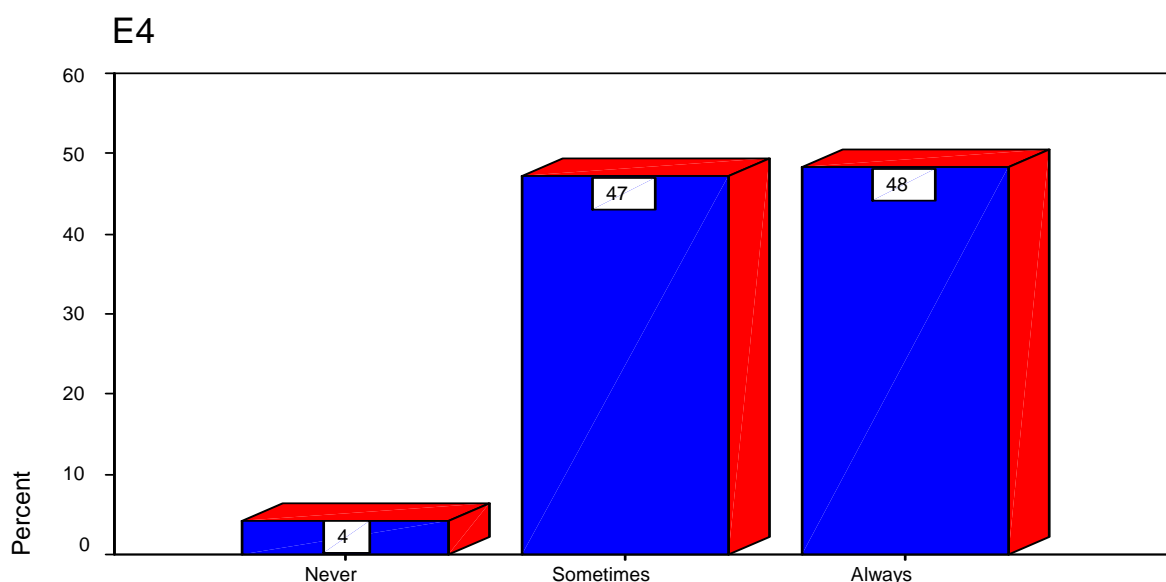
E3

Figure (37): the study population response to statement No. (3) from the first questionnaire on meta-cognitive reflection.

Statement (4): I try to find out which aspects of my teaching provide me with a sense of satisfaction.

Table (32): the study population response to statement No. (4) from the first questionnaire on meta-cognitive reflection.

Class	Frequency	Percent
Never	4	4.3
Sometimes	44	47.3
Always	45	48.4
Total	93	100.0



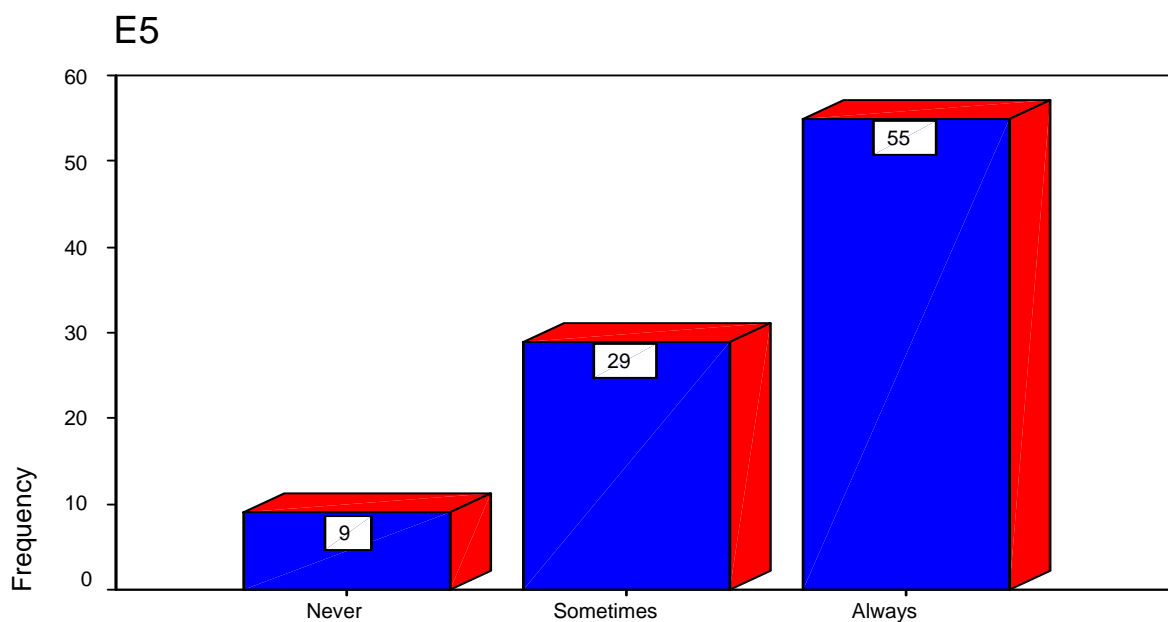
E4

Figure (38): the study population response to statement No. (4) from the first questionnaire on meta-cognitive reflection.

Statement (5): I think about my strengths and weaknesses as a teacher.

Table (33): the study population response to statement No. (5) from the first questionnaire on meta-cognitive reflection.

Class	Frequency	Percent
Never	9	9.7
Sometimes	29	31.2
Always	55	59.1
Total	93	100.0



E5

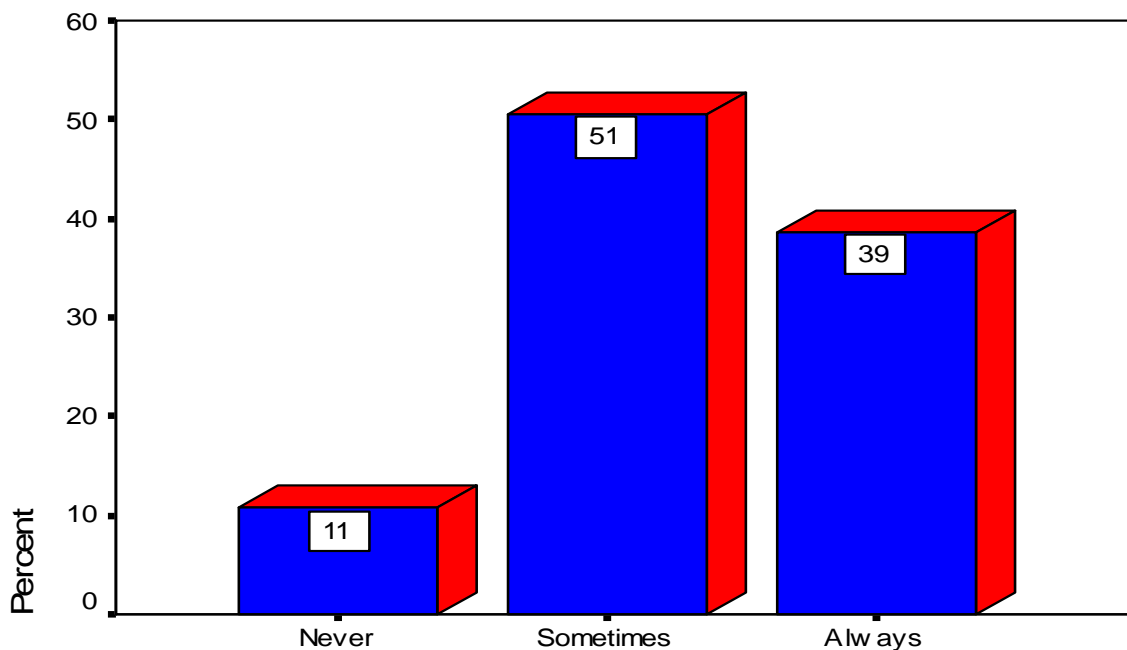
Figure (39): the study population response to statement No. (5) from the first questionnaire on meta-cognitive reflection.

Statement (6): I think of the positive/negative role models I have had as a student and the way they have affected me in my practice.

Table (34): the study population response to statement No. (6) from the first questionnaire on meta-cognitive reflection.

Class	Frequency	Percent
Never	10	10.8
Sometimes	47	50.5
Always	36	38.7
Total	93	100.0

E6



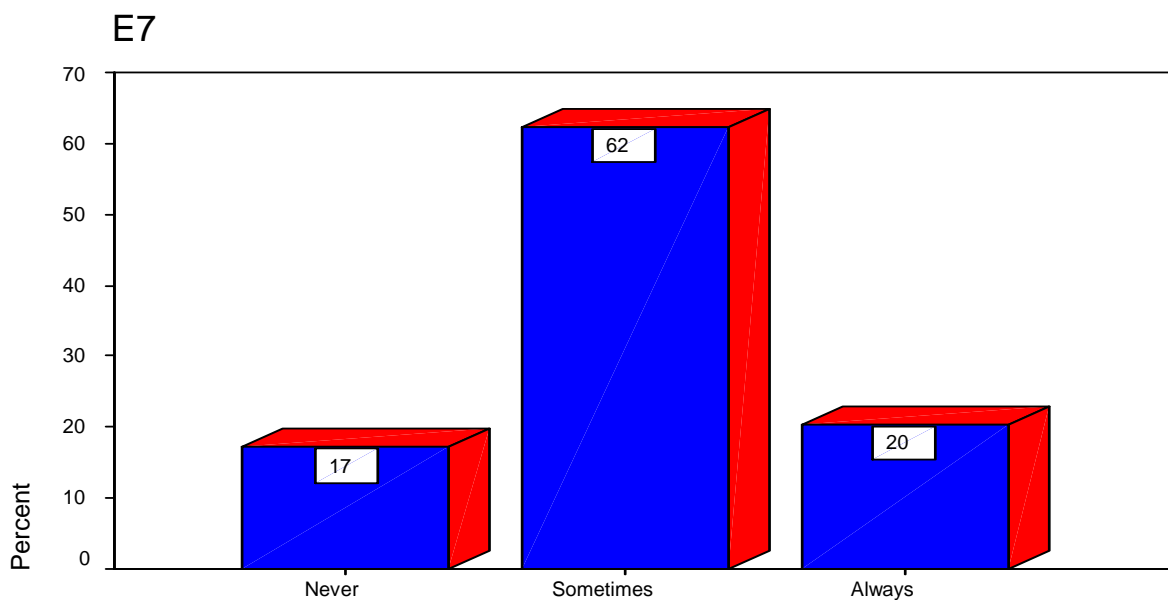
E6

Figure (40): the study population response to statement No. (6) from the first questionnaire on meta-cognitive reflection.

Statement (7): I think of inconsistencies and contradictions that occur in my classroom practice.

Table (35): the study population response to statement No. (7) from the first questionnaire on meta-cognitive reflection.

Class	Frequency	Percent
Never	16	17.2
Sometimes	58	62.4
Always	19	20.4
Total	93	100.0



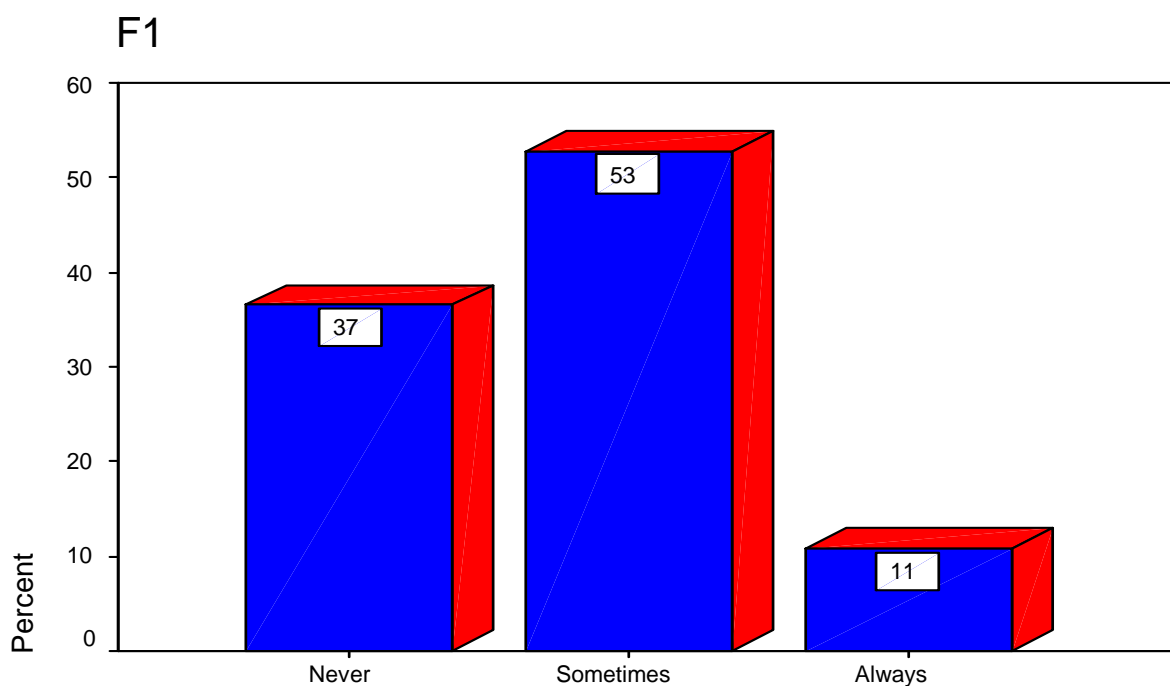
E7

Figure (41): the study population response to statement No. (7) from the first questionnaire on meta-cognitive reflection.

Statement (1): I think about instances of social injustice in my own surroundings and try to discuss them in my classes.

Table (36): the study population response to statement No. (1) from the first questionnaire on critical reflection.

Class	Frequency	Percent
Never	34	36.6
Sometimes	49	52.7
Always	10	10.8
Total	93	100.0



F1

Figure (42): shows the study population response to statement No. (1) from the first questionnaire on critical reflection.

Statement (2): I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.

Table (37): shows the study population response to statement No. (2) from the first questionnaire on critical reflection.

Class	Frequency	Percent
Never	29	31.2
Sometimes	44	47.3
Always	20	21.5
Total	93	100.0

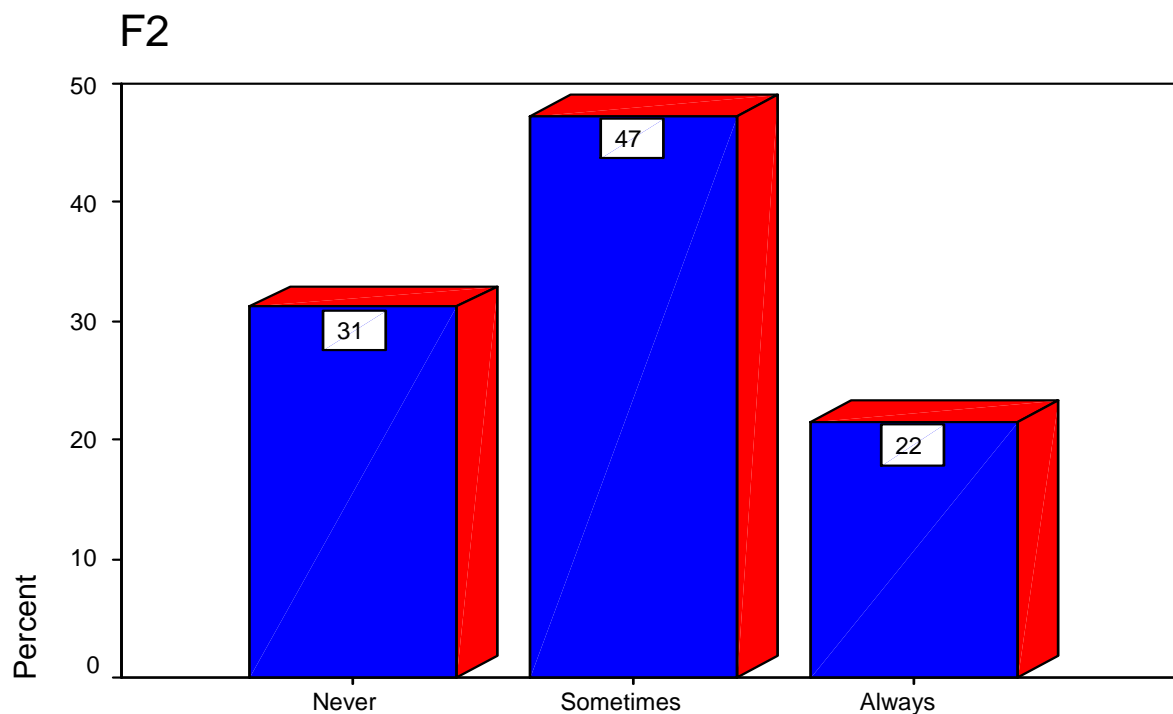
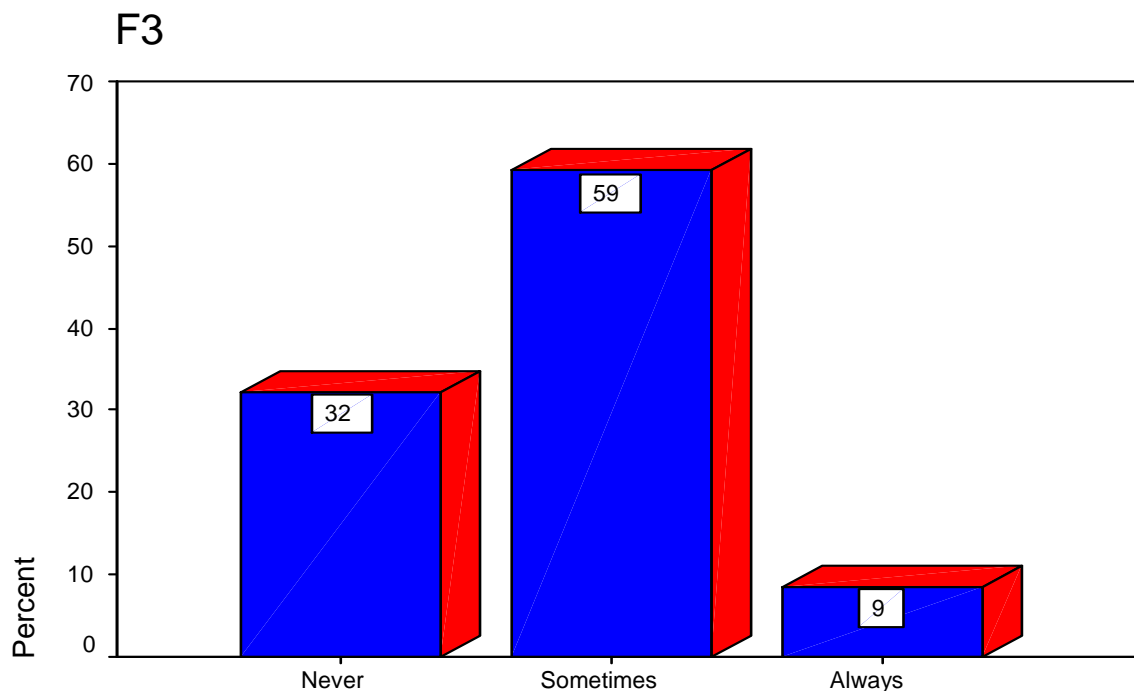


Figure (43): the study population response to statement No. (2) from the first questionnaire on critical reflection.

Statement (3): In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty.

Table (38): the study population response to statement No. (3) from the first questionnaire on critical reflection.

Class	Frequency	Percent
Never	30	32.3
Sometimes	55	59.1
Always	8	8.6
Total	93	100.0



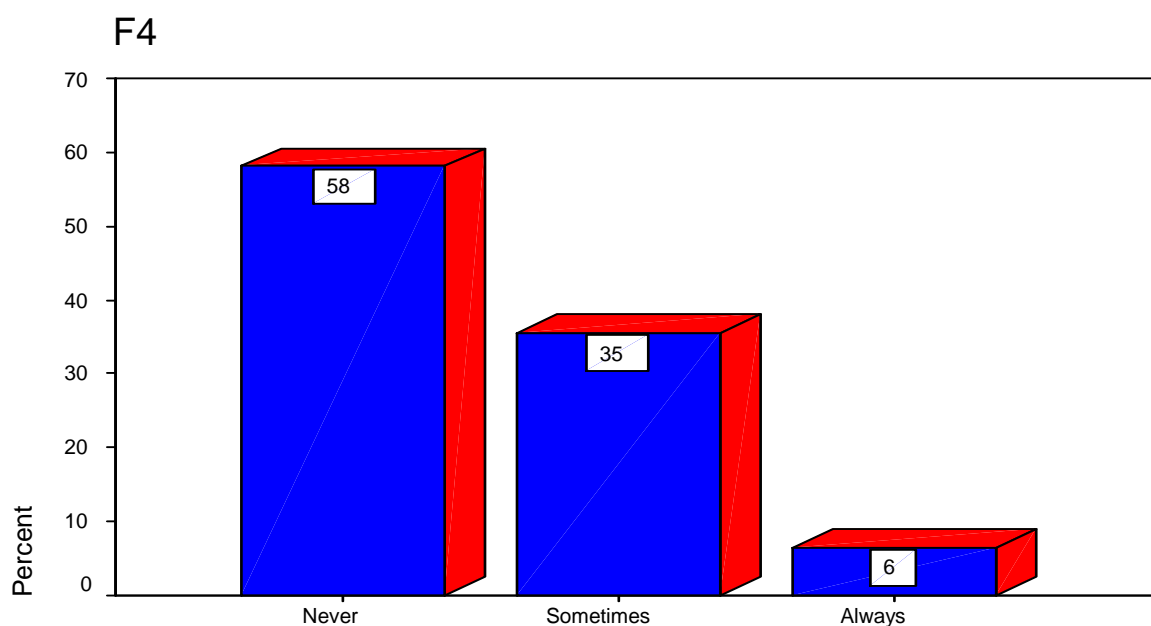
F3

Figure (44): the study population response to statement No. (3) from the first questionnaire on critical reflection.

Statement (4): I think about the political aspects of my teaching and the way I may affect my students' political views.

Table (39): the study population response to statement No. (4) from the first questionnaire on critical reflection.

Class	Frequency	Percent
Never	54	58.1
Sometimes	33	35.5
Always	6	6.5
Total	93	100.0



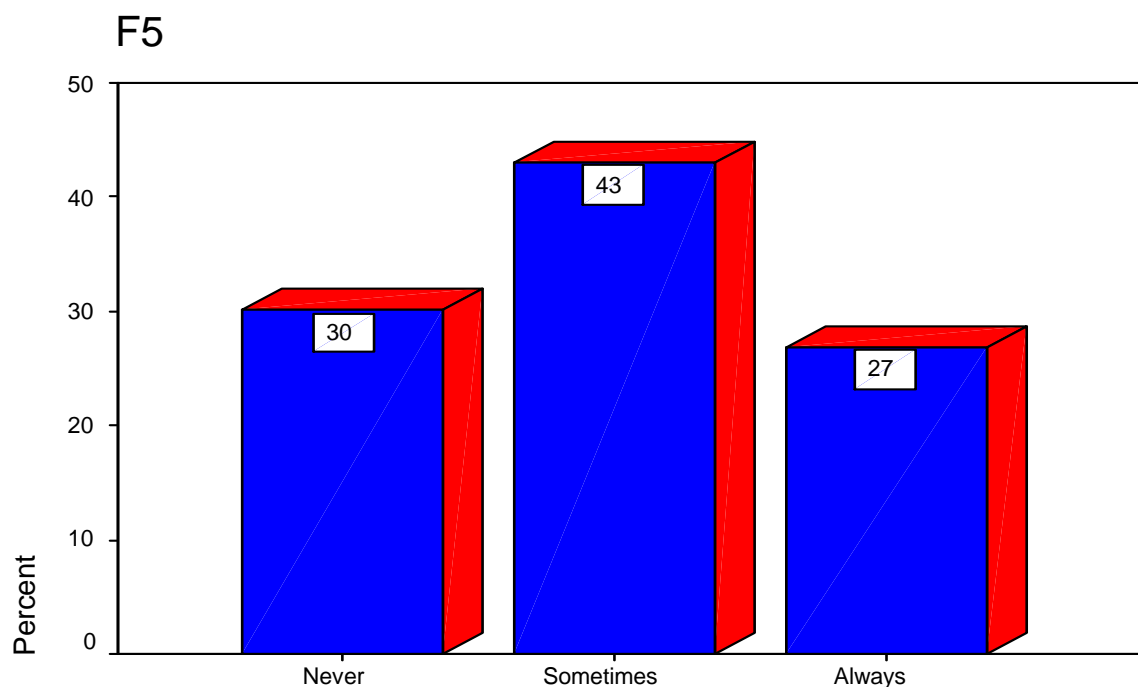
F4

Figure (45): the study population response to statement No. (4) from the first questionnaire on critical reflection.

Statement (5): I think of ways through which I can promote tolerance and democracy in my classes and in the society in general.

Table (40): the study population response to statement No. (5) from the first questionnaire on critical reflection.

Class	Frequency	Percent
Never	28	30.1
Sometimes	40	43.0
Always	25	26.9
Total	93	100.0



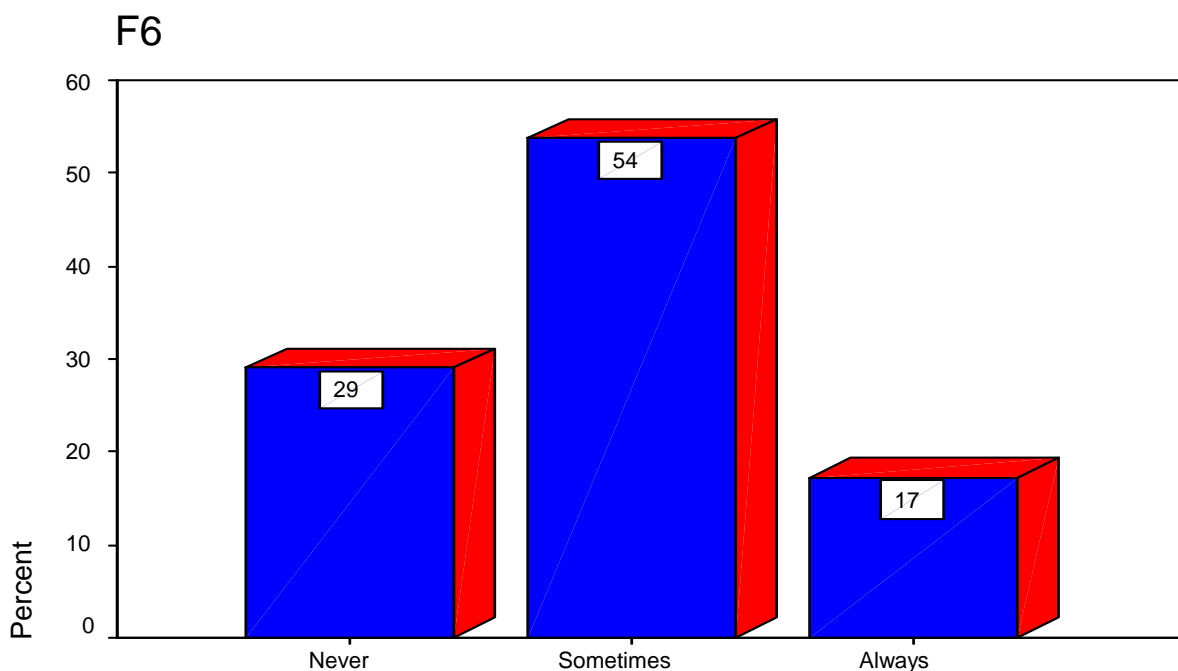
F5

Figure (46): the study population response to statement No. (5) from the first questionnaire on critical reflection.

Statement (6): I think about the ways gender, social class, and race influence my students' achievements.

Table (41): the study population response to statement No. (6) from the first questionnaire on critical reflection.

Class	Frequency	Percent
Never	27	29.0
Sometimes	50	53.8
Always	16	17.2
Total	93	100.0



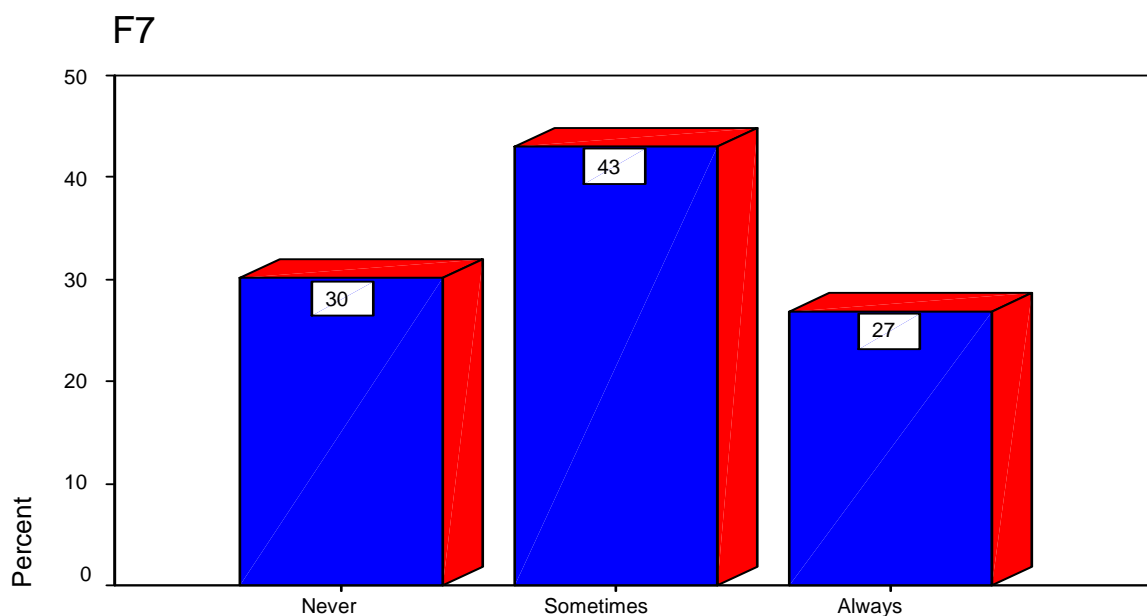
F6

Figure (47): the study population response to statement No (6) from the first questionnaire on critical reflection.

Statement (7): I think of outside social events that can influence my teaching inside the class.

Table (42): the study population response to statement No. (7) from the first questionnaire on critical reflection.

Class	Frequency	Percent
Never	28	30.1
Sometimes	40	43.0
Always	25	26.9
Total	93	100.0



F7

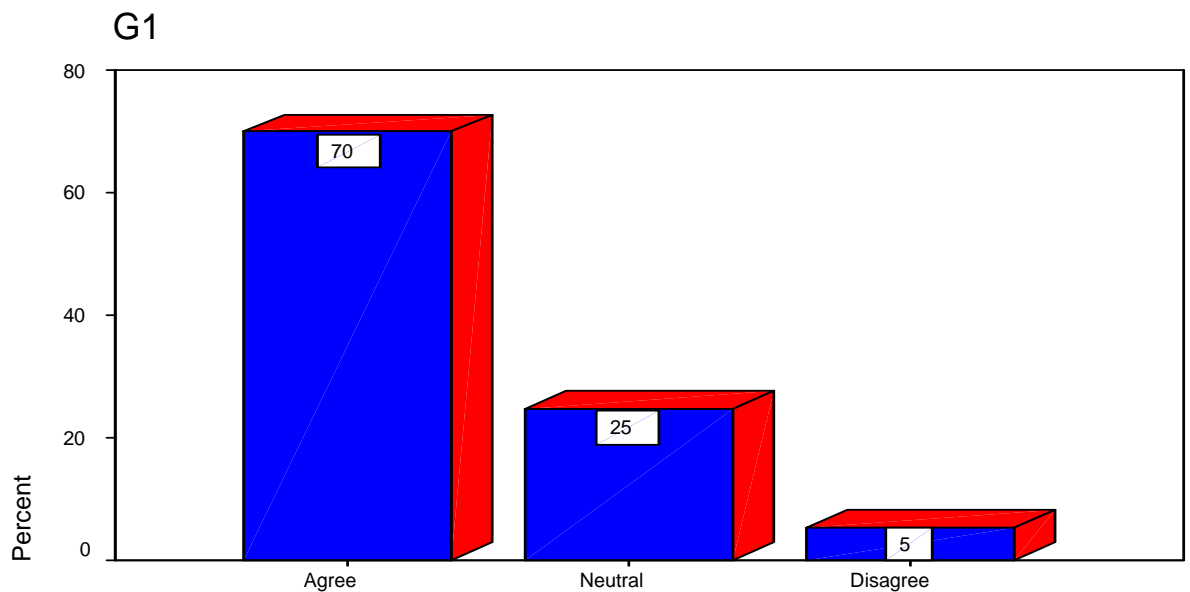
Figure (48): the study population response to statement No. (7) from the first questionnaire on critical reflection.

4.3 Analysis of the responses to the second questionnaire

Statement (1): Method-based pedagogy dominated my education/training as a prospective teacher

Table (43): the study population response to statement No. (1) from the second questionnaire on their training/educational programme.

Class	Frequency	Percent
Agree	65	69.9
Neutral	23	24.7
Disagree	5	5.4
Total	93	100.0



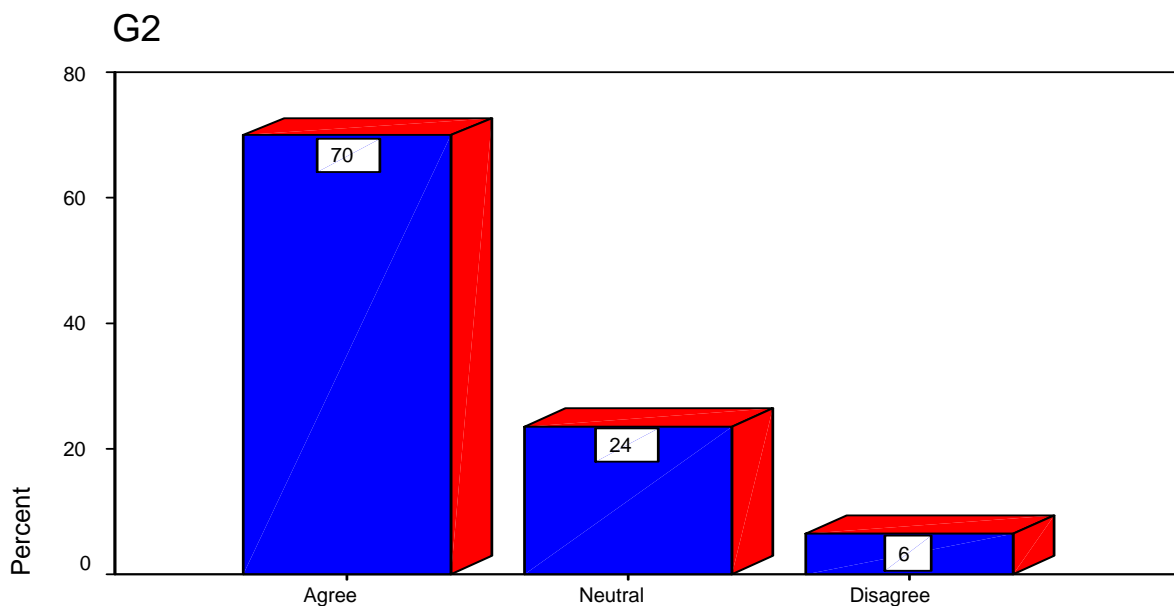
G1

Figure (49): shows the study population response to statement No. (1) from the second questionnaire on their training/educational programme.

Statement(2): The methods course was the primary vehicle for the development of basic knowledge and skill during my training/educational programme.

Table (44): the study population response to statement No. (2) from the second questionnaire on their training/educational programmeme.

Class	Frequency	Percent
Agree	65	69.9
Neutral	22	23.7
Disagree	6	6.5
Total	93	100.0



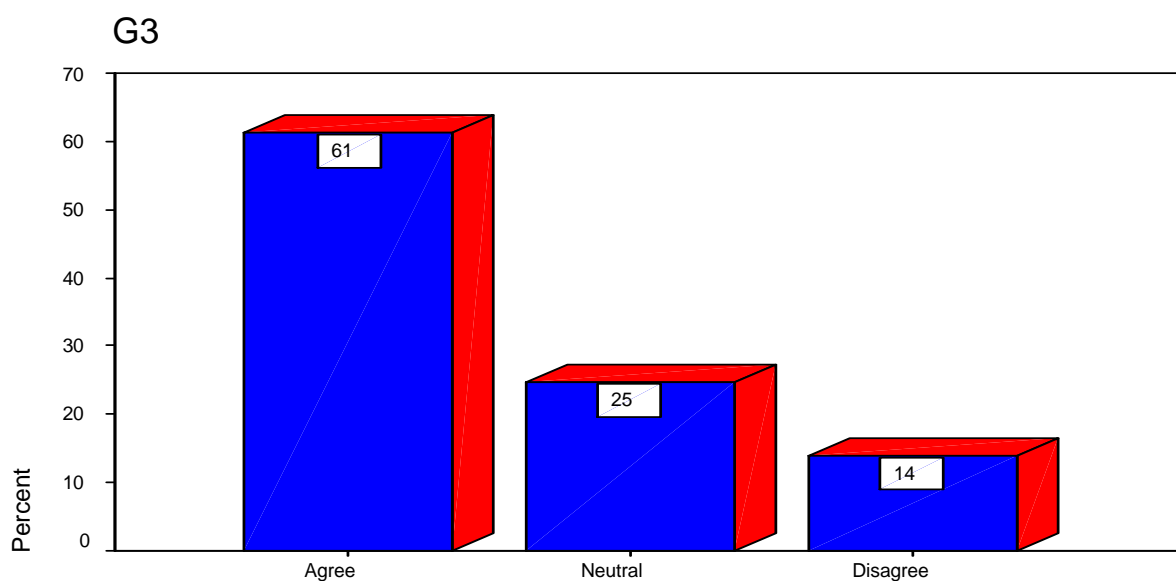
G2

Figure (50): the study population response to statement No. (2) from the second questionnaire on their training/educational programmeme.

Statement(3): My educational programme as a student teacher was to a large extent theoretical in orientation.

Table (45): the study population response to statement No (3) from the second questionnaire on their training/educational programmeme.

Class	Frequency	Percent
Agree	57	61.3
Neutral	23	24.7
Disagree	13	14.0
Total	93	100.0



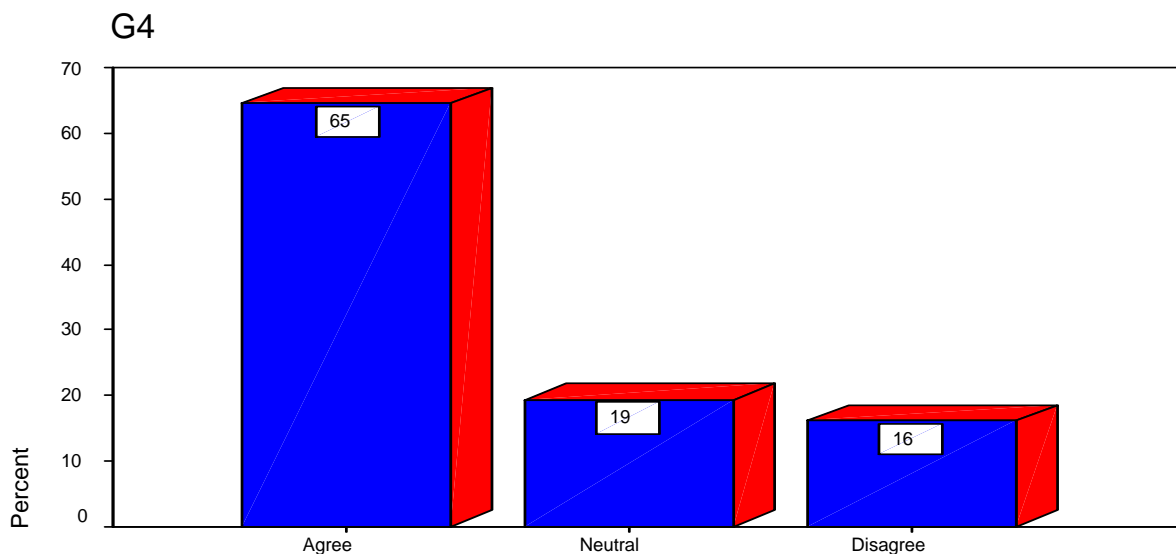
G3

Figure (51): the study population response to statement No (3) from the second questionnaire on their training/educational programmeme.

Statement (4): My educational programme as a student teacher was designed according to the traditional instructionist methodology of knowledge transfer, followed by hands-on practice.

Table (46): the study population response to statement No (4) from the second questionnaire on their training/educational programmeme.

Class	Frequency	Percent
Agree	60	64.5
Neutral	18	19.4
Disagree	15	16.1
Total	93	100.0



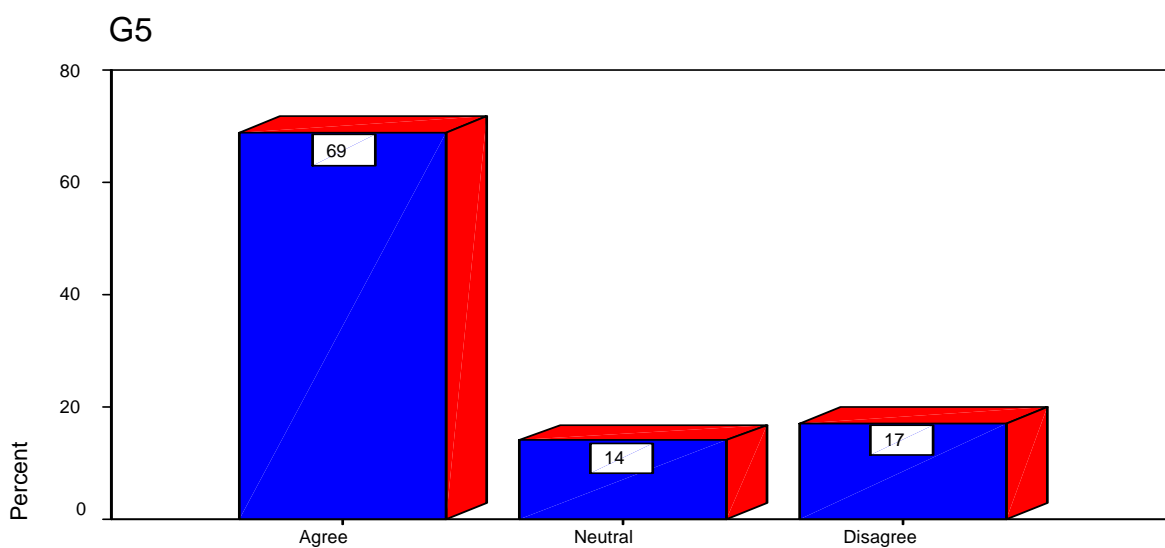
G4

Figure (52): shows the study population response to statement No (4) from the second questionnaire on their training/educational programmeme.

Statement (5): My educational/training programme as a student teacher concentrated mainly on providing me with only a combination of professional knowledge and specialized skills.

Table (47): shows the study population response to statement No (5) from the second questionnaire on their training/educational programmeme.

Class	Frequency	Percent
Agree	64	68.8
Neutral	13	14.0
Disagree	16	17.2
Total	93	100.0



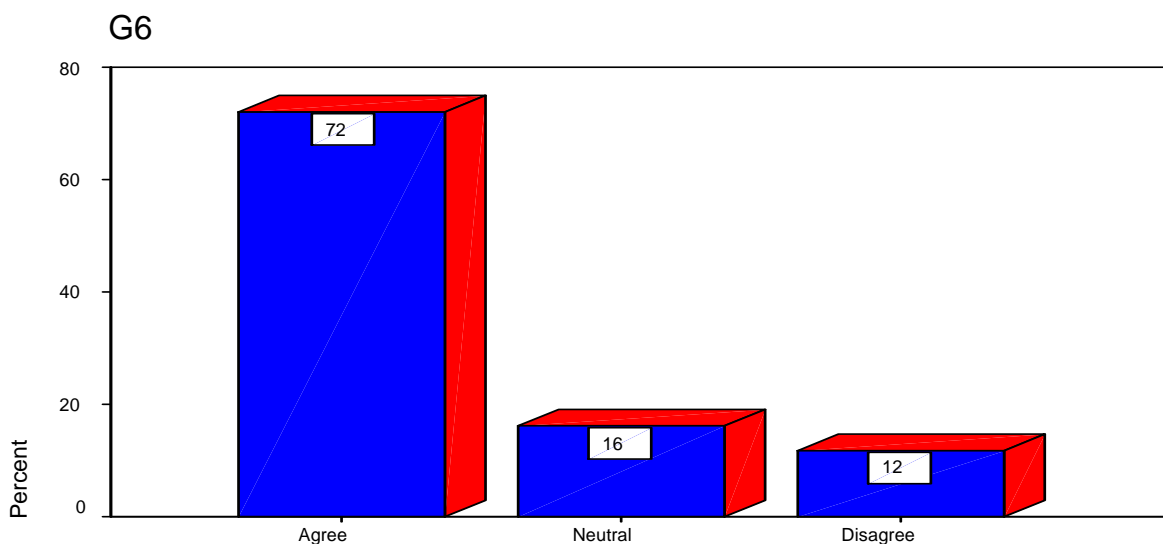
G5

Figure (53): shows the study population response to statement No (5) from the second questionnaire on their training/educational programmeme.

Statement (6): Sudanese government, schools, and society provide little chance of an ongoing professional development for teachers of English language. (In-service ongoing professional development)

Table (48): the study population response to statement No (6) from the second questionnaire on their training/educational programmeme.

Class	Frequency	Percent
Agree	67	72.0
Neutral	15	16.1
Disagree	11	11.8
Total	93	100.0



G6

Figure (54): shows the study population response to statement No (6) from the second questionnaire on their training/educational programmeme.

4.4 Testing the hypotheses of the study

In order to test the six hypotheses of this study, chi-square test and ANOVA test were applied to the data obtained via the two questionnaires. Chi-square test was applied to test the first, third, fourth, fifth, and sixth hypotheses, while ANOVA test was applied to test the second hypothesis.

Table (49): the result of testing the first hypothesis of the study which claims that reflective teaching is not systematically practiced by Sudanese teachers of English language.

percentage		calculated value	degree of freedom	Sig	interpretation
Never	29.3%	312.752	2	.000	There is a statistically significant differences between the responses of the respondents with regard to the statements of the first hypothesis which comprises all the statements in all the components or elements of reflective teaching.
Sometimes	47.9%				
Always	22.6%				

From the table above we notice that the significant value is less than the significance level which is 0.05. Therefore the result of the test is significant, that is to say there is a statistically significant differences between the responses of the respondents. Only 22.6% of them responded that they always and systematically practice reflective teaching, 47.9% responded sometimes, and 29.3% never. According to this result, the researcher concludes that reflective

teaching is not always and systematically practiced by Sudanese teachers of English language and the first hypothesis is **confirmed**.

Table (50): the result of testing the second hypothesis of the study which claims that there is no statistically significant differences among Sudanese teachers of English language with regard to their use/practice of the different elements of reflective teaching

calculated value	degree of freedom	Sig	Post hoc			Interpretation
3.951	4	.012	Meta-cognitive reflection	Practical reflection Affective reflection Cognitive reflection Critical reflection	All (Sig) values are less than .05	The practice / use of meta-cognitive reflection by the respondents is statistically different from the other components of reflective teaching because all the significance values are less than 0.05, but the practice/use of the other components is within the same level because all the significance values are greater than 0.05
			Practical reflection Affective reflection Cognitive reflection Critical reflection			

From the above table we notice that the calculated value of ANOVA test is 3.951 and the corresponding (sig) value is 0.05. Therefore, the result of the test is significant. In other words, there is a statistically significant differences between the meta-cognitive reflection and the other components of reflective teaching with regard to the use/practice of reflective; however, the results also show that there is no statistically significant differences with regard to the level of use/practice of practical reflection, affective reflection, cognitive reflection, and critical reflection. Accordingly the researcher concludes that, though not completely, the second hypothesis is **confirmed**.

Table (51): the result of testing the third hypothesis of the study which claims that method-based pedagogy is still dominating the stage of teachers' education/training in Sudanese educational institutions and colleges.

percentage		calculated value	degree of freedom	Sig	interpretation
Agree	69.8%	61.116	2	.000	There is a statistically significant differences between the responses of the respondents with regard to the two statements of the third hypothesis.
Neutral	24.7%				
Disagree	5.3%				
Agree	69.8%	60.062	2	.000	
Neutral	23.6%				
Disagree	6.4%				

From the table above we notice that the significant value of chi-square is in the two statements of the third hypothesis is 0.000 and is less than the significance level. Therefore, the result of the test is significant. In other words,

there is a statistically significant differences between the responses of the respondents. 69.8% agree, with the first statement, 24.7%, are neutral, while 5.3% disagree with it. Regarding the second statement, 69.8% agree, 23.6%, are neutral, while 6.4% disagree with it. According to this result, the researcher concludes the third hypothesis is **confirmed**.

Table (52): the result of testing the fourth hypothesis of the study which claims that the educational/training programmes of student teachers in Sudan are to a large extent theoretical in orientation and designed according to the traditional instructionist methodology of knowledge transfer followed by a hands on practice.

percentage		calculated value	degree of freedom	Sig	interpretation
Agree	61.2%	34.3	2	.000	There is a statistically significant differences between the responses of the respondents with regard to the statement of the fourth hypothesis.
Neutral	24.7%				
Disagree	13.9%				

From the table above we notice that the significant value of chi-square is 0.000 and is less than the significance level. Therefore, the result of the test is significant. In other words, there is a statistically significant differences between the responses of the respondents where 61.2% agree, with the statement, 24.7%, are neutral, and 13.9% disagree. According to this result, the researcher concludes the third hypothesis is **confirmed**.

Table (53): the result of testing the fifth hypothesis of the study which claims that the educational/training programmes of student teachers in Sudan concentrate mainly on providing the student teachers with only a combination of professional knowledge and specialized skills.

percentage		calculated value	degree of freedom	Sig	interpretation
Agree	64.5%	62.116	2	.000	There is a statistically significant differences between the responses of the respondents with regard to the two statements of the fifth hypothesis.
Neutral	19.32%				
Disagree	16.12%				
Agree	68.8%	60.062	2	.000	
Neutral	13.9%				
Disagree	17.2%				

From the table above we notice that the significant value of chi-square is in the two statements of the third hypothesis is .000 and is less than the significance level. Therefore, the result of the test is significant. In other words, there is a statistically significant differences between the responses of the respondents where 64.5% agree, with the first statement, 19.32% are neutral, and 16.12% disagree with it. Regarding the second statement, 68.8% agree, 13.9% are neutral, while 17.2% disagree with it. According to this result, the researcher concludes the third hypothesis is **confirmed**.

Table (54): the result of testing the fourth hypothesis of the study which claims that the Ministry of education, schools, and the society in Sudan provide little chance of an going professional development for teachers of English language.

percentage		calculated value	degree of freedom	Sig	interpretation
Agree	72.1%	62.9	2	.000	There is a statistically significant differences between the responses of the respondents with regard to the statement of the fourth hypothesis.
Neutral	16.1%				
Disagree	11.8%				

From the table above we notice that the significant value of chi-square is 0.000 and is less than the significance level. Therefore, the result of the test is significant. In other words, there is a statistically significant differences between the responses of the respondents where 72.1% agree, with the statement, 16.1% are neutral, and 11.8% disagree. According to this result, the researcher concludes the third hypothesis is **confirmed**.

4.5 Analysis of the qualitative study

To find out how Sudanese teachers perceive reflective teaching, the researcher conducted a focus group study. According to (Krueger & Casey, 2000, p. 5) focus groups are planned discussions designed to elicit group interaction and “obtain perceptions on a defined area of interest in a permissive, nonthreatening environment”. Based on this definition, the researcher has selected a group of (13) Sudanese teachers of English language who were perfectly willing to participate in this study. These teachers have never been informed about reflective teaching. The researcher has oriented them towards the concept, importance, approaches of reflective teaching, and on how to reflect

their ideas about themselves, their peers, their students, and their classroom activities. Then these teachers were asked to experiment with reflective teaching for six months while they are actually carrying out their job as teachers. After this period of experimentation, the teachers were interviewed to give their feedback on how they perceive reflective teaching.

To elicit these teachers' perception and attitude towards reflective teaching, the researcher has carefully chosen some questions, that serve the purpose of the study, from *The Reflective Attitude Survey* (Young, 1989) and used them in the study. The questions which were chosen consisted of 7 Likert items and five open-ended questions.

During the interview the students and teacher sat around a large table, which allowed all participants to face each other when talking and to contribute easily to the interaction. The interview was recorded and followed the format of unstructured ethnographic interviews (Lindlof, 1995), which are conversational and spontaneous and are organized around open-ended questions and topics

Table (55): Breakdown of the interviewees' background information

Interviewee	University of graduation	Faculty of graduation	Degree	Years of experience
Teacher 1	Wadi Al- Neel University	Faculty of Education	BA	5
Teacher 2	University of Khartoum	Faculty of Education	BA	3
Teacher 3	Omdurman University	Faculty of Education	BA	2
Teacher 4	Wadi Al- Neel university	Faculty of Education	BA	2
Teacher 5	Kassala University	Faculty of Education	BA	10
Teacher 6	Wadi Al- Neel University	Faculty of Education	BA	12
Teacher 7	Al-Gazeera University	Faculty of Education	BA	7
Teacher 8	Wadi Al- Neel University	Faculty of Education	BA	13
Teacher 9	University of Khartoum	Faculty of Education	MA	13
Teacher 10	Wadi Al- Neel University	Faculty of Education	MA	15
Teacher 11	Al-Sudan University	Faculty of Education	MA	15
Teacher 12	Omdurman University	Faculty of Education	MA	10
Teacher 13	Wadi Al- Neel University	Faculty of Education	MA	11

Table No (56) / (A): The activities of reflective teaching practiced by the teachers during the experimentation period and their percentage

	Making notes on lesson plans	Getting feedback from students	Discussing teaching with colleagues	Observing other teachers' lessons	Being observed by colleagues	Audio-recording lessons
1-	√	√	√	√	√	√
2-	√	√	√	√	√	√
3-	√	√	√	√	√	√
4-	√	√	√	√	√	√
5-	√	√	√	√	√	×
6-	√	√	√	√	√	√
7-	√	√	√	√	×	×
8-	√	√	√	√	√	√
9-	√	√	√	√	√	√
10-	√	√	√	√	√	×
11-	√	√	√	√	√	√
12-	√	√	√	√	√	√
13-	√	√	√	√	√	√
00%	100%	100%	100%	100%	92%	76%

It is clear from the table that all the activities of reflective teaching (however with varying degrees) were actually practiced by the teachers. This indicates that most of the activities (if not all of them) are attainable and within reach of the teachers.

Table No (56) / (B) : The activities of reflective teaching practiced by the teachers during the experimentation period and their percentage.

	Video-recording lessons	Writing about my teaching experiences in a diary	Reading /writing cases about teaching	Conducting action research	Joining teacher development group	Participating in workshops and conferences
1-	√	√	√	√	√	×
2-	×	×	√	×	√	×
3-	√	√	√	×	√	×
4-	√	√	√	√	√	√
5-	×	×	√	×	√	×
6-	√	√	√	×	√	×
7-	×	×	√	×	√	×
8-	√	√	√	√	√	√
9-	√	×	√	×	√	×
10-	×	×	√	×	×	√
11-	√	×	√	√	×	×
12-	√	√	√	√	√	×
13-	√	√	√	√	√	√
00%	69%	53%	100%	46%	84%	30%

It is clear from the table that all the activities of reflective teaching (however with varying degrees) were actually practiced by the teachers. This indicates that most of the activities (if not all of them) are attainable and within reach of the teachers.

4.5.1 Analysis of the responses to the third questionnaire

Table (57): teachers' response to statement No. (1) on the teachers' perception about reflective teaching.

Class	Frequency	Percent
Strongly agree	7	53.8
Agree	6	46.2
Total	13	100.0

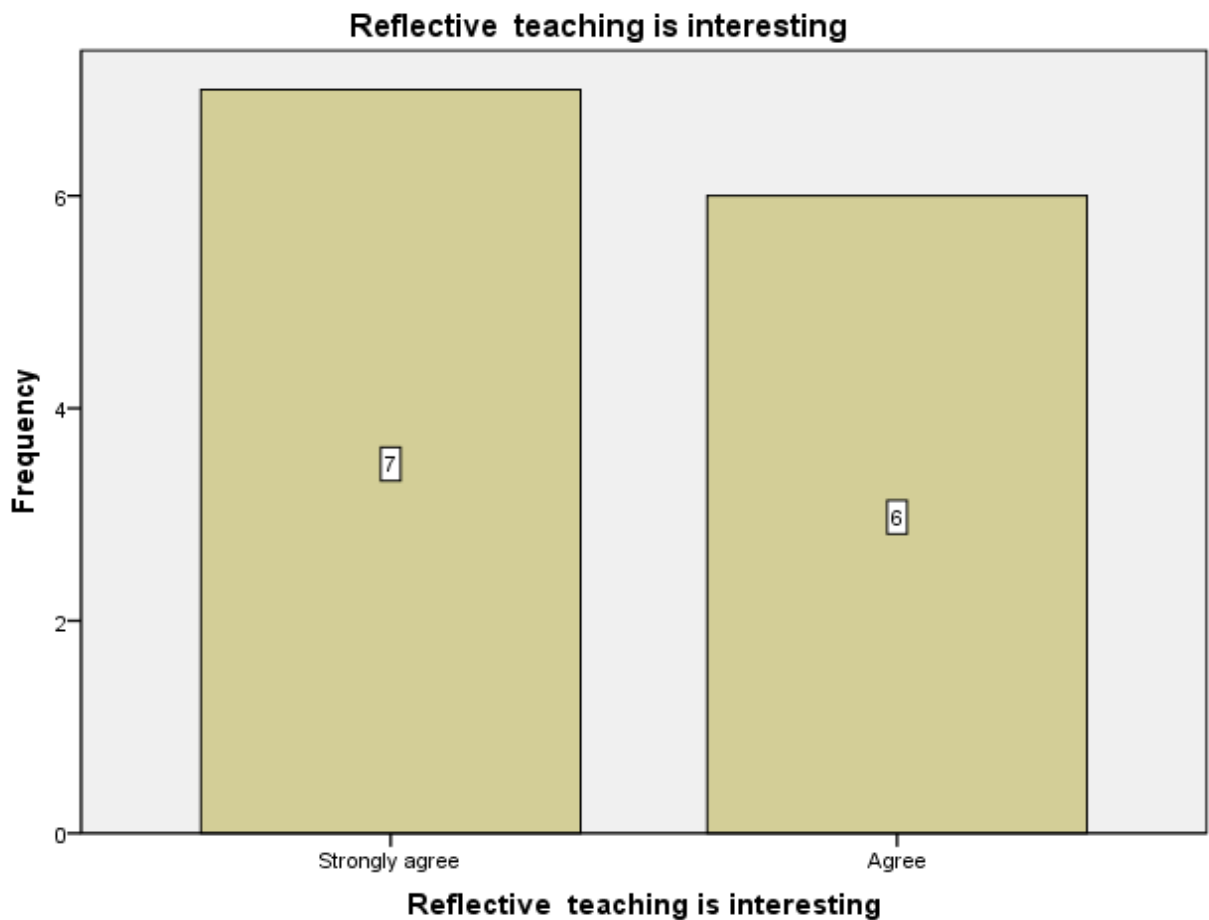


Figure (55): teachers response to statement No. (1) from the third questionnaire

It is evident from the table and the figure above that ,based on their experimentation, teachers feel reflective teaching is interesting experience

Table (58): teachers' response to statement No. (2) on the teachers' perception about reflective teaching

Class	Frequency	Percent
Strongly agree	4	30.8
Agree	8	61.5
Neutral	1	7.7
Total	13	100.0

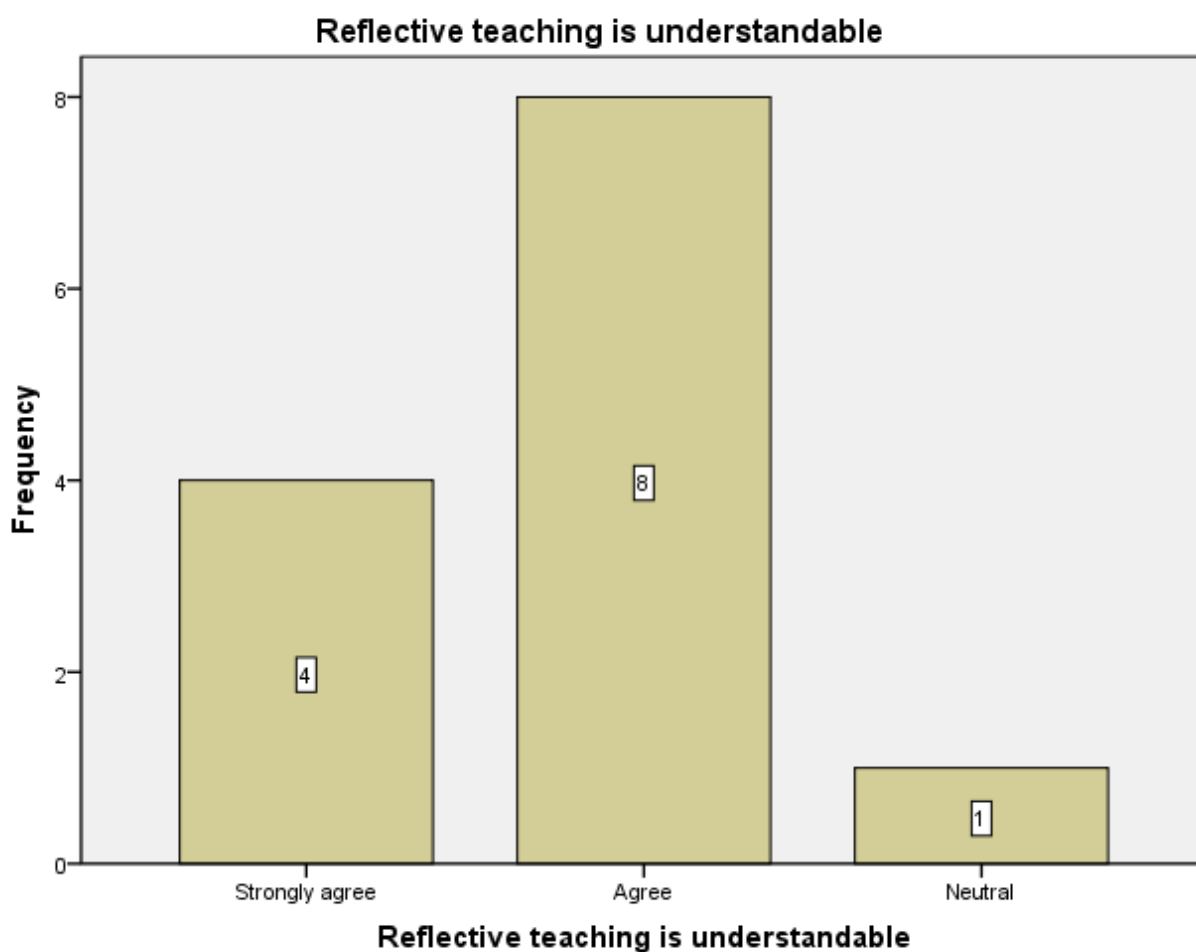


Figure (56): teachers response to statement No. (2) from the third questionnaire

It is evident from the table and the figure above that, based on their experimentation, teachers feel that reflective teaching is understandable.

Table (59): teachers' response to statement No. (3) on the teachers' perception about reflective teaching.

Class	Frequency	Percent
Strongly agree	8	61.5
Agree	5	38.5
Total	13	100.0



Figure (57): teachers response to statement No. (3) from the third questionnaire

It is evident from the table and the figure above that ,based on their experimentation, teachers feel that reflective teaching is worthwhile.

Table (60): teachers' response to statement No. (4) on the teachers' perception about reflective teaching.

Class	Frequency	Percent
Strongly agree	2	15.4
Agree	10	76.9
Neutral	1	7.7
Total	13	100.0

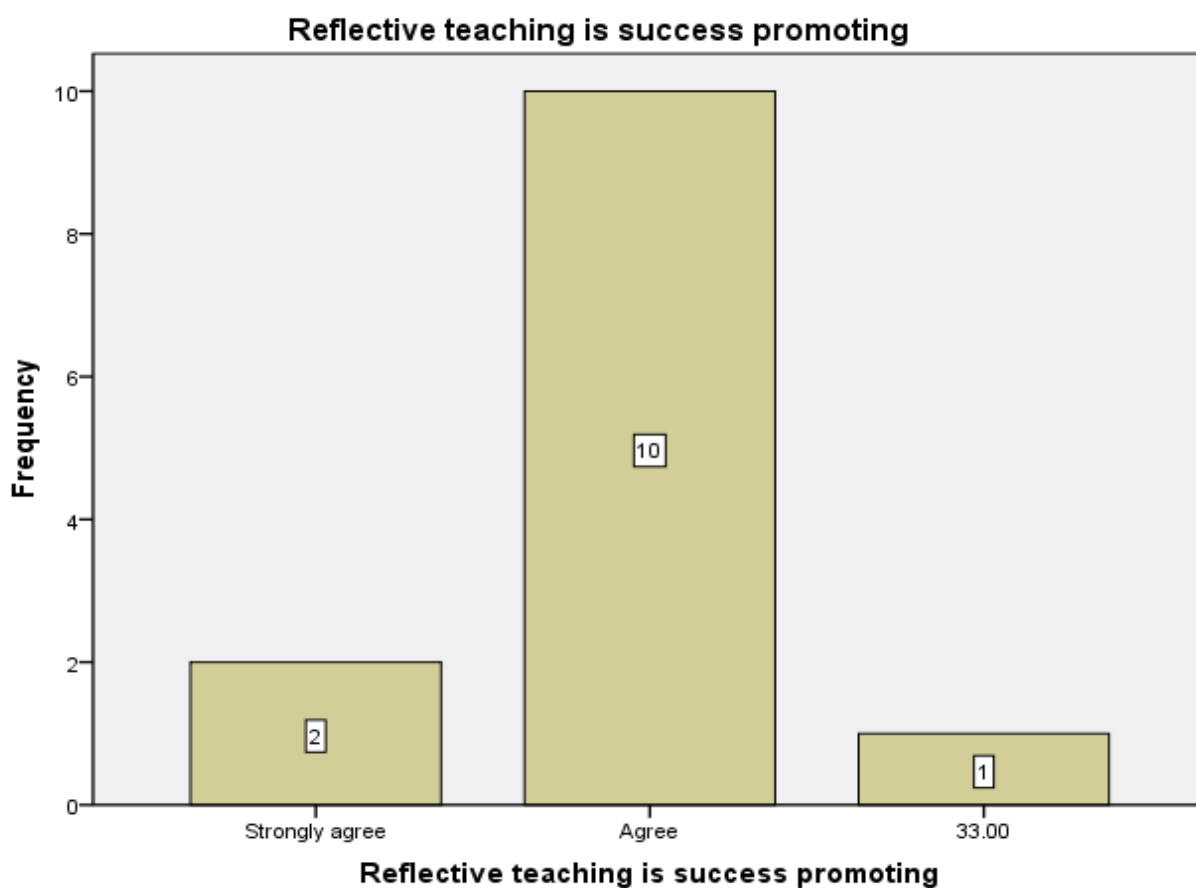


Figure (58): teachers response to statement No. (4) from the third questionnaire.

It is evident from the table and the figure above that, based on their experimentation, teachers feel that reflective teaching is worthwhile.

Table No (61): teachers' response to statement No. (5) on the teachers' perception about reflective teaching..

Class	Frequency	Percent
Strongly agree	2	15.4
Agree	6	46.2
Neutral	5	38.5
Total	13	100.0

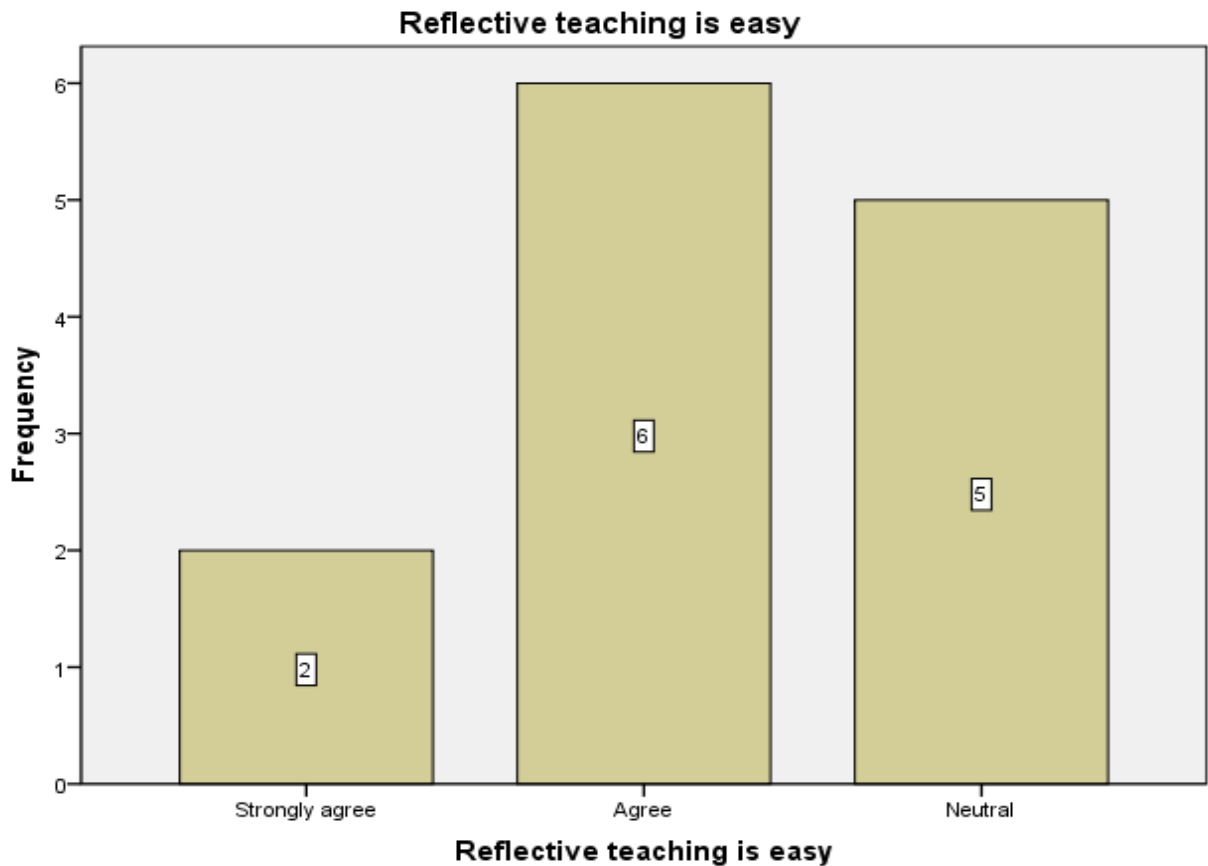


Figure No (59): teachers response to statement No. (5) from the third questionnaire.

It is evident from the table and the figure above that ,based on their experimentation, teachers feel that reflective teaching is easy.

Table No (62): teachers' response to statement No. (6) on the teachers' perception about reflective teaching.

Class	Frequency	Percent
Strongly agree	7	53.8
Agree	6	46.2
Total	13	100.0

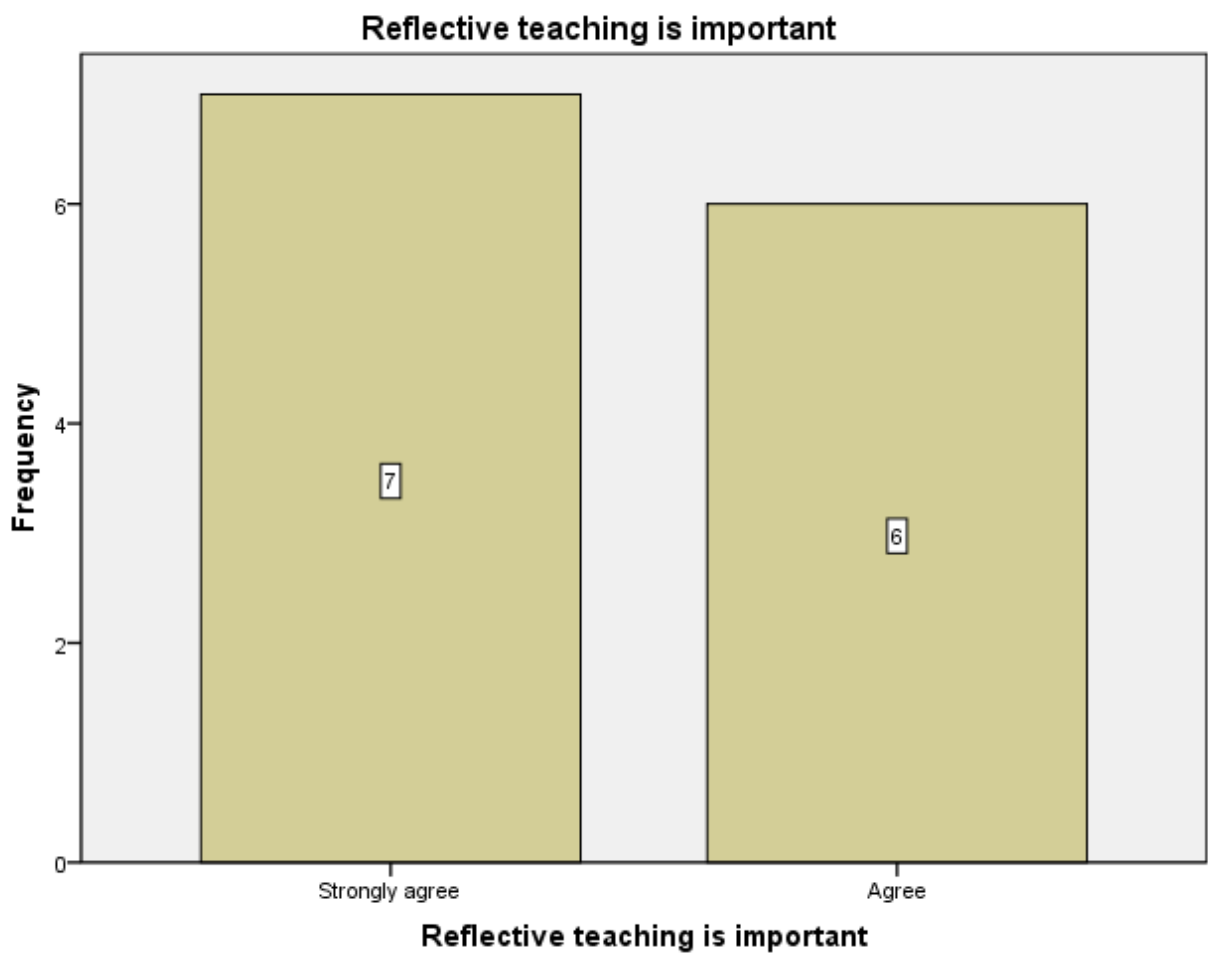


Figure No (60): teachers response to statement No. (6) from the third questionnaire.

It is evident from the table and the figure above that ,based on their experimentation, teachers feel that reflective teaching is important.

4.5.2 Analysis of focus group discussion

Q1: “Reflective teaching activities/approaches are low-cost option and within reach of teachers.” Do you agree or disagree?

All the interviewees agree that all of reflective teaching activities/approaches, with the exception of one, are low-cost option and possible to all teachers. All is needed from the side of teachers are open-mindedness, wholeheartedness, and commitment to professional development. They argue that it does not cost money, for example, to communicate, discuss and reach out to others. However, the interviewees agree that reflective teaching activities/approaches are time and effort consuming.

Q2: Do you feel that reflective teaching contributes to the betterment of your teaching performance, and consequently to your students’ learning outcomes/achievements?

There was a consensus among the interviewees that reflective teaching contributes to the betterment of their teaching performance and to their students’ learning outcomes/achievements. Along the discussion, the central recurring theme that support their claim was that by embracing and applying reflective teaching, they have learnt to step back from themselves and identify their weaknesses and strength. They have realized that it is not always possible to catch or be aware of their mistakes, but this possible when they are seen through the lenses of their peers. They have also learnt to make use of the feedback they get from reflecting on the students background, the curriculum, and their teaching in order to perfect their teaching. This is they believe in the end contributes to the betterment of their teaching performance, and consequently to their students’ learning outcomes/achievements.

Q3: Do you see any relationship between a teacher's degree of reflectivity and his/her students learning outcomes/achievements?

All the interviewees agree that there is a relation, however not measurable. Their argument is that by embracing and applying reflective teaching, they have learnt that one can't repeat the same thing all the time and expect different results. Therefore, based on their knowledge about reflective teaching, they have learnt to think about viable alternatives when their plans, techniques, strategies, and activities do not work or bring about the desired learning outcomes. They have also learnt that not to have all methodologists or educationists decisions/views on authority; instead, they need to take decisions that are largely based on the situational understanding of the learning environment. All this, the interviewees are convinced, impact positively on the students learning outcomes/achievements.

As a result they believe that the more teachers are reflective, the better students learning outcomes/achievements are.

4.5.3 Summary

Based on the analysis of the of the quantitative study and the responses of the participants, one can conclude that the participants have a positive attitude with regard to reflective teaching practice. As a result of their experience with reflective teaching, all the participants have agreed that reflective teaching contribute positively to the teachers professional development and enhance the students learning outcomes

CHAPTER FIVE
RESULTS AND RECOMMENDATIONS

CHAPTER FIVE

Results and Recommendations

5.1 Introduction

This study is an attempt to investigate whether secondary schools teachers of English language systematically and scientifically practice reflective teaching or not. If the answer is not, the study also tries to find out the reasons. In addition, the study attempts to elicit Sudanese teachers attitude and perception regarding reflective teaching and fill in the blank left by the lack of research on reflective teaching in Sudan. The study is designed on the quantitative and qualitative paradigm of research design, where quantitative data was collected via questionnaires, and qualitative data via focus group discussion.

5.2 The findings of the study

The study has come up with the following findings:

- 1- Sudanese teachers of English language do not scientifically and systematically practice reflective teaching for the following reasons:
 - a. Reflective teaching is not part and parcel of the pre-service teachers of English language educational/training programmes in Sudan.
 - b. Method-based pedagogy still dominates the stage of teacher education/training in the Sudanese educational institutions
 - c. The methods course is still functioning as the primary vehicle for the development of basic knowledge and skill in the prospective teacher educational/training programmes in Sudan..
 - d. The educational programmes of the student teachers in Sudan are to a large extent theoretical in orientation and are designed according

to the traditional instructionist methodology of knowledge transfer, followed by hands-on practice.

e. The educational programmes of the student teachers in Sudan concentrate mainly on providing the student teachers with only a combination of professional knowledge and specialized skills.

2- There is no statistically significant differences among Sudanese teachers of English language with regard to their use/practice of the different elements of reflective teaching.

3- In Sudan teacher education programmes adopt the technicist view of teaching and teacher education. The focus is more on the education part than on the teacher part.

4- Ministry of education, schools, and society in Sudan provide little chance of an ongoing professional development for teachers of English language. (In-service ongoing professional development).

5- Reflective teaching is understandable: theoretically as well as from practical point of view.

6- Reflective teaching is success promoting in terms of all the facets of the learning/teaching process.

7- There is a positive correlation (though not measured) between a teacher's degree of reflectivity and their students learning achievement.

8- Reflective teaching is interesting, in a sense that it is, for teachers, a lifelong journey of self- discovery and self- appraisal. It calls for change and breaking up with the routine.

9- Reflective teaching is important for teachers because it encourages them to search for practical solutions that are based on situational understanding of classrooms realities. It also discourages teachers to rely on ready made decisions that might be far removed from classrooms realities.

- 10- Reflective teaching contributes to the betterment of the students learning outcomes.
- 11- Reflective teaching combine theoretical knowledge with practice, to adopt critical thinking skills and to find solutions that fit best in unexpected situations.
- 12- Reflective teaching is time consuming, but it worth the effort and pays off. Teachers just need to be open-minded, wholehearted, and committed to ongoing professional development.
- 13- The goal of reflective teaching is not necessarily to address a specific problem or question defined at the outset, but to observe and refine practice in general on an ongoing basis.
- 14- Reflective teaching is job-embedded, that is to say it is grounded in day-to-day teaching practice.
- 15- Reflective teaching enables teachers to grow and develop professionally and intellectually.

5.3 The recommendations of the study

In light of the findings of this study and the literature in the field of reflective teaching practice, the following implications and recommendations were drawn for the development of reflective teaching. The researcher beliefs that the recommendations of this study, if realized, will bring about positive methodological change in the realm teaching and learning of English language in Sudan. He also beliefs that these recommendations are of great value to the potential audiences, namely teachers and teachers trainers.

- 1- Reflective teaching should be incorporated as an essential component within the study plans of all the faculties of educational as well as the educational institutions in Sudan.

- 2- Reflective teaching should be incorporated as an essential component within the in-service training/educational programmes of teachers in Sudan.
- 3- School principal, teacher trainers, and supervisors in Sudan should be familiarized with and trained in reflective teaching.
- 4- In a highly competitive world where words like quality, excellence, and professional development are gaining currency, teachers must embrace and practice reflective teaching.
- 5- In countries, like Sudan, where chances for ongoing professional development are slim, reflective teaching is a must for professional development.
- 6- Teachers should not think of themselves or seen by others as passive technicians who strained to operate from passed -down fixed, teaching methods; Instead, they need to seriously question the suitability, validity or relevance of these methods to specific learning and teaching contexts.
- 7- If teachers are to develop professionally and learn to teach in new ways, they should view schools as places for them as well as their students to learn.
- 8- To maintain an ongoing professional development, teachers should not wait to be taught. They should take the initiative and fight their own battle to maintain ongoing professional development, and this is possible if they practice reflective teaching.
- 9- Microteaching and peer teaching should be part and parcel of all teachers training/education programme in Sudan because they are good platform for student teachers to practice reflective teaching.
- 10- In Sudanese schools, the principals and the teachers should encourage and create the conducive environment in which reflective teaching flourish.
- 11- While doing their practicum period, student teachers should be assessed, evaluated and given mark only on the basis of their teaching technicalities and

professional knowledge base, but also on their level of reflectivity and gaining knowledge from lived experience.

12- There should be an open channel of communication between teachers and the educational experts/theorists. This is not only for the sake of giving feedback on the experts' decisions, but also for negotiating the experimental knowledge, that the teachers gained as a result of reflection, with the experts.

13- Teachers should not see themselves or thought of by others as only knowledge consumers, but also as knowledge producers.

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APPENDICES



بسم الله الرحمن الرحيم
جامعة وادي النيل
كلية التربية
قسم اللغة الانجليزية



التاريخ: 2015/09/30م

الأخ: عميد كلية الدراسات العليا - جامعة شندي المحترم
السلام عليكم ورحمة الله وبركاته،،،

الموضوع: طالب الدكتوراه: بابكر عبد المعروف أحمد

بالإشارة إلى الموضوع أعلاه، نفيدكم بأن الطالب: بابكر عبد المعروف أحمد،

قد قام بإجراء جميع التصويبات اللازمة التي أوصت بها لجنة المناقشة والتحكيم، وهذه بمثابة

إفادة منا بذلك.

ولكم وافر الشكر والتقدير،،،

د. محمد بكرى محمد الحسن

عضو لجنة المناقشة والتحكيم والممتحن الداخلي