التدريس التأملي: طريقة مقترحة لتحسين تدريس اللغة الإنكليزية

أطروحة تقدمت بها

أسماء يحيى قاسم أحمد

إلى

في

اللغة الإنكليزية وعلم اللغة

بإشراف

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Reflective Teaching :
A Suggested Approach for Improving English Language Teaching

A Thesis Submitted By

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To

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Supervised By

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بسم الله الرحمن الرحيم

نَرْفَعُ دَرَجَاتٍ مَنْ نَشَاءُ

وَفَوْقَ كُلِّ ذِي عِلْمٍ عَلِيمٌ

صدق الله العظيم

سورة يوسف، آية ٧٦

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صدق الله العظيم

سورة يوسف، آية ٧٦

Dedication

In The Memory Of ..
> *My Father & My Mother*

And ..
> *My Brother ((Muyasar))*

Faithfully to ..
> *The one who make*
> *my dreams come true*
> *My Brothers*
> *And Sisters*

To ..
> *Dear Sister Dr. Azhar*
> *With love*

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قرار لجنة المناقشة

نشهد نحن أعضاء لجنة التقويم والمناقشة، بأننا قد اطلعنا على هذه الأطروحة الموسومة بـ : ((**التدريس التأملي: طريقة مقترحة لتحسين تدريس اللغة الانكليزية**)) وناقشنا الطالب في محتوياتها وفيما له علاقة بها فوجدنا أنها جديرة بالقبول لنيل شهادة الدكتوراه في اللغة الانكليزية وعلم اللغة.

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CHAPTER ONE

1.1 Introduction:

Recently, there has been gradually some shift in focus on language learning to language teaching since teaching is rather complex and involves much more than simply performing certain behaviours in front of a group of students (Parkay and Hardcastle, 1990: 48). In addition, teaching needs self-awareness, i.e. the ability to reflect on one's teaching and gradually improve and develop one's skills as a teacher; a point that complies with Doff's view (1990: 278) that self-awareness encourages teachers to think critically about what happens in their own classes, and to be prepared to observe and comment on each other's teaching. In the same vein, many educators and applied linguists state that teaching as a process involves systems of beliefs that are founded on the goals and values that teachers hold in relation to the content and process of teaching. For instance, Richards and Lockhart (2004: 30) argue that beliefs and values serve as the background to much of the teachers' decision-making and action and hence constitute what has been termed as the culture of teaching. Moreover, teaching, as a means of conducting the designed lesson to gain what has been set as the objectives through the teacher by considering him the hallmark of the process, needs a deep focus on the development of the methods and strategies that intend to create a successful teacher. What is more important in this respect, educationally speaking, is that focus on teaching should be on the improvement of the teacher's role not only by creating a warm and

humanistic atmosphere, but also by understanding teaching as an effective process that is deeply reflected inside the teacher's mind. Thus, Richards and Lockhart (2004: 1) state that a recent trend in language teaching is being away from methods and other external views of teaching to an approach that seeks to understand teaching in its own terms. Such an approach starts with teachers themselves and actual teaching process, and seeks to gain better understanding of these processes by exploring with teachers what they are doing and why they are doing it, all for the sake of the construction of an internal view of teaching.

Added to that, the construction of an internal view of teaching is of great value for teachers as it gives opportunities for practice which enables them to learn differently. This view is enhanced by many educators and researchers such as Wilson et al. (1987) who state that teachers learn from their own practice whether this learning is described as the monitoring and adjustment of good practice or analyzed more completely according to a model of pedagogical reasons. Anyhow, teachers gain new knowledge and understanding of their students, schools, curriculum, and instructional methods by living the practical experiments that occur as part of professional practice (Dewey, 1963; Schon, 1983). They also learn from their own practice by using different types of teaching research or "action research", namely creating journals, essays, classroom studies, and oral inquiry processes (Cochran-Smith and Lytle, 1993 cited in Bransford et al., 1997).

1.2 The Problem to be Investigated:

Teachers' teaching of English as a foreign language can be considered a golden chance for improving teaching both theoretically and practically. Unfortunately, within the Iraqi context, there has been no serious and satisfactory view of teaching by teachers and supervisors of English. This is usually accompanied with much misunderstanding and lacking of the recognition of the nature of the process of teaching. Moreover, noticeable inability is noticed on the part of teachers themselves to improve the teaching process as they are ignorant of how to improve the teaching process, find themselves not ready to participate in researching such a point, and lack the useful means for reflection (i.e. self-evaluation).

1.3 Aims of the Study:

Research on teachers thinking is expected to boost reflective approach since it seeks to understand the nature of teaching. Hence, the main aim of the current study is to cast light on certain relevant points and to carry out a scientific and objective inquiry into the Reflection (henceforth R) and Reflective Teaching (henceforth RT) practised by Iraqi Teachers of English at the preparatory level. The latter has been the researcher's focus of study so as to arrive at the following aims:

- Measuring Reflective Teaching (RT) practised by Iraqi Teachers of English at the preparatory level.

- Investigating the differences in (RT) between teachers according to certain variables, namely gender (males/females), years of experience in language teaching (long, medium, short) and place of graduation (College of Arts/College of Education).

1.4 The Hypotheses:

To achieve the aims thoroughly, one main and three sub-hypotheses have been set. The latter are related, in the main, to Reflective Teaching Approach (henceforth RTA) practised by teachers of English at the preparatory level in Iraq. The hypotheses are:

A. The Main Hypothesis:

- There is no RT practised by teachers of English at the preparatory level in their teaching of English.

B. The Sub-Hypotheses:

- There is no statistically significant difference in the RTA practised by teachers at the preparatory level in teaching English according to gender (males/females) variable.

- There is no statistically significant difference in the RTA practised by teachers at the preparatory level in teaching English according to years of experience (long-medium-short) variable.

- There is no statistically significant difference in the RTA practised by teachers at the preparatory level in teaching English according to teachers' place of graduation (College of Arts/College of Education) variable.

1.5 Limits of the Study:

The present study is limited to the investigation of the reflective approach in teaching English as a foreign language (henceforth TEFL). The sample of the study has been limited to the teachers teaching English at fifth grade preparatory in Iraqi schools during the academic year (2005-2006).

1.6 Value of the Study:

The present topic is expected to be of great value as it is hoped to help teachers of English as a foreign language monitor their teaching reflectively, before, during and after the practical lesson, and make them recognize thoughtfully the significance of exploring the cognitive dimensions of their ideas, judgments and discussions that influence the nature of teaching.

Added to that, the exclusive literature review within the current research is expected to be of benefit to those who might be interested in the theoretical background of reflection in language teaching. It is also intended to work as a source of better understanding of the empirical part of the work as a suggested approach for improving the teaching process of English as a foreign language at the preparatory schools.

Finally, as it is stated by some researchers, for instance Onat-Stelma and Stelma (2006: Internet), studying reflection in teaching is important in terms of being a vehicle for understanding class dynamics and challenges faced by teachers and could be a bridge between theory and practice.

1.7 Definition of Basic Terms:

The terms Reflection and Reflective Teaching Approach take on different meanings for different people. Below are some definitions of both terms:

A. Reflection (R):

1. Reflection is more than "thinking" and focuses on the day-to-day classroom of the individual teachers as well as the institutional structures in which teachers and students work (Bartlett, 1990: 204).

2. Reflection is the sense of thoughtful consideration as well as the sense of monitoring, symbolizing or representing (Pennington, 1992: 49-65).

3. Reflection is not just a tool for teachers but it is a reflective process that brings the personal theories into active awareness, allowing the professional to use them reliably and intentionally when determining professional development (Stickle and Trimmer, 1994: 102).

4. Reflection means the process of making sense of one's experiences by deliberately and actively examining one's thoughts and actions to arrive at new ways of understanding oneself as a teacher. Included in this definition is a consideration that reflection can be enhanced when conducted with other individuals (Schon, 1983; Loughran, 1996).

5. Reflection in teaching refers to teachers subjecting their beliefs and practices of teaching to critical analysis (Farrell, 1998: 10).

- Operational Definition:

Reflection means the assumption that refers to thinking about teachers' actions and reactions as they are teaching so as to improve their teaching professionally. This cannot occur by merely training the pre-service teachers but also by probing, inquiring and challenging in the context of learning about teaching.

B. Reflective Teaching (RT):

1. Reflective Teaching means the study by classroom teachers of the impact of their teaching on the students in their classroom (Cross and Angelo, 1998: 3).

2. Reflective Teaching recognizes the thoughtful nature of teachers' work (Gimenez, 1999: 129-143).

3. Reflective Teaching means looking at what you do in the classroom, thinking why do it, and thinking about if it works as a process of observation and self-evaluation. Furthermore, reflective teaching implies a more systematic process of collecting, recording and analyzing thoughts and observations, as well as those of students, and then going on to making changes (Tice, 2000: Internet).

4. Reflective Teaching is a process in which practitioners are engaged in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners (Florez, 2006).

5. Reflective Teaching is to look back over what has been done so as to extract the net meanings, which are the capital stock for intelligent dealing with further experiences. It is the heart of intellectual organization and of the disciplined mind (Pacheco, 2006: Internet).

- Operational Definition :

Reflective Teaching means teachers being engaged in a continuous cycle of self-evaluation to understand their own actions. It encourages teachers to generate and share their insights about teaching. In other words, reflective teaching involves teachers active process where they reflect their current and past knowledge and experiences to generate new ideas and concepts. In this respect, critical pedagogy and feedback can be considered the bases which emphasize active implementation, self-evaluation and refining ideas through experience to shape the concepts of reflective teaching and practice.

CHAPTER TWO

Theoretical Background

2.1. Language Teaching:

Language teaching, according to Fromkin & Rodman (1983: 1) is both an art and a science that requires certain essential elements in which a teacher can master through practice so as to become an effective teacher. It becomes quite an active and fruitful process if it is directed correctly and purposefully. It involves accurate steps which depend on various views concerning evolution of three views that are widely held in research teaching (Freeman, 1996: 88-115). The first is the behavioural view which focuses on what teachers actually do, and attempt to connect their actions to student learning. The second is the cognitive view that sees skilled teaching as a combination of thinking and doing. In this respect, Kwo (1994: 113-130) and Pope (`1991: Internet) provide a good summary: "Recent research on teaching and teacher education that has brought a shift of emphasis to teacher's thought process with descriptions of mental activities of teachers appreciation of the visible behaviours of teachers has been broadened". The third perspective is the intervisit view that sees skilled teaching as knowing what to do. Research in this domain has revealed that experienced and effective teachers interpret the available information in their own particular settings, make decisions, and act on them. It is within this context, the intervisit view of teaching that reflective teaching occurs.

On their part, Myers and Myers (1995: 507) indicate that the act of teaching is a culmination of everything a teacher has learned prior to the point of planning and implementing a specific lesson. They say:

> ***It involves the teacher's knowledge, skills and values concerning (1) Purpose of school, (2) Effective teaching, (3) Child development, (4) Theories of learning, (5) How schools and classrooms operate as organizational cultures, (6) Philosophy, (7) Subject-matter content, and (8) Curriculum. It requires a teacher to put everything together to encourage desired learning in students. Because of its complexity, teaching can be analyzed from a number of perspectives.***

Thus, the act of language teaching is described through a cycle of lesson planning, evaluating, and replanning as presented in figure (1).
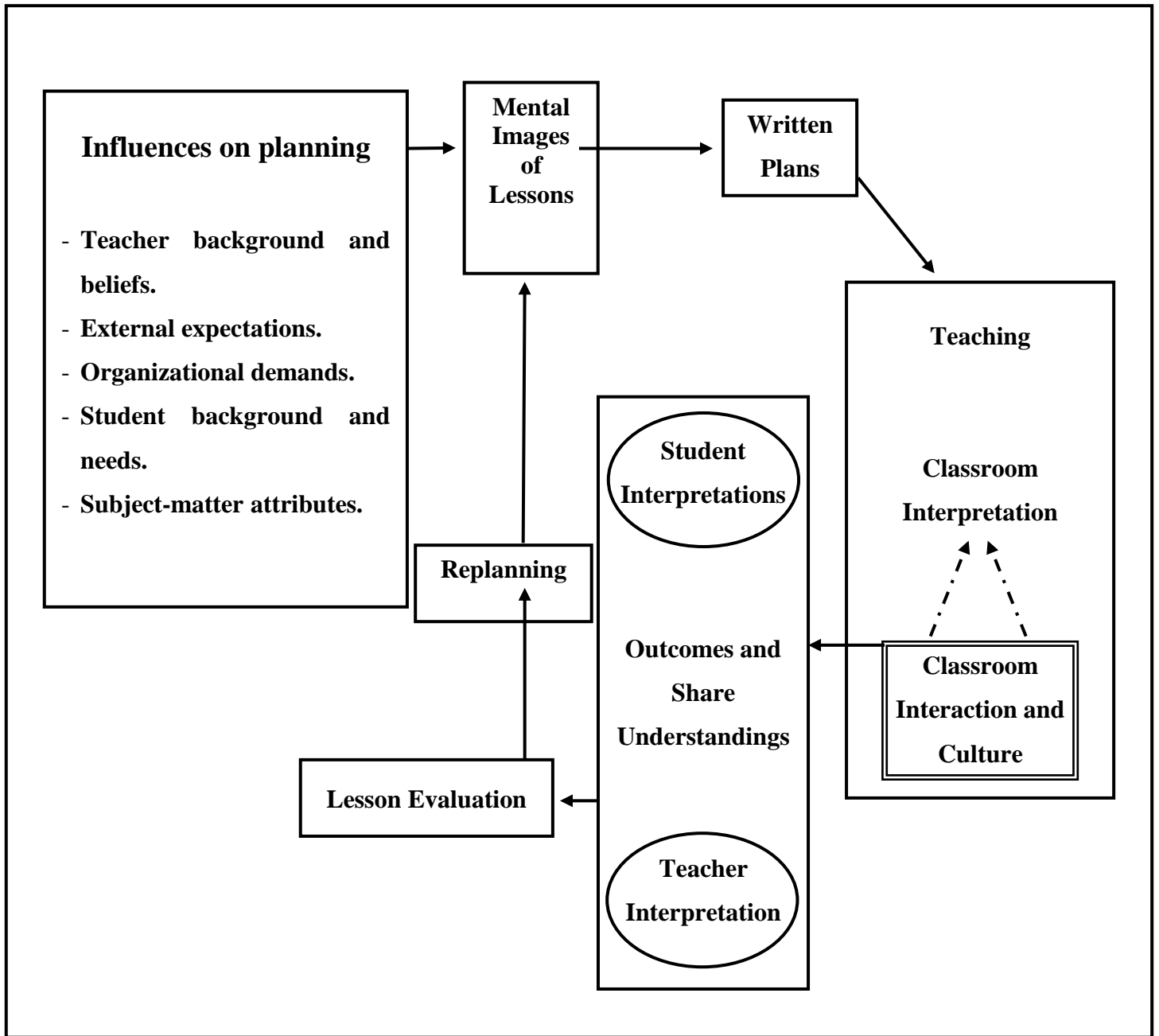
Influences on planning

- Teacher background and beliefs.
- External expectations.
- Organizational demands.
- Student background and needs.
- Subject-matter attributes.

Mental Images of Lessons

Written Plans

Teaching

Classroom Interpretation

Student Interpretations

Outcomes and Share Understandings

Teacher Interpretation

Replanning

Lesson Evaluation

Classroom Interaction and Culture

Figure (1)

The Cycle of Planning, Evaluating and Replanning

(Adopted from Myers and Myers, 1995: 507)

Teaching is not a monologue; it is rather a dialogue. It is a very interpersonal relationship. It has to do with people, with individuals, and consequently be shaped as something unique by all the individuals concerned. Teaching is more than giving information to people; it is rather how to give not only what you teach but how you teach. In and through such a relationship you can form yourself as a teacher fronted instruction, i.e. a teaching style in which instruction is closely managed and controlled by the teacher where students often respond in union to teacher questions, and where whole-class instruction is preferred to other methods (Richards et al., 1992: 374).

Furthermore, the act of teaching is a constant processing of options available. The teacher can decide to do something else, or not to do anything at all. In order to be a good teacher, you should be aware of the many options available to you as possible. This may enable the teacher to generate his own rules and guidelines, as to what works and what does not (An ELTC Occasional Paper, 1975: ix) and (Sharp, 2003: 243-247).

Good teaching does not happen automatically, it is the product of a continual cycle of planning, acting and reflecting (Susan et al., 2003: 247). Therefore, reflective practice is becoming a dominant paradigm in ESL/EFL teacher education programmes worldwide. Likewise, reflective teaching needs good teaching, i.e. deep recognition and capacity of the profession of teaching process. Additionally, one of the most important alternatives of good teaching is self-awareness; the ability to reflect on one's own teaching and so gradually improve and develop one's skill as a teacher. So, self-awareness encourages teachers to think critically about what happens in their own classes and to be prepared to observe and comment on each other's teaching (Vella, 1994: Internet) and (Johnson and Helen, 1999: 280).

2.2. The Term Reflection:

Although the 90s of the past century outline the decade of reflection in teacher education, the meanings of reflection are not clear-cut in spite of the fact that, basically, reflection has been contrasted with routine. To understand the meaning of "reflection", it is crucial to present various views in this respect. For instance, Dewey (1933: 87) characterizes reflection as a special form of thinking. It stems from doubt and perplexity felt in a directly experienced situation and leads to purposeful inquiry and problem resolution (cited in Gimenez, 1999: 129-143) .Moreover, reflection can play a crucial role in the process of teaching since it develops teacher's job and, therefore, reflection is acknowledged to be a key component of many models of teachers development. Added to that, part of teachers' development is their ability to reflect on their students or themselves. In other words, RT can be embedded in teacher development; that is how teachers develop their experience as teachers (Diamond, 1991; Nunan, 1993: 39-50; Woods: 1993). In Bartlett's opinion (1990), the process of reflection should aim at becoming a critically reflective teacher. In order to do this, teachers have to transcend the methodological stage and become immersed in the wider context of actual teaching. Bartlett distinguishes between "how to questions" and "what/why questions". How to questions would be those questions directly related to the methodological concern of teaching, whereas what/why questions extend the reflective process to include issues (cited in Posteguillo and Palmer, 2000: Internet).

In an attempt to draw a fixed definition of reflection, educators, philosophers and applied linguists have paid the matter much consideration. Consequently, the recent research movement has had the result of noticing its combination with the process of teaching and learning. Anyhow, when teachers find themselves in a case of being unaware of the process of TEFL, they will find themselves ready to unpave their way of teaching, only when they have their enthusiasm and motivation to change aiming to develop their teaching process. Such an attempt involves finding the internal view of teaching and this is the start for RT. Exploring such a point can be done by collecting information about what goes on in the classroom, then analyzing and evaluating this information.

However, reflection involves many dimensions to be applied and is typically used by teachers in terms of the relevance of such dimensions. For instance, if the aim of reflection integrates before, during or after the lesson, it means that the reflection indicates two important dimensions namely reflection-on-action which refers to the state where teachers correspond to planning and post lesson thoughts, with time as the basic parameter, and reflection-in-action which entails interaction with students (Orlsky & Smith, 1972: 412-414). Consequently, Van Mannen (1977: 205-228), Zeichner and Liston (1987: 22-48) and Carlgen and Handal (1994: Internet) focus on reflection in terms of its content. This can be the right point if a distinction is made between reflecting about teaching and reflecting about the social conditions which influence one's

teaching. Anyhow, attempts to define reflection in teacher education have focused on the following dimensions as teacher educators and writers in general domains have incorporated their own particular notions: (a) The moment of reflection (before, during or after action). This point is attributed to Schon's (1983) notions of (reflection-in-action), i.e. interaction with students and (reflection-on-action) i.e. planning and post-lesson thoughts. (b) The content of reflection. This dimension was coined by Van Mannen (1977: 205-228) and Zeichner and Liston (1987: 22-48) and refers to reflecting about teaching and the social conditions. (c) The mode of reflection. It indicates teachers interest to reflect more systematically on the teaching process individually or collectively (Zeichner, 1994: 9-27). (d) Depth and speed of reflection. This distinction is made by Griffiths and Tann (1992: 69-84) whose typology includes: rapid reflection-instinctive and immediate; repair-habitual, pause for thought, fast, on the spot; review-time out to reassess over hours and days; research-systematic, sharply focused, over weeks or months; and retheorizing and reformulating-abstract, rigorous, clearly formulated, over months or years. (e) Levels of reflection. There are three levels in the theory of cognitive interests. Gimenez (1999: 129-143) refers to them as: technical, practical and critical levels.

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2.3. Types of Reflection:
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Though reflection has been a unique term in language teaching, it varies in its meaning as many educators, applied linguists and linguists have indicated. The distinctive meanings of reflection are connected with reflective practice. Many educators and authors like Fuller (1970), Schon (Schon: 1983; 1987), Schulman (1987: 1-22) … etc., identify five types of reflection and attribute them to reflective practice in the field of language teaching. ***Technical Rationality*** is the first type of reflection which examines teaching behaviours and skills after an event, such as a class. Reflection here, as Van Mannen (1977: 205-228) indicates, "focuses on effective application of skills and technical knowledge as well as cognitive aspects of teaching". Concerning the second type of reflection, Schon (1983; 1987) considers ***Reflection-in-action*** as the centre of teaching practice in profession. ***Reflection-on-action*** is the third type of reflection. When teachers think of what they have done in the classroom, they think back for discovering how their knowledge may contribute to unexpected action (Hatton and Smith, 1995: 33-39). Furthermore, Killon and Todnew (1991: 14-16) suggest ***Reflection-for-action*** as the fourth type of reflection. They point out that in this type of reflection teachers guide future action for practical purpose. Finally, the last type of reflection, namely ***Action Research***, typically involves "small-scale investigate projects in the teacher's own classrooms" (Snell; 2002). It is concerned with transformation of research into action. However, the types of reflection can be varied more and more depending on the promoting of RTA. For instance, ***Self-Monitoring*** is suggested as another type of reflection. Teachers attempt to record a lesson by video (audiovisual machine) or recorder (audio machine) as a source of

feedback on their teaching so as to improve their own performance over time. Richards (1990, 33-34: Internet) argues that "self-monitoring shifts the responsibility for initiating improvement in teaching practices from an outsider such as a supervisor, to teachers themselves".

Taking on the belief that reflective teachers build their personal theories about teaching and learning as a main part of their reflection, some researchers, namely Killion and Todnew (1991: 14-16) have presented the term reflection depending on the above mentioned belief and for them there are three types of reflection: (1) *Reflection on practice* which occurs after teaching has taken place and the teacher is looking back, assessing how things went, (2) *Reflection in practice* occurs as teaching is happening and the teacher is monitoring how things are going on, (3) *Reflection for practice* occurs as a result of the first two types. It takes place as teachers use their ideas about past practices to plan for new lessons (Cited in Myers and Myers, 1995: 508).

2.4. Models of Reflective Teaching:

Due to the lacking of a comprehensive approach to the study of RT, there have been several models of RT and as follows:

The first model is called the **visual model**. It was first conducted by Wallace (1991: 6-17) who refers to it as a "shorthand way of referring to the continuing process of reflection on received and experienced knowledge in the context of professional action (practice)". Meanwhile, the experienced knowledge is a very important factor in a sense that it is connected with often-tacit understanding of teaching learning development by teachers own experiences. It is worth

mentioning that five components of a language teacher development in terms of the visual model of RT have been presented as a result of teachers experiences. They are coherently introduced by Farrell (1998: 10) to be considered as the unity of RT model. They are: (a) producing several activities for teachers to have various opportunities for reflection, (b) building some ground rules to the process and into each activity, (c) making provisions for four different kinds of time (individual, activity, development, period of reflection), (d) providing external input for enriched reflection, and finally (e) providing for affective states.

Richards (1990: 48) identifies three more models of teacher training that have been described and implemented at various institutions of teacher education in Europe :

1. The **Craft Model** where the trainee learns by imitating expert techniques, and following the expert's instruction and advice.

2. The **Applied Science Model** where the trainee learns by putting into practice the findings of scientific knowledge and experimentation conveyed to him by those who are experts in the field.

3. The **Reflective Model** where received knowledge derived from research findings is combined with experiential knowledge (which relates to trainee's practical on-going experience) to form so- called knowledge in action (Wallace, 1991: 6-17; Komorowska, 2003: 116).

By the same token, some other educators and authors suggest another model of reflection that contains teachers sharing reflections in

the process of language teaching. This model can be summarized in the following six steps:

1. Getting a group of teachers together to talk about teaching,

2. Collecting data from actual classroom teaching situations and then analyzing, evaluating and interpreting it in the light of their unique context,

3. Self-observation with audio and/or video cameras observation by critical friends,

4. Journal writing for reflection and comment by a group member,

5. Going to conferences, workshops and subscribing to profession, and

6. Taking an action research project for publication in order to show it to colleagues (Richards, 1990, 33-34: Internet).

In the light of what has been so far stated, reflective models show their combination with teachers process of language teaching and learning. Yet studies continue finding the extra ones for other purposes. In other words, some educators and applied linguists stress the fact that there is a gap between linguistic theory and language teacher education. They indicate that theoretical linguistic input is systematically taught separately from practical methodology in language teaching. As such, they try to find a solution for such a problem as their undergraduate students finish their English studies with the idea that language teaching and linguistics have nothing in common (Posteguillo and Palmar, 2000: Internet). However, in Bartlett's view (1990), reflection aims to create a critical reflection teacher. For such a reason, Bartlett focuses on making the shift in teachers question from "how" to "what/why questions", and presents the following reflective model. See figure (2).
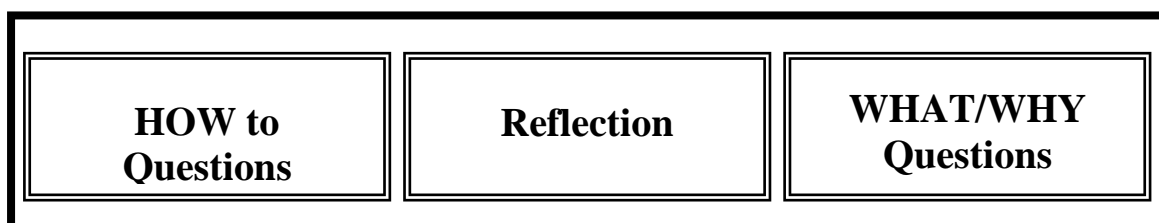
| **HOW to Questions** | **Reflection** | **WHAT/WHY Questions** |

Figure (2)
Bartlett's Reflective Model (Adopted from Bartlett, 1990)

Hence, subjects on methodology and teaching skills give standpoints to teachers question (How), while courses on sociolinguistics and applied linguistics can be answers to what/why questions. Anyhow, figure (3) shows the reflective integration of linguistic theoretical input in a practical methodological framework for the aim of maintaining the essence of the reflective process:
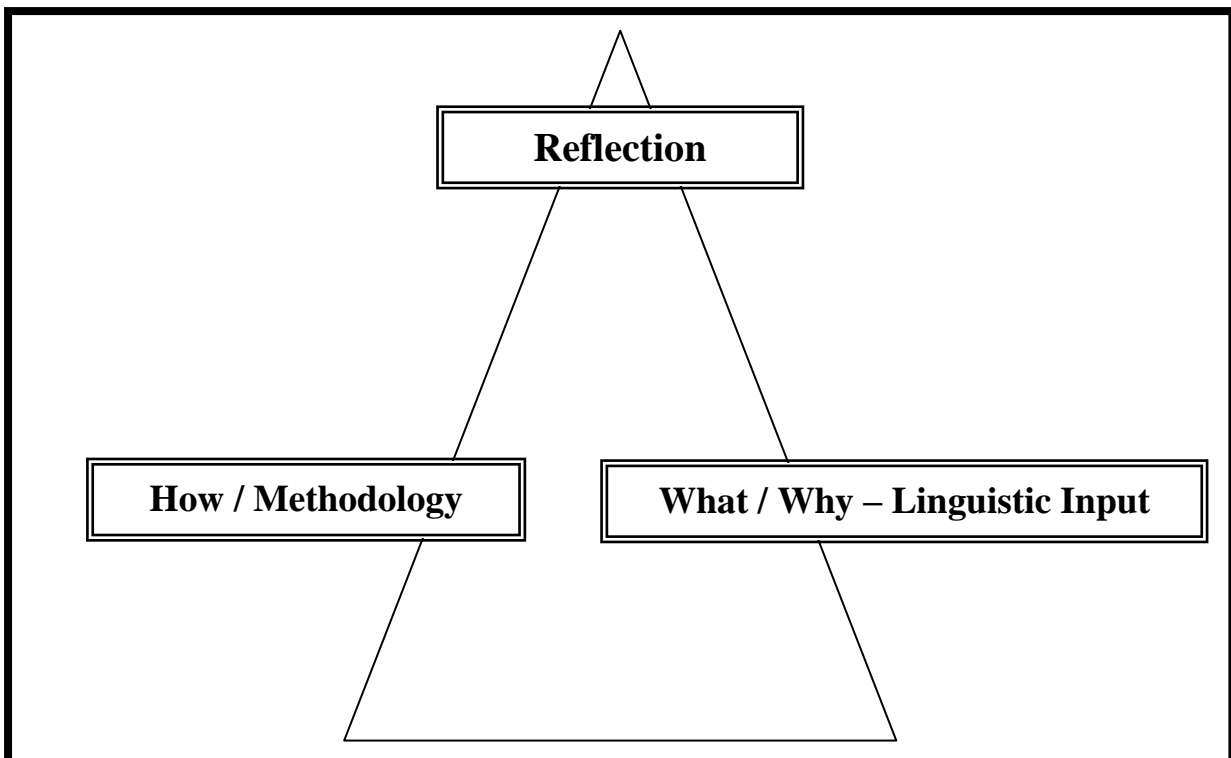
Figure (3)
Reflective Integration of Methodology and Linguistic Input
(Adopted from Bartlett, 1990)

As a solution for this problem, prospective language teachers should be equipped with a substantial set of linguistic skills which they may apply in the practical development of their teaching profession.

Other researchers have examined reflection in terms of teacher elements or things they do in the process of reflection. In this respect, RT can be considered an intellectual tool that good teachers use before, during and after their lessons as an organized way of deciding what to do in the future each time they face a class of students. For instance, Sparks-Langer and Colton propose a model of RT in terms of three elements, namely (a) The cognitive element which involves two intellectual acts: First, gaining the knowledge that the teachers need to think seriously about their teaching and second, constructing the intellectual schemata of facts, concepts, generalizations and experiences they use to make sense out of that information and apply it to their practice, (b) The critical element of reflection that engages political, moral, ethical and values questions. These questions go beyond, Will it work? They ask things such as, Is it right to do this? (c) The narrative element of reflection which refers to the developing of the teachers own interpretation of the situation (voices of teachers themselves). It means the process that take many forms like: **Writing iournals** , **logs, self-interviews**, **conferences**, **and conversations with colleagues** (cited in Myers and Myers, 1995: 507-508).

On the other hand, Loughran (1996: Internet) indicates that the RT does not occur by merely "training the pre-service teachers, but rather by probing, inquiring and challenging … in the context of learning about teaching". Therefore, he proposes a model which consists of reflecting during the act of planning the lesson **(anticipatory reflection)**, and during the actual teaching of the lesson **(contemporaneous reflection)**, as well as after the lesson **(retrospective reflection)**.

Finally, Cosh (1999: 22-27) proposes a model of reflection called **"peer observation"** that is frequently carried out for the purposes of appraisal or judgment of the observed, and this can be detrimental both to teacher's confidence, and to the supportive teaching environment. According to this model, the focus is placed on being developed rather than on self-awareness and self-development.

2.5. Why Reflective Teaching?

Teachers ability to focus on their teaching practice is not obvious unless they have applied empirically what they want to reflect. However, in general, teachers need the opportunity to reflect on their performance and to evaluate their classroom skills and management strategies. Feedback from experienced teachers can be valuable to create such opportunities. Moreover, Susan et al. (2003: 24) indicate that to have fruitful feedback that leads to reflection and teachers development involves asking colleagues to observe teachers performance or comment on their work. This work will make teachers gain confidence in the classroom, make their reflective skills more personalized and enable them to identify certain areas of the process of teaching. Furthermore, the

practice of RT provides teachers with coherent data and procedures of active participation. Freeman (1996: 88-115) indicates that reflective teaching allows teachers to situate their stories in terms of their performance inside the classroom. Accordingly, RT comes as a response to professional development which depends on critical development. Richards and Lockhart (2004: 33-34) articulate five components of one's professional development, namely (1) an informed teacher has an extensive knowledge about teaching, (2) much can be learned about teaching through self-inquiry, (3) much of what happens in teaching is unknown to the teacher, (4) experience is insufficient as a basis for development and finally (5) critical reflection can trigger a deep understanding of teaching. Additionally, "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 ideas are guided by reflection and critical thinking" (Richards, 1990: 5).

In the same vein, Farrell (1998: 10) identifies critical reflection as a crucial factor for achieving RT and having professional development in teachers. The researcher defines it as "an activity or process in which experience is recalled, considered and evaluated, usually in a broader purpose". In a more recent article, Pennington (1995: 705-731) emphasizes that teacher's change and development require an awareness of a need to change. The researcher identifies two components of change: innovation and critical reflection. The researcher also defines teacher development as a metastable system of context interactive change involves a continuous cycle of innovation behaviour and adjustment to circumstances. In her recent study of how eight secondary teachers moved through a change cycle as they learned about innovation, the

researcher notes that through 'deep reflection', "teachers have been able to reconstruct a teaching framework to incorporate the previous contradirectory elements".

2.6. How Can Reflection be Achieved?

The attempt of achieving reflective teaching (RT) is so fruitful since it states the bases for gaining the development of the profession of language teaching. Concerning this point, RT can be directed towards two important factors namely, an activity and an approach. An activity indicates providing student teachers with a controlled teaching experience and knowledge about the nature of teaching. This is found, to a large extent, in group divisions, giving identical lessons, determining learning event through an observable outcome, and reflective session to see the effects of the teaching experience. RT as an approach to teaching and teacher education refers to improving teachers' understanding of teaching and the quality of their teaching by reflecting critically on their teaching experiences (Richards et al. 1992: 311). This is on one hand. On the other hand, some authors and educators suggest RT in teaching by focusing on the learning process. In this respect, Breen and Candlin (1990: 89-112), Waters (1990: 305-315), Lange (1990: Internet), Prabhu (1993: 225-241), Nunan (1993: 39-50), Zeichner (1994: 9-27), Bailey (1996: 260-280), Gimenez (1999: 129-143) and Down and Carol (2003: Internet) suggest some practical ways wherein reflection can be carried out more systematically with a particular focus on the learning process.

Many of these procedures (i.e. practical ways) concern the generation of knowledge from experience. They are as follows: (a) Participating in language learning experiences. Concerning this point,

Waters (1990: 305-315), Breen and Candlin (1990: 89-112) and (Hoter: 2000: Internet) suggest that teachers seem forced to think about how they themselves learn and therefore, to consider how their learners might prefer to learn. Thus, by putting teachers in learners' position, and asking them to experience again the process of learning we can gain the first way of RT. (b) Remembering past experiences. Since teachers were learners in the past, they may be asked to re-live those experiences and to find out the more important factors in their own teaching. Gimenez (1999: 129-143) states that "as more and more we come to recognize that teachers are socialized through their various educational experiences, reflection on these experiences can uncover implicit beliefs about teaching and learning foreign languages". Thus, reflection here involves looking back as well as looking forward. (c) Carrying out action research / exploratory teaching. Two approaches constitute this point as were conducted by Nunan (1993: 39-50) and Allwright (1993: 125-135). Nunan worked with the idea of action research as problem solving whereas Allwright advocated exploratory teaching as pedagogy-oriented and was concerned with understanding rather than problem-solving. However, table (1) shows the contrast between these two approaches:

Table (1)

The Contrast between Action Research and Exploratory Teaching

(Adopted from Gimenez: 1999)

Action research	Exploratory teaching
1. Problem identification. A teacher identifies a problem in his (her) classroom.	1. Identifying a puzzle area.
2. Preliminary observation. What is going on? Recording and observing class over several days.	2. Refining thinking about that puzzle area.
3. Hypothesis-teacher uses too much English.	3. Selecting a particular topic to focus upon.
4. Planning teacher-intervention increases target language use.	4. Finding out appropriate classroom procedures to explore it.
5. Outcome-dramatic increase by students.	5. (e.g. group work discussions, pair work discussions, surveys, interviews, simulations, role-plays, drives, projects, poster sessions, learner to learner correspondence.
6.Reporting-article in teachers' newsletter.	6. Adapting these procedures to the particular puzzle you want to explore.
	7. Using these procedures in class.
	8. Interpreting the outcomes.
	9.Deciding on the procedures' implications and planning accordingly.

It is clear that both approaches reveal many differences but they lead teachers to think again about what they have already experienced. Accordingly, teachers will reflect on their practice as language teachers. It is worth noting here that the researcher in the present work has made

use of the action research approach in the Questionnaire she has prepared for measuring RTA in the Iraqi schools. See Appendix (2) (forms A& B).

On his part, Freudenstein (1987: 79-81) presents a proposal for achieving RT. Since his aim is to raise reflection and awareness of instructional element that help to isolate and overcome the more negative or boring sides of the daily teaching routine, he introduces the following three steps for RT:

1. The teacher should get his pupils and himself used to having a "silent observer" in the classroom during the lessons. A cassette recorder should be placed in the middle of the room and record all the teacher's lessons for a period of three or four weeks. After ten or twelve lessons have been recorded, the teacher picks out any of his cassettes at random. This is the one in which he is going to base his interaction analysis.

2. Here, the teacher has to decide which aspect of his teaching performance he wants to analyze. A practical guide for meaningful and relevant questions in this regard has been offered by Moskowitz, (cited in Fruedenstein: 1987, 79-81) in an empirical study in which a pattern of behavior is characteristic for teachers of English as a foreign language as it is clear in the following:

   - English dominates the classroom interaction, whether the teacher or the pupils are asking.

   - Pupils use English when asking questions.

   - The amount of teacher talk is less.

   - The teachers are expressive, enthusiastic and animated.

- The climate is warm and encouraging.

- The teachers give pupils more immediate feedback.

- The teachers often praise and make jokes.

- There is more laughter in their classes.

- The teachers personalize the content more.

- Student behavior is criticized very little.

- Less classroom time is devoted to pupils doing silent reading and written tasks.

- There is less writing on the board by the teacher.

- Fewer outline tasks are carried out by the teacher.

- There is a greater amount of warm-up questions, review, and focus on the skill of the speaking.

- There is a greater number of different activities per lessons.

- Drills are conducted rapidly.

- When correcting student errors, the teachers do so gently.

- Pupils assist the teachers more in setting up and running equipment.

Then, the teacher picks out the aspect that he is interested in or he finds relevant to improve the process of TEFL. When the teacher chooses the aspect, he must be aware of the following two recommendations:

(a) Start to analyze his lessons with regard to an aspect where he feels that his own behaviour is absolutely in line with the requirements

of the empirical study. Very often one's own feelings differ considerably from actual performance.

(b) Do not concentrate solely on genuine foreign language for aspects such as the use of English and the use of the students' mother tongue for communication. In the evaluation of classroom interaction, pedagogic consideration are just as important as methodological questions.

3. The teacher listens to his taped lesson by concentrating on the aspect he has chosen. For some items the teacher can use a stop-watch; other aspects can be evaluated by counting, e.g. How often your pupils laugh (and why)? Then, the teacher should analyze his findings with the data given in tables. Finally, he will have some indication of how he rates as a teacher the characteristic of a typical or an outstanding teacher of English (Freudenstein, 1987: 79-81).

Additionally, Van Manen (1977: 205-228) identifies the way teachers can achieve their reflections (reflective practice) and tie their levels of reflection to the amount of experience. Thus, he describes three levels based on what seems to be of prime concern to teachers doing of reflection. These three levels are:

1. Reflection concerned with the application in classrooms of knowledge and skills that the teacher has learned.

2. Reflection about the assumptions that underlie specific classroom practices and their consequences.

3. Reflection on the moral and ethical bases for teaching on one way rather than another or teaching with one content focus instead of another (cited in Myers and Myers, 1995: 506-507).

2.7. The Reflective Approach of Teaching:

In the past few years, the phrase RT has become a "buzz word" in the profession of teaching. But are the practice and philosophy of RT different from what well-prepared, effective caring teachers have always done? Surely, skilled teachers who are concerned about their work have always examined "their attitudes, beliefs, assumptions and teaching practices" (Richards & Lockhart, 2004: 1) and used the resulting insights to improve their teaching. Moreover, many educators and authors like Schon (1983; 1987); Zeichner & Liston (1987: 22-48) ; Tremmel (1993: 434-458) emphasize the influence of RT on education in general and language education in particular. They point out that the term RT has come to signify a movement in teacher education, in which student teachers or working teachers analyze their own practice and its underlying bases, and then consider the alternative means for achieving their ends. The focal concept of RT can be explained deeply through what Richards and Lockhart's statement that RT is "an approach 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" (2004: 48)

Recently, several publications have emphasized the role of RT in both initial language teacher education and subsequent professional development (Bartlett: 1990; Wallace, 1991: 6-17; Thornbury, 1991: 140-146; Ellis & Johnson 1994: Internet; Kwo, 1994: 226-274; Yochana, 1998: Internet; and Pugsly, 2000: Internet). They stress the fact that seeking for development of profession cannot be achieved in vain; it rather needs a crucial tool that is not found in any setting. RT here is considered the basic tool of professional development. It should begin in

the classrooms as teachers have to recognize the main steps right from the beginning of reflection process.

Authors, educators and applied linguists such as Pennington (1992: 49-65), Fenstermacher (1994: Internet) and Tice (2000: Internet), to mention but a few, state certain organized steps for RT, namely teacher diary, peer observation, recording lessons, student feedback, followed by the step to think, talk, read, ask and finally the step of exploring one's own classroom practice. Concerning the first step of RT, i.e. teacher diary, the term diary refers to a first person's account of some aspect of teaching or learning. Many researchers and authors like Campbell (1996: Internet) and Bailey (1996: Internet) refer to the formal analysis of the diary by either the same person or another researcher. This includes the accounts by the experienced teachers of their professional action. So, after each lesson, the teacher writes in a notebook about what happened (Tice, 2000: Internet). The second step is peer observation. Observation is a vital element in all teacher education programmes. This view supports what Parkay and Hardcastle's statement (1990: 113) that observation is the focal tool in language teaching especially when observations are focused. In other words, observations are more meaningful when they are focused and conducted with clear purposes. More specifically, for example, observers may wish to notice students' interests and ability levels, to study student responses to a particular teaching strategy, or to analyze the question and response patterns in class discussion. By so doing, observers notes will be determined by the questions that have been raised before they enter the classroom (Parkay and Hardcastle, 1990: 113). Furthermore, recording lessons either by video or audio tools can provide very useful information about reflection because they can reveal things that the teacher may be unaware of in the classroom.

Tice (2000: Internet) indicates that each type of recordings can serve certain points. For instance, audio recording can be useful for considering aspects of teacher talk that indicates several questions, namely How much does the teacher talk? How much time does he allocate to student talk? How does he respond to student talk? The same applies to video recordings of the aspects of teachers behaviour in questions like: Where does he stand? Who does he speak to? Students' feedback is the final step of experiencing RT. Through years of research on teaching, it has been proved that survey or questionnaires are highly reliable for assessing classroom teaching and feedback fact in particular. So, most instructors, at one time or another, ask some questions like: Are student evaluations valid and reliable? Are students good judges of effective teaching? Over time, do students tend to remain consistent in their judgments of effective teaching? Do students give the highest ratings to those introduced from whom they learned the most? What is the agreement between student evaluations and other qualified judges of teaching effectiveness? (V. Course Evaluation and Revision Chapter 14: Internet).

Traditionally, teaching process occurs in the classroom context between the teacher and learners (students). Yet, what distinguishes RT from the traditional teaching (henceforth TT) is the facilitator/participant roles ascribed to teachers. Breen and Candlin (1990: 89-112) suggest a third role of the teacher as a researcher and learner. This role is fulfilled when teachers themselves engage in reflective practice. For this reason, Struc (2002) introduces the practitioner teacher as a learner first and who in order to be effective in his practice, needs to reflect on what he is doing in the same way he expects of learners. In the same vein, Richards (1990:

48) suggests that reflective journals can be used to identify salient events in one's practice. Accordingly, once a teacher finishes carrying out the four steps he tries to think, talk, read and then ask.

To sum up, RT as it is explained by most authors, educators and applied linguists, is a cyclical process because once you start to implement changes, the reflective and evaluation cycle begins again: what are you doing? Why are you doing it? How can you do it better? As a result of your reflection, you might decide to do something in a different way, or you may just decide that what you are doing is the best way. And that is what professional development is all about (Tice: 2000: Internet).

2.8. Critical Reflection and Reflective Teaching Approach:

Teachers, to be successful in their profession, need not only the materials and strategies for teaching but also some changes to improve such a profession. Pennington (1995: 705-731) points out that teachers' change involves developing through a continual cycle of innovative behavior and adjustment to circumstances so as to gain progress at a rate which individual teachers are ready to reflect critically (Elbaz,1988: 171-181). Consequently, a recent development in teacher education has been a shift from information transmission models to approaches that promote critical reflection where teachers themselves act as their own source of information about what constitutes best practice. In other words, critical reflection (henceforth CR) can be considered an important teaching skill to develop as it has its perfect impact on RTA within the context of classroom.

CR is a term that means differently to educators, applied linguists and linguists due to its impact on the development of the process of TEFL in general and on RTA in particular. For instance, Hatton and Smith (1995: 33-39) state that CR is not only self-criticism of one's action with a view to improvement", but it also "implies the acceptance of a particular ideology." Moreover, Pennington (1995: 705-731) points out that CR is "the process of information gained through innovation in relation to teacher's existing schema for teaching". To be critically reflective, teachers have to transcend the technicalities of teaching and think beyond the need to improve their instructional techniques (Bartlett, 1990: 240).

Meanwhile, Richards in an interview with Farrell (1994: 94-95) states:

> *Critical reflection refers to an activity or process in which experience is recalled, considered and evaluated, usually 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 a source for planning and action*

On his part, Brookfield (1994: 203-216) points out that CR involves three interrelated experiences, namely (1) the experience of questioning and replacing or reframing an assumption, (2) the experience of taking a perspective on certain structures and collective actions, and (3) the experience of studying the ways in which ideas and their representations in action and structures are accepted as self-evident renderings of the 'nature' state of affairs.

Concerning the achievement of CR, Bailey (1996: Internet) and Bailey and Nunan (1998: 546-556) refer to learning autobiographies, teaching journal, teaching portfolios, video taping .. etc., as effective tools in this respect. This latter point is enhanced by Carr and Kemmis (1983: 43) as they argue that:

> *Teachers become critical not in the sense that they become negativistic or complaining, but in the sense that they gather their intellectual and strategic capabilities, focus them on particular issue and engage them in critical examination of practice through project.*

Furthermore, CR relies to a large extent on teachers' knowledge, both theoretical and practical. Such knowledge implies information about teachers, students, subject matter, and educational theory and research, and it forms the cornerstone for forming teachers' own experiences. In this respect, Parkay and Hardcastle (1998: 38) refer to five views of teacher knowledge base, namely (research-based competence, job analysis, state standards, personal development, and professional standards). See figure (4).
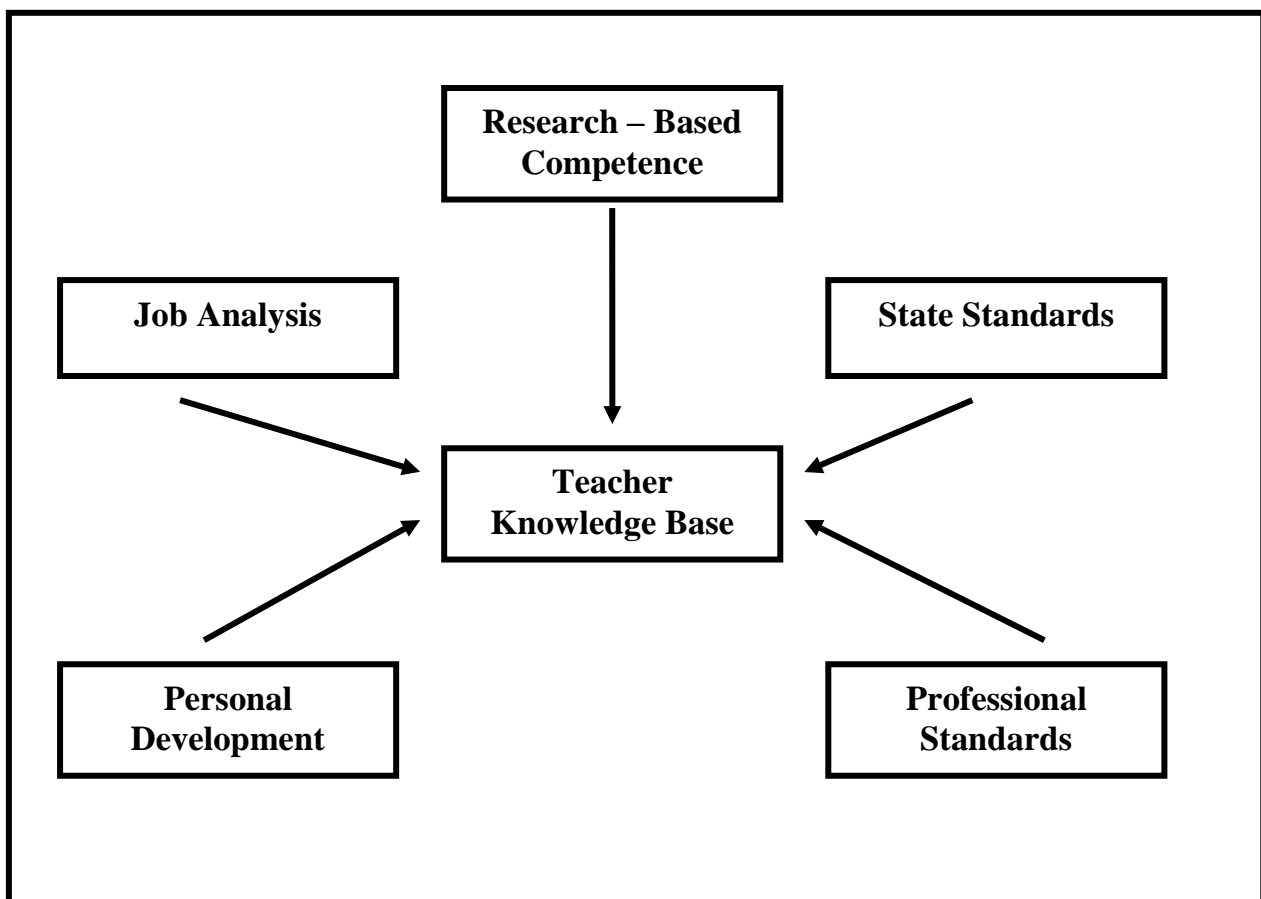

Figure (4)
Five Views of Teacher Knowledge
(Adopted from Parkay and Hardcastle, 1998: 38)

It is to be noted that teachers' professional knowledge requires developing the process of observation and reflection on the part of teachers so as to respond to students' needs and to reflect on the professional actions critically (Bailey, 1990: 43).

On their part, Ross & Kyle (1987: 40-44) identify five components of reflective thinking in terms of CR. These components of critical reflection are focal due to their relation with the process of TEFL educationally and practically. They are as follows:

1. Recognizing an educational dilemma.

2. Responding to a dilemma by recognizing both the similarities to other situations and special qualities of the particular situation.

3. Framing and reframing the dilemma.

4. Experimenting with the dilemma to discover the consequences and implications of various solutions.

5. Examining the intended and unintended consequences of an implemented solution and reevaluating the solution by determining whether the consequences are desirable or not (cited in Pickett, 1996: Internet).

2.9. Feedback and Reflective Teaching Approach:

Feedback forms an essential part of TEFL since it is a useful tool for developing the process of TEFL, shedding light on understanding the structure of classroom events, and interpreting the feedback teachers give to their students.

Educators, like Sinclair and Coulthard (1975: Internet) state that feedback involves studying interaction in the classroom and the structure of classroom discourse. On his part, Stubbs (1976: Internet) sees that observation is the key component of teacher's control on feedback. Furthermore, Richards (1994: 95) focuses on the importance of not only telling learners what they know and how well they have performed but also of increasing their motivation. Thus, reflecting on their own performance as teachers is one form of feedback.

However, feedback and RT are ways of continually challenging current behaviour and ensuring that teaching is developed and enhanced. In addition, Freeman (1982: 21-28), Gebhard (1984: 21-28), Edge (1993: 3-4), and Roberts (1998: Internet) see that since teaching practice and post observation feedback form an essential part of many initial teacher training course, they require many skills and techniques and hence there is a connection between feedback and teacher learning and change.

Again by adopting an action research (AR) cycle, teachers will be able to inform their practice and drive to feedback questions. As reflective practitioners in the process of understanding and evaluating their own practice, teachers become involved in "reflection-on-action" (Schon, 1983). Likewise, Altrichter and Posch (1989: 28) indicate that appreciative inquiry as style of action research could make valuable contribution to practice.

The work on feedback and reflection begin by asking why teachers have student participation? Why do not they just do all the talking themselves? Answers can be stored on, as they want to encourage active learning, they learn from what students say, therefore, students' participation has great effect on enhancing teachers' feedback and reflection in the process of TEFL (Dunber, 1997: 25). See table (2)

Feedback target is to gain two main functions in terms of RT. Teachers praise may actually inform students about the appropriateness of their perceptions rather than encourage or reinforce it. So, students, when given appropriate praise to their achievement, are encouraged to actively participate more in classroom events and thus, two functions will be gained as a result of that, namely motivational and instructional functions. Finally, students perceive the appropriate praise as a means of obtaining information about correct answers and desirable interaction (Ji, 2004: Internet).

Feedback requires three main elements, namely numeric (quantitative) evaluations, discursive (qualitative) evaluations, and reflection about and interpretation of the evaluations themselves. Furthermore, since feedback is of various types, it needs a few tools for getting both mid-term and end-of-term student feedback. Concerning the latter point, a study entitled "Developing a Teaching Portfolio: Documenting Teaching Effectiveness" (2006: Internet) gives an indication to the ratings of: (1) SEI student evaluation of instruction whose forms are typically filled out at the end of the quarter. Students are asked to assign a numerical value on a scale of 1 (poor)-5 (excellent) to various aspects of the course and the instructor. (2) Discursive student evaluation which the students offer in addition to the numerical ratings. These allow students to add more information about issues evaluated on SEIs and to address issues that do not appear on the SEI forms. For instance, you might ask them what about the course or instructor help them (don't help them) learn, their most (or least) favorite part of the course, how valuable certain assignments were, … etc.

Kamimura (2006: Internet) in his study entitled "Effects of Peer Feedback on ESL Student Writers at Different Levels of English Proficiency: A Japanese Context" aimed at exploring the nature and effectiveness of peer feedback in EFL writing classroom. High- and Low-Proficient Japanese EFL learners participated in the study where they exchanged comments with peers after receiving training in peer feedback. The two groups were compared in terms of their pre- and post-tests, original drafts and re-writes, peer comments and responses to the comments. It was found that peer feedback has overall positive effects on the compositions for both the high- and low-proficient students, with different patterns observed in the relationship between the comments and revisions that characterized the two groups.

2.9.1. Classification of Feedback:

There are varied classifications of teacher feedback. For Sinclair and Coulthard (1975: Internet), there is an evaluative feedback used by the teacher in discourse, which usually consists of accepting, evaluating and commenting. Richards' (1994: 95) classification includes saying that something is correct or incorrect, praising, modifying a student's answer, repeating, summarizing and criticizing.

Moreover, in Kennedy's (1993: 157-165) study entitled " Meeting the Needs of Teacher Trainees on Teaching Practice", two main types of feedback are given: (1) a pedagogic feedback (PF) which refers to acknowledgement or comment made by the teacher, with the purpose of correcting or evaluating the student's performance. It includes five

types identified as: PF1 that evaluates the learners' production positively, PF2 that evaluates the learners' production negatively, PF3 that corrects the learners' production, PF4 that gives the learners a clue for the right answer and then PF5 that prompts the learners to respond. (2) interactional feedback (IF) that refers to the comments made by the teacher, with no evaluative or corrective purpose, which may enhance the learner's linguistic production. It includes expressions of agreement, disagreement, or acknowledgement. Likewise, Altrichter and Posch (1989: 28) distinguish two other types of feedback concerning the situation awareness, namely (1) corrective feedback which is likely to apply to situations where there is perhaps a better answer for something such as the need to show an awareness of learner errors and being able to correct them sensitively or ensuring that there is a purpose for using an activity, and (2) confirmatory feedback (perfunctory) which is given in the context of praise in connection with what is that the teacher did well. Anyhow, confirmatory feedback is likely to have a strong impact on teacher learning and change.

Finally, Kim and Kim (2005: Internet) refer to the need for more diverse types of feedback due to the fact that students are passive in the classroom; they naturally feel uncomfortable with cooperative interaction that requires them take an active role.

2.9.2. How Can Feedback Be Achieved :

The strong connection of feedback with RT constitutes the fact that theoretical concerns about providing written teacher feedback make teachers occupy the role of 'expert' and 'evaluator'. This means that learners have a much reduced level of choice in deciding whether or not to use that feedback. However, Allen (2006: Internet) gives us the main steps for achieving feedback and as follows:

1. Reflectors form groups of 4 to 6 to provide feedback. One member of each is chosen to start warm, cool and hard feedback. The Reflector Groups summarize their feedback as concise essential questions (cool and hard feedback) and supportive statements (warm feedback). Each group posts the chart pages as they are completed, so Analysis Team Members can see them (15 minutes).

2. The Analysis Team observes and listens to the feedback process.

3. Each Reflector Group shares one or two supportive statements and essential questions that push further thoughts (5 minutes).

4. Finally, the Analysis Team engages in reflection, planning and discussion with one another (rather than in direct response to the Reflectors). Everyone else in the room observes silently as members of the Analysis Team reveal how they reflect, think, plan and adjust.

However, Students Unit Reflective Feedback (SURF) (2006: Internet) is an instrument developed in UWA to provide University with wide feedback on students educational experiences and to encourage systematic responsiveness to this feedback. It is, in short, a standard questionnaire in which students are requested to provide feedback on the following statements:

1. It was clear what I was expected to learn in this unit.

2. The assessment requirements were clearly stated.

3. The assessment tasks were closely linked to the unit objectives.

4. The unit was well organized.

5. The teaching resources (handouts, text, web resources, etc.) were adequate for study in the unit.

6. Overall, this unit was a good educational experience.

Additionally, a useful tool in putting together a longer questionnaire has been stated in FYI (Feedback on Your Instruction) (2006) in which a teacher can design a questionnaire for students to answer about teacher's course. It lists several questions from which the teacher may choose a relevant subset depending on his course and his teaching goals. These questions are either scaled or open-ended. The teacher can finally interpret the results on his own or ask a consultant to assist him. Moreover, FYI may also be used to supplement the teacher with survey at the end of the term. In summarizing teacher's feedback, it should be inclusive, descriptive, graphic displays, include student comments and it must be reflective.

Furthermore, the following questions are designed to help the teacher think about how students' feedback has informed him as a teacher:

1. At what point during the quarter do you collect feedback?

2. How often do you collect feedback?

3. For what purposes do you collect feedback?

4. How have you integrated this feedback into your teaching?

5. What would you still like to improve?

6. What will you continue to do?

On the other hand, Plastina (1999: Internet) gives us a form of an evaluative sheet of feedback in which several requests have been

stated to meet their answers from the teacher concerning discussion, self-assessment and awareness activities. The questions are:

- What is your overall impression of the course?

- Did you expect the course to help you reflect on what you do when teaching?

- How relevant and effective has the course been with respect to your professional development?

- Did you prefer any specific activity/session? Why?

- Did you enjoy working with other members of the group?

- After a session, how did you review the content and/or process?

- What would have you added/changed in the course?

- Which part of your professional competence has the course mainly enhanced: (knowledge, application, reflection, all)?

- Did you back up the course with reference reading?

- What is your attitude to Teaching Culture after this training experience?

2.10. The Previous Studies:

Introduction:

There have been varied studies carried out about RTA and its effective role in the process of TEFL. They have subsumed many topics on language and language teaching, and hence have been empirically used as evaluative tools to investigate the impact of RTA on different factors such as values, attitudes, and to improve the language teaching process, translation, learners, student-teachers, personality,… etc. In the present study, the researcher has attempted to find out other similar studies similar to her own in terms of certain variables like sex

(male/female), years of experience (long, medium, short), place of graduation (College of Arts/College of Education). Following are some relevant studies conducted in the field of RTA.

1. **Bailey (1997) carried out a research entitled "Reflective Teaching: Situating Our Stories":**

He intended to combine the research tradition of literature review and literary device of flashbacks in the form of vignettes to examine the notion of RT. Furthermore, several questions have been posed such as what is reflective teaching? Why is RT worth doing? … etc. Hence, examples from the author's professional history were used to illustrate three conceptions of teaching: (doing, thinking and doing, knowing what to do). The researcher hypothesizes that the practice of RT helps teachers as professionals to examine their work. In an attempt to collect data for the study, active participants have been used as the sample for the study. The researcher has used questionnaires and sometimes personal interviews as tools for the study. In conclusion, it has been found that RT has an effect to situate the teachers stories and hence it may be viewed as the practical, personal side or perhaps one possible outcome of the teacher as researcher movement. The researcher then suggests that establishing a philosophy and a practice of RT can enable individual teachers to investigate, probe and potentially change the nature of their work. By telling stories, teachers articulate the puzzles and necessarily seek coherence in what they do.

2. **Farrell (1998) carried out a study entitled "Reflective Teaching: The Principles and Practices":**

The major aim was to provide opportunities for ESL/EFL teachers to reflect on the process of teaching and teachers themselves. Five components of a language teacher development model had been presented as the result of the experiences of an EFL teacher development group in Korea. The process of reflection included weekly group meetings, individual meetings, class observation, and regular journal writing. Finally, the researcher concluded that RT could benefit ESL/EFL teachers in some important ways by freeing them from doing repeated behaviour (i.e., routine), and letting them act in an intentional manner as well as giving them the chance to reconstruct their own experience. Likewise, the regular meeting among ESL/EFL teachers revealed what they had in common and made them enjoy a new level of self-articulated professionalism.

3. **Gimenez (1999) carried out a study entitled "Reflective Teaching and Teacher Education: Contributions from Teacher Training":**

This is a descriptive study that argues the insights from teacher thinking in which a great deal of contribution has been made to the notion of RT in education. The researcher discusses different understandings of "reflection" and focuses on the need of RT in teacher education. He then mentions how ELT incorporates these ideas. In conclusion, several suggestions have been put forward by the researcher which involve, in the main, the ideas related to how ELT teachers can reflect more systematically by focusing on the language learning process.

4. **Freese (1999) carried out a study entitled "Reflective Teaching: Developing Reflective Teaching Practice":**

The researcher introduces a three-part reflective framework that is designed to guide the pre-service teachers in systematically reflecting

on their lessons before, during and after teaching. He conducted individual interviews with the pre-service teachers to explore their understanding and use of reflection. Several questions had been presented to meet their answers through the implication of the programme of the study. For instance, how does one become reflective about ones teaching? How do one structure learning events to encourage collaboration and reflection through the pre-service teachers and mentors? The sample of the study included eleven secondary pre-service teachers, seven males and four females ranging in ages from twenty-two to thirty eight years. All eleven pre-service teachers began the programme and engaged in their field-based and student teaching experiences together for three semesters. The participants had undergraduate degrees prior to entering the programme. All pre-service teachers were required to reflect on their teaching by analyzing videotapes of their lessons on three different occasions. By reviewing the teaching situation using the videotape, the pre-service teachers explored what types of decisions rose and how they were handled. The results of the study indicate four main themes, namely (1) Reflection as a mean of self-evaluation , (2) Reflection as spontaneous, on the spot decision making, (3) Reflection as part of a community , and (4) Reflection as integral to the teaching profession. In the end of the study the researcher suggests that the use of the framework helps develop pre-service teachers who actively think about their practice to improve their teaching and their student-learning. Implications for using the reflective process in teacher education programmes are presented.

5. Posteguillo and Palmer (2000) investigated "Reflective Teaching in EFL: Integrating Theory and Practice":

Their main aim was to overcome some difficulties and problems based on the existing gap between theoretical input and

pedagogical teacher training by means of thorough reflective process of language teaching. A graduate programme for English language teachers had been prepared by the researchers focusing on making these perspective EFL/ESL language teachers aware of the importance of applied linguistics research tools in the development of syllabuses and course design. The RTA was used to carry out this research. The researchers concluded that the integration process should be reflective and teachers should be informed on how to incorporate their own linguistic background knowledge into their specific teaching contexts.

6. Snell (2002) carried out a study entitled "Improving Teacher-Student Interaction in EFL Classroom: An Action Research Report":

He outlines a common problem that EFL teachers face while dealing with a passive class, where students are unresponsive and avoid interaction with the teacher. The sample of the study consisted of 23 students in a class of Japanese adult English learners. The aim was to find out whether the use of RTA-action research was useful to improve the teacher's technique in a particular classroom by using empirical measurement. During the observation period, the students appeared motivated and attentive, and seemed to be enjoying the class but as a class they did not respond voluntarily to the instructor's questions and did not participate in the class discussion. Moreover, the students never asked their teacher questions. Thus, the teacher received little oral feedback. It

was felt that there was something else that kept the students from responding voluntarily in the class-teacher dialogues. Students were usually taught to be quiet and respectfully listen to the teacher. The researcher prepared a plan that included two steps. First, in the following class, the teacher distributed an explanatory paragraph about "rules" for asking questions in class in English speaking countries. Then, the teacher made an exercise out of it and had students read the paragraph out loud to the class and explained a few difficult words and spent additional time on the text. Secondly, the teacher reminded the students of the 'rules' at the beginning of each subsequent class and further encouraged them to become more active in the class when the instructor was talking. In conclusion, some progress was definitely made, especially when the brief span between observations was considered. The students did interact with the teacher by nodding; some did the instructor's questions and two, on their own initiation, even asked questions before the class. There seemed some success in instructing and reminding and then expecting the students to become more interactive with the teacher.

7. Struc (2002) conducted a study entitled "Recontextualizing Experience and Practice in Teaching English as a Second Language":

He tried to synthesize a learning journey in the field of teaching English as a second language. He provided a programme for the application of this study, and set several questions that required making a link between philosophy, theory and practice so as to be answered thoughtfully. This could be achieved through using RTA to contribute and develop English language teaching professionally. Then, the researcher presented a description of three significant long-term projects to exemplify the themes and principles for guiding the practice and professional development. In conclusion, the researcher found that RTA had focal influence on developing ELT profession and helped in creating cooperation among teachers and learners besides preparing the learner to be independent in the non-classroom context.

8. Komorowska (2003) conducted a study entitled "Models and Metaphors in FL Teacher Education: To Choose or Not to Choose":

He aimed to find the impact of the two components (models and metaphors) on the teachers of English. The hypothesis was formulated in question form and subsumed which one of the two components was the most important for developing the FL teacher education. RT model was used in the application of the study. In conclusion, the researcher explained that RT model was certainly valuable and could be successfully implemented only when the trainees had something to reflect on in their teaching practice.

9. Liaw (2003) investigated RTA in his study entitled "Cross-cultural e-mail Correspondence for Reflective EFL Teacher Education":

The researcher aimed to cover the importance of RTA in facilitating the professional development of the process of TEFL. It was hypothesized that the ability of student teachers to reflect on their experiential and cognitive abilities during learning could facilitate the linking theory and practice and enabled them to take an active role in their own professional development. The study lasted (11) weeks. The sample consisted of a group of EFL student teachers in Taiwan to interact with bilingual/ESL pre-service teachers in the U.S. An attempt was made to foster the perspective teachers' reflectivity through social/interpersonal interactions with a distant group of colleagues made possible by internet technology. The two groups started the e-mail correspondence when practice teaching took place. Certain schedules were done for the participants' correspondence. The data-collected included: (1) the e-mail enteries and (2) the-end-of-semester reflective reports. Three levels of reflection were described in this study, namely level one: (the participants shared the same experience or expressed their views or beliefs), level two: (thinking, compared and contrasted thoughts, and comment on each other's thinking), and level three: (after discussion, the participants either agreed upon views on a specific topic or adjusted their thinking). Each e-mal entry was analyzed twice using different approaches to identify the focus and level of reflection. Finally, the students' reflective reports were analyzed to understand further the overall effect of the approach. In conclusion, the study did not set out to prove that the computer technology was superior than other means in promoting student teachers' reflectivity; rather, it documented how cross-cultural social interaction, by ways of e-mail correspondence, facilitated pre-service teachers'

reflectivity. Nevertheless, the findings echoed other studies that technology could be used to encourage pre-service teachers to become "reflective practitioners".

10. Pacheco (2006) carried out a study entitled "Reflective Teaching and Its Impact on Foreign Language Teaching":

He studied the impact of reflective teaching on the EFL/ESL field. The researcher used reflective thinking to be a key on the road to professional growth. His aim was to meet the teachers need for reflecting their own actions and classroom practices in the foreign language teaching in order to bridge the gap between theory and practice. The researcher suggested a model for improving teachers' practices through reflective thinking and action research. Furthermore, a number of suggested procedures for RT had been presented in this study, namely action research, teaching journals, teachers diaries, observation audio recordings, video recording and seating charts. In the end, the findings showed that RT was a reflective tool for bridging the gap between theory and practice, and the process of reflection was not easy because just getting engaged in it might be difficult for the reason of time constraints.

11. Walsh (2006) conducted a study entitled "Talking the Talk of the TESOL Classroom":

He outlines the ways in which a detailed understanding of classroom discourse can be achieved through the use of reflective practices and professional dialogue. The researcher focuses on teacher and classroom communication for the purpose of making the teachers able to shape the learner contributions and strategic decisions in the moment-by-moment unfolding of a lesson. Moreover, the aims extended to involve the cruciality of developing the L2 classroom context. The research is used as an instrument and a meta-language designed to enable teachers make 'good' interactive decisions on line by using samples of their own data. In conclusion, the researcher indicates that the collaborative process of interpreting data 'meaning-making' in a reflective feedback interview provides teachers with a means to uncover the interactive details of their classes and make conscious changes to classroom actions.

2.11. The Current Study and the Literature Review:

This section focuses on the facets of similarity and difference between the studies already mentioned and the present study. In addition to the benefit gained from these studies in terms of the experimental design, samples, materials and statistical means to analyze results, they have also assisted the present researcher in drawing upon the results of the current study, and as follows:

1. As far as the sample is concerned, the samples in most of the previous studies, were ESL/EFL teachers in either preparatory or secondary schools as in Bailey (1997), Farrell (1998) and Komorowska (2003), or training teachers as in Freese (1999), Posteguillo and Palmer (2000) and Struc (2002). However, the present researcher is interested in EFL teachers at Iraqi preparatory schools.

2. According to the aims, some of the previous studies, namely Gimenez (1999), Struc (2002) and Komorowska (2003) aimed to develop teaching practice and teachers profession through the use of RTA while other studies such as Bailey (1997) and Farrell (1998) tried to investigate the impact of certain questions and flashbacks (i.e. stories about the teaching career) on the development of ELT by the use of RTA. The researcher in the current study has set for herself two important aims to measure, namely the practice of RT by Iraqi teachers of English at the preparatory level, and the differences between teachers in terms of RT according to several variables, namely gender, years of experience, and place of graduation.

3. Concerning the duration of the research work, most of the previous studies lasted (16-20) months. The empirical part of current study lasted nearly (12 months).

4. In the current study, the researcher has used the RTA questionnaires prepared by Richards & Lockhart (2004) and Gimenez (1999) after adapting them to the process of TEFL within the Iraqi context. Moreover, sometimes the researcher has made personal interviews with teachers. However, the researchers in the previous studies used several tools. For instance, Bailey(1997) used the questionnaires and

personal interviews, while Farrell (1998) used meetings (individual and group), class observation and journal writing. Likewise, Gimenez (1999) used discussion sessions, Posteguillo and Palmer (2000) prepared a programme for English language teachers, Snell (2002) used action research and Struc (2002) used a programme.

5. The current study agrees with all other previous studies on that the researcher herself has observed the sample of the study throughout the period of investigation.

6. As for the use of the statistical tools for analyzing the results, all the stated studies used t-test, ratio (percentage) as well as one-way ANOVA. The present researcher has used the same statistical means to analyze the results of her study.

CHAPTER THREE

Method

3.1. Introduction:

The term 'Reflection' has formed the focal topic of detailed discussion in the previous chapter. It is evident that by taking account of the concept, much can be brought about in the field of education in general, and that of foreign language teaching (FLT) in particular.

Similarly, the realization of the importance of the role of reflective teaching as an approach in the foreign language environment, has prompted many researchers to tackle this topic from various angles and in a more analytical manner. Consequently, the procedures followed, and the conclusions obtained are clear-cut evidence of researchers seriousness and enthusiasm throughout their research which in many cases has culminated in the compilation of full books, and the publication of many articles in worldwide journals, all for the sake of giving the process of foreign language more impetus towards the achievement of its objectives.

Parallel to that, teachers willingness to improve FLT, teaching process, teaching materials, training courses, self-evaluation, critical thinking and supervision have formed main topics of research by many scholars, such as Richards (1987), Javris, (1992), Handal and Per Lauvas (1996), Roberts (1998), … etc., so as to achieve varied objectives.

3.2. The Present Research Work:

The current research work might be distinguished from previous ones by being recent in its topic, procedure and the sample selected. The researcher has yielded beneficial results through the adoption of particular investigational procedures. This research is generally intended to study the process of teaching English as a foreign language and the role of reflective teaching approach (RTA) in improving the process of teaching by the Iraqi teachers of English as a foreign language (EFL) at the preparatory level.

3.3. Method of Research :

The sample of the present research involves certain variables, namely gender, years of experience and place of graduation as they form the focal factors that are worthy of consideration. Hence, the researcher has exerted much effort on choosing the most appropriate techniques.

In the present study, the selected sample is amply diverse in terms of respondent properties. They are male and female teachers, graduates of either College of Arts or College of Education and of different years of experience in teaching English. See table (3)

Table (3)
Distribution of Variables within the
Teachers Sample Selected for the Main Study

Sample	Gender	Place of Graduation	Years of Experience in TE
Teachers	Male	Colleges of Education	Long Medium Short
	Female	College of Arts	

Although the use of different techniques for gathering data has in particular its own advantages and disadvantages, each technique has been adopted for various reasons. Furthermore, carrying out the empirical part of the present study required the use of questionnaires as a means for obtaining the relevant information. In this respect, Heather and Stone (1984) point out that questionnaires are cheaper to administer, cover a large number of individuals, are less time-consuming; and are free from the kind of variation which can occur in interview studies (cited in Ahmed, 1989: 299). Moreover, questionnaires with well-organized contents beforehand and aims of the research work set in advance can reduce the number of weak points to a minimum during their administration and analysis stages. Thus, a questionnaire remains one of the few techniques that have been widely used and yielded acceptable findings. Numerous research workers have used and are still using, well-organized questionnaires and gaining good results, among whom internationally are Evans (1965), Mori (1966), Jackson (1972), Lukmani (1972), Gonzales (1976), Vijchulata and Lee (1985),

and Pritchard (1987) and within the Iraqi context are Mustafa (1978), Al-Amin (1984) and Ahmed (1989). Thus, the researcher has chosen the questionnaire as the main tool for gathering data required for the current research. Added to that, the present researcher has used a further tool to gain specific information by asking teachers to state their views of the use of RTA in the process of TEFL so as to use it as a means to measure the percentage of RT used by teachers of English in Iraqi schools.

3.4. The Current Studies:

The empirical part of the current research depends extensively on the sample of the field-study. Since the sample choice needs to be considered typically for arriving at well-organized and correct results, the researcher has paid much attention to be successful in the application of the current research. Hence, teachers (male and female) have been drawn from (24) preparatory schools within the administrative boundaries of the Iraqi Governorate of Nineveh.

The choice of this Governorate in particular has been due to the availability of certain distinguishable characteristics in comparison to Iraqi Governorates. For instance, it is the present researcher's home town where she has been living since 1970. Consequently, the background the researcher has adopted about the situation of English language teaching and learning is the outcome of being a pupil at different primary, intermediate and preparatory schools; a student specialized in English at the College of Education, University of Mosul for several years culminating in B.A. and M.A. degrees; and a teacher in several schools including secondary and preparatory stages, and the head of the department of English at both the Fine Arts Institute for Girls, and the

Open Educational College-Nineveh Centre. The latter has great effect on the researcher's experience since all the students in the Department are teachers and have experience in Teaching Practice. Finally, the researcher has been in close contact with the supervisors and many teachers of English at schools located within and without the city of Mosul. In the light of the aforesaid reasons, Nineveh Governorate has been chosen as a promising setting for the achievement of the objectives expected from the current research investigation.

3.4.1. The Pilot Study:

The researcher has tried her best to prepare a well-designed questionnaire in order to gain the set objectives. Having a well-formed questionnaire involves deep understanding and acceptance of the criticism raised by others who are specialized in the field-study. It can be achieved by administering the draft form of the questionnaire to a sample of respondents.

A pilot study is worth defining in order to shed light on its applicability and relevance in terms of its final outcome. It can be defined as the process of administering an initially-prepared questionnaire to a small sample of respondents to discover what thoughts and feelings they have toward each one of the items, and to know their personal opinions of all the aspects pertinent to the work. Moreover, an effective pilot study usually paves the way for a more feasible and productive main study. It makes a researcher revalue the adopted procedure to see whether the set objectives are attainable or not. Likewise, as Oppenheim (1983: 83) indicates, a pilot study can help the researcher to interpret the level of responses (cited in Ahmed, 1989: 305).

Furthermore, the items of the questionnaires may contain some vague or misleading items from the point of view of respondents. Therefore, to make this questionnaire more valid, it should pave the way for clarifying or deleting the vague and misleading ones to comply with respondents opinions.

It is note worthy that the pilot study was carried out after the intensive studying of several works on 'questionnaire design'. These works have formed the main sources of the initial design of all questionnaire forms in the present research. In this respect, reference is due to be made to Richards and Lockhart (2004) and Gimenez (1999) whose work inspired the present researcher with many guidelines to put all the questionnaires intended for the pilot study in the final forms. This was followed by the stage of collecting items from teachers of English by giving answers to questions like the following:

- What did you set out to teach?

- Were you able to accomplish your goals?

- What is the source of your ideas about language teaching?

- How can you improve your language teaching?

This initial step was followed by a close look into the collected items which were characterized by much generality and overlapping. Accordingly, many identical items were discarded to be represented by more embracing ones. At this stage, techniques of reflective teaching approach were also introduced so as to list the statements belonging to each specifically. With this brief account of the steps the work had undergone, the questionnaires were put in the forms intended to be administered to the small sample of teachers of English in the pilot study.

Later on, as it was planned in advance, the pilot study was carried out in (8) schools during January 2004-February 2005, with an average of 4 inner-city and 4 outer-city preparatory (2 for males and 2 for females) schools.

It is also worth mentioning that the researcher has made several interviews with many teachers for the purpose of measuring the percentage of the practice of RT and has got the percentages (0.69) for the male teachers and (0.75) for the female teachers. Such percentages indicate that teachers of English in Iraqi preparatory schools have an acceptable degree of RT and for the benefit of female teachers. They have also been the key for formulating the main hypothesis of the current study which states that "there is no RTA practised by teachers of English at the preparatory level in their teaching of English".

Added to that, a panel of experts in teaching English as a foreign language (TEFL), applied linguists and methodologists at the Universities of Mosul, Baghdad, AL-Mustansiryyah and Kirkuk were asked to study the face validity of the questionnaires (see appendices 1, 2, 3, 4) (Form A) and appendix (5). Considering (0.70) as the lowest percentage of agreement among judges on each item to be included within the questionnaire forms, there had been varied levels of agreement (at and above 0.70) which mean that all statements were related to the variables to be measured except some items; therefore, they have been deleted or changed as it is shown below:

A. The Teaching Journal Questionnaire

(Section One)

5. I use individual and team teaching.

6. I dominate the whole lesson.

8. The students sometimes seem uninterested and get bored of the lesson.

(Section Two)

1. I teach most of the students today

(Section Three)

2. I feel that I am not mature enough professionally.

B. The Action Research

(Nothing)

C. The lesson Report questionnaire

1. a / mechanic (e.g., subject verb agreement, pronoun use,…etc).

2. a / The whole class period.

D. Surveys and Questionnaire

(Nothing)

Finally, the reliability factor of the questionnaires, was measured by using the test-retest method. The researcher has applied the test again to a sample of (20) teachers (males/females) after 20 days of the first application of the same questionnaires. Pearson Coefficient Correlation has been calculated between the first and second applications of the test. The correlation has been (0.77-0.70) and mean score (0.78). The Coefficient Correlation is significant statistically since the value is higher the tabulated value (0.42) at degree of freedom (20) and at level (0.05).

3.4.2. The Main Study :

In the light of the pilot study that was carried out during January 2004-February 2005, four questionnaires on RTA were put in final draft for the main study.

In January 2005, the researcher started to carry out the main study. Later on, contact was established with officials at the General Directorate of Education-Nineveh to obtain their approval for visits to the schools. It is worth mentioning that at the General Directorate of Education–Nineveh ample information was provided on the type of schools intended for inclusion in the study; a procedure that had eventually resulted in limiting the practical part to (124) teachers, (62 males/62 females) who were teaching at (11) male preparatory and (13) female preparatory schools within the city of Mosul. See tables (4).

Table (4)

Distribution of the Schools Selected for the Main Study

in terms of Location and Pupils' Gender

SCHOOLS	
MALE	**FEMALE**
1. Al-Kindi Preparatory School.	**1. Al-Merbid Secondary School.**
2. Umar Bin Abdul-Aziz School.	**2. Balqees Preparatory School.**
3. Sarriyah Preparatory School.	**3. Al-Zuhour Preparatory School.**
4. Al-Zuhoor Preparatory School.	**4. Fatima Al-Zahraa' Preparatory School.**
5. Al-Rabee'a Secondary School.	**5. Al-Qadisya Secondary School.**
6. Saddam Secondary School.	**6. Al-Tahreer Preparatory School**
7. Al-Rasheed Secondary School.	**7. Al-Ma'rifa Secondary School.**
8. Palestine Secondary School.	**8. Mosul Al-Gedeeda Preparatory School.**
9. Khalid Ibin-Waleed Preparatory School.	**9. Al-Asma'ey Secondary School.**
10. July 30 Secondary School.	**10. Saif Al-Qadissiya Preparatory School.**
11. Anas Ibin Malik Preparatory School.	**11. Al-Fatheela Secondary School**
	12. Al-Risala Secondary School.
	13. Maysaloon Secondary School.

A further point that is worthy of note in this respect is the procedure followed in distributing the questionnaire forms among the sample of teachers. For instance, after introducing herself to the headmasters, the researcher was always given the permission to meet the teachers required for the study. They were taken to a lecture room where they were first given instructions on how to answer the questionnaires. No attempt was made on the part of the researcher to interfere or impose any personal viewpoints so as not to violate the validity and the reliability of the final results. The researcher's role was always limited to the clarification of any vague item. At all schools, teachers filling in the questionnaire forms lasted 2-3 hours. Because of the shortage of teachers' time, and in order not to disturb the way lessons were going, the questionnaire forms were left with them after full advice on how to give the answers. The researcher re-visited the schools some time later to collect the questionnaires from teachers.

3.5. Analysis of Questionnaires:

The first questionnaire, which appears in the Forms (A/B) appendix (1) at the end of the present work contains three sections to measure RTA by using the teaching journals techniques. Likewise, the questionnaires that appear in the appendices (2), (3) and (4) contain items related to RTA by using the other three techniques of RTA, namely action research, lesson report and surveys and questionnaires.

A. The Teaching Journals Questionnaire Form :

- Respondents: Teachers of English at the preparatory level.

- Purpose: Teacher's written response to teaching events.

- Analysis of Contents:

  Being teachers of English at the preparatory schools and of more knowledge of the purpose behind English language teaching and learning, the sample of teachers was expected to contribute noticeably to the information the researcher was endeavoring to gather.

  The main body of the questionnaire is divided into three sections. The sample of teachers were asked to indicate with (x) the way they were looking at each item. Teachers answers were supposed to be anyone of the following options (no, sometimes, often).

  The first section of this questionnaire includes (16) items which are intended to investigate the degree of respondents satisfaction with the profession of teaching in general, and that of language teaching in particular.

  The second section contains (6) statements which are intended to investigate teachers satisfaction with their teaching concerning their pupils.

  The third section consists of (8) items which are intended to investigate teachers satisfaction with themselves personally as language teachers. See table (5)

B. Action Research Questionnaire Form :

- Respondents: The same sample of teachers of English.

- Purpose: To investigate project in the teachers' own classroom.

- Analysis of Contents:

Just like the preceding questionnaire forms, this questionnaire includes (5) items which are intended to investigate teachers way of solving problems reflectively concerning certain factors of teaching. Teachers' answers were supposed to be one of the two options (yes, no). See table (5)

C. Lesson Report Questionnaire Form :

- Respondents : The same sample of teachers of English.

- Purpose : To enable teachers to describe their reflection on the main features of a lesson.

- Analysis of Contents :

This form of questionnaire consists of (5) items and teachers were supposed to have one of the two options (yes, no). See table (5)

D. Surveys and Questionnaires Forms :

- Respondents: The same sample of teachers of English.

- Purpose: To gather information about effective dimensions of teaching and learning.

- Analysis of contents:

This questionnaire includes (38) items which are intended to give useful ways for gathering information about effective dimensions of teaching and learning.

What is worth mentioning here is that all questionnaire forms were administered as one unit since they were all prepared as a tool for measuring the RTA at the preparatory school level. See table (5)

Table (5)
Distribution of the Questionnaire Forms
in terms of Appendix Number, Area to be Investigated,
Type of Respondents, and Contents to be Answered

Appendix number	Area to be Investigated	Type of Respondents Sample	Contents to be Answered
1	Teaching Journals (TJ)	Preparatory School Teachers of English (Males & Females)	Reflection on classroom events
2	Action Research (AR)	Preparatory School Teachers of English (Males & Females)	Reflection on investigative projects in the teachers' own classroom
3	Lesson Report (LR)	Preparatory School Teachers of English (Males & Females)	Teachers Reflection on the main features of a lesson
4	Surveys and Questionnaires (SQ)	Preparatory School Teachers of English (Males & Females)	Gathering information about effective dimensions of teaching and learning

CHAPTER FOUR

Data Analysis and Results

The present chapter deals with the data obtained and discusses the results concerning the aims and hypotheses of the research.

First Aim:

Measuring RT practised by Iraqi teachers of English at the preparatory level.

Concerning the preceding aim, the findings in table (6) indicate that the total mean scores of RT of the sample as a whole (124) is (154.1694) with standard deviation (36.7417) and it is clear that the mean scores of RT is higher than the obvious means of the scale which is (117). This means that teachers (males/females) practise an acceptable amount of RT. This finding is similar to Richard and Lockhart's claim (2004) concerning the practice of RT by teachers of English. As such, teachers of EFL who wish to gain a deeper understanding of teaching process and themselves will find this approach embarking on self-reflection.

On testing the difference between the mean scores of the sample and the obvious means of the scale, t-test for one sample has been used. It is found that the difference is statistically significant since the t-calculated (41.953) is higher than the t-tabulated (1.96) at degree of freedom (123) and level (0.05). This means that the significant difference is for the benefit of mean scores. This indicates that the level of RT practised by teachers in general is high and the difference between the obtained mean (i.e. mean scores) and obvious mean is actual not random or not by chance. See table (6).

Table (6)

T-Test Results for Difference between Mean Scores, Obvious Mean

and Standard Deviation of RT Techniques

Techniques and Number of Items	Obvious Mean	Mean Score for the Sample as a Whole (124)	Standard Deviation. for the Sample as a Whole (124)	Calculated T Value	Tabulated T Value
TJ (30) items	45	60.9597	16.1896	10.977	
AR (5) items	7.5	8.3226	2.5521	3.589	
LR (5) items	7.5	7.8306	1.4690	13.877	1.96
SQ (38) items	57	77.0565	16.5310	13.510	
Total (78) items	117	154.1694	36.7417	41.953	

Concerning the techniques of RTA, namely TJ, AR, LR, SQ, the researcher has calculated the obvious means for each one of them as it is shown in table (6).

Regarding TJ as the first technique of RTA, it is clear from table (6) that the mean score (60.9597) of TJ practised by teachers (males/females) is higher than the obvious mean (45). This means the availability of RT (TJ) practised by the teachers (males/females) of English.

This result tallies with the study entitled (V. Course Evaluation and Revision. Chapter 14: Internet) which indicates that keeping a teaching journal can be a useful tool to help teachers reflect on their teaching and their work so as to develop their own personal teaching style.

Concerning the second technique of RT, namely AR, table (6) shows that the mean score (8.3226) of AR practised by teachers (males/females) is higher than the obvious mean of the scales (7.5). This emphasizes that teachers (males/females) practise an acceptable degree of RT in general and AR in particular.

Added to that, from the values given in table (6), the mean score of LR practised by teachers (males/females) (7.8306) is higher than the obvious mean (7.5); a point that reflects the practise of RT (LR) by the teachers of English. This finding is in accordance with what Javris (1992: 133-143) states that a lesson report is useful to give the teacher a quick and simple procedure for regularly monitoring what happens during a lesson, how much time is spent on different parts of a lesson, and how effective the lesson is. Thus, a lesson report often serves as a useful

record of many important features of the lesson and can be used to help monitor the teacher's teaching.

Finally, the last technique of RTA, namely SQ is also practised to an acceptable degree by the teachers (males/females) since the mean score of SQ (77.0565) is higher than the obvious mean (57). This also ensures the practice of SQ by the teachers of English. This result is in agreement with Richards' view that some aspects of teaching and learning can be investigated by carrying out a survey or administering a questionnaire (Richards, 1998)

Concerning the main hypothesis which states that "there is no RTA practised by teachers of English at the preparatory level in their teaching of English", the researcher has found that there is RTA practised by teachers (males/females) of English at the preparatory level since the mean scores of RT of the sample is higher than the obvious means of the scale. Thus, the main hypothesis is rejected. Moreover, this result indicates that there is an acceptable amount of reflection practised by teachers (males/females) of English at the preparatory level. This is in accordance with Richard's view (1990: 48) which states that reflection is an important tool for self-evaluation. Reflective teaching involves an investigation of teacher's teaching and the teaching of others in order to generate an understanding of good teaching.

Second Aim:

Investigating the differences in (RT) between teachers according to certain variables, namely gender (males/females), years of experience (long-medium-short), and place of graduation (College of Arts/College of Education).

The results will be explained in terms of each sub-hypothesis that the researcher has stated.

In order to know if there is any statistically significant difference between the RTA practised by teachers at the preparatory level in teaching English according to gender variable, the researcher has analyzed the obtained data and found that the total mean score of the male teachers has been (152.5059) with the standard deviation (36.6689). See table (7) below.

Table (7)

Comparison of RT Techniques between Teachers according to Gender Variable

Technique	Teachers / (Males)		Teachers / (Females)		Calculated T Value	Tabulated T Value
	Mean	St. Dev.	Mean	St. Dev.		
TJ	59.6774	15.4599	62.2419	16.9161	6.881	
AR	8.1129	2.8406	8.5323	2.2303	2.914	
LR	7.393	1.2392	7.9834	1.4957	2.105	1.96
SQ	76.7903	16.0268	77.3226	17.1472	7.179	
Total	152.5059	36.6689	155.5479	36.6039	19.079	

T-test for one sample has been used to compare the mean scores of teachers (males/females). In this respect, a statistically significant difference has been found for the benefit of female teachers. calculated t value is (19.079) and it is higher than the t-tabulated value (1.96) under (123) degree of freedom at (0.05) level. Thus, the null hypothesis which states that there is no statistically significant difference in the RTA practised by teachers at the preparatory level in teaching English according to gender variable (males/females) is rejected.

This result enhances the fact that female teachers play a major role in their teaching and are provided with opportunities to reflect upon and react to the concepts and ideas that are prevalent in the class.

Concerning teachers' practise of the four techniques of RTA, namely TJ, AR, LR, SQ according to gender variable, the study has come out with the following results:

❑ First Technique: Teaching Journals (TJ)

The findings show the mean score of the male teachers (59.6774) with standard deviation (15.4599) and the mean score of the female teachers (62.2419) with standard deviation (16.9161). As it is shown in table (7), a significant statistical difference is found between the mean scores of teachers (males/females) for the benefit of female teachers since the t-calculated value (6.881) is greater than t-tabulated value (1.96) at degree of freedom (123) and level (0.05).

This result may be attributed to the teaching process which is influenced by the teacher's experience and effective teaching results when the teacher carefully considers what s/he does in the FL classroom and why s/he does it.

❑ Second Technique: Action Research (AR)

The data obtained indicate the mean score (8.1129) of male teachers with standard deviation (2.8406) and the mean score (8.5323) of female teachers with standard deviation (2.2303) (see table 7). A significant statistical difference is found between the mean scores between male and female teachers' practise of AR technique according to gender for the benefit of the female teachers since the t-calculated value (2.914) is greater than the t-tabulated value (1.96) at degree of freedom (123) and level (0.05).

This result emphasizes that action research sheds light on self-inquiry as a way that reveals the teacher's skill of teaching and that teachers can be aware of what they do.

❑ Third Technique: Lesson Report (LR)

The data stated in table (7) show the mean score (7.393) with standard deviation (1.2392) for male teachers' practice of LR technique and the mean score (7.9834) with standard deviation (1.4957) for female teachers. On comparing the mean scores of the male and female teachers, a significant statistical difference is found between the male and female teachers for the benefit of female teachers since the t-calculated value (2.105) is greater than the t-tabulated value (1.96) at degree of freedom (123) and level (0.05). This result can be attributed to teacher's experience of reflection; a point that reflects Zeichner's view (1994: 38), that a teaching lesson without a lesson report is insufficient.

❑ Fourth Technique: Surveys and Questionnaires (SQ)

Table (7) shows the mean (76.7903) with standard deviation (16.0268) for male teachers and the mean score (77.3226) with standard deviation (17.1472) for female teachers. A significant statistical difference is found in teachers' practice of SQ technique for the benefit of female teachers since the t-calculated value (7.179) is greater than the t-tabulated value (1.96) at degree of freedom (123) and level (0.05).

This result highlights the fact that critical reflection is essential for greater understanding. So, one means of professional development for language teachers is to be engaged in reflection. However, a reflective approach to everyday teaching is not easy to be put into practice. Some teachers may not be interested in or may not be willing to discuss their ideas about teaching in a crowded staffroom. But many teachers are already reflecting on their everyday class by having thoughts such as: "That was a good/bad class today".

Regarding the second sub-hypothesis which states that "there is no significant statistical difference in the RTA practised by teachers at the preparatory level in teaching English according to years of experience (long, medium, short) variable", the analysis of the obtained data indicates the total mean score (149.6667) with standard deviation (33.1326) for teachers with long experience and the total mean score (159.6273) with standard deviation (38.7856) for teachers with medium experience besides the total mean score (150.9231) with standard deviation (35.8766) for teachers with short experience in teaching. In addition to that, the mean score and standard deviation have been calculated for each technique of RTA. This is shown in table (8).

Table (8)

The Mean Scores and Standard Deviation in terms of Years of Experience Variable

Years of experience / Techniques	Long (20-) [n=30]		Medium (10-20) [n=55]		Short (-10) [n=39]	
	Mean	**St. Dev.**	**Mean**	**St. Dev.**	**Mean**	**St. Dev.**
TJ	57.5000	14.9499	63.4000	16.2670	61.000	16.9644
AR	6.8000	2.8575	8.9455	2.3759	8.6154	2.0852
LR	6.5667	1.1943	6.9545	1.4760	5.9744	1.6139
SQ	78.8000	14.1309	80.3273	18.6667	75.3333	15.2131
Total	149.6667	33.1326	159.6273	38.7856	150.9231	35.8766

To find out the statistical differences, if any, between the three groups of experience (i.e. long – medium – short), the data obtained have been treated statistically by using one-way ANOVA. The results show that there is a statistically significant difference between the three groups, namely long-medium-short in their practise of RTA. The calculated-f value (31.8585) is greater than the tabulated-f value (3.07) under (121.2) degree of freedom at level (0.05) (See table 9). This result is in line with Richards and Lockhart's (2004: 29) view that RTA is a useful tool especially for experienced teachers to improve the process of teaching.

Furthermore, each technique of RTA has been analyzed by using one-way ANOVA as it is shown in table (9).

Table (9)

One-Way ANOVA of the Differences between the Three Groups in terms of Years of Experience Variable

Technique	Variance Score	Sum of Squares	Degree of Freedom	Mean of Squares	Calculated F Value	Tabulated F Value
TJ	Among groups	53.098	2	26.549	10.144	
	Within groups	317.600	121	2.62479		
	Total	370.698	123			
AR	Among groups	21.029	2	10.5145		
	Within groups	334.157	121		3.807	
	Total	355.186	123	2.76162		
LR	Among groups	20.466	2	10.233		
	Within groups	257.977	121	2.132	4.7997	3.07
	Total	278.443	123			
SQ	Among groups	94.230	2	47.115		
	Within groups	706.867	121	5.842	8.065	
	Total	801.097	123			
Total	Among groups	123.299	2	61.6495		
	Within groups	234.157	121	1.9351	31.8585	
	Total		123	357.456		

- **Calculated-f value > Tabulated-f value**
- **Null hypothesis is rejected**
- **There is a statistically significant difference between teachers' practise of RTA according to years of experience.**

❑ First Technique: Teaching Journals (TJ)

By using one-way ANOVA to treat the data obtained, the results show that there is a statistically significant difference between the groups in the first technique (TJ) of RT. Calculated-f value (10.144) is greater than tabulated-f value (3.07) under (121.2) degree of freedom at (0.05) level.

This result is similar to those arrived at by (Porter et al., 1990; Thornbury 1991; Javris 1992; McDonbough 1999; Bailey 1996; and Campbell 1996) which indicate that RTA may be a useful thing to provide a record of classroom events or to give a firsthand account of teaching experience.

❑ Second Technique: Action Research (AR)

By adopting the same method of analysis mentioned above, the results of the second technique show a statistically significant difference between the three groups since the calculated-f value (3.807) is greater than the tabulated-f value (3.07) under (121, 2) degree of freedom at (0.05) level .

This finding is similar to that pointed out by Russell (1993) that teaching experience is the cornerstone of the teaching process and a valuable aspect of a teacher education programme. It is believed that the development at this stage could render most opportunities for reflection.

❑ Third Technique: Lesson Report (LR)

The results also show a statistically significant difference between the three groups in their practice of LR because the calculated-f value (4.7997) is greater than the tabulated-f value (3.07) under (121, 2) degree of freedom at (0.05) level.

This result is important to indicate that central to reflective approach is the belief that teachers should gather data about their own teaching to reflect upon in some way (by talking or writing) and then act to (possibly) change what they do in the classroom.

❑ Fourth Technique: Surveys and Questionnaires (SQ)

The results pertinent to the SQ technique of the RT show a significant statistical difference between the three groups since the calculated-f value (8.065) is greater than the tabulated-f value (3.07) under (121, 2) degree of freedom at (0.05) level.

This result shows how the use of surveys and questionnaires as experimental investigation requires valid measurement in order to assess teaching outcomes.

Moreover, in the light of the results obtained of the one-way ANOVA concerning the existence of a significant statistical difference between the three groups in terms of the years of experience and in an attempt to investigate this difference, the researcher has used Sheffee's test, and there have been significant statistical differences between the three groups according to the years of experience, as Sheffee's test calculated value (8.9455) is greater than Sheffee's test tabulated value (5.36) at level of (0.05). See table (10)

This means that the second sub-hypothesis which states there is no significant statistical difference in the RTA practised by teachers at the preparatory level in teaching English according to years of experience (long - medium - short) is rejected, but the difference is for the benefit of teachers of the medium period, i.e. (10-20) years of experience. The reason behind that may be due to the teacher's having a satisfactory experience and he is in a line of being typical person to give his own practical knowledge actively during this time . So, the teacher is neither tired nor very new to the teaching process. See table (10).

Table (10)

The Results of Sheffee-test for the Three Groups Concerning the

Years of Experience

Scale / Years of experience	Mean	Mean of square sum (population variance)	Sample size	Sheffee calculated value	Tabulated F value	Level of significance
Short	150.923		39	8.6154		
Medium	159.627	47.115	55	8.9455	5.36	0.05
Long	149.666		30	6.8000		

- **Sheffee tabulated value = tabulated-F value of one-way ANOVA ∗ (groups number -1)**

- **Sheffee tabulated value = 2.68 * 2 = 5.36**

Concerning the third sub-hypothesis: "There is no statistically significant difference in the RTA practised by teachers at the preparatory level in teaching English according to teachers place of graduation (College of Arts/College of Education), the results obtained indicate that the total mean score of the teachers graduated from College of Arts is (152.0959) with standard deviation (36.8365) while the total mean score of the teachers graduated from College of Education is (169.4902) with standard deviation (39.01). See table (11)

Table (11)

Means, Standard Deviation, T-Calculated and T-Tabulated Values

Concerning the Place of Graduation Variable

Technique	College of Arts (73)		College of Education (51)		Calculated T Value	Tabulated T Value
	Mean	St. Dev.	Mean	St. Dev.		
TJ	60.0548	15.6949	69.2549	61.9456	1.998	
AR	8.0548	2.7733	10.7059	2.9690	1.972	
LR	6.4521	1.4534	7.1569	1.9883	1.201	1.96
SQ	77.5342	16.9149	82.3725	17.1071	2.113	
Total	152.0959	36.8365	169.4902	39.01	7.284	

* At 0.5 level of significance

On comparing the mean score of the teachers who are graduates of the College of Arts and College of Education, the findings highlight the existence of a statistically significant difference between the mean score for the benefit of teachers who graduates from College of Education. The calculated-t value (7.284) is greater than the tabulated-t value (1.96) under (122) degree of freedom at level (0.05). Therefore, the third null hypothesis is rejected.

This result enhances the importance of the teaching courses taught at university level. This may be the cornerstone of having skillful and professional teachers by creating successful lessons throughout the use of fruitful methods of teaching and exploring the idea of reflection inside the classroom and self-evaluation.

Concerning the four techniques of RTA, the researcher has calculated each technique alone and as follows:

First Technique: Teaching Journals (TJ)

The obtained data indicate that the mean score for teachers who are graduates of the College of Arts in their practice of the first technique of RT is (60.0548) with standard deviation (15.6949) while the mean score for teachers who are graduates of College of Education is (69.2549) with standard deviation (16.9456).

Moreover, the results show, after the comparison between the mean scores of teachers who graduates from College of Arts and those who graduates from College of Education, a statistically significant difference between the mean scores of both groups for the benefit of teachers who graduates from College of Education since the calculated-t value (1.998) is greater than the tabulated-t value (1.96) under (122) degree of freedom at level (0.05).

This result is the same as that arrived at by Bartlett (1990) who points out that writing can help teachers develop their teaching profession through reflection, make them think about their teaching steps in general, and specifically enable them to reflect critically on their professional actions.

❑ Second Technique: Action Research (AR)

The results obtained indicate that the mean score for teachers, graduates of the College of Arts in their practise of the second technique, AR is (8.0548) with standard deviation (2.7733) while the teachers, who graduates from College of Education have the means score (10.7059) with standard deviation (2.9690) as it is presented in table (11).

A statistically significant difference is found on comparing the mean score of teachers who graduates from College of Arts and College of Education, for the benefit of teachers graduates from College of Education since the calculated-t value (1.972) is greater than tabulated-t value (1.96) under (122) degree of freedom at level (0.05). This is consistent with what Snell (2002) indicates that AR is of great value and involves inquiring the practice through a cyclical process (planning, acting, observing and reflecting).

❑ Third Technique: Lesson Report (LR)

The mean score of teachers who graduates from the College of Arts in their practice of the LR technique is (6.4521) with standard deviation (1.4534) while the mean score of the teachers who graduates from College of Education is (7.1569) with standard deviation is (1.9883). See table (11).

On comparing the mean score of teachers, who are graduates of College of Arts and College of Education, a statistically significant

difference is found for the benefit of teachers graduates from College of Education since calculated-t value (1.201) is greater than tabulated-t value (1.96) under (123) degree of freedom at level (0.05). This result can be attributed to the existence of some subjects related to psychology and education in the syllabus of College of Education while there are no such subjects taught at the College of Arts.

❑ Fourth Technique: Surveys and Questionnaires (SQ)

The results show that the mean score of teachers graduates of the College of Arts in SQ is (77.5342) with standard deviation (16.9149) while the mean score of the teachers who graduates from College of Education is (82.3725) with standard deviation (17.1071). See table (11).

There is a statistically significant difference between the mean scores of the teachers who graduates from College of Arts and College of Education for the benefit of teachers graduate from the College of Education since the calculated-t value (2.113) is greater than the tabulated-t value (1.96) under (123) degree of freedom at level (0.05).

This result is related to the belief that reflective teaching makes teachers analyze their own practice and its underlying basis, and then consider alternative means for achieving their ends (Pennington, 1992: 48).

CHAPTER FIVE

Conclusions, Recommendations and Suggestions

for Further Research

5.1 General Conclusions:

Throughout the current study and concerning the focal topic of research, namely reflective teaching, the present researcher has arrived at some crucial points that can be used effectively, either theoretically or empirically, within the context of teaching English at Iraqi preparatory schools for the sake of achieving a satisfactory improvement in both teachers' efficiency and the approach of teaching English as a foreign language. These conclusions can be summarized as follows:

1. Reflective process is important for all professionals since it enables them to learn from experience.

2. Teaching is not only standing before students and teach them but it needs certain skills, such as self-evaluation, self-criticism, reflection and understanding of how to interact purposefully and culturally with the individuals in the classroom.

3. Reflection is an important tool that needs a skillful teacher to use it effectively to develop the process of teaching.

4. Educationalists, in their turn, play an important role if they pay more attention to pre-service teachers, in-service teachers and experienced teachers. This can be done by holding cyclical teaching sessions on RTA once or twice during the academic course.

5. Teachers have a salient role if they actively and thoughtfully reflect after a class session, so as to know whether they have achieved the set objectives.

6. Having another instructor attending the class can be a rich source of information since s/he can provide some critical points and help in attending to the points that the teacher has been unconsciously unaware of.

7. Teachers of EFL in Iraqi schools can be (1) positive models of teaching the skills of RT practice if they convey their experience to others, and (2) realistic persons who are able to mirror their own behaviour in the classroom practically and use the alternatives when necessary.

8. Professional self-development can be done through self-reflection. This is so because the process of teaching EFL, for any teacher, within the context of the classroom can be considered a personal case since it depends on the amount of information (i.e. knowledge) and experience obtained. If any teacher tries to be aware of his/her own job, s/he can signify the strengths and weaknesses that lie in his/her job. Self-reflection is the starting point that leads to the development of the teacher's profession.

9. On considering the variable "years of experience in teaching English", teachers of Medium Experience have scored higher than their counterparts of Short Experience. Likewise, teachers of Medium Experience have scored higher than teachers of Long Experience on RTA techniques. This can be due to the fact that teaching experience is insufficient without the availability of certain other factors related to teaching, namely teaching skill, enthusiasm, the existence of a degree of reflection and teachers' personality.

10. Reflective teaching approach has proved its benefits since it helps in freeing teachers from the routine behaviour and allows them to act in a deliberate, intentional manner. Furthermore, it is evident that teachers of English feel the need to grow, i.e. to improve beyond the initial stages of survival in the classroom to the reconstruction of their own particular theory from their practice.

11. The findings of the current study have specified certain ways of achieving self-awareness that include reflecting on teaching experiences and incorporating evidence from relevant relationship into teaching routines which can lead to growth and development.

12. Teachers appreciation of language context helps them recognize that teaching is socially situated and that the teacher's task is to analyze that context. Furthermore, RTA empowers teachers to get better influence future direction in education and take a more active role in educational decision-making.

13. The practice of the techniques of RTA as a whole develop mind habits which influence teachers reflective way of thinking and evaluating themselves practically and professionally by themselves in addition to the process of TEFL within the Iraqi context.

5.2 Recommendations:

In the light of the results arrived at, the researcher recommends the following:

1. Since the factors of Reflection play a focal role in developing teachers' job, they should be directed towards the positive sides of the process of EFL teaching. This underlies the circularity of providing teachers with the knowledge on how to practice reflection and develop reflective teaching approach through the creation of the environments conducive to the teaching of English as a foreign language.

2. Since RTA has proved its effectiveness in TEFL, the researcher recommends providing opportunities for teachers to engage cyclically in critical reflection. This can be gained by educators, supervisors and experienced teachers within the timetable set by them.

3. Since there is a shift in the teacher's traditional question (How to achieve aspects of teaching process?), RTA should be used as an instrument to achieve such a shift that leads finally to reflection and deep thinking.

4. Since RTA emphasizes assessing teachers use of their practical and theoretical knowledge in actual teaching, it should be used as an alternative to the traditional way of assessment done by observation or paper and pencil tests.

5. RTA is central to teacher development since it enables teachers to analyze, discuss, evaluate and change their own practices.

6. There should be a continuous focus on RTA by educators, supervisors and teachers in order to raise teachers' level of practice, and language learning.

7. Teacher education must provide experiences and knowledge that can be used by pre-service and in-service teachers to construct attitudes.

8. Since reflection is considered the viable way to foster reflectivity, it should be incorporated in EFL teacher education courses.

9. Since reflective teaching is the starting point for developing the profession of teaching, it can be significantly used as the effective tool to train the Iraqi teachers of EFL by holding special sessions or specifying certain instructions for teachers to follow in terms of reflection depending on people who are specialized in language teaching (i.e. applied linguists) and (methodology). Moreover, supervisors play a crucial role since they have scheduled times to visit teachers.

10. Since RTA has proved its relevance to the process of TEFL, modern technology like the internet and the computer can be used as helpful tools for encouraging pre-service and in-service teachers to become "reflective practitioners". Furthermore, the use of such tools can facilitate teachers' reflectivity as a part of some teacher training programmes.

11. Since RTA has proved its influence on the process of TEFL, it is an essential organized tool for understanding the problems and implementing the situations within the context of classroom.

12. Since RTA bridges the gap between theory and practice, it, in fact, assists teachers of EFL to better understand their roles in language teaching (LT) and leads them to better practice.

5.3 Suggestions:

As a final point of departure, and in an attempt to make the current study approaches completeness in other relevant aspects, the researcher suggests the following as crucial points that are awaiting further study and investigation.

1. The relationship between RTA and some variables (social case, teacher's personality, teacher's attitude) in the process of teaching EFL.

2. The use of RTA at other teaching stages like (primary, intermediate, university).

3. The relationship between RTA and job satisfaction.

4. The impact of the practice of RTA on teachers use of educational behaviour in dealing with their students inside and outside the classroom.

5. A contrastive study of teachers practice of the RTA inside and outside the city centre.

6. The Influence of RTA on teachers' decision making in the Process of TEFL .

7. The Relationship between RTA and teachers' feedback in TEFL.

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