Beliefs and Practices of Reflective Teaching

In the English Language Classroom in Jerusalem

Prepared by

Nadine Monir Ibrahim Ali

Supervised by

Dr. Fathiyyeh Said Nasru

Submitted to the Faculty of graduate studies of Birzeit University:
Education Program in the department of education and psychology
In Partial fulfilment of the requirements for Masters Degree of Arts

January 2010

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in the English Language Classroom in Jerusalem

معتقدات وممارسات التعليم التأملي لدى مدرسي اللغة الإنجليزية في مدارس القدس

Prepared by

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Committee Member: Dr. Ibrahim Makkawi

Committee Member: Dr. Jeanne Kattan

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Dedication

I dedicate this work with my deepest gratitude and appreciation to my beloved mother Mrs. Iman Riziq, this great women without whom I would have never accomplished any success or progress in my life.

Acknowledgement

I would like to express my deepest gratitude and appreciation to my supportive, tolerant, and inspiring supervisor Dr. Fathiyyeh Said Nasru, who spared no time and effort to help me accomplish this work and overcome all the obstacles I faced, and whose guidance was the main trigger for all the ideas this work is built on. I wish also to thank Dr. Ibrahim Makkawi and Dr. Jeanne Kattan my instructors and my committee members for their countless precious ideas and comments and for their endless support and motivation.

I say: many thanks to all the school teachers whose genuine participation and cooperation was a really source for the success of this research. I would extend my thanks to Miss Nayfeh S. Nasru for her emotional support and motivation.

I extend my deepest gratitude and appreciation to my family, to my beloved mother Mrs. Iman Rizik for her ongoing guidance, support and motivation. I thank my sister for her endless patience and support, and my dear husband Orsan Awawdi who helped me in statistics and made me easily overcome a difficult part of this work, and for his endless patience, tolerance, support and love.

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English Abstract

Reflective teaching, which a process where teachers look at what they do in the classroom, think about why they do it, and think about alternative means of achieving goals or aims, is considered a means of providing learners with an opportunity to consider the teaching event thoughtfully, analytically and objectively, and one of the essential principles underlying good teaching practice and teacher education. A limited number of studies addressed the issue of practising reflective teaching at the Palestinian schools in general and in the English

language classroom in particular. For this reason, the researcher has conducted this study, which is qualitative-quantitative in nature, aiming to assess the frequency of reflective teaching practices from the view of 10th and 11th grade teachers of English as a foreign language in the Jerusalem District and to compare them with their actual practices.

The study employed varied data collection tools, including an attitude scale questionnaire, interviews in-depth, and classroom observations. It had four questions to answer; (1) how often do EFL teachers use reflective teaching practices as viewed by them? (2) what are the mostly shared views on the reflective teaching practices among teachers who achieved the highest scores on the attitude scale questionnaire of the reflective teaching practices as expressed by them? (3) what are the mostly shared actual practices among teachers who achieved the highest scores as viewed by this researcher? (4) how do the actual reflective teaching practices of teachers, who scored the highest, seem compared with their beliefs on how frequent they use these practices as measured by the attitude scale?

To answer the study questions, all the teachers of EFL for the 10th and the 11th grades in the Jerusalem District, which then counted 96

teachers , where asked to fill the study attitude scale questionnaire. Consequently, an in-depth group of seven teachers was addressed for an in-depth investigation of teachers' actual reflective teaching beliefs and practices, their classrooms were observed, they were interviewed in-depth, and their lesson plans and reports were analyzed. Finally, beliefs were compared practices. The findings of the study revealed that the population of the study believe they adopt before class conduct and while class conduct reflective teaching practices at high level, while they believe they adopt after class conduct reflective teaching practices at a medium level. In real, the in-depth group teachers held positive attitudes towards reflective teaching, and their classes were basically learners centred, and rich of while class conduct reflective teaching practices which go under four categories; (1) increasing learners' interaction, (2) helping learners' develop their own reflection skills, (3) encouraging a friendly motivating learning environment, and (4) managing the classroom reflectively and efficiently. Whereas, before and after class conduct reflective teaching practices were less evident which contradicts with their views on how often they adopt such practices. Consequently, recommendations for EFL teachers, education instructors and schools and for future

research have been suggested, among which is that Palestinian EFL

teachers should have adequate orientation and training in the skills,

practices and strategies involved in reflective teaching, and be

encouraged to use them in their career. Since results revealed that

reflective teachers' classes can be considered successful.

ملخص الدراسة

يعتبر التعليم التأملي، الذي هو عبارة عن عملية يتأمل فيها المعلمون ما يقومون به

في غرفة الصف ويبحثون عن بدائل، وسيلة لتزويد المتعلمين بفرصة لتأمل الحدث

التعليمي، و واحدا من أهم أساسيات الممارسات التعليمة و تدريب المعلمين. هناك القليل

من الدراسات التي تناولت موضوع ممارسة التعليم التأملي في المدارس الفلسطينية بشكل

عام، وفي حصص اللغة الانجليزية بشكل خاص. هذه الدراسة الكيفية–الكمية في طبيعتها

هدفت إلى تحري تكرار ممارسات التعليم التأملي من وجهة نظر معلمي اللغة الانجليزية

كلغة أجنبية لصفوف العاشر والحادي ضمن محافظة القدس، ومقارنة وجهات النظر مع الممارسات الحقيقية على أرض الواقع.

لهذا اختارت الباحثة القيام بهذه الدراسة الكمية–الكيفية في طبيعتها.استخدمت الدراسة مجموعة مختلفة من أدوات البحث وجمع المعلومات، منها الاستبانة، المقابلة، و الملاحظات الصفية. شملت الدراسة على أربعة أسئلة بحثية: (1) ما مدى ممارسة معلمي اللغة الانجليزية كلغة أجنبية للتعليم التأملي من وجهة نظر هؤلاء المعلمين ؟ (2) ما هي المعتقدات المشتركة حول التعليم التأملي بين المعلمين الذين حصلوا على أعلى الدرجات في الاستبانة المعدة لقياس معتقدات المعلمين حول مدى ممارستهم للتعليم التأملي ؟(3) ما هي الممارسات الحقيقية المشتركة بين المعلمين الذين حصلوا على أعلى الدرجات والملاحظة من قبل الباحثة ؟ (4) كيف تبدو ممارسات التعليم التأملي لهؤلاء المعلمين على أرض الواقع مقارنة مع معتقداتهم حول مدى ممارستهم للتعليم التأملي كما عبروا من خلال إجاباتهم على أسئلة الاستبانة؟

تم التوجه لجميع معلمي اللغة الانجليزية لصفوف العاشر و الحادي عشر في محافظة القدس، والذي بلغ عددهم ٩٦ معلم،ا لتعبئة استبانة البحث. استجاب منهم ٩٠ معلما. و من ثم تم التوجه لفريق مكون من سبعة معلمين (ممن حصلوا على أعلى علامات للتعليم التأملي من خلال الاستبانة المعدة كأداة قياس لممارسات التعليم التأملي) من أجل البحث المعمق لممارستهم للتعليم التأملي على أر ض الواقع، حيث تم حضور صفوفهم وتحليل

خططهم وتقاريرهم الصفية وإجراء مقابلات معمقة معهم. وبعدها تم مقارنة الآراء مع الممارسات الفعلية. .

وقد توصلت هذه الدراسة إلى مجموعة من النتائج التي تظهر أن مجتمع الدراسة يعتقد بأنه كثيرا ما يمارس التعليم التأملي قبل وأثناء الحصص. في حين انه يمارس التعليم التأملي بتكرار اقل بعد الحصص. في حين أن صفوف فريق الدراسة المعمقة كانت متمحورة حول الطالب و غنية بأمثلة على ممارسات التعليم التأملي التي تتدرج تحت أربعة محاور:(1) تحفيز تفاعل الطلاب، (2) تنمية مهارات التفكير التأملي عند الطلاب، (3) إيجاد بيئة صفية محفزة، و (4)قيادة الصف بنجاعة وتأمل. في حين أن الممارسات التأملية قبل وبعد الحصص كانت اقل تكرارا ما يتعارض مع وجهة نظر هؤلاء المعلمين حول مدى ممارستهم تلك الممارسات. و عليه انبثقت عنها بعض التوصيات والاقتراحات التي من شأنها تنمية ممارسة التعليم التأملي وتعزيزه بالإضافة إلى توصيات واقتراحات بشأن أبحاث مستقبلية في موضوع التعليم التأملي، من أهمها انه يجب تدريب و تحفيز المعلمين الفلسطينيين على ممارسة التعليم التأملي حيث أن النتائج أظهرت نجاح صفوف المعلمين التأمليين.

Chapter One

The Problem of Investigation

Introduction

My name is Nadine. I am a twenty-four year old English instructor at Bethlehem University. When I started teaching at the university two years ago, Dr. Jeanne Kattan, the chair person of the English department then, was working on a "Comprehensive School Reform Project" which was implemented by the "Faisal Husseini Foundation" in the Jerusalem District. The participants in this project were teachers of some targeted schools who attempted to change some traditional teaching techniques through writing several diaries. When Dr. Kattan used to talk about the project, she regularly mentioned the term "Reflective Teaching", the term then rang a bell, I didn't know what it meant but was too shy to ask and confess I'd never heard of the term before.

During my first semester as an instructor, I was busy struggling to keep up a good job. I used to spend hours preparing for my classes. Furthermore, I made use of the advantage of being the youngest in the staff, and used to consult my colleagues, they were so cooperative; they shared with me their plans, their exams and even assignments.

Nevertheless, I continued to feel tensed in classes trying to make sure that everyone followed the rules set and was on task. I used to take things personal; anyone who tried to disturb my class was considered someone trying to attack me personally. When my learners' results were low, I used to blame myself. Going back home, never stopped me from thinking of what incidents I faced on that day in a personal way.

At the end of the first semester, I got an envelop which included the results of an evaluation form learners wrote of me. That was a part of a process through which the university asks learners to evaluate their instructors. Some of my colleagues told me that they didn't read the results as they thought the whole process was nonsense since learners couldn't be objective, where others told me they liked to know what learners thought of them and elaborate accordingly. For me, I just couldn't wait to get to my office, close the door, open the envelope, and read. To my astonishment, most of my learners looked up to me; they mentioned they liked my teaching style, they felt I was close to them …etc. Nevertheless, many mentioned that being young and of little experience resulted in making me tensed and tempered most of the time. Since then, I made up my mind to keep up the

strengths my learners mentioned and to try improving what they criticized, but how? I had no idea!

During the second semester, and being part of a master program at Birzeit University, I had to write a research proposal as a fulfilment requirement for a course. I remembered the term "Reflective Teaching", and decided to search and find out what it was all about.

Through literature review, I learnt a lot. Consequently, I improved a lot at a professional level. I never attended a class without being fully prepared. I was always eager to meet my colleagues and ask for consultations, I didn't even feel shy to say that I also had something to share which they might make use of. Moreover, I became more flexible, confident, open, and a way less stressed and tempered in my classes.

By the end of the second semester, I went through a real practical test for my belief in reflective teaching. During one of my classes, I posed a question on a learner who didn't seem paying attention to the class. Not knowing what we were talking about, he suddenly burst into anger and started shouting out loud blaming me for embarrassing him in front of his classmates. When he started shouting, a million thoughts came up to my mind on how I should react. I remembered something I

read which suggested that a learner anger might be an appeal for help. When he stopped shouting, I calmly asked him to leave the class since he seemed so stressed, I mentioned I was quiet sure he didn't intend to act rudely. Nevertheless, he still needed time to calm down and allow both of us to reflect on what had happened. After class, the learner came to my office, he expressed that he didn't mean to do what he had done, he confessed that he wasn't paying attention, and that my question came as a surprise to which he didn't know how to respond. I patiently listened and expressed that I totally understood the situation. He thanked me and left. I reflected on my action, and realized I was wrong in posing the question being sure he wasn't paying attention. Even good intentions can be harmful; trying to make him pay attention meant embarrassing him in front of his classmates at such a critical age. Since then, he had become one of my best hard-working learners. And, I became more reflective in class, not only pre but also post class.

By the end of the second semester, it was time for me, once again, to check the learners' evaluation results, but this time through the university homepage. I was so happy to notice that my learners no more thought I was highly tempered and stressed. Furthermore, I found a comment written by one of the learners saying: "I would like to thank

Miss Nadine for teaching me to think before, while and after responding".

Through adapting simple practices of reflective teaching I learnt through literature review, I am now open to new information and ways of thinking about different variables in the learning environment. Thinking deeply about my work and about my role as a teacher has increased my effectiveness and allowed me to assist my learners in the learning process. My reflection facilitates my job and makes my communication with my learners go smoothly.

This personal experience with reflective teaching made me want to know whether other teachers are also aware of it, and to what extent they practise it. For this purpose, this study was conducted out of curiosity on one hand, and hoping to meet those who share with me similar experiences to learn from, on the other hand.

The present study is an attempt to investigate the 10th and 11th grade -English teachers' understanding, views, and attitudes towards reflective teaching in the Jerusalem District, and their actual reflective teaching practices in teaching English as a foreign language. For these purposes, mixed methodology in researching the problem was employed, in which quantitative and qualitative approaches were

mixed within and across the stages of the research process (Greene, Caracelli, and Graham, 1989).

The research design was one of a multilevel- approach in dealing with the problem of investigation. The first level was one of quantitative methods of getting to know teachers' views on reflective teaching as measured by an attitude scale. The second level included classroom observations through which the researcher wanted to get to know what practices happened in real. The third level was conducting interviews in-depth.

The study had four questions to answer; (1) how often do EFL teachers use reflective teaching practices as viewed by them? (2) what are the mostly shared views on reflective teaching among teachers who achieved the highest scores on an attitude scale questionnaire of reflective teaching practices as expressed by them? (3) what are the mostly shared actual practices among teachers who achieved the highest scores on an attitude scale questionnaire of reflective teaching practices as viewed by the researcher? and, (4) how do the actual reflective teaching practices of teachers who scored the highest seem, compared with their beliefs on how frequent they use these practices as measured by the attitude scale?

The population of the study consisted of 90 teachers of English as a foreign language for 10th and 11th grades in the Awqaf, private, and public schools in the Jerusalem District, who responded to the attitude scale questionnaire set to assess their views on the frequency of their reflective teaching practices. A group of ten teachers who scored the highest on the attitude scale questionnaire was invited for an in-depth study. Three teachers of this group declined the invitation. Thus, only seven teachers were observed in their classes, and subjected to interviews in-depth. Data collected from the two sources were analyzed and reflective actual practices emerged. These practices were categorized and theories emerged consequently.

Perspectives on Reflective Teaching

Reflective teaching is becoming an important component of teaching English as a foreign language, as well as for teacher education, and development programs around the world (Richards & Nunan, 1990).

There are numerous conceptions of what reflective teaching is. Farrell (1998) refers to reflective teaching as the process where teachers learn to subject their own beliefs of teaching and learning to a

critical analysis, and take more responsibility for their actions. Valli (1997) reminds educators that reflection is derived from the Latin *reflect ere,* meaning, *to lend back.* In this context, Richards (2008) refers to reflection as an activity or process in which an experience is recalled, considered, and evaluated, in relation to a broader purpose; such as decision-making and a source for planning and action. Pennington (1992) agrees with Richards' definition by referring to reflective teaching as a movement in teacher education in which teachers analyze their own practices and their underlying basis and then consider alternative means of achieving their ends. Others like Tice (1992) attempt to define reflective teaching as a process where teachers look at what they do in the classroom, think about why they do it, think about if it works as a process of self -observation, and think about alternative means of achieving goals or aims, they see it as a means of providing learners with an opportunity to consider the teaching event thoughtfully, analytically and objectively. Moreover, Tice (2004) mentions that by collecting information about what goes on in their classroom, and by evaluating this information, teachers identify and explore their own practices and underlying beliefs, which may then lead to changes and improvements in their teaching.

Reflective teaching is therefore a means of professional development which begins in the classroom.

Educators and researchers emphasize the need of reflective practice in every aspect of the educational process; Richards & Nunan (1990) see reflection as a key component of teacher development. They say that self-inquiry and critical thinking can 'help teachers move from a level where they may be largely guided by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking' (p. 5). In the same context, Pennington (1992) proposes a reflective orientation as means of '(1) improving classroom processes and outcomes, and (2) developing confident, self-motivated teachers and learners' (p.51). To put it simply, reflection according to Silcock (1994) is responsible for all developmental change, including growth in knowledge and skill. Pollard (2002) says that through adopting reflective processes, teachers can confidently expect to raise their standards of professional competence, as well as to expand their intellectual energy and understanding to a point of becoming skilful in developing creatively new frameworks for teaching. Thus, reflective teaching not only develops the teacher in practising his/her own profession inside his/her own school but further develops his/her skills

to communicate his/her own understanding outside his/her own educational zephyr.

In the context of ESL/EFL classroom, Farrell (1998) says that reflective teaching can be of great benefit as it (1) helps free teachers from impulse and routine behaviour, (2) allows teachers to act in a deliberate manner, and (3) distinguishes teachers as educated human beings, since it is one of the signs of intelligent action.

Today reflection is considered one of the essential principles underlying good teaching practice and teacher education. However, this tacit acknowledgement that teachers need to be reflective practitioners, and the development of reflective practice, has largely been spread in the West. Teachers in most of the developing world are generally unaware of what the term 'reflective practice' means (Rarieya, 2005). Similarly, teachers in Palestine, as most teachers in the developing world, are generally unaware of what the term 'reflective practice' means; there is a very limited number of studies addressing the issue of practising reflective teaching at the Palestinian schools in general and in the English language classroom in particular. The studies conducted thus far in this area are limited in their scope as

they examine reflective teaching methods implemented within fixed-time projects.

The Study Problem of Investigation

The problem of investigation is to assess the frequency of reflective teaching practices from the view of 10th and 11th grade teachers of English as a foreign language in the Jerusalem District and to compare their beliefs with their actual practices. The comparison will be done by studying ten teachers who scored the highest score on the attitude scale in which all teachers gave their views on the frequency of their own reflective teaching practices. The first part of the problem is meant to survey the frequency of reflective teaching practices of teachers of EFL in the Jerusalem District, while the second part aims at studying, in depth, the actual reflective teaching practices identified by the ten teachers who scored the highest on the attitude scale designed for such purpose.

Significance of the Study

There are a very limited number of studies addressing the issue of practising reflective teaching at the Palestinian schools in general and in the English language classroom in particular. The studies conducted thus far in this area are limited in their scope as they examine

reflective teaching methods implemented within fixed-time projects. There is a need for studies that look into the patterns, if any, of practising reflective teaching in EFL classroom and the relation, if any, between EFL teachers' beliefs and their practices. In particular the present study is of significance for the following reasons:

1. This study is hoped to add to the literature on reflective teaching, as it relates to attempts made in Palestine towards improving methods of teaching English as a foreign language.

2. Based on the results of this study the researcher might come up with some recommendations on reflective teaching practices that might improve the process of preparing teachers of English as a foreign language for the Palestinian schools.

Purpose of the Study: The present study has three main purposes;

1. To investigate (both quantitatively and qualitatively) English teachers'beliefs of reflective teaching practices.

2. To examine (qualitatively) the teachers' actual practices in adapting reflective teaching in the English language classroom.

3. To compare between beliefs and practices in the case of the ten teachers who scored the highest on the attitude scale questionnaire among the study population.

Research Questions: The present study has four questions to answer;

1. How often do EFL teachers use reflective teaching practices as viewed by them (as measured by the attitude scale and seen in the interviews in-depth)?

2. What are the mostly shared views on the reflective teaching practices among teachers who achieved the highest scores on an attitude scale of reflective teaching practices as expressed by them (by interviews in-depth)?

3. What are the mostly shared actual practices among teachers who achieved the highest scores on an attitude scale questionnaire of the reflective teaching practices as viewed by this researcher (by classroom observation)?

 4. How do the actual reflective teaching practices of teachers who scored the highest on the attitude scale questionnaire seem compared with their beliefs on how frequent they use these practices as measured by the attitude scale?

Assumptions of the Study

1. It is assumed that teachers' responses on the Likert scale task (attitude scale questionnaire) will have response validity. That is, teachers are expected to respond reflectively and in a non-haphazard way.

2. It is assumed that the attitude scale questionnaire and the interview formats will provide a valid and reliable measure of the teachers' beliefs and practices.

3. It is assumed that the presence of the researcher in the English language classroom won't affect the teaching behaviour of the teachers in the study.

4. Interviews in-depth will be conducted in a professional manner (without biasing the teachers or interfering in the freedom of their ideas, views…etc).

Boundaries of the Study

The followings are the boundaries of the present study:

1. The present study serves as preliminary information in analyzing data about teachers' beliefs and practices of reflective

teaching. Replication of this study using other schools in other districts and samples is deemed necessary.

2. Participants in this research didn't receive any formal training related to reflective teaching practices.

3. This study is limited to the population of English teachers of the 10th and 11th grades.

4. This study is limited to the Jerusalem Disrtict in the school year 2008/2009.

5. This study results are limited by the boundary of the research instruments (questionnaire, classroom observation and the interview in depth).

6. Results generalization is limited by the assumptions mentioned previously.

Definition of Terms

Reflection: The Oxford English Dictionary (1994, p.1541) offers several definitions for the word "Reflection". This researcher chose the ones the most relevant to the study which are:

1. Reference, relation, connection.

2. The action of turning back or fixing the thoughts on some subject; meditation, deep or serious consideration.

3. A thought or an idea occurring to, or occupying the mind.

An Attitude Scale Questionnaire

Johnson and Christensen (2000) define a questionnaire as "A self-report data-collection instrument that each research participant fills out as a part of a research study. Researchers use questionnaires so that they can obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioural intentions of research participants" (P. 127).

They add that questionnaires typically include multiple questions and statements that participants consider and respond to. In addition to questions and statements, researchers often obtain data from research participants by providing them with rating scales (the response choices) with instructions to make judgments about each item stem using the rating scale that is provided.

Teachers of English as a Foreign Language (TEFL)

The Wikipedia identifies teachers of English as a foreign language as those teachers who teach English to learners whose first language is not English. Teaching English as a foreign language (TEFL) usually

occurs in the learner's own country, either within the state school system, or privately, e.g., in an after-hours language school or with a private tutor. TEFL teachers may be native or non-native speakers of English.

Reflective Teaching Practices

Reflective teaching practices according to Dewey (1933) and Schön (1987) are practices through which teachers get engaged in a process of inquiry concerning a problematic situation. Stout (1989) defines reflective teaching practices as the ability to monitor critically, and develop systematic methods of inquiry and analysis, pertaining to instructional thoughts, processes and rationales.

Operational Definitions:

Reflection

Richards (2008) defines reflection saying: "Reflection" or "critical reflection" refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for

evaluation and decision-making, and as a source for planning and action" (p.1). This research adopts this definition.

Reflective Teaching

Pennington (1992) and Tice (1992) identify reflective teaching as a process where teachers look at what they do in the classroom, think about why they do it, and think about alternative means of achieving goals or aims, they see it as a means of providing learners with an opportunity to consider the teaching event thoughtfully, analytically and objectively. This research adopts this definition.

Teachers of English as a Foreign Language

All the teachers who teach English as a Foreign Language (EFL) for the 10th and 11th grades in the Jerusalem District and who filled the attitude scale questionnaire prepared for this study.

Attitude Scale Questionnaire

A fully anchored five-point attitude scale (Johnson & Christensen, 2000) which consists of 43 statements, and has been prepared for this study to assess practices and attitudes of the subjects of the study. This attitude scale questionnaire has been developed on the bases of literature review most relevant to this study among which are;

Richards, J. C., & Lockhart, C. (1994), Richard and Nunan (1990), and Pollard (2002).

The Grounded Theory Method

The Grounded Theory Method (GTM) is a research method in which a theory is developed from data, rather than the other way around. It adopts an inductive approach; moving from the specific to the more general. The basic idea of the grounded theory method is to read and re-read a textual database (such as a corpus of field notes) and to discover or label variables (categories, concepts and properties) and their interrelationships. Thus, the method of study is essentially based on three elements: concepts, categories and propositions. However, concepts are the key elements of analysis since the theory is developed from the conceptualization of data, rather than the actual data (Strauss & Corbin, 1990).

Methodology

The research design was one of multilevel approach in dealing with the problem of investigation. The first level was one of quantitative methods of getting to know the teachers' views on reflective teaching as measured by an attitude scale. The second level included classroom observations through which the researcher wanted

to get to know what practices happened in real. The third level was conducting interviews in-depth.

The design could be described in a number of procedures the researcher implemented at different stages as follows;

Stage (1): At this stage the researcher aimed at investigating the views teachers had on their own practices of reflective teaching. In order to do so, an attitude scale questionnaire which included a number of practices which are considered to indicate teacher self-reflection (Before class conduct, during class conduct and after class conduct) was prepared. It also included a small number of practices which are considered to be negative. This questionnaire was given to all the population of the study.

Stage (2): At this stage the researcher aimed at investigating the actual practices of reflective teaching at the lesson planning stage. In order to do so, an in-depth group, originally consisted of 10 teachers who scored the highest on the attitude scale questionnaire; was formed and addressed. Seven of the chosen ten were ready for the assessment of their actual practices. Their lesson plans were studied and analyzed.

Stage (3): At this stage the researcher aimed at investigating the actual practices of reflective teaching during class conduct. In order to do so, three staggered classes for each of the in-depth group members were attended. The researcher jotted down notes in order to help the reporting of what went on in class for later interpretation.

Stage (4): At this stage the researcher conducted an individual interview in-depth with each member of the in-depth group. The interview conduction aimed at:

a. Checking the agreement between the members' answers on the RT attitude scale questionnaire and their actual RT practices.

b. Probing the issues that surfaced during the observed classes.

c. Probing the teachers' understanding of their own teaching practices.

Data Collection

The quantitative data for this research were gathered through an attitude scale questionnaire prepared to measure EFL teachers' beliefs on how often they use reflective teaching practices. The teacher beliefs of reflective teaching, its practices and its importance were

gathered through interviews-in depth. While actual reflective teaching practices among teachers, who achieved the highest scores on attitude scale emerged and was noticed through classroom observation.

Data Analysis

Descriptive statistics (means and standard deviations) were calculated to analyze quantitative data gathered through the application of the attitude scale questionnaire.

The interviews with the teachers of the in-depth group, and the classroom observations were analyzed qualitatively (using the grounded theory method).

Chapter Two

Literature Review

This chapter has two purposes; (1) to present a literature review on the conceptual web of what is meant by reflective teaching, and (2) to present relevant studies that the researcher reviewed for the purpose of developing the research background of the present study.

Part (1): The Conceptual Web on Reflective Teaching.

There is an increasing interest in reflection as a tool for improving teaching practice in education (Merryfield,1993).The notions 'reflection', 'reflective practice', and 'reflective practitioners' abound in the literature on teacher education and teachers' professional development (Ottesen, 2007). These notions and other related terms are discussed and clarified as follows;

Reflection

The Oxford English Dictionary (1994, p.1541) offers several definitions for the notion 'reflection' of which are:

1. Reflexive influence on the mind.

2. The action of a mirror or other polished surface in exhibiting or reproducing the image of an object.

3. The action of bending, turning or folding back.

4. Reference, relation, connection.

5. The action of turning back or fixing the thoughts on some subject; meditation, deep or serious consideration.

In addition to the different literal definitions available on the notion, there have been many attempts to define the notion in different contexts.

Stanely (1998) argues that the origin of the notion goes back to Dewey's definition of the term in 1933. Dewey defines reflection as an "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (Dewey, 1933:118). Valli (1997) points that in his definition, Dewey is contrasting reflective thinking with habits of thought that are unsystematic, lack evidence, are based on false beliefs or assumptions, or mindlessly conform to tradition and authority. For him, two terms; sequence and consequence, are at the heart of reflective thinking. Reflective thinking is logically sequenced and includes consideration of the consequences of a decision.

Schön (1983) expands on Dewey's mentioned above definition by describing two types of reflection; "reflection in action" and "reflection on action". He distinguishes between the two types by explaining that "reflection in action" occurs while completing a task. It is the process which allows one to reshape what s/he is working on, while s/he is working on it. It is that ongoing experimentation that helps one find a viable solution. In this, one does not use a "trial and error" method. Rather, one's actions are much more reasoned and purposeful. If something isn't working correctly, doesn't seem right, or doesn't seem to move closer to the goal, then s/he "reflects" in the present action. Reflecting in action is generally called for when a surprise appears in the process of accomplishing the task, which causes one to question how the surprise occurred given his/her usual thinking process. While reflection on action occurs while evaluating one's own process. "We reflect *on* action, thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome" (Schön,1983: 26).

In another context Kemmis (1985) views reflection contextual saying:

"Reflection is not just an individual, psychological process. It is an action oriented, historically-embedded, social and political frame, to locate oneself in the history of a situation, to participate in a social activity, and to take sides on issues. Moreover the material on which reflection works is given to us socially and historically; through reflection and the action which it informs, we may transform the social relations which characterize our work and our working situation" (p.5).

In a more modern context, Silcock (1994) defines 'reflection' as a cognitive process, which provides, through symbolic transformations, a means for linking social and knowledge contexts, and for translating one sort of experience into another. He explains that reflection does not only exploit the tacit moment to moment activity, integrating it with conscious activity, but reshapes it progressively within new perspectives to deal with the moment to moment dilemmas.

Valli (1997) simplifies the notion by reminding educators that reflection is derived from the Latin *reflect ere,* meaning, *to lend back.* In a similar context, Richards (2008) points out that 'reflection' refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It

is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action.

Rosenstein (2002) proposes a new term 'proper reflection', which he defines as a tool by which experience and theory frequently are connected postulating a need for advancement to higher level of theorizing.

Reflection is thus cyclic (Schön, 1983), contextual (Kemmis, 1985), tacit (Silcock, 1994), and purposeful (Rosenstein, 2002).

Reflective practice

A Teacher's reflective practice represents an outgrowth of thinking about practice that extends at least as far back as Aristotle's time (Wilson, 2006).

Since the time Dewey proposed the term, reflective practice has been influenced by various philosophical and pedagogical theories. One influence is constructivism, which views learning as an active process where learners reflect upon their current and past knowledge and experiences to generate new ideas and concepts. A humanistic element of reflective practice is its concern with personal growth and

its goal of liberation from values that can limit growth (Kullman, 1998). Critical pedagogy, espousing examination of underlying power bases and struggles, and pragmatism, emphasizing active implementation, testing, and refining of ideas through experience, also shape the concepts of reflective practice (Brookfield, 1995).

Thus, reflective practice is constructive, humanistic and pragmatic (Kullman: 1998, Brookfield: 1995).

In a more modern context, Moon (1999) defines reflective practice as a set of abilities and skills, which are used in problem solving or orientation.

In a more collaborative way, reflective practice is done by both players in a learning situation. The teacher practicing reflection works on liberating his/her mind from personal biases and thus is acting within a value free orientation. S/he is functioning as a constructivist. The philosophy that underlies his/her practices is of progressive nature in all what s/he does. Both teachers and learners are reflecting in an educational sense "when they analyze or evaluate one or more personal experiences, and attempt to generalize from that thinking" (Cowan, 1998:18).

Reflective teaching

Through the review of literature one finds that there are numerous conceptions of what reflective teaching is. Valli (1997) views reflective teaching as teaching with careful thought and judgment. Many see reflective teaching as a process through which beliefs are subjected for analysis; Pennington (1992) for example, sees reflective teaching as a process where teachers look at what they do in the classroom, think about why they do it, think about if it works as a process of self-observation, and think about alternative means of achieving goals or aims, they see it as a means of providing learners with an opportunity to consider the teaching event thoughtfully, analytically and objectively. Similarly, Farrell (1998) considers reflective teaching a process where teachers learn to subject their own beliefs of teaching and learning to a critical analysis, and take more responsibility for their actions. Stanley (1998) points out that reflective teaching entails an ongoing examination of beliefs, and practices, their origins and their impacts on the teacher, the pupils and the learning process as a whole.

Others consider reflective teaching a more complex term which doesn't only have to do with the teacher as an individual but also with

the teacher in a certain context. Bartlett (1990) point out that reflection has a double meaning; it involves the relationship between an individual's thought and action, and the relationship between an individual teacher and his or her membership in a society. The first relationship involves the subjective meanings in teachers' heads. The second relationship explores consciously the relationship between individual teaching actions and the purposes of education in society.

Within the same context, Goodman (1991) sees reflection as much more than taking a few minutes to think about how to keep learners quiet and on task. He believes that reflection implies a dynamic, "way of being" in the classroom; a teacher cannot be truly reflective unless s/he is willing to take risks and act. He suggests that open-minded and responsible teachers examine the rationales that underlie what they may initially take for granted as right and natural in schools, and are willing to question their own views of and reactions to the school culture. They are prepared to listen to a variety of points of view .

Nevertheless, Richards and Lockhart's (1994) definition of reflective teaching suggests that it can be carried out by individuals working alone. Furthermore, they believe that in reflective teaching "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" (p. 1). They argue that reflective teaching can be practiced by both in-service and pre-service teachers, as long as they have some current, ongoing, teaching experience that can serve as the basis for reflection.

In a very modern context, Ottesen (2007) suggests that reflection is constituted as "collaborative communicative action through which an object of reflection is constructed and expanded by the participants" (p. 31).

Through investigating the definitions of reflective teaching mentioned above, one can notice that some of the definitions put emphasis on a rather solitary process of introspection and retrospection, focusing specifically on a teacher's actions and thoughts before, during or after class conduct, while others take a broader stance and embed the concept of reflection within the social and political contexts of programs, schools and communities.

Reflective teachers

Valli (1997) identifies a reflective person as someone who thinks back on what is seen or heard, who contemplates and who is a deliberative thinker. She adds that a reflective person gives careful consideration to important matters and is open to the voices, opinions and advice of others.

Stout (1989) identifies reflective teachers as those who strive for control of their classrooms and their professional lives; they are those who critically monitor thought processes and develop systems and methods of inquiry and analysis of instructional rationales. They also anticipate the consequences of their planning and instruction. In addition, they approach teaching with problem-solving strategies and pride themselves in generative thoughts. Finally, they are adaptive and flexible, monitoring student needs and adjusting classroom activity accordingly.

In a similar context, Calderhead (1990) sees reflective teachers as those who are able to analyze their own practices and the context in which they occur. In his view, reflective teachers are expected to be able to stand back from their own teaching, evaluate situations and take responsibility for their future actions.

In a more recent context, Pollard (2002) views an effective reflective

Teacher as someone who; (1) knows how to find and interpret existing, high

quality evidence from a range of sources, (2) sees professional development, which includes elements of research, as means of improving classroom practice and raising standards, rather than as an end itself, (3) sees pedagogy as integral to learning, (4) interprets external evidence confidently, in relation to pupil or subject needs, rather than viewing it as a threat, and (4) is seen as an equal partner with academic researchers in the process of producing evidence about teaching and in using it to raise standards.

Types of Reflection

Valli (1997) identifies five types of reflection which are;

(1) Technical reflection; matching one's performance to external guidelines.

(2) Reflection in &on action; basing one's decisions on own situation.

(3) Deliberative reflection; weighting competing views & research findings.

(4) Personal reflection; trusting one's inner voice and the voices of others.

(5) Critical reflection; judging the goals and purposes of schooling in light of ethnical criteria such as social justice and equality of opportunity.

Why is reflective teaching worth adapting?

"One day a young girl was watching her mother cooking a roast of beef. Just before the mother put the roast in the pot, she cut a slice off the end. The ever observant daughter asked her mother why she had done that, and the mother responded that her grandmother had always done it. Later that same afternoon, the mother was curious, so she called her mother and asked her the same question. Her mother, the child's grandmother, said that in her day she had to trim the roasts because they were usually too big for a regular pot.

Teaching without any reflection can lead to "...cutting the slice off the roast," and can also lead to burnout on the job. One way of identifying routine and, of counteracting burnout is to engage in reflective teaching" (Farrell, 1998: 1).

Dewey (1933) considers reflective thinking important in the teaching process since it emancipates teachers from merely impulsive

and routine activity, and enables them to direct their activities with foresight and to plan according to ends in view, or purposes of which they are aware. It allows them to act in a deliberate and international fashion. It coverts action that is merely appetitive, blind, and impulsive, into intelligent action (P. 17).

Reflection is viewed of great benefit for student teachers, teachers and learners. Therefore, over the last decades there has been increasing interest in reflection as a tool for improving practice in education. Numerous scholars have developed rationales, conceptualizations, and methods for encouraging reflection as an integral part of classroom teaching and teacher education. Reflection has been linked to teachers' curriculum planning, teachers' thought processes, and inquiry-based teacher education (Merryfield, 1993).

Moreover, schools and colleges of education everywhere proclaim the development of effective and reflective teachers as the centrepiece of their enterprises (Amobi, 2005).

Dewey (1933) argues that "We do not learn from experience. We learn from reflecting on experience" (p. 78), that is, the experience alone does not lead to learning. It is the reflection on the experience that enhances learning.

Richards & Nunan (1990) see reflection as a key component of teacher development. They say that self-inquiry and critical thinking can "help teachers move from a level where they may be largely guided by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking" (p. 5).

Reflecting on feelings towards learners, and between staff and learners gives teaching staff insights into the feelings and dynamics occurring in a learner group that are opportunities to work with learners in the here and now. This kind of teaching results in a rich experience of the dynamics occurring between people and learning about how to work with relationships (Miller, 2004).

The reflective practice literature is so important since it offers teachers a variety of approaches to examine their practices so that they may discover and research "taken-for-granted" assumptions that influence their approach to practices (Brookfield, 1995). Teachers who are unreflective about their work uncritically accept this everyday reality in schools and concentrate their efforts on finding the most effective means to achieve ends and solve problems that have largely been defined for them by others. These teachers loose sight of the fact that their everyday reality is one of many possible

alternatives. They tend to forget the purposes and ends towards which they are working (Merryfield, 1993).

Dieker and Monda-Amaya (1995) cite the benefits for in-service teachers associated with the reflective process. First, it provides teachers with a tool for making changes in the instructional environment. Second, reflective practice can be a method for evaluating the purpose and effectiveness of teachers' instruction. Third, it is a process for thinking about how to apply content and past classroom experiences to make changes in instruction. Lastly, reflection is a process for systematically evaluating challenges in the teaching-learning process to introduce positive solutions.

Lange (1990) points out that there is an intimate relationship between reflective teaching and teacher development; the reflective process allows developing teachers' latitude to experiment within a framework of growing knowledge and experience. It gives them the opportunity to examine their relations with learners, their values, their abilities, and their successes and failures. It begins the developing teacher's path toward becoming an expert teacher.

Through adopting reflective processes, teachers can confidently expect to raise their standards of professional competence to

creatively mediate externally developed frameworks for teaching (Pollard, 2002).

In the same context, Pennington (1992) proposes a reflective orientation as means of "(1) improving classroom processes and outcomes, and (2) developing confident, self-motivated teachers and learners" (p.51).

In addition, reflective practice is the window through which, teachers aid learners to develop their faith. Having faith in reflective practice, offers practitioners a "guiding principle" to their practice (Trelfa, 2005).

After conducting a project in which ten teachers were involved in reflective teaching practices, Richards (2008) collected and reported teachers' views on how reflective teaching can be beneficial to teachers. Views showed that reflective teaching is of benefit since it; (1) makes a teacher more aware of the limited range of teaching strategies that s/he has been using, (2) helps a teacher build a better working relationship with a colleague, (3) reveals unexpected information about interaction between learners during a lesson, and (4) provides more detailed information on learners' performance.

Rethinking and analyzing teaching experiences are one of the valuable ways for teachers to develop professionally. Teachers constantly face unexpected situations and individual differences among their learners. Thus, prescribed theories, methods, and strategies rarely work in various educational contexts (Steinberg & Villaverde, 1999). Therefore, teachers need to rethink, revise, and solve their educational experiences within the context of their educational situations (Isikoglu, 2007). Reflective teachers analyze and reconstruct their teaching and learning experiences (Bell, 2001). Through reflection, teachers build new teaching skills and become more effective teachers (Zeichner & Liston, 1987).

By collecting information about what goes on in classroom, and by evaluating such information, teachers can identify and explore their own practices and beliefs. This may lead to changes and improvements in their teaching. Reflective teaching is therefore a means of professional development which begins in the classroom (Tice, 2004).

Reflective practice offers practical options to address professional development issues. It encourages practitioners to generate and share their insights and theories about teaching (Florez, 2001).

Talking about her own experience with reflective teaching, Sharp (2003) points out that through processes of personal reflection, she is open to new information and ways of thinking about racial and cultural variables in the learning environment. She adds that thinking deeply about her work has increased her effectiveness and allowed her to assist her learners in learning. Her constant reflection facilitates her thinking as she considers instructional materials, activities, and the lessons she prepares and assigns.

Lester (1998) points that teachers who think reflectively about their own teaching are better equipped to be lifelong learners; they are also in a more favourable position to initiate changes in their existing practice through personal awareness of their classroom and its culture.

Being successful in today's classroom environment goes beyond fragmented techniques for managing instruction, keeping learners on-task, and handling learners' behaviours. It requires that teachers remainfluid and able to move in many directions, rather than only being able to move in one direction as situations occur. Effective teaching is much more than a compilation of skills and strategies. It is a deliberate philosophical and ethical code of conduct.

When teachers become reflective practitioners, they move beyond a knowledge base of discrete skills to a stage where they integrate and modify skills to fit specific contexts, and eventually, to a point where the skills are internalized enabling them to invent new strategies. They develop the necessary sense of self-efficacy to create personal solutions to problems (Larrivee, 2000).

Nunan and Lamb (1996, p.120) state that "reflecting on one's teaching, and, in the process, developing knowledge and theories of teaching, is an essential component in the lifelong process of professional growth." They add that reflective teachers "are capable of monitoring, critiquing and defending their actions in planning, implementing and evaluating language programs" (p.120).

Haggarty and Postlethwaite (2003) Point out that through reflective teaching, teachers tend to take personal responsibility for difficulties in their work rather than to attribute these difficulties to external contextual factors. They add that reflective teaching creates a context which promotes professional dialogue, and provides a way of situating teaching stories. Whether or not, teachers talk with their colleagues about their discoveries, the main value of reflective teaching lies in its potential to clarify teachers' thinking.

Brookfield (1995) points out that; reflection when practiced critically helps its practitioners to:

 (1) Avoid self-laceration; since reflective teachers, who systematically investigate how their learners are experiencing learning, know that much learner resistance is socially and politically sculpted. Realizing that resistance to learning often has nothing to do with what they've done as teachers, helps them make a healthier, more realistic appraisal of their own role in, or responsibility for, creating resistance. They learn to stop blaming themselves and they develop a more accurate understanding of the cultural and political limits to their ability to convert resistance into enthusiasm.

(2) Ground emotionally; reflection also grounds its practitioners emotionally. When teachers neglect to clarify and question their assumptions, and when they fail to research their learners, they have the sense that the world is governed by chaos. Whether or not teachers do well seems to be largely a matter of luck. Lacking a reflective orientation place an unseemly amount of trust in the role of chance. Teachers then inhabit what Freire (1993) calls a condition of magical consciousness. Fate and serendipity are seen as shaping educational process, rather than human agency. The world is experienced as

arbitrary, as governed by a whimsical God.When teachers think this way they are powerless to control the ebbs and flows of their emotions. One day, a small success causes them to blow their level of self-confidence out of all proportion. The next, an equally small failure is taken as a devastating indictment of their inadequacy. Teachers caught on this emotional roller coaster, where every action either confirms their brilliance or underscores their failure, cannot survive intact for long. Either they withdraw from the classroom or they are forced to suppress (at their eventual peril) the emotional underpinning to their daily experiences. So the critically reflective habit is connected to teachers' morale in powerful ways.

(3) Enlivens their classrooms; a reflective teacher activates his/her classroom by providing a model of passionate scepticism. As Osterman (1990) comments, "critically reflective teachers, who make their own thinking public, and therefore subject to discussion , are more likely to have classes that are challenging, interesting, and stimulating for learners" (p. 139).

(4) Increase democratic trust; what teachers do, makes a difference in

the world. In classrooms, learners learn democratic or

manipulative behaviour. They learn whether independence of

thought is really valued, or whether everything depends on

pleasing the teacher. The ways teachers encourage or inhibit

learners' questions, the kinds of reward systems they create, and

the degree of attention they pay to their concerns, all create a

democratic trusted classroom atmosphere.

Teachers who have learned the reflective habit know something about

the effects they are having on learners. They are alert to the presence

of power in their classrooms and to its possibilities for misuse.

Knowing that their actions can silence or activate learners' voices,

they listen seriously and attentively to what learners say. They

deliberately create public reflective moments when learners' concerns,

not the teacher's agenda, are the focus of classroom activity. They

make constant attempts to find out how learners are experiencing their

classes and they make this information public. All their actions are

explicitly grounded in reference to learners' experiences, and learners

know and appreciate this.Trust is the thread that ties these practices

together. Through their actions, teachers build or diminish the amount

of trust in the world. Coming to trust another person is the most fragile of human projects. It requires knowing someone over a period of time and seeing their honesty modelled in their actions. College classrooms provide the conditions in which people can learn to trust or mistrust each other. A teacher who takes learners seriously and treats them as adults shows that she can be trusted. A teacher who emphasizes peer learning shows that it's important to trust other learners. A teacher who encourages learners to point out to her what about her actions is oppressive, and who seeks to change what she does in response to their concerns, is a model of critical reflection. Such a teacher is one who truly is trustworthy.

In conclusion, the primary benefit of reflective practice for teachers is a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher. Other specific benefits noted in reviewed literature include the validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry, and respect for diversity in applying theory to classroom practice.

The role reflective teaching plays in the ESL/EFL classroom in particular

At an individual level, reflective teaching can be of great benefit for ESL/EFL teachers in three main ways; first, it helps free teachers from impulse and routine behaviour. Second, it allows teachers to act in a deliberate, international manner. Third, as teachers gain experience in a community of professional educators, they feel the need to grow beyond the initial stages of survival in the classroom to reconstructing their own particular theory from their practice (Farrell, 1998).

At a collaborative level, when ESL/EFL teachers meet regularly, they may begin to see how much they have in common, become more comfortable explaining their teaching routines to themselves and others, and may come to experience and enjoy a new level of self-articulated professionalism (Lange, 1990).

Pacheco (2005) stresses the great role reflective teaching plays in foreign language contexts since it; (1) facilitates meaningful thought and discussion among peers (teaching faculty) about teaching and learning which will inspire appropriate change in curriculum and pedagogy, (2) deepens into what the teacher believes "good teaching"

is, to mirror the teaching/learning process through different perspectives, (3) helps reflective teachers visualize through different eyes a picture of classroom environment and practices, and this awareness develops professional growth in their own teaching to make appropriate judgments and decisions, (4) promotes a raised awareness of classroom realities and a 'reservoir of information and experiences' which will direct ESL/EFL teachers towards discussions and reflections of classroom situations with peers, and the decisions taken would be more informed and systematic, and (5) builds the groundwork for better relationships among colleagues based on mutual support and respect.

If English as a second or foreign language teaching is to become recognized as a professional body, then teachers need to be able to explain their judgments and actions in their classrooms with reasoned argument. Ways of achieving this level of reason include reflecting on teaching experiences and incorporating evidence from relevant scholarship into teaching routines, which can lead to growth and development (Farrell, 1998).

How can reflective teaching be practised in the EFL classroom?

Reflective teaching consists of a series of steps or processes in which teachers reflect on what they want to occur in their classroom, then take some type of action. While they are taking the action, they are also likely to be evaluating it which leads to more reflection and that points them in a new direction and a new action.

Tice (1992) suggests that teachers may begin a process of reflection in response to a particular problem that has arisen with one of their classes, or simply as a way of finding out more about their teaching. She believes that the importance of reflective teaching lies in the fact that it implies a systematic process of collecting, recording and analysing a teacher's thoughts and observations, which enables making changes.She suggests different ways in which reflective teaching can be done, they include; (1) writing teacher diary or journal, (2) having peer observations, (3) recording lessons, and (4) getting feedback from learners and colleagues.She proposes that the teacher's diary is the easiest way to begin the process of reflection as it is purely personal. She explains that teachers are to write on their own notebooks about what happened with them. They may also describe their own reactions and feelings and those they observed on the part of

their learners. They are likely to begin posing questions about what they have observed. She, however, emphasizes that diary writing requires a certain discipline in taking the time to do it on a regular basis. She emphasises that in order to achieve what is expected from the reflective process, these ways shall be followed by thinking, talking, reading and asking. She sums up saying that reflective teaching is a cyclic process, as once changes start to be implemented; the reflective and evaluative cycle begins again.

1. Reflect   2. Plan

4. Observe   3. Act
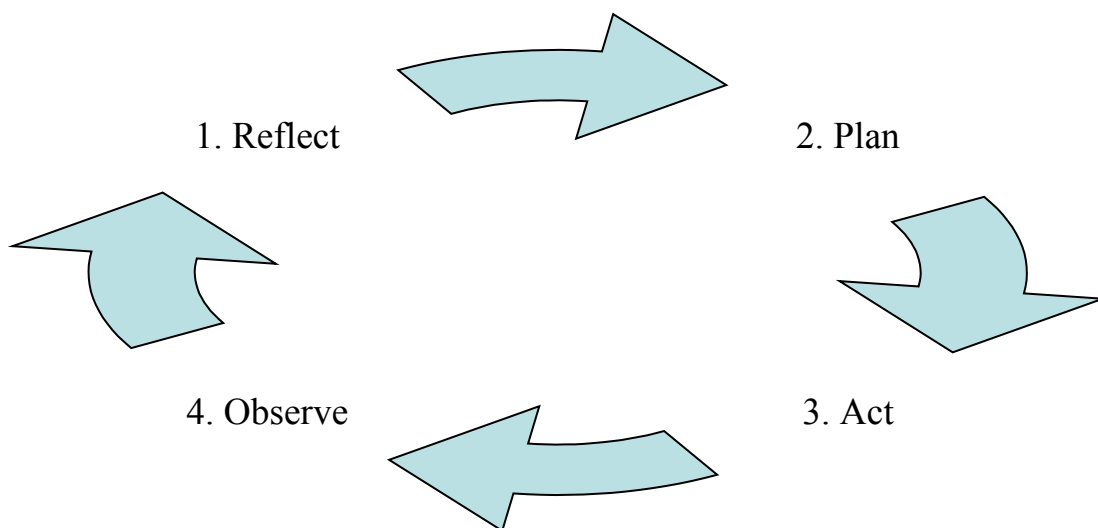
Figure 2.1: Tice's cyclic meaning of reflection

Pacheco (2005) suggests a model on how a teacher's practice in the classroom can be improved through reflective teaching and action

research. The model consists of four stages in the cycle of the process of reflective thinking; the process starts with the mapping stage where the teacher asks himself/herself questions such as "What do I do as a teacher?", s/he is exposed to self-inquire as an individual and internally observes beliefs, attitudes, methodologies, etc. It then moves to the contesting stage where questions are directed to the meaning of the teaching process itself, like, "What did I intend?" With this question the teacher deepens into what his/her aims were in the teaching/learning process to determine successes or faults. This will oblige him/her to discover situations and engage into discussions and reflection with colleagues by sharing ideas and thoughts. At the third stage, the teacher inquires on new ways of teaching when s/he finds him/herself asking "How might I teach differently?" During this stage, which is known as "the appraising stage", there is a growth towards innovative actions to improve problems encountered in previous experiences. At the final stage, "the stage of action", new ideas arise in a continuing process every time this question is asked: "What and how shall I teach now?" This stage leads the reflective teacher to implement new practice, observe, analyze and evaluate it, and determine if the changes implemented have worked or not.

He points out that this model will force teachers to step back and critically reflect not only on how they teach, but also why they teach in a particular way.
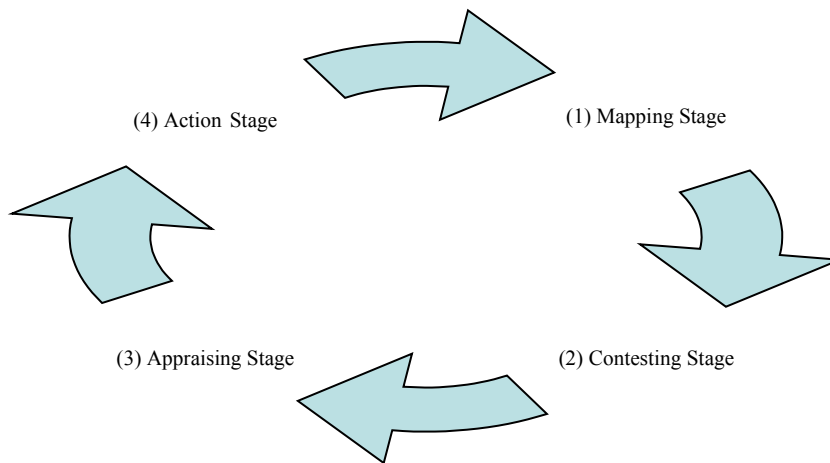
Figure 2.2: Pacheco's model of reflective practice

Can reflective teaching be considered as a process?

The reflection process is often described in terms of a cyclical model (Korthagen &Vasalos, 2005). In reflective practice, practitioners engage 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 (Brookfield, 1995). The goal is not necessarily to address a specific problem or question defined at the outset, as in practitioner research, but to

observe and refine practice in general on an ongoing basis (Florez, 2001).

Reflective teaching process consists of the collection of detailed information on the events that happen in the classroom as perceived by the student teacher, as well as observations in working with people, establishing classroom climate and managing instruction, planning of instruction, command of subject, personal and professional qualities … etc (Ogonor & Badmus, 2007).

Pennington (1992) adds that reflective teaching is a process where teachers look at what they do in the classroom, think about why they do it, think about if it works as a process of self-observation, and think about alternative means of achieving goals or aims, they see it as a means of providing learners with an opportunity to consider the teaching event thoughtfully, analytically and in an unbiased way.

Korthagen and Vasalos (2005) point out that reflective teaching is a process where a teacher acts, looks back on the action, gets aware of essential aspects, creates alternative methods of action and puts them into trial.

Action

2. Action Revision

5. Trial of alternatives

3. Getting awareness of
essential aspects

4. Creation of
alternative methods of
action
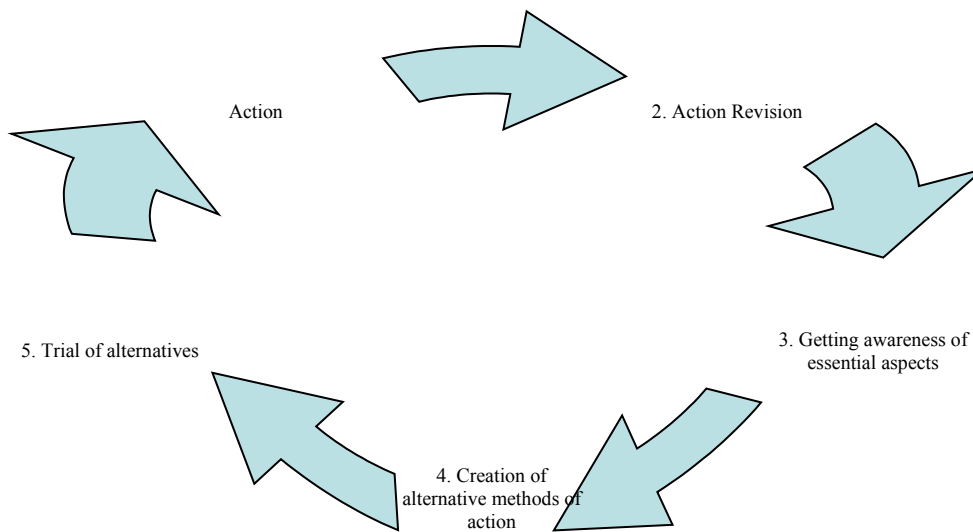
Figure 2.3: Korthagen and Vasalos (2005) reflective teaching process

  Richards (2008) points out that central to any reflective teaching

approach   is a three –part- process which involves three stages;

Stage 1: The event itself; the starting point is an actual teaching

episode, such as a lesson or other instructional events. While the focus

of reflection is usually on the teacher's own teaching, self-reflection

can also be stimulated by observation of another person's teaching.

Stage 2: Recollection of the event; the next stage in reflective

examination of an experience is an account of what happened, without

explanation or evaluation. Several different procedures are available

during the recollection phase, including written descriptions of an

event, a video or audio recording of an event, or the use of check lists or coding systems to capture details of the event.

Stage 3: Review and response to the event; following a focus on objective description of the event, the participant returns to the event and reviews it. The event is now processed at a deeper level, and questions are asked about the experience.

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                    ┌──────────────────┐
                    │ The three-part-  │
                    │   process of     │
                    │   reflection     │
                    └──────────────────┘
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| Stage 1: The actual teaching event | Stage 2: The recollection of the event | Stage 3: The review and response to the event |
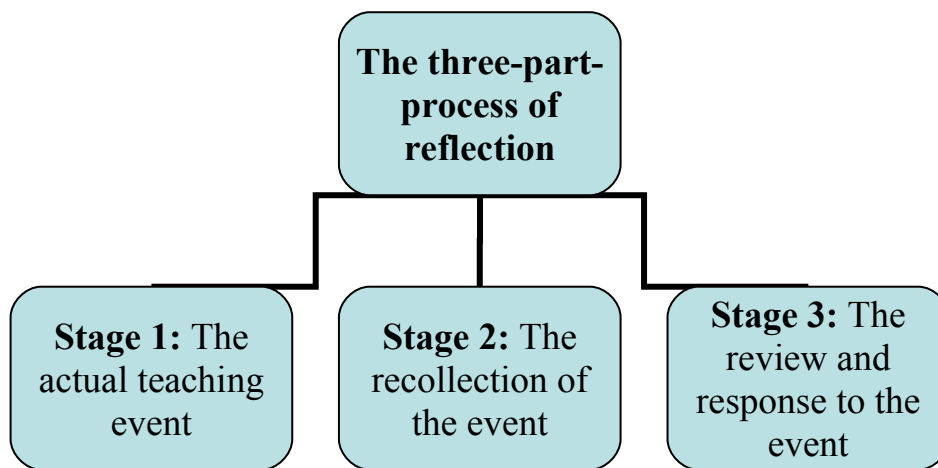
Figure 2.4: Richards' three part process of reflection

Levels of Reflection

Phillips and Hall (2002) suggest that reflective practices could be categorised into three levels which are explained as follows;

(1) Everyday reflection; where one thinks about what s/he did and what is and changes his/her practice accordingly. This level of reflection extends to include annual reviews, or semester reviews.

(2) Deliberate reflection; deliberately setting out to review one's practice over a sustained period of time in order to improve it. A typical example of doing this is attending regular discussion groups.

(3) Programmatic reflection; an ongoing reflection to formally monitor, review and change one's practice within a cyclical, collaborative process of critique and improvement. This relies heavily on collecting and reviewing evidence on an ongoing basis and using it to evaluate and inform changes in one's practice. An example of doing this is engaging in action research or action learning programmes.

Phillips and Hall (2002) add that there is a sequential relationship between these levels. Whereas Rarieya (2005) proposes that reflection goes through four levels which are explained as follows;

1. Noticing and giving factual description; where no details are given.

2. Making sense and offering descriptive ideas that struck a teacher.

3. Making meaningful reflections; where a teacher is able to identify purpose and offer explanations with principle or theory given as the rationale. A teacher looks at issues outside the class but linked to it.

4. Transformation; a teacher is able to offer restructured learning and to see its applicability. Issues are looked the micro and macro levels and from various dimensions, e.g., ethical, moral, political, social etc.

Impediments which may restrict the Reflective Teaching Practice

At the institutional level, the practice of reflective teaching is mainly restricted by school environment which often fosters anxiety, helplessness, and hostility in teachers. These feelings are promoted by large class sizes, unreasonable curricular and other professional demands, lack of resources and support, and numerous and persistent outside interferences, lack of control over the conditions of teachers' work, loneliness, lack of trust, and increasing political intervention into teaching (Markham, 1999).

At the individual level, reflective practice requires a commitment to continuous self-development and the time to achieve it. Practitioners should be trained in reflective practice and given time to experiment with and master the general process. Reflective practice may prove emotionally challenging. Some practitioners may not be ready to confront the uncertainty about their teaching philosophies and competence that can be a part of the process. Thus, some teachers might find the reflective process too time-consuming (Merryfield, 1993).

How can impediments be overcome?

To overcome impediments that may restrict the practice of reflective teaching, practitioners should be trained in reflective practice and given time to experiment with and master the general process (Merryfield, 1993). In addition, a reflective teacher must be aware of its limitations. Reflection can be a valuable process for teachers and teacher educators but it needs to be explicit about what it is attempting to explain (Taylor, 2001).

Can experience replace reflection in developing the teacher?

Bailey, et al., (1996) point out that experience is insufficient as a basis for development, since "we teach as we have been taught" p.11). This truism holds because of the "power exerted by the implicit models in a future teacher's own lifelong education" (p.11).

Similarly Paquette and Francois (2002) point out that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development. Richards & Lockhart (1994) go on to articulate five assumptions about teacher development (pp. 3-4):

- An informed teacher has an extensive knowledge base about teaching.

- Much can be learned about teaching through self-inquiry.

- Much of what happens in teaching is unknown to the teacher.

- Experience is insufficient as a basis for development.

  - Critical reflection can trigger a deeper understanding of teaching.

Reflective Teaching Approaches

Many different approaches can be employed if one wishes to become a reflective teacher, including observation of oneself and others, team teaching, and exploring one's view of teaching through writing (Richards, 2008).

Reflective Teaching Practices

In-class reflective teaching practices

Through literature review, it's noticed that reflective teachers implement certain reflective teaching practices as follow;

A. Increasing student-student interaction

Scrivener (2005) suggests that reflective teachers are to get more student interaction through certain practices. Some of the practices he suggests are; (1) Asking questions rather than giving explanations. (2)

Allowing time for learners to listen, think, and process their answers and speak. (3) Making use of pairs and small groups to maximize opportunities for learners to speak. (4) Encouraging interaction between learners rather than between learner and teacher, and teacher and learner.

B. Eliciting information from learners

Scrivener (2005) states that *eliciting* means drawing out information, language, ideas, etc, from the learners. This technique is based on the principle that learners probably know more than what the teachers may give them credit for. Reflective teachers start with what their learners know. That is a productive way to begin new work, and involving learners in question-and answer movement towards new discoveries, and that is surely more effective than simply giving lectures.

C. **Encouraging a friendly relaxing learning environment**

Kattan (2008) suggests that through reflective teaching, teachers become more able to show trust in their learners and share some responsibility with them. If there is a trusting, positive, supportive rapport amongst learners and between learners and teachers, then there is a much better chance of useful interaction happening.

Ersoz (2002) suggests that engaging learners in games and similar group activities may help in easing the fear of negative evaluation since the learners' attention is on the message not on the language, and thus will help in creating a friendly relaxing learning environment. They also encourage and increase cooperation since most participants will do all they can do to win, rather than pay attention to correctness of linguistic forms. They are very useful as they give learners a break and at the same time allow them to practise the different language skills.

C. Motivating learners

Kattan (2008) points out that reflective teaching helps teachers get learners more motivated through the use of creative activities; these activities many include drama, games … etc.

D. **Managing the classroom efficiently**

Pollard (2002) says that reflective teachers are capable of managing their classroom efficiently, since reflection helps them gain certain characteristics which include;

(1) Withitness; teachers who are with it are able to anticipate and to see where help is needed. They are skilful at scanning the class whilst

helping individuals and they position themselves accordingly. They are alert; they can pre-empt disturbance; and they can act fast.

(2) Overlapping; overlapping teachers are able to do more than one thing at the same time. This is similar to 'multi tasking'. Most teachers work under such pressure that they have to think about and do more than one thing at a time. Decisions have to be made very rapidly. When learners perceive that the teacher is with it enough to know what is going on then they are more likely to remain on task.

(3) Pacing; through pacing, reflective teachers are able to make appropriate judgements about the timing and the phasing of the organization, manner and content of sessions.

(4) Orchestration; a reflective teacher works with the whole class rather like a conductor controls an orchestra. Whether teachers are adopting whole class, individual or group teaching strategies, part of their job is to maximize the time that all the learners in the class are on task and paying attention. Involving all the learners in the learning activities of a classroom involves developing the sensitivity to be able to read how individual learners are responding, and to be able to anticipate the most effective way of maintaining interest or re-engaging attention.

E. **Varying roles teachers take while learners are conducting their activities**

Scrivener (2005) says that after giving the instructions for a task and learners start doing it, a teacher needs to check whether learners have understood the basic instructions or not. The teacher can do this by quietly wandering around the room. As the main aim of many activities is for learners to get a chance to work on their own, the teacher's presence might actually be interference. So once the activity is safely under way teachers have to decide on the roles they take while learners are conducting their activities. These roles include actual participation in the activity, monitoring discreetly, and vanishing; (1) to vanish is when a teacher maintains a presence in the room, but doesn't not offer help, (2) to monitor discreetly is when a teacher maintains a presence in the room, but does not offer help unless there is a significant problem. (3) Finally, s/he may sit down and join a group and take part as if s/he were one of the groups, offering ideas, helping with questions, and joining in discussions.

F. **Conducting reflective lessons and activities' beginnings**

Pollard (2002) emphasises the importance of the beginnings of a class in setting a tone for class. She points out that reflective teachers

are able to introduce and interest the learners in the planned classes
and activities through providing them with a clear indication of the
learning objectives of the class, a clear explanation of what they are
expected to do. Teachers are also expected to structure class activities
in practical, organizational terms.

G. **Conducting reflective lessons and activities' endings**

Pollard (2002) believes that reflection can lead teachers to carrying
a careful thought-out and well executed ending to a session. This can
be done through (1) reviewing with learners the educational progress
and achievements carried out in the lesson, or (2) reinforcing good
work and activities which have been successfully completed.

H. **Keeping track of the variety of directions different classes take**

Boyd & Boyd (2005) point out that reflective teachers tend to keep
track of what has been going on in the class. They add that this can be
simply done through writing a short journal entry at the end of each
class period. In such entries, teachers write down a short description
of what they have taught and assigned. This is highly important,
especially for those who teach different sections of the same grade.
Doing this, the teacher stays organized. This also helps teachers clear

up uncertainties. Otherwise, the classes and content can run together and create unintentional repetition or omission.

I. **Recurring challenges taking place in class**

Pollard (2002) points out that reflective teacher are most likely to recur challenges through the adaptation of a number of strategies; (1)The first strategy for dealing with misbehaviour might be to ignore it especially if it has only happened once or a teacher considers it to be a minor infringement of the classroom rules, picking up on each and every infringement may be time consuming and detract from the educative content of the session.

(2) Pre-empting general misbehaviour to reduce incidents of inappropriate behaviour through; (a) being clear about general class rules. (b) Having clear learning objectives and making sure learners understand them.(c) Explaining activities and tasks clearly and being sure that every learner knows what to do and how to do it. (d) Showing approval of appropriate work and rewarding effort. (e) Being supportive of any problems encountered. (f) Being consistent.

(3) Dealing with inappropriate behaviours according to their consequence; (a) if inappropriate behaviour only occurs once and seems inconsequential, a reflective teacher is to note it, and wait to see

if it builds. S/he can indicate that s/he has noticed and disapproves the behaviour, but take no action. (b) If repeated, a reflective teacher may make sustained eye contact, use non-verbal gestures, move towards the student, invite the learner to participate, ask a question or encourage a comment. (c) If persistent, a reflective teacher names the learner firmly and positively, stops the action, briefly identifies the inappropriate behaviour, comments on the behaviour , not on the learner, keep voice low, and if necessary isolate the learner.

In all cases, reflection helps teachers deal with the situation as quickly and neatly as possible; they don't let the situation distract their attention from the rest of the class and the goals of the lesson. (4) Being fair, and if necessary s/he apologizes.

J. Being adaptive and flexible, monitoring learners' needs and adjusting classroom activity accordingly

Stout (1989) characterizes reflective teachers by being adaptive and flexible, monitoring learners' needs and adjusting classroom activity accordingly. He adds that their flexibility pertains to the ability to modify instruction according to individual learners' needs and to specific learning circumstances.

K. Helping learners develop their own self-reflection skills

Sharp (2003) points out that a teacher's reflection and sensitivity to diverse learning styles will assist in creating equitable learning environments for all learners and help them develop their own self-reflection skills. She suggests that a teacher can encourage dialogue and reflection in class through asking learners to representing the opinion of the reader, what they learn from the reading… etc.

L. Finding ways leading to creating authentic learning communities

Larrivee (2000) points that teachers who enjoy self-awareness , self- inquiry and self-reflection are able to findways leading to creating authentic learning communities; this is done by adjusting the "power over" into "power with" learners through calling for teaching styles that better align with emerging metaphors of a teacher as a social mediator, learning facilitator, and reflective practitioner.

M. Acting with integrity, openness, and commitment

Larrivee (2000) identifies reflective teachers as those who act with integrity, openness, and commitment rather than compromise, defensiveness, or fear.

Reflective Teaching Activities

A reflective teacher may get involved in a number of reflective teaching activities both at the individual and the collaborative levels, these activities include;

A. Teacher Diary; Tice (1992) suggests that the teacher diary is the easiest way to begin a process of reflection since it is purely personal. She suggests that after each lesson a teacher can write in a notebook about what happened. S/he may also describe his/her own reactions and feelings and those s/he observed on the part of the learners. S/he is likely to begin to pose questions about what s/he has observed.

B. Peer Observation; Richards and Lockhart (1994) suggest that peer observation can provide opportunities for teachers to view each others' teaching in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching.

C. Self-Reports; self-reporting involves completing an inventory or check list in which the teacher indicates which teaching practices have been used within a lesson or within a specified time period and how often they were employed. The accuracy of self-reports is found to increase when teachers focus on the teaching of specific skills in a

particular classroom context and when the self-report instrument is carefully constructed to reflect a wide range of potential teaching practices and behaviours (Richards & Nunan, 1990). Self-reporting is of great importance since it allows teachers to make a regular assessment of what they are doing in the classroom.They can check to see to what extent their assumptions about their own teaching are reflected in their actual teaching practices.

D. Journal writing; journal writing is a procedure which is becoming more widely acknowledged as a valuable tool for developing critical reflection. The goal of journal writing is to; (1) provide a record of the significant learning experiences that have taken place, (2) help the participant come into touch and keep in touch with the self-development process that is taking place for him/her, (3) provide the participants with an opportunity to express, in a personal and dynamic way, hos/her self-development, (4) foster a creative interaction between the participant and the self-development process that is taking place, between the participant and other participants who are also in the process of self-development between the participant and the facilitator whose role it is to foster such development (Bailey, 1990).

E. Lessons Recording; for many aspects of teaching, audio or video recording of lessons can provide a basis for reflection. While there are many useful insights to be gained from diaries and self-reports, they cannot capture the moment to moment processes of teaching. Many things happen simultaneously in a classroom, and some aspects of a lesson cannot be recalled. Many significant classroom events may not have been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with recordings of actual lessons emerges (Pak, 1985).

How can EFL teachers be provided with opportunities?

Farrell (1998) proposes a five-component teacher development model through which EFL teachers are provided with opportunities to reflect. The five components are not isolated. They are all connected; one builds on the other and all need to be considered as a whole. The five components are;

 (1) Providing different opportunities for teachers to reflect through a range of different activities; such activities can be carried out alone, in pairs, or as a group. A group of teachers may decide to do one of the activities or a combination of any or all of them. These activities may

include; (a) peer observation, (b) group discussion, and (c) journal writing.

(2) Building in some ground rules to the process and into each activity; a minimum set of guidelines needs to be negotiated to insure a deeper, critical level of reflection beyond mere descriptions of teaching after carrying out a reflective teaching practice.

(3) Making provisions for time; teachers participating in a reflective process need to determine how much time they are able to give for the process in general and for each activity in particular.

(4) Providing external input for enriched reflection; teacher education, whether pre-service or in-service, requires input from vicarious experiences, other people's observations and reflection, and from other people's experiments, and from theories learned from research and the literature. Otherwise, reflection only emphasizes personal experiences and won't be able to help a teacher forward in the process of development.

(5) Providing a low anxiety environment; Francis (1995) indicates that for in-depth reflection to occur, which is not automatic, anxiety is

present. Therefore, a non-threatening environment should be fostered in the group by the individuals themselves. Ways of establishing low anxiety can be incorporated, such as emphasizing description and observation over judgment.

Part (2): Reflective Practices/ Review of Related Studies

This part presents three kinds of studies that the researcher reviewed for the purpose of developing the research background of the present study. These studies discuss;

1. Reflective practices and their role in teacher education;

2. Reflective practices and their role on learners; and

3. Reflective practices and their role among in-service teachers.

First: Reflective practices and their role in teacher education

Many research studies indicate that student teachers who are taught how to be reflective can (1) engage in more culturally appropriate teaching, (2) see the relatedness of seemingly isolated classroom phenomenon, and (3) start to take responsibility for teaching problems rather than blaming learners for not learning or not being motivated to learn (Valli, 1998).

Ogonor and Badmus (2007) discuss a conducted study which aimed at examining the reform outcome of reflective teaching introduced by the Faculty of Education among the student teachers in

a Nigerian University during the six-week teaching practice exercise which took place in the academic year 2002/2003. Three hundred and four learners who were in the final and penultimate years of graduation participated in the study; the mean age of the participants was nineteen. The research study had six questions to answer; (1) what were student teachers' perceptions of reflective teaching practice?, (2) what professional activities were carried out by student teachers during teaching practicum in public schools?, (3) what were faculty observations of student teachers' performance during teaching practicum?, (4) what were the perceptions of teachers of partnership schools regarding the performance of student teachers, during the teaching practicum?, (5) what were student teachers' assessment of the collaborative assistance of the staff of partnership schools to them? , and (6) what were the challenges encountered by student teachers during reflective teaching practice exercise?

Seminars on reflective teaching and collaboration with partnership schools were organized separately for staff and learners of the institution. Similarly, interactive sessions were held with the principals of the partnership schools. The discussion revolved on pedagogy, subject matter and interactive skills etc, which were the

major aspects that staff of partnership schools, were required to provide support to student teachers.

On the other hand, learners were instructed to meticulously keep record of professional and instructional events in a log book which they were required to submit to the Faculty of Education as a requirement for the completion of the exercise.

Four sets of instruments were used. The first was Student Teachers' Perception of Reflective Teaching Professional Activities and Assistance of Partnership School Questionnaire. The second was Teaching Practice Assessment Schedule for Faculty Supervisors. The third was Mentor Teachers Assessment of Student Teachers Performance and the forth was Challenges encountered by Student Teachers during Teaching Practice. They were all open ended, targeted at eliciting information on student teachers' activities and support by teachers of partnership schools during the teaching practice, perception of student teachers' performance by Faculty and mentor teachers, as well as the challenges encountered by trainees during the exercise.

The findings from this study indicated that student teachers were elated and had opportunity for professional growth as they practiced

reflective teaching; the majority of the student teachers indicated that reflective teaching stimulated them to be greatly committed to the attainment of excellence. A large proportion of trainees indicated that the practice made them take time to reflect and be acquainted with the functioning of the school, which they used to take for granted. The exercise also enabled trainees to have a firm grip of the desired activities and try out new principles and alternative methods of teaching. There was a genuine interest in teaching among the student teachers to excel as they enjoyed the teaching process. The process enabled them to be more serious and devoted to work. However, student teachers stated that teachers of partnership schools could not provide specific professional support to them during the practice period. Faculty's perception of trainees' activities during the practice period was that student teachers had more problems with the application of pedagogy than knowledge of subject matter while mentor teachers rated learners' general performance as very high. Student teachers enumerated the constraints they had to perform effectively during the teaching practicum, as intense pressure for time, inability of school authorities to provide required basic materials and

non performance of the role of mentoring by staff of partnership schools.

In another context, Ottesen (2007) conducted a study in which, conversations between student teachers and their mentors during internship were analyzed to explore how they reflected reflection and what they seemed to accomplish through this reflection. The participants in the study were four student teachers enrolled in a one-year course in addition to their discipline to qualify as teachers at the University of Oslo. The site for data collection was a medium-sized upper secondary school in a suburban area. During the 12-week internship, discussions between mentors and learners and between learners in peer collaboration were audio taped, amounting to nearly 50 hours of talk. In addition, background information was gathered through ethnographic field notes from the learners' performed lessons and participation in various activities in the school.

Categorization of 21 taped conversations between student teachers and their mentors and of 15 ones between the learners indicates that although reflection is evident nearly in every session, it is commonly neither systematic, nor extended in time. Typically, the objects of reflection emerge from puzzling or disturbing aspects of teaching

experiences, or student teachers' raising some problematic about their plans.

Three modes of reflection during internship in teacher education were discerned and discussed; (1) reflection as induction to warranted ways of seeing, thinking and acting; (2) reflection as concept development; and (3) reflection as off-line or imagined practices.

The study came up with recommendations emphasizing a huge potential for expanding reflection in teacher education through making mentors more aware of the theoretical underpinnings of their work, and to make university instructors more aware of the embodiment of theoretical concepts in the teaching practices.

In a more recent but very similar context, Paquette and Francois (2002) conducted a qualitative study which aimed at examining how pre-service second language teachers navigate through the difficulties of introducing cooperative learning into their classrooms during student teaching, despite the fact that this approach differs from their cooperating teachers' customary teaching strategy.

The study sought to determine what helps or inhibits the student teachers' progress. Conversations between student teachers and their

mentors during internship were analyzed to explore how they reflected and what they seemed to accomplish through reflection.

Results of the study revealed that teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide their learners with. Like other forms of self-inquiry, reflective teaching is not without its risks, since journal writing, self-reporting or making recordings of lessons can be time-consuming. However teachers engaged in reflective analysis of their own teaching reported that it was a valuable tool for self-evaluation and professional growth. Reflective teaching suggests that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development.

A review of a number of other research studies indicated that portfolio development has become a favourite tool used in pre-service teacher education. The following are studies which verify what is mentioned above;

Isikoglu (2007) conducted a study to examine how early-childhood pre-service teachers developed professionally through reflective

journals. The study focused on the quality of reflection and the effects of reflection on pre-service teachers' professional development, and had two questions to answer; (1) what is the quality of pre-service teachers' reflection? And (2) how do pre-service teachers exhibit their professional development in their reflective journals?

A qualitative case study design was selected for this research study. Thirty-two learners, majoring in early childhood education, were selected by sampling techniques to participate in the research study. Participants were asked to keep reflective journals during their teaching practice, after 15 weeks of teaching practice, the participants submitted their reflective journals. In addition to the document collection, semi-structured interviews were conducted with 10 volunteered participants who were asked about how they felt about keeping journals, what advantages or disadvantages keeping journals has…etc. Data gathered through documents and semi-constructed interviews were analyzed through content analysis techniques. While reflective journals and interview transcripts were coded in two stages. First, reoccurring patterns were coded within the text and themes were labelled. Second, the levels of reflection were coded inside the labelled themes. The results of the study indicated that pre-service

teachers demonstrated three stages of reflection; routine, technical and critical, in professional development themes named evaluation, problem solving and consciousness. Technical and critical level reflections indicated that pre-service teachers were in the process of professional development and change. Building on its results, the study came up with recommendations that teacher education institutions should promote the reflective journal keeping during the student teaching.

Hamlin (2004) conducted a study which examined formal field reports written by learners in pre-education courses; Introduction to Teaching, and Math for Secondary Teachers, at a small, private, liberal arts university. The Introduction to Teaching course was designed to introduce undergraduate learners to the issues and realities of teaching through readings, class discussions, the teaching of two lessons with peer review, and a 26-hour practicum experience. Learners were placed in local public schools at the elementary through high school levels. Cooperating teachers were asked to involve learners in various aspects of teaching life, such as working with individual school learners and small groups, grading papers, and planning and teaching a few whole class lessons. Learners had varied

levels of involvement due to class types and teachers' styles. In most settings, learners spent a significant amount of this time observing. In order to help learners derive meaning from what they were seeing, they were asked to observe for various aspects of context and pedagogy, and make connections between what they observed, and issues discussed in class. As part of the course requirements, learners were asked to maintain a journal or learning log and, as part of this study, they were asked to also write two formal field reports based on the critical incident analysis model as described in the Posner text, *Field Experience: A Guide to Reflective Teaching*, by George J. Posner, 1996.

In the course of "Math for Secondary Teachers", learners explore historical and pedagogical issues in the teaching of mathematics. The course includes a 15-hour practicum in a middle or high school. While their cooperating teachers are also asked to involve the learners in working with individuals and small groups, grading papers and teaching whole class lessons, much of their time is actually spent observing. These learners keep learning logs of issues observed in the teaching of mathematics issues which are explored in class discussions. Learners involved in the study wrote formal field reports

using the critical incident analysis model. The individual course instructors assessed the formal fieldwork reports from each section of the Introduction to Teaching and Math for Secondary Teachers courses. The emphasis in one section of the Introduction to Teaching course and the Math for Secondary Teachers course was on critical incident analysis. In the other two sections of Introduction to Teaching, learners were asked to reflect in writing on what they observed, but were not specifically directed or taught to focus on a critical incident. Formal fieldwork reports were then collected and analyzed for instances of reflection representing a view of teaching that extended beyond the effectiveness or ineffectiveness of technique to include social and political considerations of curriculum and methodology.

Four student fieldwork reports were selected for further analysis and discussion; two from the "Introduction to Teaching" and "Math for Secondary Teachers" courses where the focus on critical incident analysis was emphasized, and two from a section of the Introduction to Teaching course that did not emphasize the critical incident approach. These reports exemplify the types of reflection generated by this group of learners in these courses.

Through reports analysis it was observed that in the Introduction to Teaching course which emphasized the use of critical incidents, learners reflected in ways which illustrated reflection at multiple and complex levels, a phenomena which had not previously been the case in the instructor's experience teaching this course. An examination of the field reports from the other two sections, both taught during the same year with a similar composition of learners doing early field experiences in the same schools, did not reveal this same depth and complexity of reflection. In contrast, the papers scored as exemplary from the Introduction to Teaching sections, did not focus on critical incidents. Thus, these papers represented the same types of reflection the researcher also had been receiving from her learners in previous years. These learners only described the use of various observed strategies and remarked on how effective or ineffective they appeared.

The results show that learners' papers in the two courses were reflecting on different issue without any help or instruction from their professors. These learners grapple with the ethical and political consequences of curriculum and of pedagogical practices and the cultural context in which schools and they, as teachers, will function.

The results of the study revealed that pre-service learners participating in early field experiences are capable of reflection at multiple levels including a critical consideration of the broader social and political effects of educational curriculum and methodology. The study also assumes and that their ability to reflect at complex levels could be enhanced through structured writing of critical incident analysis.

The study came up with recommendations calling for emphasizing and valuing a social reconstruction approach for focus during early field experiences. This is specially the case when observation is still the predominant activity, and the stresses and tensions which accompany the shift in responsibility from observing to teaching have not yet fully surfaced.

Other studies didn't only investigate the practice of reflective teaching, but they also discussed how and when such practices shall be discussed and evaluated. Williams and Watson (2004) evaluated a specific implementation of a reflective approach to teacher education in a pre-service course in teaching English to speakers of other languages (TESOL) in a UK university. The implementation was the use of delayed debriefing (supervisory conference) after lesson

observation, providing the student teacher with support for reflection in the form of a time delay and completion of a structured journal.

Six debriefing sessions were tape-recorded in each of two sections, one in which delayed debriefing was used and one in which immediate debriefing was used. Each of the two sets of debriefing sessions (delayed and immediate) involved six different student teachers with six different tutors. Tapes of sessions were transcribed and transcriptions studied in order to identify analyses susceptible to capturing features of student talk and interaction.

Three analyses of student teacher talk in the debriefing sessions were presented: topic initiation, modal verb use, and types of 'reasoning' talk. The analyses offered some evidence of a higher level of reflective analysis by the student teacher in delayed debriefings.

This study results provided some evidence that delayed debriefing and structured journals generate a relatively more reflective approach on the part of the student teacher to the analysis of their teaching so that our student teachers appear to be acquiring the knowledge, skill, attitude and authority necessary to become autonomous individuals and to help them construct their own knowledge.

The conclusion for the above presented studies agrees with what Bryan (2000) points to in his study; the use of reflection in teacher preparation programs seems to hold promise for challenging the traditional/ behaviourist views of teacher preparation that some believe have continually obstructed attempts at educational reform .

Thus, when educators, at teacher education institutions, ask their learners to reflect on what they are learning, they need to define the reflective process in relation to the functions and reasons for reflection, and to what the process will require of them. They also need to consider the structures that need to be put in place to assist the practice of reflection. They must also step back and carefully analyse the social contexts in their classes in which reflection is taking place (Rarieya, 2005).

Second: Reflective Practices and their Role on Learners

In 2006, Shosh Leshema and Vernon Trafford conducted an ethnographic-approach research study. In their study, two educational contexts were compared. The comparison aimed to illustrate different forms of reflective practices and to explore how learners used reflective tools in their respective programmes. The study focused on foreign language teaching of English. The contexts for the research

were classrooms in TEFL (Teaching English as a Foreign Language) lessons and workshops for DBA (Doctorate in Business Administration) and Ed.D. (Doctorate in Education) programmes.

In their study, first-year learners, who were training to become English teachers participating in an 'Introduction to Education' course, at the Academic College of Education in 'Israel', were contrasted with candidates undertaking a practice-based professional doctorate programme at Anglia Ruskin University in the United Kingdom. Participants were encouraged to reflect on their learning process through the use of various tools suiting their levels and preferences. The tools included linguistic autobiographies, personal diaries, reflective journals, narrative accounts and research diaries.

First-year learners were involved in autobiographical assignments, creating and presenting their stories through the medium of albums and videos, or conducting interviews with relatives and others featuring in their linguistic trails. They were also involved in fieldwork which was spending one day each week at an experimental school, learning about its culture and operations. The learners wrote journal entries on impressions and reflections of events in which they observed or participated at school. At the end of the year, they

compiled a portfolio as a reflective journal. They then selected five entries from this portfolio and explained why these were meaningful to them as student teachers.

Data Analysis has shown that first-year learners chose the journal writing and the stories as tools to help them confront their own stories and from which they derived their own meanings. This might be due to the fact that they were at their initial stages of developing their own voices, and had not as yet received any structured guidance on developing skills of reflection. Yet, many of them pointed to the extent of their 'personal change' in their autobiographies, beliefs, approaches to learning and outlook on experiences.

On the other hand, doctoral candidates, who used research diaries, reported that they generated knowledge from their respective working contexts which they considered to be new. The 'newness' was not only that they had access to additional sources of data through their diaries, but they had also matured as researchers through the process of reflection.

The researchers point that there are similarities within the collected stories. Although they account for apparently different educational processes, nonetheless they display generic features of reflective

learning such as; (1) being easy to facilitate as a learning process, (2) requiring low/nil consumption of educational resources, (3) possessing a constantly increasing reservoir of learning capabilities, and (4) displaying a capacity to extend learning from the individual to the group.

Data were collected from observations and the analysis of linguistic autobiographies, personal diaries, reflective journals, narrative accounts and research diaries.

The results of the study revealed that; (a) personal stories are an untapped reservoir of knowledge for learners who have had no experience in teaching, in their first year of studies, (b) personal spontaneous stories from the field are a powerful tool for use by tutors to raise the reflective capability of their learners, (c) triggering memory enables hidden experiences to surface and contribute to the construction of new meanings by identifying and connecting events, (d) encouraging student teachers to think about their past experiences raises their reflection and learning to a meta-level of appreciation, (e) through reflection learners become aware of meanings in events through their life, make authentic expressions, build on these events and construct new assumptions about transferable learning processes,

(f) The educative approaches that were used in the two compared programmes enabled learners to gain new insights upon their respective contexts, behaviour and thoughts, and (g) stories display mirror-like features that can positively enhance learning and research through reflection.

The conclusions of the researchers revealed that these tools represent an ever-increasing, but low resource consumption, educative device and they extend reflective learning beyond individuals to the wider group of learners, they showed how relatively simple strategies can harness learning potential in learners.

Third: Reflective practices and their role among in-service teachers

Johnston (1994) conducted a research study on becoming a more reflective teacher, which aimed at understanding how teachers construct meanings and reflect on them. The study had two research questions; (1) how do teachers become more reflective thinkers? And (2) how does an increase in reflective thinking interact with changes in teachers' beliefs and teaching practices?

In her study, Johnston followed three elementary classroom teachers through a two-year master's degree program that aimed to

promote reflective thinking, and for two years following. The case-study teachers were different in many ways. The first, who had been teaching fifteen years, and was in a first grade in a middle socio-economic area school, had traditional beliefs about teaching, had a teacher-directed classroom, showed little evidence of reflective thinking, and expected the professors in the program to give her better ways of teaching. The second, who had five years of experience in teaching second grade in a middle socio- economic area school; held less traditional beliefs about teaching, had a questioning attitude toward her beliefs and teaching practices, and expected the program to support her ability to think more intelligently about her teaching. The third, who was teaching fifth grade with eight years of experience in a middle socio- economic area school, had traditional beliefs, she used an individualized learning approach to organize instruction, was articulate about her beliefs but unquestioning of them, and expected that the master's program would give her new teaching strategies to use in her classroom.

During the program (years one and two) the researcher collected data of various kinds (interviews, classroom observations, video-taped segments of teaching followed by stimulated recall interviews,

journals, and course work). Initially, these were analyzed in traditional ways; by using analytic induction and constant comparisons across categories. Once the categories were identified, the interview data were coded to the categories. Trends and changes were interpreted by analyzing responses coded to the various categories. The researcher then wrote interpretive accounts for each case study (year three).

During year three, the researcher asked the teachers to talk through her written interpretations with her. She encouraged them to write their own accounts when they disagreed with her, and then they discussed their writing. This process led to more collaboratively produced interpretations and shared texts; they had many conversations about how to resolve the differences in their interpretations, how to guard against intimidation from the researcher, and how to represent their shared insights as well as separate voices. The understandings gained from these conversations and collaborative writing enlarged and even altered the participants' and the researcher's initial interpretations.

The interpretation of each case study was organized in three sections: (1) the teacher's metaphor, (2) the process of becoming more reflective, and (3) the influence of reflection on change.

There were both similarities and differences in the ways in which these three teachers became more reflective practitioners. The outcomes evident at the end of the two-year master's program was a more examined set of beliefs and teaching practices as well as a more complex view of them. All three teachers spoke of increased professional confidence because they were clearer about their beliefs and had reasoned justifications to support them. The process was empowering but also stressful and risky. They each reported at times feeling overwhelmed, discouraged, even defeated; all three considered the ongoing support of the university faculty and peers essential. None of them, by their own account, thought they would have made the same progress with a less supportive or shorter-term project.

The results point to the complexity of becoming more reflective and to the individual variations to be expected from educational efforts to encourage it. All three teachers became more reflective and yet there were significant differences in how this occurred as well as how reflective thinking was interactive with changes in their beliefs and teaching practices. The teachers all became more complex in their thinking, but they differed in how much they valued this. There was interesting variation in how reflection interacted with changes they

made or did not make in their classroom practice. As a result of their participation in this program, their ability to think reflectively increased as reflected in both the researcher's and the participants' interpretation of each case study.

Wilson (2006) discusses a method of reflective practice "bringing memory forward" developed through a study conducted in a Canadian school during the school year 2002–03 with 18 kindergarten practicing teachers. The process of 'bringing memory forward' involves asking why certain stories are significant and whether connections can be drawn between the stories teachers incline towards and the larger cultural narratives of which those stories are a part. The study investigated how teachers could voluntarily recognize their constructions of 'difference' against their own 'landscapes of learning.' The study combined monthly teacher literature circles, interviews and the writing of a literacy autobiography to link narrative with memory within a framework focused on reflective practice. The presence of these three elements created mutually supportive critical contexts in which teachers reflected on their learning against the background of their teacher practice and literary and lived experience.

Practicing teachers from 25 public and private schools were invited to participate in teacher literature circles, individual interviews and the writing of a brief literacy autobiography. Eighteen teachers from nine schools in the Riverton School District (pseudonym) joined. Four literature circles were formed, with each circle containing three to six teachers. Of the 18 teachers in the study, 12 were of European ancestry and six were indigenous. The groups were predominantly female, with one male in each of three literature groups. Teacher experience ranged from two to thirty years, with most teachers having taught on average eight years. The circles provided an informal context for teacher collegiality and reflection without the pressure (characteristic of much in-service education) to directly apply the literature discussion to the classroom. They began with a check-in ('On a scale from one to ten, in which ten is the highest, how are you feeling today?'), proceeded to the reading of a common text, moved into discussion, and then closed with the question: 'What difference (if any) are these circles making to you?'

Teachers read children's and young adult literature directly in the circle. They jotted down notes and questions in a three-way journal. The literacy autobiography played a central role in critical teacher

reflective practice. Such autobiographies have often been used as a source of data, but in this study, the autobiography and its sharing became the basis upon which the literature was selected for the circles. It was vital that the texts 'stood in specific historical relationships' with the teachers involved. Stories with which teachers were familiar were juxtaposed with stories with which they were unfamiliar. Teachers tended to remain within their 'comfort zones' in the familiar literature they chose for the classroom as well as adult stories that they read on their own time. Unfamiliar literature largely fell within the category of multicultural and alternative literature.

The interview likewise provided a context for teacher reflection. The interviews were brief (15–20 minutes), began with the same prompt ('What have you been thinking about?') and often took place on teachers' lunch hours or after school. The interviews were intended to reflect back to teachers their own words. During the interview, the researcher continually circled back to teachers' words so as to encourage them to elaborate on their meaning. The interviews provided the teacher with an opportunity to discuss matters that they would perhaps not have broached openly in the circle.

The study results revealed that teachers pass on their infectious enthusiasm with stories they have imbibed. When teachers connect stories that have been important to them with counter-stories that they have implicitly excluded, they 'waken' to their landscapes of learning. The potential then exists for teachers becoming open to stories other than their own. They also show how formative threads can be identified, unravelled and linked with different narratives through a reflective practice of 'bringing memory forward.' This work is slow, in the sense that it goes deep and inward, but it was prompted through participating in the literature circles.

In a Palestinian context, Dr. Jeanne Kattan, an English language consultant, attempted to change some traditional teaching techniques through writing several diaries, within the "Comprehensive School Reform Project" which was implemented by the Faisal Husseini Foundation in Jerusalem. Faculty members of the targeted schools attempted to change some traditional teaching techniques through writing several diaries during the academic years (2006-2007) and (2007-2008). Members involved in this process quoted: "During our adventure with reflective teaching, we wrote several diaries. It was one of the most difficult steps in our journey as we were not used to

reflect on   and to write about our practice. However, after writing the first one or two, we realized how important it is. We started enjoying the experience as it challenged us to stop and think about what we were doing. We were also encouraged to look for solutions to some of the difficulties we usually encounter. Most importantly, we started using creative activities to motivate our learners" (Kattan, 2008, pp. 9-10).

Reflective teaching practices are also of a great value at the higher education level, Amobi (2005) conducted a qualitative study which aimed at doing a cross-sectional interpretive analysis of the reflections of 26 teacher education professors, who were full time faculty at the college of education at an urban campus of a large university in south-western United States, on their teaching. The semi-structured interview approach was used to collect data from 26 participants.

The study was framed by six questions related to teacher education professors' definitions of and metaphors for reflective teaching, the ways that they practiced it in their own teaching, the impact of their reflective teaching input on novice teachers' reflective teaching output, and their perceptions of factors that promote or inhibit learners' ability to reflect. The six questions were (1) what does

reflective teaching mean to you? (2) do you have a metaphor for your definition? (3) how do you encourage learners to reflect in your classes? (4) what specific opportunities do you create for reflection? (5) in what ways has your reflective teaching input impacted learners' reflective thinking output? what specific student work exemplifies high, medium, or low level of reflection? (6) do you notice differences in the patterns of reflectivity that learners show? How do you explain these differences?

Data for the study were collected through person-to-person interview with each participant. Interview data were recorded by taping and note-taking. Taped interview data were transcribed on paper question by question to create a written record from which to work. The researcher used the constant comparative method to blend common ideas into themes or categories.

Through data analysis the researcher came out with the following comments and results; (1) four kinds of reflective thinking emerged: ideological among 9 participants, personalized among 9 participants, ideological and personalized among 5 participants, and conventional among 3 participants; (2) questions fulfilled three functions in the efforts of participants to encourage reflective thinking in learners: (a)

prompts for written reflection on papers or teaching actions; (b) launching pad for classroom discussion; or (c) structuring focus for collaborative reflection; (3) a few participants reported that they made public reflections and displayed their own reflective thinking processes before learners; (4) the types of meaning that participants made about reflective teaching did not define the kinds of opportunities they provided for generating their learners' reflectivity. There was no pattern of a propensity for a particular kind of reflective opportunities within any group; (5) respondents identified certain personal dispositions such as confidence, self-esteem or habit as contributing factors to learners' ability to reflect; (6) a small number of respondents viewed age, educational background, cultural background, and fear as inhibitors to learners' ability to reflect.

In conclusion, reviewed research studies have shown that effective practice is linked to inquiry, reflection, and continuous professional growth. RT can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their own individual teaching styles through reflective practice, teachers can improve their effectiveness in the classroom.

Chapter Three

Methodology

This study is conducted to assess English teachers' understanding, views, beliefs and attitudes towards reflective teaching as seen in their own responses to an attitude scale questionnaire on reflective teaching, and their actual reflective practices in teaching English as a foreign language, within the high schools of the Jerusalem District. This chapter presents the study design, population and sample, instrumentation, data collection and analysis.

The Research Design

The present study aims to assess reflective teaching practices as perceived and practiced by teachers of English as a Foreign Language (EFL) in the Jerusalem District. For this purpose, the researcher employed a mixed methodology[1] in researching the problem of investigation, in which quantitative and qualitative approaches were mixed within and across the stages of the research process (Greene, Caracelli, and Graham, 1989).

The research design was one of a multilevel approach in dealing with the problem of investigation. The first level was one of

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[1] Mixed research is the third major research paradigm, adding an attractive alternative (when it is appropriate) to quantitative and qualitative research. (Greene, Caracelli, and Graham, 1989)

quantitative methods of getting to know the teachers' beliefs on reflective teaching as measured by an attitude scale questionnaire. The second level included classroom observations through which this researcher wanted to get to know what practices happened in real. The third level was conducting interviews in-depth.

Population

The population of this study consisted of all the teachers who teach English as a Foreign Language (EFL) for the 10th and 11th grades in the Jerusalem District. To gather information relating to those teachers, the attitude scale prepared for this study included questions on demographic data. (See appendix number (1) Pp.230-234). The attitude scale questionnaire was given to all the population (96 teachers), 90 responded to the questionnaire. Thus the attrition rate in this case is 6.25%. This shows that the sample of the study is almost inclusive (93.75% of the total population).

The responded population was distributed according to gender, type of school, academic degree, professional training and years of experience as displayed in tables (3.1/A) & (3.1/B) which show the male teachers of EFL and female teachers respectively. The tables show that male teachers count 32 teachers compared with 58 female

teachers. Males constitute 35% of the total population of the study

population. Whereas, female teachers constitute 65% of the

population. The population characteristics included in these two tables

could be summarized as follows;

(1)According to school supervision, 49 out of 90 teachers (16 males

and 33 females); 54 % out of the total population, work at public

schools. While 28 out of 90 teachers (14 males and 14 females); 31%

of the total population work at private schools, and 13 out of 90

teachers (2 males and 11 females); 15% out of the total population

work at Awkaf schools.

(2)According to years of experience; 51 out of 90 teachers (26 males

and 25 females); 56.6% of the population are highly experienced,

having an experience of more than ten years. While 18 out of 90

teachers (15 males and 3 females); 20% of the population are medium

experienced, having an experience from 6 to 10 years. Finally, 21 out

of 90 teachers (18 males and 3 females); 23.3% of the population are

of low experience, having less than 6 years of experience.

(3)According to qualification; 51 teachers (22 males and 29 females)

56.6% of the population have a Bachelor Degree with teaching

Diploma. 22 teachers (5 males and 17 feamales) 24.4% of the

population have a Bachelor Degree without a teaching Diploma. 12

teachers (4 males and 8 females) 13.3% of the population have a MA

Degree with a teaching Diploma. 4 teachers (1 male and 3 females)

4.4% of the population have a MA Degree without a teaching

Diploma. While only 1.1% of the population have a Community

Colledge Degree with a teaching Diploma.

Table (3.1/A)
**Distribution of the 32 male teachers of EFL by years of experience
and qualification in the three kinds of school supervision in
Jerusalem district 2009**

Qualification	School Supervision	Public schools				Private schools				Islamic awqaf schools				Total
No diploma	Experience	Less than a year	1-5 years	6-10 years	+10 years	Less than a year	1-5 years	6-10 years	Above 10 years	Less than a year	1-5 years	6-10 years	+ 10 years	
	CCD													None
	BA		1		2	1			1					5
	MA						1							1
Diploma	CCD													None
	BA			1	9			1	9				2	22
	MA				3		1							4
	Total	None	1	1	14	1	1	2	10	None	None	None	2	32

Table (3.1/B)
Distribution of the 58 female teachers of EFL by years of experience and qualification in the three kinds of school supervision in Jerusalem district 2009

Qualification	School Supervision	Public schools				Private schools				Islamic Awqaf schools				Total
	Experience	Less than a year	1-5 years	6-10 years	+10 years	Less than a year	1-5 years	6-10 years	+ 10 years	Less than a year	1-5 years	6-10 years	+ 10 years	
No diploma	CCD													
	BA	2	2	1	1	1	1	1	1		3	2	2	17
	MA			1		1						1		3
Diploma	CCD								1					1
	BA	1	4	4	11			2	4	1		1	1	29
	MA		2	2	2				2					8
	Total	3	8	8	14	1	2	3	8	1	3	4	3	58

Instrumentation

The instrument used in the study was an attitude scale questionnaire, developed, on the bases of literature review, to assess how frequent the subjects of this study believe they adopt certain reflective teaching practices.

The Questionnaire (Attitude Scale)

Criteria for the attitude scale questionnaire were collected from a number of sources that were part of the literature review among which are; Richards, J. C., & Lockhart, C. (1994), Richard and Nunan (1990), and Pollard (2002).

A series of consultations with specialists in the field of education and English language teaching were held. Accordingly, a questionnaire that contained forty-four items was developed. To test the validity of the questionnaire, it was given to five evaluators who were specialists in the field of education, TEFL and English language from Al Quds Open University, Bethlehem University and Birzeit University. Suggestions and modifications by evaluators were taken into consideration, and the questionnaire was modified accordingly. Some items were modified; others were added or deleted. The final questionnaire consisted of forty-three items and covered the following specific categories.

- Pre-class Conduct Reflective Teaching Practices (items 1,2,3,4,5,35 and 36).

- While-class Conduct Reflective Teaching Practices (items 6,7,8,9,10,11,12,13,14,15,16,17,18, 19, 23, 37, 40, 41, 42 and 43)

- After-class Conduct Reflective Teaching Practices (items 20,21,22,24,25,26,27,28,29,30,31,32,33,34,38 and 39) as follows; (See Appendix 1, p.230-234)

To test the reliability of the questionnaire, reliability was computed. A group of 11 teachers from outside the study

population (10th and 11th grade English language teachers from the Bethlehem District) was selected for this purpose. Chrombakh Alpha was calculated, it was (0.81).

Procedures

This researcher was given permission from the Department of Education at the Municipality of Jerusalem, and another from the Palestinian Office of Education in the Old City of Jerusalem, which requested from public school and Awkaf school principals to cooperate with her. In addition, the researcher was given a letter from the Department of Education and Psychology at Birzeit University to private school principals for the same purpose. The permissions and the letter facilitated the researcher visits to the schools, information gathering about EFL teachers and the distribution of the questionnaire.

Gathering data about EFL teachers

To gather data about high schools in the Jerusalem District, the researcher was given a list of the public and private schools from the Municipality of Jerusalem. Information about Islamic-Awkaf schools in Jerusalem was obtained from the Palestinian Office of Education in the Old City of Jerusalem.

Questionnaire Distribution

The researcher visited all the Arabic schools in the Jerusalem District and asked principals, secretaries or English language supervisors there to distribute the questionnaire. A week later, the researcher went back to schools and got ninety questionnaires back out of the ninety-six distributed originally.

Questionnaire Data Analysis

Descriptive statistics (means and standard deviations) were calculated to answer the first question of the study which is; *How often do EFL teachers use reflective teaching practices as viewed by them (measured by the attitude scale questionnaire and seen in the interview in-depth)?*

The In-depth Group

A purposeful "in-depth" sample was selected after the analysis of the data gathered through the questionnaire. Ten teachers who scored the highest on the attitude scale questionnaire were invited to participate in an in-depth study, three declined the invitation. Where the other seven teachers were observed in their classrooms, they were interviewed, and their lesson plans and reports were collected and analyzed.

The in-depth group was distributed according to gender, type of school, academic degree, professional training and years of experience as presented in table 3.2. This table shows that out of the 7 teachers 1 is a male (14% of the in-depth study group), whereas, the other 6 are females; (86% of the group). According to school supervision, 4 teachers (57% of the group) work at public schools, 2 (29% of the group) at private ones and 1 (14%of the group) at an Islamic Awqaf school. According to years of experience, 6 teachers (86% of the group) are highly experienced having above ten years of experience. While only 1 teacher (14% of the group) has an experience of 6 to 10 years. As to qualifications, 5 teachers (71% of the group) have a BA degree and a Teaching Diploma. Whereas, one teacher (14.5%of the group) has a MA degree and a Teaching Diploma, and another teacher (14.5 % of the group) holds a community college degree and teaching diploma.

Table 3.2
Demographic data on the teachers participating in the "in-depth focus group"

Teacher	Gender	Degree	Teaching Diploma	Experience	Type of School
A	Female	MA	Yes	Above ten years	Public
B	Female	BA	Yes	Above ten years	Private
C	Female	BA	Yes	Above ten years	Public
D	Female	BA	Yes	6-10 years	Public
E	Female	BA	Yes	Above ten years	Islamic Awkaf
F	Female	CCD	Yes	Above ten years	Private
G	Male	BA	Yes	Above ten years	Public

Classroom observations

Classroom observations were carried out in the classrooms of the seven selected teachers, each teacher's classroom was observed three times for a whole period (forty-five minutes). The intent of the observation was to look for evidence of reflective teaching practices in these classrooms, to see what common practices and classroom strategies these teachers share in regard to adapting reflective teaching practices, and to get an interpretative context for the questionnaire data. For this purpose, the researcher built the writing of the reports on reflection. One of the tools of reflective teaching is a teacher diary this involves the teacher writing down everything s/he remembers from his/her conduction of a class as soon as s/he leaves the class. S/he leaves it for a while, and then critically examines what s/he has

written down. Thus, the researcher used the diary methodology during her observations of the classes of the seven teachers, no checklist was used. Teachers were asked to conduct their classes the way they usually do. The researcher used to attend the class playing no role in how the class went on. Every single thing was observed and few notes were jotted down. Immediately after class, the researcher recorded everything she had witnessed in class for later analysis. This methodology was used with the seven teachers and for each of their three classes which were observed.

The collected data had two fold functions; (a) it were the base for the researcher's reflection on the seven teachers' practices; the classroom observation reports were analyzed and reflective actual practices emerged. These practices were categorized and theories emerged consequently. (b) It were bases for the interview in-depth questions and the comparison between the teachers' beliefs and their actual practices of reflective teaching.

The interview

Research design specialists note the inadequacy of the questionnaire as a measure of beliefs when used in isolation (Ruda &

Gracia: 1994, Duffy: 1981). Therefore, individual interviews in depth were conducted with the seven teachers in the "in-depth" group.

These qualitative interviews were a main source of this researcher's data collection; these interviews were conducted to (1) check the agreement of the participants' answers on the questionnaire with their actual practices, (2) probe the issues that surfaced during the observed classes, and (3) probe their understanding of their own teaching practices.

Needed arrangements were made; targeted teachers were addressed, interviews dates and times were set according to each teacher's preference and free time. The interviews took place at the school where each teacher worked after informing principals and getting needed permissions.

Before conducting the interviews in-depth, interviewed teachers were thanked for giving this researcher some of their time, they were pre-informed that their opinions and beliefs are highly appreciated whether this researcher agreed or disagreed with them.

The interviews were conversational in aspect that covered open-ended questions. Responses to open-ended questions demonstrated the teachers' unique way of looking at the teaching process and their

definitions of the situations (Silverman, 1993). This researcher also used follow-up questions for clarification and to capture the unfolding of the teachers' perspectives (Rossman & Rallis, 1998). Each interview was one hour and a half long, although some teachers took more time. These interviews were focused utilizing a set of questions guided by the research. This researcher asked key questions for facts as well as opinions of the participants, and insights into certain occurrences (Yin, 1994). Those questions were used to obtain information that was later compared and contrasted to the participants' responses to the questionnaire, as well as this researcher's observation of their practices. Teachers were asked about their own beliefs of reflective teaching, their own reflective teaching practices and tools, their actual practices in the classroom …etc. The researcher made sure not to guide teachers to answers; she prepared semi- open ended questions which were posed on teachers, teachers were given the chance to say all what they have on these questions, follow up questions emerged consequently …etc.

Qualitative Data Analysis

The interviews with the in-depth group teachers, and the classroom observations were analyzed qualitatively to answer the two following study questions;

First: *What are the mostly shared views on reflective teaching among teachers who achieved the highest scores on an attitude scale questionnaire of reflective teaching practices as expressed by them (by interviews in-depth)*

Second: *What are the mostly shared actual practices among teachers who achieved the highest scores on an attitude scale questionnaire of reflective teaching practices as viewed by the researcher (by classroom observations)?*

Wolcott (1994) suggests a general review of collected data by reading it and jotting notes in the margins of the text, this was the researcher's first step to becoming familiar with the participants' views. This researcher filed the interviews and categorized the narratives of each teacher. The ideas that the teachers conveyed were first culled from the interview transcripts. This researcher looked for patterns in the data. The materials for each of the seven teachers were used to search for patterns that answered the research questions.

This researcher read the classroom observation reports and coded them in the same way used for analayzing the data which emerged from the interviews in-depth.

In the thematic analysis of data this researcher developed themes using words and phrases that served as labels for teachers' actions. This researcher searched through the data to find themes that cut across the cases. Thus, the findings were stated in terms of reflective practices which were most frequently observed in actual practices. Themes drawn from collected data were categorized in a way that could help this researcher to answer the questions which were originally set to be investigated.

Chapter Four

Findings on Beliefs and Practices of Reflective Teaching in the

English Language Classroom in Jerusalem

This chapter presents the findings of this study in two fold patterns of observations; (a) the quantitative findings as presented in the tables relating to the quantitative part of the study, and (b) the qualitative findings as reflected in the grounded theory of what the researcher observed in the reports of classroom observation, and the interviews in depth, as well as the analysis of lesson plans and reports. Both categories of findings (quantitative and qualitative) aim at abstracting descriptive generalizations on the reflective teaching beliefs and practices of the 10th and 11th grade- teachers of English as a foreign language in the Jerusalem District.

These generalizations and outcomes will be later discussed interactively (i.e., by seeing relations between the quantitative findings and the qualitative findings) in chapter five, they will also be discussed within the conceptual frame of reference that the researcher developed based on the literature review presented in chapter two.

Finally, the synthesis of these findings will make up the concluding Remarks on both the teachers' views and beliefs on reflective teaching

as well as the actual practices of reflective teaching as practiced by those who scored the highest on the attitude scale questionnaire.

The four questions of this study will be answered by the study findings sequentially.

Section One: Frequency of Using Reflective Teaching Practices by the Sample Population.

This section aims to come up with descriptive data on EFL teachers' beliefs on how often they use reflective teaching practices, through answering the first question of the study which is:

How often do EFL teachers use reflective teaching practices as viewed by them (measured by the attitude scale)?

Thus, data gathered by the attitude scale questionnaire were analyzed; descriptive statistics (means and standard deviations) were calculated. At this stage, the researcher has made several calculations and come up with certain descriptive statistics. The calculations and their results can be summed up as follows;

First: the population's means and standard deviations for the overall attitude scale questionnaire and for each of the three categories in it were calculated. Results appear in table 4.1/A. This table shows that the highest mean is the one of the scores of the items that assess

before class conduct reflective teaching practices (4.24 point out of 5

on average). Next comes the mean of the scores of the items that

assess while class conduct reflective teaching practices (4.03 point out

of 5 on average). Finally comes the mean of the scores of the items

that assess after class conduct reflective teaching practices (3.58 point

out of 5 on average). In addition, the mean for all the items of the

catergories of the questionnaire is (3.90). This table suggests that

targeted EFL teachers believe they generally practice reflective

teaching at a meduim level.

Table 4.1/A
Means and standard deviations of teachers' scores and standard
deviations on the RT scale distributed by the RT categories

Category	Mean	Standard deviation
Pre-class reflective teaching practices	4.24	0.50
In-class reflective teaching practices	4.03	0.37
Post-class reflective teaching practices	3.58	0.57
The Questionnaire	3.90	0.54

Second: means and standard deviations for the six items that assess

the teachers' beliefs on how frequent they adopt before class conduct

reflective teaching practices were calculated; they appear in table

4.1/B. Results reveal that five items scored high level reflective

teaching averages, while only one item scored an average of medium level of reflective teaching. In general, it was noticed that items that assess how frequent teachers take the general needs of their classes in consideration while planning a lesson, preset the aims of their lessons and think about the general readiness of their classes got the highest scores. While the items which assess how frequent they preset the aim of individual activities, think of possible outcomes of an individual activity they do, and think of obstacles they might face come second. Whereas, the item that assesses how frequent they have alternative plans and activities comes last. In particular, the practice that got the highest score (4.53) is thinking about the general needs of classes as a whole while planning lessons, while the practice that got the lowest score (3.86) is having alternative activities and plans for what teachers practise in teaching English.

Table 4.1/B
Means and standard deviations of teachers' scores on the
RT scale on pre-class RT practices

No.	The Item	M	SD
1.	I preset the aim(s) of the whole lesson.	4.36	0.75
2.	I think of the possible outcomes when doing a classroom activity.	4.22	0.79
3.	I preset the aim of the activity which will be practised.	4.29	0.80
4.	I ask myself about the obstacles I might face in class.	4.13	1
5.	I have alternative activities and plans for what I practise in teaching English.	3.86	1.03
35.	While planning a lesson, I think about the general needs of my class as a whole.	4.53	0.72
36.	While planning a lesson, I think about the general readiness of my class.	4.32	0.83

Reflective teaching scores classification: A high reflective teaching score (4 and more than 4). A medium reflective teaching score (from 3 to 3.9). A low reflective teaching score (less than 3).

Third: means and standard deviations for the twenty items that assess the teachers' views on how frequent they adopt in-class reflective teaching practices were calculated, they appear in table 4.1/C. Results reveal that 13 out the 20 items scored averages indicating a high level of reflective teaching (ranging between 4 to 4.51). Items that go under this category are those assessing how frequent EFL teachers believe they adopt practices that encourage reflectivity among their learners including encouraging learners to correct their own mistakes, express their opinions, extract main ideas … etc. It also includes items that

assess teachers' attitudes towards the teaching process. Whereas, 6 out of 20 items scored averages indicating medium level of reflective teaching (ranging from 3.38 to 3.91); items that go under this category are those assessing how frequent EFL teachers believe they themselves are being reflective in class through adjusting plans, using gestures … etc. Whereas, the only item that scored an average indicating a low level (2.77) of reflective teaching is the one assessing how frequent EFL teachers believe they are guided by impulse in class.

Table 4.1/C
Means and standard deviations of teachers' scores on the
RT scale on in-class RT practices

No.	The Item	M	SD
6.	In class, I make sure I am acting according to what I have planned to do.	4.28	0.76
7.	As I proceed with the activity, I ask myself "what is the most suitable thing to do now?"	4.27	0.85
8.	In class, I ask myself whether it is the right time for either a change of mood or pace.	3.78	1.1
9.	In class, I ask myself whether I am using time efficiently or not.	4	1.09
10.	In class, I ask myself how the class is going on.	4.21	0.92
11.	I encourage my learners to make guesses and predictions.	4.31	0.84
12.	I encourage my learners to express their opinions freely and to voice their thoughts.	4.49	0.80
13.	I encourage my learners to take responsibility of their own learning.	4.13	0.80
14.	After reading a text, I encourage my learners to extract the main idea.	4.31	0.92
15.	In class, I ask questions rather than give explanations.	3.91	0.93
16.	I allow time for my learners to listen, think, process their answers, and speak.	4.36	0.66
17.	I create opportunities for student talk and interaction.	4.07	0.93
18.	I use gestures to replace unnecessary teacher talk.	3.71	1.08
19.	I allow my learners to finish their own sentences.	4.51	0.66
23	I consider the process of teaching as important as its outcome.	4.42	0.70
37.	When learners' responses do not match what is expected from the lesson, I re-adjust lesson plans.	3.78	1.16
40.	In class, I am largely guided by impulse.	2.77	1.13
41.	In class, I am largely guided by routine.	3.60	1.06
42.	I blame myself when some of my learners fail to carry out some tasks.	3.38	1.06
43.	I encourage my learners to correct their mistakes.	4.48	0.66

Fourth: means and standard deviations for the sixteen items that assess teachers' beliefs on how frequent they adopt post-class reflective teaching practices were calculated. Results appear in table 4.1/D; they reveal that five items scored averages indicating high level of reflective teaching (scoring from 4.19-4.08); those items assess how frequent EFL teachers believe they reflect on their classes individually and show readiness to change. While eight items scored averages indicating a medium level of reflective teaching(scoring from 3.91-3.04); those items assess how frequent EFL teachers believe they reflect on their classes with their learners, colleagues and administrations. In addition, three items scored averages indicating a low level of reflective teaching; those items assess how frequent EFL teachers believe they attend their colleagues' classes (2.41), and write class reports (2.49).

Table 4.1/D
Means and standard deviations of teachers' scores on the
RT scale on post-class RT practices

No.	The Item	M	SD
20.	After a classroom activity, I question its effectiveness	3.88	1.04
21.	I ask my learners to evaluate activities we usually do	3.04	1.14
22.	I vary my teaching strategies according to particular teaching situational activities	4.18	0.88
24.	I use a checklist after class to find out to which extent my lesson objectives have been achieved	2.80	1.28
25.	I write class reports	2.49	1.33
26.	I compare preset outcomes to the actual realized outcomes	3.38	1.04
27.	I have readiness to change my teaching style in light of the new evidence	4.19	0.85
28.	After class, I evaluate my performance	3.91	1.10
29.	I attend my colleagues' classes, and offer them feedback	2.41	1.41
30.	I exchange ideas about effective teaching practices with other colleagues	3.64	1.17
31.	I open myself to feedback from peers	3.84	1.12
32.	I open myself to feedback from the school authority	3.80	1.20
33.	I am able to analyze my own practice and the context in which it occurs	4.11	0.84
34.	I reflect on my practice by standing back from my own teaching, evaluating my situation and taking responsibility for my own future action	4.08	0.84
38.	After class, I try to find out how obstacles that I have encountered during the implementation of my lesson plan could have been avoided	4.11	0.74
39.	I share an undesirable, negative and discouraging classroom experience with a colleague	3.49	1.23

Fifth: averages of the 32 male teachers and the 58 female teachers' scores were calculated and distributed according to schools' supervision, qualification, and years of experience. These averages are presented in tables 4.2/A & 4.2/B. In table 4.2/A , male teachers' averages ranged from 4.18 to 2.81; a teacher holding a BA degree with a teaching diploma, having 6-10 years of experience at a private school achieved the highest score (4.18). Whereas, a teacher having a BA degree with no diploma and an experience of less than a year working at a private school came last scoring (2.81). This table also reveals that 84% of male teachers (27 out of 32) achieved averages indicating a medium level of reflective teaching, where only four males (13%) achieved averages indicating a high level of reflective teaching. Whereas, only one male teacher (3%) achieved an average indicating a low level of reflective teaching.

On the other hand, table 4.2/B reveals that female teachers' averages ranged from 4.72 to 3.46; a teacher holding a community college degree with a teaching diploma having an experience of more than 10 years at a private school came first scoring (4.72). Whereas, a teacher having a BA degree with a teaching diploma and less than a year of experience at an Islamic Awkaf school came last scoring

(3.46). In addition, 25 out of the 58 female teachers (43%) scored averages indicating high levels of reflective teaching while 33 (57%) scored averages indicating medium levels of reflective teaching. No-one achieved a low level of reflective teaching.

Table 4.2/A

Means of male teachers' scores distributed by teachers' school supervision, qualification, and years of experience

Qualification	School Supervision	Public schools				Private schools				Islamic awqaf schools				Total
	Experience	Less than a year	1-5 years	6-10 years	Above 10 years	Less than a year	1-5 years	6-10 years	Above 10 years	Less than a year	1-5 years	6-10 years	Above 10 years	
No diploma	CCD													None
	BA		1 (3.23)		2 (3.46)	1 (2.81)			1 (3.69)					5 (3.33)
	MA						1 (3.79)							1 (3.79)
Diploma	CCD													None
	BA			1 (3.69)	9 (3.88)			1 (4.18)	9 (3.80)				2 (3.90)	22 (3.85)
	MA				3 (4.1)			1 (3.74)						4 (4.04)
	Total	None	1 (3.23)	1 (3.69)	14 (3.87)	1 (2.81)	1 (3.79)	2 (3.96)	10 (3.79)	None	None	None	2 (3.90)	32 (3.79)

Table (4.2/B)
Means of female teachers' scores distributed by teachers' school supervision, qualification, and years of experience

Qualification	School Supervision	Public schools				Private schools				Islamic Awqaf schools				Total
		Less than a year	1-5 years	6-10 years	Above 10 years	Less than a year	1-5 years	6-10 years	Above 10 years	Less than a year	1-5 years	6-10 years	Above 10 years	
No diploma	CCD													
	BA	2 (3.95)	2 (3.80)	1 (4.06)	1 (3.69)	1 (3.48)	1 (4.27)	1 (3.95)	1 (4.37)		3 (3.87)	2 (3.94)	2 (4.19)	17 (3.95)
	MA			1 (4.11)			1 (4.27)					1 (4.09)		3 (4.16)
Diploma	CCD								1 (4.72)					1 (4.72)
	BA	1 (3.51)	4 (3.92)	4 (4.02)	11 (3.86)			2 (4.02)	4 (4.09)	1 (3.46)		1 (4.02)	1 (4.55)	29 (3.90)
	MA		2 (3.98)	2 (3.48)	2 (4.43)				2 (4.03)					8 (3.98)
	Total	3 (3.80)	8 (3.91)	8 (3.90)	14 (3.93)	1 (3.48)	2 (4.27)	3 (4.00)	8 (4.19)	1 (3.46)	3 (3.87)	4 (4.00)	3 (3.98)	58 (3.95)

Sixth: population averages (males and females) according to

qualification were calculated. Results appear in table 4.3. This table

shows that 75% of highly qualified male teachers (3 out of 4) scored

an average indicating a high reflective teaching (RT) level (4.1 out of

5). While only 1 (25%) of them scored an average indicating a

medium level of RT (3.7 out of 5). Similarly, 81.81% of highly

qualified female teachers (9 out of 11) scored an average indicating a

high level of RT (4.16 out of 5). While only 18.19% of the most

qualified females (2 out of 11) scored an average indicating a medium

level of reflective teaching (3.5 out of 5). 4.34% of the medium

qualified male teachers (1 out of 23) scored an average indicating a

high level of RT (3.12 out of 5), while 95.65% of them (22 out of 23)

an average indicating a medium level of RT (3.84 out of five on

average). On the other hand, 37.93% of medium qualified female

teachers (11 out of 29) scored an average indicating a high level of RT

(4.05 out of 5 on average), and 62.06% of them(18 out of 29) scored

an average indicating a medium level of reflective teaching (3.83 out

of 5 on average). While none of the medium qualified teachers of both

genders scored low rates of reflective teaching. 80% of low qualified

male teachers (4 out of 5) scored an average indicating a medium level

of RT (3. 47 out of 5 on average), while only 20% of them (1 out of 5) scored an average indicating a low level of RT scoring 2.8 out of 5. While 55.55% of low qualified female teachers (10 out of 18)scored an average indicating a high level of RT (4.16 out of 5 on average), and 44.44% of them (8 out of 18) scored an average indicating a medium level of RT (3.73 out of 5 on average). None of the low qualified teachers of both genders scored low rates of reflective teaching.

- *Qualifications: High (HQ): Ma & Diploma, medium (MQ): MA or BA & Diploma, and low (LQ): CC & Diploma or BA without Diploma.*

Table 4.3
Means of teachers' RT scores distributed by teachers' gender and qualification

		Male			Female		
RT		**H**	**M**	**L**	**H**	**M**	**L**
Qualification	H	3(4.1) 75%	1(3.7) 25%		9 (4.16) 81.81%	2 (3.5) 18.18%	None
	M	1(4.2) 3.12%	22(3.84) 95.65%		11(4.05) 37.9%	18(3.83) 62.06%	None
	L		4 (3.47) 80%	1(2.8) 20%	10 (4.16) 55.55%	8(3.73) 44.44%	None

Seventh: means of the population scores (males and females) according to gender and years of experience were calculated. Results appear in table 4.4. This table shows that 46.15% of highly experienced male teachers (12 out of 26) scored averages indicating a high level of RT (4.12 out of 5), 50% of them (13 out of 26) scored an average indicating a medium level of RT (3.59 out of 5), while 3.85% of them (1 out of 26) scored an average indicating a low level of RT (2.88 out of 5). On the other hand, 53.84% of highly experienced female teachers (14 out of 26) scored an average indicating a high level of RT (4.34 out of 5), while 46.15% of them (12 out of 26), scored averages indicating medium level of RT (3. 68 out of 5), and none of them scored an average indicating a low level of RT.

33.33% of the medium experienced male teachers (1 out of 3) scored an average indicating a high level of RT (4.16 out of 5), while 66.66% of them (2 out of 3) scored an average indicating a medium level of RT (3.72 out of 5), and none of them scored an average indicating a low level of RT. On the other hand, 53.33% of medium experienced female teachers (8 out of 15) scored an average indicating a high level of RT (4.10 out of 5), while 46.66% (7 out of 15) of them scored an average indicating a medium level of RT (3.78 out of 5).

None of the medium experienced teachers from both genders
scored low rates of RT.

All of low experienced male teachers (2) scored an average
indicating a medium level of RT (3.51 out of 5). While 44.44% of the
low experienced female teachers (8 out of 18) scored an average
indicating a high level of RT (4.10 out of 5), and 55.55% of them (10
out of 18) scored an average indicating a medium level of reflective
teaching (3.70 out of 5). None of the low experienced teachers from
both genders scored low level rates of reflective teaching.

*Experience: High [H/EX] more than 10 years, Medium [M/ EX]
from 6 to 10 years, Low [L/ EX] less than 5 years.*

Table 4.4
Means of teachers' RT scores distributed by teachers' gender and experience

		MALE			FEMALE		
	RT	H/ RT	M /RT	L /RT	H /RT	M /RT	L/RT
EXPERIENCE	H/EX	12 (4.21) 46.15 %	13 (3.59) 50%	1 (2.88) 3.85%	14 (4.34) 53.84%	12 (3.68) 46.15%	NONE
	M/EX	1 (4.19) 33.33 %	2 (3.72) 66.66%	NONE	8 (4.10) 53.33%	7 (3.78) 46.66%	NONE
	L/EX	NONE	2 (3.51) 100%	NONE	8 (4.10) 44.44%	10 (3.70) 55.55%	NONE
TOTAL		13 (4.20)	17 (3.05)	1 (2.88)	30 (4.21)	29 (3.71)	91 (3.80)

Eighth: means of the teachers' averages in relation to gender and schools' supervision were calculated. Results appear in table 4.5. This table shows that 100% of male teachers (16) and 100% of female teachers (33) working at public schools scored averages indicating a medium level of RT (3.83 , 3.91 out of 5 respectively). 100% of male teachers (14) working at private schools scored an average indicating a medium level of RT (3.75 out of 5), while 100% of female teachers (14) working at private schools scored an average indicating a high level of RT (4.11 out of 5). 100% of male teachers (2) and 100% of female teachers (11) working at Al-Awkaf schools scored averages indicating a medium level of RT (3.91 out of 5).

Table 4.5
Means of teachers' RT scores distributed by teachers' gender and school supervision

RT		Males			Females	
	H/RT	**M/RT**	**L/RT**	**H/RT**	**M/RT**	**L/RT**
Public	None	16 (3.83) 100%	None	None	33 (3.91) 100%	None
Private	None	14 (3.75) 100%	None	14 (4.11) 100%	None	None
Awqaf	None	2 (3.91) 100%	None	None	11 (3.91) 100%	None

Ninth: population averages in relation to gender were calculated. Results appear in table 4.6. The table shows that there is a 0.16% difference in favour of female teachers' averages; the 58 female teachers (64.4% of the population) scored an average of 3.95 out of 5. On the other hand, the 32 male teachers (35.5% of the population) scored an average of 3.79 out of 5.

Table 4.6
Means of teachers' RT scores distributed by teachers' gender

	Male		Female	
	No.	**AVG**	**No.**	**AVG**
RT	32	3.79	58	3.95

Tenth: Population averages in relation to having a teaching diploma were calculated. Results appear in table 4.7, which reveals that there is a difference of 0.7 in favour of those having a teaching diploma. The 64 teachers who have got teaching diploma (71.1% of the population) scored an average indicating a medium level of RT (3.92 out of 5). Closely, the 26 teachers who have got no diploma (28.8 % of the population) scored an average indicating a medium level of RT (3.85 out of 5).

Table 4.7
Means of teachers' RT scores distributed by teachers' training

	Diploma		No Diploma	
	No.	AVG	No.	AVG
RT	64	3.92	26	3.85

Eleventh: the population averages according to qualification were calculated. Results appear in table 4.8 which shows that the 16 teachers (17.7 % of the population) who have got a MA degree achieved an average indicating a high level of RT (4.01 out of 5), while the 73 teachers (81.1% of the population) who have got a BA degree achieved an average indicating a medium level of RT (3.86 out of 5). The only teacher (1.1% of the population) who has got a community college diploma scored an average indicating a high level of RT(4.72 out of 5).

Table 4.8
Means of teachers' RT scores distributed by teachers' qualification

	CCD		BA		MA	
	No.	AVG	No.	AVG	No.	AVG.
RT	1	4.72	73	3.86	16	4.01

Twelfth: the population averages according to years of experience were calculated. Results appear in table 4.9, which reveals that the 51 teachers (56.6 % of the population) who have got more than ten years

of experience (H/EX) scored an average indicating a medium level of RT (3.39 out of 5). Closely, the 18 teachers (20 % of the population) who have got from 6 to 10 years of experience (M/EX) scored an average indicating a medium level of RT (3.93 out of 5). Meanwhile, the 15 teachers (16.6 % of the population) who have got from one to five years of experience (L/EX) also scored an average indicating a medium level of RT (3.89 out of 5), whereas, the 6 teachers (6.6 % of the population) who have less than one year of experience (L/EX) also scored an average indicating a medium level of RT (3.53 out of 5).

Table 4.9
Means of teachers' RT scores distributed by teachers' experience

EX	Less than a year		1-5 years		6-10 years		Above 10 years	
	No.	AVG	No.	AVG	No.	AVG	No.	AVG
RT	6	3.53	15	3.89	18	3.93	51	3.93

Thirteenth: the population averages according to schools' supervision were calculated. Results appear in table 4.10, which shows that all teachers scored averages indicating a medium level of RT; the 28 teachers at private schools (31.1% of the population) came first scoring 3.93 out of 5, the 13 teachers at Awkaf schools (14.4% of the population) came second scoring 3.91 out of 5, while the 49

teachers at public schools (54.4 % of the population) came third

scoring 3.88 out of 5.

Table 4.10
Means of teachers' RT scores distributed by teachers' school supervision

TS	Public		Private		Awkaf	
	No.	AVG	No.	AVG	No.	AVG.
RT	49	3.88	28	3.93	13	3.91

Fourteenth: the population averages according to both

qualification and holding a teaching diploma were calculated. Results

appear in table 4.11 which shows that 18.51% of male teachers

holding a BA degree got no teaching diploma (5 out of 27), and

scored an average indicating a medium level of RT (3.33 out of 5),

this average is lower than the average scored by of the 81.48% of

male teachers (22 out of 27) holding a BA degree with a teaching

diploma, who scored an average of 3.85 out of 5. However, 36.95%

(17 out of 46) of female teachers holding a BA degree, have got no

teaching diploma, and scored an average indicating a medium level of

RT (3.95 out of 5), which is higher than the average (3. 90 out of 5)

scored by female teachers who hold a BA degree and a teaching

diploma (63.04% of the female teachers who have got a BA degree (29 out 46).

One of the five male teachers holding a MA degree got no teaching diploma (20%), this teacher scored an average indicating a medium level of RT (3.79 out of five). 80% of male teachers holding a MA degree t have got a teaching diploma (4 out of 5). Those scored an average indicating a high level of RT (4.03 out of 5). However, 27.27% of female teachers holding a MA degree have no teaching diploma (3 out of 11), those teachers scored an average indicating a high level of RT (4.16 out of 5), which is higher than the average scored by the 72.72% of t female teachers holding a MA degree and have a teaching diploma; these teachers scored an average indicating a medium level of RT (3.98 out of 5)

On the other hand, this table shows that teachers from both genders who got a BA degree with no diploma scored a lower average (3.80 out of 5) than those who got a MA degree with no diploma (4.06 out of 5). Similarly, teachers who got a BA degree with a teaching diploma scored a lower average (3.53 out of 5) than those who got a MA degree with a teaching diploma and scored an average of (3.99 out of 5).

Table 4.11
Means of teachers' RT scores distributed by teachers' qualification and training

	Males	Females	Both Genders
BA with no diploma	5 (3.33) (18.51%)	17 (3.95) (36.95%)	22(3.80) (30.13%)
BA with diploma	22(3.85) (81.48%)	29 (3.90) (63.04%)	51(3.53) (69.86%)
MA with no diploma	1 (3.79) (20%)	3 (4.16) (27.27%)	4(4.06) (25%)
MA with diploma	4 (4.03) (80%)	8 (3.98) (72.72%)	12(3.99) (75%)

Fifteenth: the population averages according to both qualification and experience were calculated. Results appear in table 4.12, which shows that 2 out of 27 male teachers who have got a BA degree (7.40%), have got low experience (2), those teachers scored an average indicating a medium level of RT (3.02 out of 5), in addition this average is the lowest among male teachers having a BA degree in particular, and among all the male teachers in general. The table also reveals that 3 out of the 5 male teachers who have got a MA degree (60%) have got high experience, those teachers have scored an average indicating a high level of RT (4.13 out of 5), this average is the highest among male teachers who have got a MA degree in

particular and among all male teachers of different qualifications in general.

In the case of the female teachers, 15 out of the 46 female teachers who have got a BA degree (32.60%) have got a low experience, those teachers scored an average indicating a medium level of RT (3.06 out of 5), this average is the lowest among female teachers who have a BA degree in particular, and the female teachers of different qualifications in general. Whereas, 4 out of the 11 female teachers who have got a MA degree (36.36%) have got high experience, those teachers scored an average indicating a high level of RT (4.23 out of 5), this average is the highest among female teachers who have got a MA degree in particular, and among all the females teachers of different qualifications.It is worth mentioning that there is only one female who has got a community college degree, this teacher has a teaching diploma and a high experience, she has scored an average indicating a high level of reflective teaching (4.72 out of 5).

Table 4.12
Means of teachers' RT scores distributed by teachers'
qualification and experience

	Males	Females	Both Genders
BA with L/EX	3.02 (2) (7.40%)	3.06 (15) (32.60%)	3.05 (17) (23.28%)
BA with M/EX	3.94(2) (7.40%)	3.30 (11) (23.91%)	3.39(13) (17.80)
BA with H/EX	3.81(23) (85.18%)	3.94 (20) (43.47%)	3.87 (43) (58.90%)
MA with L/EX	3.79 (1) (20%)	4.08 (3) (27.27%)	4.00 (4) (25%)
MA with M/EX	3.74 (1) (20%)	3.79 (4) (36.36%)	3.78 (5) (31.25%)
MA with H/Ex	4.13 (3) (60%)	4.23(4) (36.36%)	4.18 (7) (43.75%)

In addition, the highest ten scores were investigated, and teachers

who achieved them were addressed for in-depth study.

**Section Two: Mostly Shared Beliefs on Reflective Teaching
Among Teachers who Achieved the Highest Scores on the Attitude
Scale of the Reflective Teaching Practices.**

This section aims to answer the second question of the study which

is; *what are the mostly shared beliefs on reflective teaching among*

teachers who achieved the highest scores on an attitude scale of the

reflective teaching practices as expressed by them through the

interview in depth?

In order to answer this question, data gathered through interviews

in-depth were analyzed and clustered in themes, using the grounded

theory method. Following is a presentation of the themes that have

come up to scene.

Theme (1): Concepts of Reflective Teaching and Teachers

A. Reflective Teaching

The seven targeted teachers hold varied concepts of reflective teaching; these concepts are similar in some aspects and different in others. Following is a presentation of the concepts the seven teachers hold of reflective teaching;

Teacher G simply defines reflective teaching as; "looking back at what has been done, evaluating, and adapting accordingly" (Teacher G. Pp. 314-320). This concept only involves after class conduction-reflection. Teacher C's concept, on the other hand, only involves while class conduction- reflection since she sees reflective teaching as; "the teacher's quick response to a particular ad hock situation, and his/her ability to cope with sudden events" (Teacher C, Pp. 286-291). While Teacher D's concept includes the three phase; before class conduction, while class conduction, and post class conduction, for her reflective teaching is; " planning, implementing, changing, getting feedback, resetting objectives and adjusting plans according to new evidence" (Teacher D. Pp. 292-296).

Other teachers believe that reflective teaching is more than a number of linear practices, for them it's a process. Teacher F, for

example, sees reflection as a process involving the practitioner's mind, for her reflective teaching is; "a process which involves the teacher's mind and thinking" (Teacher F. Pp. 305-313). Teacher A also sees reflective teaching as a process which doesn't only involve teachers but their learners as well, it is; "reflecting the teacher's own techniques to learners and listening to what they think of them. In addition, it's a two way process, a teacher shall reflect him/herself to his/her learners and vice versa" (Teacher A, Pp. 275-279). Similarly, Teacher E sees reflective teaching as a process which involves learners at first place and teachers at second place; she believes that reflective teaching is; "making learners think, reflect on different things, and make predictions through photos interpretation…etc" (Teacher E, Pp. 297-304) . She adds; "It also means setting hypothesis to test, seeing how such things fit, being creative, making adaptation and leading learners to knowledge resources" (Pp. 297-304). She concludes; "It's elaboration through building on what learners have" (Pp. 297-304).

For Teacher B, the term was unfamiliar, when asked about what reflective teaching meant to her, she replied; "I know nothing about it". (Teacher B, Pp.280-285).

B. Reflective Teachers

Six teachers believe they are reflective to some extent although they vary in their justifications, while one teacher (Teacher B) wasn't able to tell whether she is reflective or not. Those teachers believe they are reflective building on certain characteristics they enjoy; Teacher G believes he is reflective since he; "always commits his mistakes, revises what he has done, and changes plans, activities and style when needed" (Teacher G, Pp.314-320). In addition, he says; "he takes learners' needs and backgrounds in consideration and acts accordingly" (Pp. Pp.314-320). Teacher E considers herself reflective for similar reasons. However, her practices not only involve after class conduct- reflection, they also involve before and while class conduct-reflection she says; "I reflect on my present experience, past and future, I go backward and forward accordingly" (Teacher E, Pp.297-304). Teacher F's reasons are similar to Teacher E's, since she says; "I don't take things for granted. I think of what I'm going to give in class before attending it, when I face an incident in class, I think of it throughout the class and adapt accordingly, if things aren't solved or set, I think of a way out after class" (Teacher F, Pp. 305-313) .

Others consider themselves reflective not only because of reflecting on their teaching practices, but because of being able to read their learners' needs and opinions and to take them in consideration. These characteristics were expressed by Teacher C who sees herself a reflective teacher since she says; "long years of experience equipped her with methods to deal with learners and get them in the mood for studying despite the generation gap they have" (Teacher C, Pp. 286-291). Similarly, Teacher D says; "when she started teaching, she insisted on having evaluation from her learners to know where her falls were and try to overcome them" (Teacher D, Pp. 292-296). Teacher A also values learners' feedback, she says; "I make use of feedback I get from both myself and my learners". She adds; "I can read my learners and tell when a class is lousy" (Teacher A, Pp. 275-279).

Others consider themselves reflective, depending on the flexibility they enjoy; Teacher D, sees herself reflective since she says ; "varies her teaching style according to new evidence" (Teacher D, Pp. 292-296).

While teacher B believes she can't judge whether she is reflective

or not, she says; "I don't know whether I am reflective or not. I can't judge myself, someone shall do it" (Teacher B, Pp.280-285).

C. Why is reflective teaching worth doing?

All of the seven teachers agree that reflective teaching is worth doing. Nevertheless, they hold varied reasons; Teacher A says that reflective teaching is worth doing since; "it's a self evaluation. It is a very good process through which one can tell whether it's time to stop for a while, go forward, or even go backward" (Teacher A, Pp. 275-279). In the same context, two other teachers believe reflective teaching is worth doing since it helps develop one's self. In this context, Teacher F says; "reflective teaching helps a teacher develop his/her self and strategies used, and benefits learners" (Teacher F, Pp. 297-304). Teacher D also sees reflective teaching developmental, she says it is; "The only way towards success" (Teacher D, Pp. 292-296). She adds; "I personally need planning to feel I'm on ground. I need flexibility to be able to move on" (Pp.292-296).

For two other teachers, reflective teaching helps developing learners, Teacher E says; "reflection refreshes both my learners' minds as well as mine. Reflection helps me discover my learners' talents. For example, when I urge them to voice their views; I discover

talents they have and help them elaborate accordingly" (Teacher E, Pp. 297-304). Similarly, Teacher G says; "Reflective teaching greatly motivates and develops learners". (Teacher G, Pp.314-320)

For other two teachers, reflective teaching isn't only developmental but also helps coping with development. Teacher C explains; "The field of education goes under a continuous development; everyday one hears of a new approach, hypothesis, and method. I feel I need to evaluate myself and see where I am from such developments" (Teacher C, Pp. 286-291). Similarly, Teacher E says; "We are living in a developing word, we shall break schools' routines, and reflective teaching is the only way out" (Teacher E, Pp. 297-304).

Teacher B believes that reflective teaching is only of benefit to beginner teachers, since experienced teachers are led by their experience.

Theme Two: Beliefs on Reflective Teaching Practices

A. Peer Observation

All of the seven teachers have lived the experience of observing someone's class or having someone observe their own classes. Nevertheless, their experiences differ in terms of objectives, frequency and attitudes.

Attending Others' Classes

Two of the seven teachers have attended others' classes as a part of duty; Teacher A says; "Being the English language supervisor, I attend many classes especially for novices. Nevertheless, some would accept your presence and others would refuse" (Teacher A, Pp. 275-279). She adds: "The administration asks me to attend novices throughout a whole year. I try to talk to them and explain why I am attending their classes as they shall know I am there to serve and guide them. After a class, I usually talk to the teacher, I first stress positive points then move to falls" (Pp. 275-279). Similarly, Teacher B says; "Being the principal's assistant, I attend many classes for teachers of different subjects, and offer opinions and pieces of advice" (Teacher B, Pp. 280-285).

Teacher G did observations as a part of school policy, he says: "It was a kind of school policy. Fortunately, I had a colleague who is my friend and neighbour, so we agreed to attend each other classes" (Teacher G, Pp. 314-320).

Two teachers did observations as a part of their training; Teacher C says; "When I was a novice, and during my first two years of service I used to attend many classes for experienced teachers to gain skills and

knowledge" (Teacher C, Pp. 286-291). Similary, Teacher D says; "I observed many classes for experienced teachers; as part of the teaching diploma training I got" (Teacher D, Pp. 292-296).

Two teachers attend others' classes out of their own willingness and choice; Teacher E says: "I attend colleagues' classes out of my own choice and willingness". Similarly, Teacher F says; "I don't only attend English classes; my friend teaches history, I love to attend her classes, it's such a rich experience" (Teacher E, Pp. 297-304).

About their experience of having others attend their classes, four of the seven teachers do it as an official request, in this context Teacher C says; "being an experienced teacher, the Ministry of Education usually sends student teachers to attend my classes as a part of their training" (Teacher C, Pp. 286-291). About a similar experience Teacher E says; "I was in a teachers' committee which helps novices by allowing them to attend experienced teachers' classes. More than once, I had not only individuals to attend my class but small groups as well" (Teacher E, Pp. 297-304). Similarly, Teacher D says; "some novice teachers have attended my classes as a part of our school policy" (Teacher D, Pp. 292-296). About a different context Teacher F says; "Supervisors attend my classes as a part of our school policy"

(Teacher F, Pp. 305-313). Teacher G points to a similar experience saying; "as part of school policy, I exchanged observations with a colleague who is my friend. I learnt from him how to apply drama in teaching English, and he learnt from me how to tolerate learners. We exchanged comments unofficially which made it of great benefit" (Teacher G, Pp. 314-320).

Two teachers have others attend their classes out of a personal wish; Teacher A says: "I welcome whoever wishes to attend my classes. I wish people can learn something from me. I also welcome any criticism they may offer, we all have our falls" (Teacher A, Pp. 275-279). Similarly Teacher F says: "my friend, who teaches history, attends my classes. She aims to improve her English, and we both learn many things from one the other" (Teacher F, Pp. 305-313).

Three teachers don't go for such experiences; Teacher B says: "I rarely have someone to observe my classes" (Teacher B, Pp. 280-285). Similarly, Teacher C says; "I don't ask colleagues to attend my classes; this is something administrative I can't interfere in. In case of novices, I try to give advice and share things I have. For example, the other teacher you attended classes for is a novice, when she joined the school; I shared with her my lesson plans, my worksheets …etc. I

gave her advice on how to deal with learners and asked her not to hesitate asking for any help she needs" (Teacher C, Pp. 286-291). Similarly, Teacher D says: "Each one of us is busy with the loaded schedule s/he has, there is no time" (Teacher D, Pp. 292-296).

All of the seven teachers hold positive attitudes towards the experience of observing others' classes since they believe they are of great benefit; Teacher A says: "I like watching other people teaching, I believe in learning moments" (Teacher A, Pp. 275-279). Similarly, Teacher F says; "I love attending others' classes. I believe they always have something to add to my experience" (Teacher F, Pp. 305-313).

Five teachers pointed to specific benefits they got of such experiences, Teacher C says; "such observations were a way useful to me, even more useful than trainings I got at university, through them I learnt the importance of flexibility, closeness, intimacy, openness and crossing barriers between teachers and learners. And that's what I'm trying to pass to those who observe my classes" (Teacher C, Pp. 286-291). Similarly, Teacher D says: "Through attending others' classes, I learnt how to teach and interact" (Teacher D, Pp. 292-296). About his experience of attending a colleague's classes, Teacher G says; "I learnt from him how to apply drama in teaching English" (Teacher G,

Pp. 314-320). In a similar context, teacher F says about her experience of attending her friend's, who teaches history, classes: " She taught me how to make learners make combinations, how to relate what is taught to their life, she sometimes mentions pieces of information I make use of in my classes" (Teacher F, Pp. 305-313). While teacher E shares her experience of attending her colleague's, who teaches science, saying; "in the English curricula there are a lot of scientific lessons, attending her classes, equipped me with both knowledge of context and pedagogy" (Teacher E, Pp. 297-304).

However, Teacher B didn't point to any benefits she got at a personal or a professional level, she only talked as a supervisor saying; "Once, I attended a class for a teacher who seemed lacking knowledge in his field and couldn't control the class. He wasn't able to answer learners' questions and he admitted not knowing answers! After class, I talked to him and shared with him some techniques to use to control the class. I advised him not to say I don't know since a teacher shall find a way out without making learners loosing trust in his/her knowledge. I re-attended classes for him, and noticed progress but he still lacked basic knowledge! I advised him to prepare in

advance, I re-attended a class of him he was prepared the class went smoothly and learners behaved well" (Teacher B, Pp. 280-285).

Similarly, five of the seven teachers hold positive attitudes towards having someone attend their classes. One pointed to positive comments the ones who attended their classes made about their teaching, in this context Teacher D says: "we have a supervisor who attends novices' classes. Being a novice, she attended many classes of mine and I liked it. I felt she was there to help me not to criticize me. After class, we would have a talk where she used to go into details. She pointed out my strengths, such as the patience I had dealing with learners, and urge me to keep them up, she also referred to weaknesses usually related to methodology, and offered me pieces of advice on how to improve my methodology" (Teacher D, Pp. 292-296).

Two pointed to benefits the ones who attended their classes claimed they had; Teacher G says: "my colleague learnt from me how to tolerate learners" (Teacher G, Pp. 314-320). Similarly, Teacher D says: "Novice teachers who attended my classes saying said it was a positive experience, the common feedback I remember from them is that they learnt how not to let learners get on their nerves" (Teacher D, Pp. 292-296).

Two mentioned how they and their learners get positively affected by the presence of someone observing their classes; Teacher C says about having two student teachers attend her classes as a part of their training: "I love the experience, I feel self-confident then, I make sure I am well prepared, I do my best to have good command of the class and of the material I am to explain. To be honest, observed classes are usually stronger than unobserved ones. The two student teachers noticed the positive points I mentioned!" (Teacher C, Pp. 286-291). Teacher E shares a similar experience saying; "I have a lovely student teacher who comes to attend my class twice a week. My learners love her a lot. They say the class goes better when she is there; maybe they are right I do my best to make her get benefited as much as possible" (Teacher E, Pp. 297-304). While Teacher F talks about a unique experience saying: "My sister is a supervisor, she always attends my classes, she is the one I trust most, she points out all my negative and positive points which I strongly take in consideration and elaborate accordingly" (Teacher F, Pp. 305-313).

However two teachers hold, negative attitudes towards such experiences, Teacher A says: "The presence of someone in class, definitely affects its dynamics. Sometimes, the class fails you"

(Teacher A, Pp.275-279). While Teacher B talks about her experience of having a supervisor attend her class saying: "Unfortunately, I was sick, I wasn't myself that day, and the class was student-centred, where I played a minor role. They asked, answered, presented … etc. I was a facilitator no more no less. I hate to remember that class. However, the supervisor gave me positive comments and wrote a positive report on the class as well" (Teacher B, Pp. 280-285).

B. Writing Lesson Plans and Reports

Lesson Plans

Six of the seven teachers claimed they write lesson plans. However they differ in the audience they address through such plans, the things they include and the objectives and benefits of such plans.

Three teachers believe that lesson plans are important since they guide them in their classes. In this context Teacher A says: "I usually write lesson plans which include lesson objectives, assessment methods, techniques to be used, a description of the role I shall be playing and the role my learners shall play, time aliment and tools" (Teacher A, Pp. 275-279). Teacher D says: "I never go into class without my plan. It's my leader". (Teacher D, P. 292-296) Similarly Teacher E says: "I write plans for me at first place; they set things

down. They basically include exercises and ways of assessment. They empower me and help me moderate time" (Teacher E, Pp. 297-304).

Two teachers believe with experience lesson plans become less important and are basically written since it's a policy. In this context Teacher F says: "When I started teaching, lesson plans were my guide, but now they are written for administration and supervisors. I sometimes write them after class, since we have to submit our note-book to administration for check up. I change plans when learners don't respond; I always have alternative plans even if not written down" (Teacher F, Pp.305-313). In the same context Teacher C says: "I usually write plans for supervisors. I have a 25- year experience, I don't really need a lesson plan but these are rules" (Teacher C, Pp. 286-291). She adds; "We also get a semester plan from the supervisor, in this plan the supervisor includes timetable for the material we are to cover during the semester. This timetable is of great help to me. I try to be streaked to assigned dates. Fortunately, I am always on time, I never was behind" (Pp. 286-291).

Two teachers write lesson plans out of willingness and obligation at the same time, Teacher G says; "I always write lesson plans for two

reasons; (1) because the administration asks us to have ones, and I also write them in case an inspector comes to attend my class; and (2) I do it for myself as lesson plans make me aware of what I am going to do in class, such plans don't have to be written. I have been teaching for 26 years. Sometimes, I just put my plan aside and act according to class demands" (Teacher G, Pp. 314-320).

Lesson Reports

Three of the seven teachers claimed they write lesson reports. However, they differ in how frequent they do it, how they do it, and why they do it.

For three teachers (C, D &F), lesson reports are there to record what they cover throughout a class, in this context Teacher F says; "my lesson reports can be considered note taking. I write where we stopped, what I assigned for the coming class, the names of those who misbehaved…etc. I sometimes write special events" (Teacher F, Pp. 305-313). For two teachers (A &G) such plans may include successes and falls of a class and things to keep in mind for coming classes; Teacher A says; "In class reports, I usually mention what was most difficult, what was most interesting, and what future procedures to be taken" (Teacher A, Pp. 275-279) . Similarly Teacher C says: "After

each class, I write down what page we've reached, what exercises have been done, what homework has been assigned…etc. I also write brief notes on special events to be included in the annual report I submit to the administration in which I address unique events, problems, achievements…etc" (Teacher C, Pp. 286-291).

Three believe in the importance of writing such reports. However, they don't write them since they lack time or hate citation, Teacher E says; "I believe in class reports but I hate citation. I have no time to do it" (Teacher E, Pp. 297-304). Similarly Teacher D says; "I don't have the time to write class reports; unlike other schools, we don't have five minute break after each class. I usually write brief notes in my notebook; I refer to the pages discussed, the exercises solved, the homework given, and the names of those who misbehaved and a brief description of what they did for follow up" (Teacher D, Pp. 292-296). In the same context Teacher G says; "I sometimes write reports. In successful classes, where goals are achieved and everything goes smoothly, I don't. But when a class is lousy, objectives haven't been fulfilled, learners have been so noisy, I write my class reports to document failures. I also include my interpretation; I try to give an explanation why things went wrong. I usually go back to my reports

when I face a similar lousy class, or a similar failure. I compare, both situations and, I try to find a way out" (Teacher G, Pp. 314-320).

While teacher B doesn't believe in such tools, she briefly says: "I don't prepare nor evaluate" (Teacher B, Pp. 280-285).

C. Keeping Journals

Only one of the seven teachers had the experience of keeping a journal, about her experience, Teacher D says: "Last year, I had a class of brilliant learners, they asked me to have a class for oral presentations where each addressed a topic of his/her interest. It was so interesting. I gathered much information and wrote about the experience in a journal form" (Teacher D, Pp. 292-296).

Each of the other six teachers has a reason for not keeping one; Two teachers hate writing and documentation; Teacher A says; "I hate writing" (Teacher A, Pp. 255-261). Similarly Teacher B says: "I hate writing and documentation" (Teacher B, Pp. 280-285).

While Teacher C believes her experience can do it all, she says; "I guess my long years of experience are my diary" (Teacher C, Pp. 286-291).

Two referred to some other type of journals they have, Teacher A says; "Sometimes I have an oral journal as I hate writing. Before

going to bed, I usually evaluate how my day has gone on" (Teacher A, Pp. 275-279). In the same context Teacher E says; "Before going to bed, I usually evaluate how my day has gone on from professional and personal aspects" (Teacher E, Pp. 297-304).

Three expressed that they'd like to keep a journal and pointed out to points they might include in such journals; Teacher A says; "If I had one, I would start with positive points occurring on a special day and I would add negative points to learn from failures. I would point to my learners' preferences and dislikes. I would also point to special incidents" (Teacher A, Pp. 275-279). Similarly, Teacher E says: "If I had one, I would write everything. I would reread and I would learn a lot. It would help me reflect and have adaptation" (Teacher E, Pp. 297-304).

Teacher C expressed she would start having one saying; "I will start keeping one. I will highlight points I encounter on a special day, point to failures to overcome, and mention my learners' preferences and dislikes. I will add events that may push me forward when I feel down or disappointed from teaching" (Teacher C, Pp. 286-291).

Three don't believe it's of any use; Teacher B says; "I don't keep a journal and will never keep one, I hate writing and documentation"

(Teacher B, Pp. 280-285). Similary, Teacher G says; "I don't think it's useful, it's a waste of time" (Teacher G, Pp. 314-320). Teacher F says; "I don t need one, my mind is a recorder!" (Teacher F, Pp. 305-313).

D. Class Video Recording

Two out of the seven teachers had the experience of recording their classes. Teacher A, for example, did it for professional reasons, she says; "Others recorded a number of my classes as modelling classes" (Teacher A, Pp. 275-279). While Teacher F had it out of a completely personal wish, she says; "Once I prepared a power point to present a lesson to the 12th graders. They expressed they liked it a lot. I as well considered the class a success. In the other section, I recorded the activity, I thought it might be interesting to share it with other colleagues" (Teacher F, Pp. 297-304). Nevertheless, both expressed that the presence of the camera affected both them and their learners; "The presence of a camera wouldn't change the dynamics of my classroom. However, it may change learners' reaction and interaction" (Teacher A, Pp. 275-279). Similarly Teacher F says: "When I watched the video, I noticed that both my learners and I were shy" (Teacher F, Pp. 303-313).

Teacher C expressed that she would like to record a class once and pointed out to benefits one may get of recording saying: "I believe it's useful. It may draw my attention to positive and negative things I and my class have, it also highlights falls and things I have never paid attention to, and negative things I do unintentionally, through such a record I can have self-criticism" (Teacher C, Pp. 286-291). Teacher E expressed she doesn't record classes for religious reasons saying; "I don't do it for religious reasons, the audience may include males, I unintentionally may make a wrong move…etc" (Teacher E, Pp. 297-304).

While Teacher B, D and G didn't think class recoring might be of any use.

In conclusion, table 4.13 shows the seven teachers exchange classroom observations, six write lesson plans, three write lesson reports, two have video recording, and one keeps a journal.

Table 4.13: Frequencies (f) and percentages (%) of expressed RT practices of the seven teachers in the "in-depth focuse group" based on the theme findings in the Interviews in-depth

Reflective Teaching Practices	Number of Practitioners	Percentage
Exchanging classroom observations	7	100%
Writing lesson plans	6	85.71%
Writing lesson reports	3	42.85%
Keeping journals	1	14.28%
Having class video recordings	2	28.57

Section Three: Mostly shared actual reflective teaching practices.

This section aims at answering the third question of the study which is;

What are the mostly shared actual practices among teachers who achieved the highest scores on attitude scale of the reflective teaching practices as viewed by the researcher (by classroom observation)?

Through the analysis of the twenty one observations of the seven teachers, it was noticed that they are rich in examples of reflective teaching practices. Those practices have been abstracted from the classroom observations reported in appendix 2 (Pp.199-254), analyzed, clustered and categorized into four main themes which are;

1. Increasing learners' interaction;

2. Helping learners develop their own reflection skills;

3. Encouraging a friendly relaxing motivating learning environment; and

4. Managing the classroom reflectively and efficiently.

Theme One: Increasing Learners' Interaction

Through classroom observations, this researcher has noticed learners' interaction resulting from different practices adopted by the

seven teachers; such practices differed from one teacher to another in terms of way and frequency. Nevertheless, common practices can be identified and summed up as follows;

A. Asking questions rather than giving explanations;

In all of the seven teachers' classes, it was noticed that teachers used to pose questions rather than offer direct explanations for what was being discussed; "while working out an exercise on the formation of the passive voice, a learner reads the fifth statement, but is unable to give out an answer. Teacher F helps her come up with the correct answer through posing questions such as 'where is the subject?' 'where is the verb?' …etc (Teacher F, Pp. 263-267). Teacher C adopted similar strategies while conducting a grammar class; "Teacher C refers to two sentences the book offers and asks learners to read them. She gives them two minutes to work them out. Afterwards, she poses questions such as; 'what type of sentences are they?' 'what tense?'…etc. Each time the teacher gets a correct answer, she asks for verification. She goes on with the exercise; a learner gives a correct answer followed by another. Some claim they don't get it, the teacher poses questions learners answer and come out with conclusions" (Teacher C, Pp. 246-252). Similarly, while

working out an exercise on the passive formation, "Teacher D assigns a learner answer, the teacher guides her by posing questions; such as, 'with what do we begin?", …etc" (Teacher D, Pp. 253-257).

Such strategies were also adopted in literature classes; "Teacher A calls on learners to discuss a paragraph they read silently together. She poses questions, she offers clues when learners aren't able to know correct answers and discussion goes on" (Teacher A, Pp. 235-240). Similarly, "Teacher C assigns a learner to read a paragraph, she comes across a name of one of the gates of Jerusalem, the teacher asks learners what the name means, they fail to guess, the teacher gives the Arabic name for the gate and asks learners what they come across passing that gate, they mention that they see lions, they now realize it means the gate of lions" (Teacher C, Pp. 246-252).

While Teacher G adopted such strategies in leading revisions; "Teacher G revises with student what has been discussed the previous class through posing questions" (Teacher G, Pp. 268-274).

B. Making use of pairs and small groups;

In the classes of the seven teachers there were times when learners were to work out tasks in pairs or groups; while working out a reinforcement exercise on the passive form; "Teacher D asks learners

to work out the answers of an exercise she's written on board in pairs, she moves around offering help for those who need it" (Teacher D, Pp. 253-257). Similarly, while working out a verb-noun formation activity; "Teacher E gives the class some verbs to be changed into nouns; they work out the exercise in groups, the teacher goes around the class and offers help for groups" (Teacher E, Pp. 258-262).

These strategies were also adopted in literature classes; "Teacher A moves to the forth paragraph, and assigns questions for learners to answer after reading it silently. She gives them time to work out the task in pairs. Learners work collaboratively, while the teacher moves around making sure everyone is on task" (Teacher A, Pp. 235-240).

Other teachers' whole classes went around pair and group work; at the beginning of her literature class; "Teacher F tells her learners that they are to have a drama activity, she sets them in groups, and gives them chance to choose whatever scene they'd like to act out. The teacher gives learners five time to rehearse, then the first group starts acting out its scene , the teacher mentions they can have their books with them if thy like. They act greatly, others are watching and laughing, everyone is involved" (Teacher F, Pp. 258-262).

C. Encouraging student-student interaction rather than student-teacher interaction;

In the seven teachers' classes, some learners approached the teacher seeking advice or opinion, while teachers urged those learners to share what they have with their classmates, and were given chance to do so; at the beginning of her class, a learner approaches Teacher E and "mentions she's prepared a board on the months but she isn't to hang it as she doesn't like it much. Teacher E asks her to leave it to class to decide, the class expresses it's nice, the girl hangs it, and happily promises to prepare more boards" (Teacher E, Pp. 258-262).

In other contexts learners were encouraged to share experiences they approached the teacher with, with their classmates; " A learner mentions that the text resembles a movie he has watched, Teacher A encourages him to give his classmates a short review of it, he does and his classmates listen with enthusiasm" (Teacher A, Pp. 235-240).

D. Building on what learners know;

In the classes of the seven teachers, it was noticed that they used to build their explanation starting with what learners know; at the beginning of her class "Teacher A asks a learner to read the title of the text aloud, he reads: 'Movie Review'. The teacher asks learners

what the word review means, no one offers an answer. The teacher

adds: "Movies on MBC channel 4 have reviews", learners've

guessed what is meant by reviews" (Teacher A, Pp. 235-240). This

observation is repeated in other teachers' classes; "Teacher G writes

down a title on the board; 'Monster Storms', he asks learners what

the title suggests to them, no-one gives an answer, the teacher then

asks them to split the title and try to figure out what each word

means. They do, he asks them to put them together and come out

with the answer, they do, and he asks whether it is a literal meaning

or a figurative one, they suggest it is a figurative one. The teacher

agrees" (Teacher G, Pp. 268-274).

Such practices weren't only practiced at the beginning of classes;

they formed an ongoing strategy for some teachers; "while a learner

is reading; she comes across a word beginning with the suffix "re",

Teacher C asks learners what function this suffix has, learners fail to

give the correct answer, the teacher gives them words they know

starting with this suffix, learners are able to give the correct answer"

(Teacher C, Pp. 246-252). In another class; "Teacher C refers to a

graph, and asks learners to have a look at it. She asks them what is

meant by a graph, nobody gives an answer, the teacher adds, "Do

you know what is meant by a graphic designer?" learners offer correct answers through which the teacher leads them to know the meaning of the word graph" (Teacher C, Pp. 246-252). Later in the same class; " learners come across the word 'tight', they express they don't know its meaning, the teacher reminds them of the term "tight jeans" learners recognizes the meaning now"(Pp. 246-252).

Such practices were also evident in Teacher D's class, at the beginning of her class; "Teacher D refers to a page they are to discuss. The page includes a map for Bermuda triangle. The teacher draws a picture of a triangle on board and asks learners what the shape is called, one learner mentions it's a triangle and the teacher agrees" (Teacher D, Pp. 253-257). Similarly; "Teacher E refers to a page they are to discuss. She asks learners to identify the text type. They mention it's a dialogue. She agrees and asks for specification, they mention it's an interview, she agrees" (Teacher E, Pp. 258-262).

E. Relating the material to learners' life and interest;

This strategy was used by the seven teachers at different stages and for different purposes; at certain points this strategy was used to motivate learners and get them involved; " Teacher A notices a learner sitting in the back, making funny comments, she approaches him

calmly: ' Don't you like downloading movies?' he answers: 'Surely I do'. She adds: 'Why don't you join the discussions of these reviews, you may like one of them and download it later'. The learner seems a bit interested now; he asks a classmate next to him 'what page are we discussing?' " (Teacher A, Pp. 235-240). In another class; "Teacher A calls on learners to share their experiences with robbers and thieves; she asks whether they have witnessed a robbery or watched one on TV. Learners say they have watched many movies on robberies, some learners are telling their stories in Arabic, and the teacher helps translating. Everyone is involved and eager to share" (Pp. 235-240).

This strategy was also used when learners failed to get a word or an idea; in a class of Teacher A and while reading a paragraph; " learners approach the word 'demo', the teacher asks what is meant by 'demo', no one knows the answer, she adds that it is a short form of a longer word, yet no one is able to know the answer, she mentions that they may find this world in their computer screen bars, everyone is now interested to guess, and one is able to give the answer" (Pp. 235-240).

Theme Two: Helping learners develop their own reflection skills;

In the classes of the seven teachers, it was highly noticed that classes were learners centred rather than teachers centred, since the

seven teachers created opportunities for learners to reflect and speak out their reflections, this was achieved through a various number of while class conduct reflective teaching practices, which are;

A. **Allowing time for learners to listen, think, and process their answers and speak;**

When the seven teachers used to set a task for their learners to work out, or questions for them to answer, learners were given time to work out what was set and to process their answers; While working out an exercise on forming the passive form; "Teacher D gives her learners time to try figure out the answer for a statement. Later, she assigns a learner to analyze the parts of speech in the statement (subject, verb, and object), the learner does. Afterwards, the teacher asks learners to identify the tense, learners can't, she asks them to point out time indicators found in the sentence, they do. accordingly they were able to realize the tense" (Teacher D, Pp. 253-257). Similarly; "Teacher B asks a learner to read the first statement of an exercise they are to work out , after he is done she rereads the statement, she points out the modal verb and asks the learner about its function, the learner fails to give the correct answer, she gives him choices and time to think. He is still not able to give the right answer,

she tells him that he surely does but needs to try harder. When he fails, the teacher moves to another student who gives the right answer in Arabic and the teacher translates" (Teacher B, Pp. 241-245).Similarly, after finishing reading a text; "Teacher C asks her learners to move to the questions in the following page and gives them time to figure answers out before they are to speak them out, a few minutes later, learners express they are ready to work out the task together, learners give answers which the teacher writes on board" (Teacher C, Pp. 246-252). Likewise; "Teacher D refers to an exercise they are to work out. She explains what it asks for in details, and then gives learners time to work individually. Meanwhile, she goes around the class making sure everyone is on task. She offers help for those who need it" (Teacher D, Pp. 224-230)." Teacher F assigns an exercise on the passive form for her learners and gives them time to work it out. Learners are on task" (Teacher F, Pp. 258-262).

Similar practices appeared in different contexts such as literature classes; "Teacher A asks her learners to identify the writer of a review they were approaching, learners volunteer answers but no one is able to give the correct one. The teacher gives a clue; she mentions that the name of a writer is usually accompanied with the preposition "by",

she gives them time to make use of the hint she has given, few seconds later, learners guess the answer" (Teacher A, Pp. 235-240). In a similar context "Teacher E gives her learners time for silent reading, she goes around making sure everyone is on task, a learner mentions she is done, the teacher asks her to have a look at the first exercise, till her classmates are done" (Teacher E, Pp. 258-262).

At the end of his class; "Teacher G asks his learners to sum up what has been discussed, he writes down questions to lead them. He gives learners few minutes to find out answers, afterwards, he calls on some learners' names to give answers" (Teacher G, Pp. 268-274).

B. Encouraging learners to make guesses and predictions;

In the classes of the seven teachers, learners were encouraged to make guesses and predictions using different tools; in some cases learners were encouraged to speak out what a picture suggests to them; at the beginning of her class; "Teacher A asks her learners to say what a picture found in the text they are to approach suggests to them, and to predict what the text is about accordingly. Some suggest it's a picture of two thieves running. Others suggest it's a picture of a policeman chasing a thief. The teacher accepts both suggestions and asks for justifications" (Teacher A, Pp. 235-240). Similar guesses and

predictions were made in Teacher E's classes; "the teacher refers to a photo they see on a page they are to approach. She goes on with posing guiding questions; "What do you see?", "What are people in the photo are putting on?" …etc. Learners come up with a conclusion that the text may be talking about technology in schools, since they see young people wearing uniforms and sitting in front of computers, the teacher welcomes all suggestions" (Teacher E, Pp. 258-262).

In other cases learners were encouraged to tell what a title suggests to them; at the beginning of her class; "Teacher E asks her learners to look at a title which says 'This is the Future_____', she asks them what the blank suggests, they mention that they need to complete the title; she welcomes suggestions for the completion, and writes them down on board" (Teacher E, Pp. 258-262). Similarly in one of her classes, Teacher A; "asks a learner to read aloud the title of a text, he reads: 'One Life or Many?' The teacher asks her learners what the title suggests to them, she gives them time to make up their minds, she welcomes all responses saying : 'That makes sense!', 'That might be true!'…etc" (Teacher A. Pp. 235-240) .

C. Urging learners to speak out their opinions

In the classes of the seven teachers, opportunities were created for learners to speak out their opinions. Teachers' opinions weren't imposed on learners whose opinions were always welcomed and respected.

While reading a text on 'reacceleration'; "Teacher A asks her learners whether they believe reacceleration exists or not, answers vary; some believe it does where others don't. The teacher accepts whatever answer she gets. Learners ask the teacher for her own opinion concerning reacceleration existence. However, she doesn't express any" (Teacher A, Pp. 235-240).

D. Encouraging learners to identify the writer's opinion and the text's main ideas;

In the classes of the seven teachers, learners were encouraged to identify writers' tones, opinions …etc, and sum up main ideas. After reading a text which offers hypotheses around 'Bermuda Triangle'; " Teacher D asks her learners to decide what hypothesis the writer seems most convinced with, one says the 1st, the teacher asks for verification, the learner offers one, the teacher asks learners if they have other opinions, nobody offers any, the teacher agrees" (Teacher D, Pp. 253-257).

In another context, "after reading a text around the Old City of Jerusalem, Teacher C asks her learners to sum up main ideas; learners offer answers and the teacher rephrases and writes them down on the board. As the text deals with chronological events, the teacher asks learners to sum up main events in a correct chronological order. They do, the teacher writes down what learners come out with on the board "(Teacher C, Pp. 246-252). Similarly, after reading a paragraph which talks about the 'methane' gas; "Teacher D asks her learners to point out the gas characteristics mentioned in the paragraph, they do". (Teacher D, Pp. 253-257). Similar practices was evident in Teacher F's class; " after reading a scene from 'King Lear' play, Teacher F asks her learners to close their eyes and imagine what has happened in the palace. Meanwhile, she narrates the third scene, when she is done she calls on a learner to sum up the main idea of the paragraph; she does through the teacher's guidance who keeps posing leading questions when the student hesitates" (Teacher F, Pp. 263-267).

E. Encouraging learners to correct their own mistakes;

In the classes of the seven teachers, it was highly noticed that learners' mistakes were tolerated. Furthermore, learners were encouraged to correct their own mistakes through teachers' guidance;

"while working out an exercise on the passive formation; a learner offers a wrong answer, Teacher D urges her to correct the answer through her guideness, and the learner does" (Teacher D, Pp.253-257) In other cases, the whole class was involved; while working out an exercise on the noun-verb formation, "a learner gives a wrong answer, Teacher E writes it on board and asks the class if they agree with their classmate, another learner mentions that she doesn't, gives the correct answer and verifies, the teacher agrees" (Teacher E, Pp. 258-262).

Furthermore, learners were given explanations why their answers were considered wrong; in one of Teacher B's classes; "A learner reads the eleventh statement and gives a wrong answer, the teacher offers the correct answer, but the learner doesn't seem convinced, the teacher points to a similar statement they had discussed. The learner seems convinced now" (Teacher B, Pp. 241-245).

Theme Three: Encouraging a Friendly Relaxing Motivating Learning Environment

Through the twenty-one classroom observations, the researcher noticed a friendly relaxing learning environment in the classes of the seven teachers resulting from a number of practices that differed from

one teacher to another in terms of way and frequency. Nevertheless, common practices can be identified and clustered up as follows;

A.   Showing care for learners and their needs and opinions;

At the classes of the seven teachers it was obvious to the researcher that teachers show care for learners at both class and individual levels;

At an individual level for example; "a learner hasn't attended Teacher's A class for few days as he was sick, he's back now, and the teacher says; "Oh Mahmud! Welcome back we really missed you!" (Teacher A, Pp. 235-240). Similar care was shown by Teacher C who "approaches a calm girl and draws her attention that she is no more active as she used to be, she encourages her to participate saying: Why don't you try getting involved and help me as you always used to do.' The learner offers to work out the coming sentence" (Teacher C, Pp. 246-252).

At a class level, " being the home-teacher, Teacher C stays in class after the bell has rung, some learners approach her with problems they have, she listens calmly and offers brief pieces of advice and then leaves after making sure everything is settled down". (Pp. 246-252). Similar practices were evident in Teacher B's classes who; "starts her class by reminding learners that the end of the semester is approaching

and since they are Tawjihi learners it's time for hard work, being their home-teacher she expresses she is ready to help them out with any problems or inquiries" (Teacher B, Pp. 241-245). Similarly, "Teacher F enters the classroom; some girls are crying. She asks what is wrong. Some express that they have badly written their chemistry test. The teacher tries to calm them down, emphasizing that it isn't the end of the world. Most learners seem to feel better and stop crying except one who is still crying and is approached and calmed down by the teacher" (Teacher F, Pp. 263-267).

Learners' needs and preferences were taken in consideration in the seven teachers' classes; "while setting exams' dates; two learners point out that they have a problem with the date of one of the exams. Teacher B smoothly changes the date, everyone now seems satisfied" (Teacher B, Pp. 208-214).

In another context, "groups of learners are acting out scenes prepared by them, it's the fourth group's turn, its members refuse to act, Teacher F says they are free but that may affect their participation marks, they still don't want to act, the teacher asks them to go back to their seats" (Teacher F, Pp. 263-267).

B. **Showing support and trust;**

The seven teachers seemed to have a great faith in their learners' willingness and ability, they used to express how much they believe in them and are willing to help and support them.

Such support and trust was expressed usually while learners were working out a task; "while her learners are working out an exercise she has assigned for them, Teacher C keeps reminding them that she is sure they can do it" (Teacher C, Pp. 246-252). Similarly, "Teacher E assigns a learner to make comparisons between buses and airbuses, the learner expresses she is uncertain she can do it, the teacher comforts her saying she can help her, but first she has to try, the learners carries out the task successfully without any help" (Teacher E, Pp. 258-262). Likewise; "Teacher F assigns a learner to give an answer, the learner expresses that she isn't sure of the answer; the teacher assures her that it isn't a big deal; the learner gives a correct answer" (Teacher F, Pp. 263-267).

Such support was also shown in times when learners loose control and burst into anger; "in one of Teacher F's classes and while working out an adjective/noun formation exercise, a learner shouts out loud saying 'I don't get how to form such adjectives!' The teacher approaches her calmly and goes with her step by step; she poses

questions which the learner answers till she gets the whole thing saying; ' Oh! Now I got it!'" (Teacher F, Pp. 263-267).

C. Acting with Integrity, Openness, and Commitment;

In the classes of the seven teachers, it was obvious for the researcher that they enjoyed high confidence allowing them to act with integrity, openness and commitment;

The seven teachers welcomed funny comments and jokes when appropriate, and came up with funny comments themselves; "while working out on an adjective/noun formation exercise, the class comes across an adjective related to directions. Teacher F asks a learner how many directions there are, she says 'fifty', the teacher repeats the answer, everyone burst into laughing including the girl herself who immediately corrects her answer" (Teacher F, Pp. 263-267). A similar incident occurred in Teacher A's class; "the teacher is posing questions, learners are offering answers. A learner comes up with a funny answer, he laughs, the teacher laughs too, everyone laughs, and then everyone is back to lesson" (Teacher A, Pp. 235-240). Such openness and tolerance was also evident when learners misbehaved; " A learner tells a joke and makes funny comments, some of his classmates laugh, Teacher A pauses, keeps silent for a while, when

everyone is quite, she goes on with her class" (Teacher A, Pp. 235-240).

The seven teachers acted with openness and welcomed learners' criticisms and corrected themselves when needed. "In one of Teacher A's classes, a learner claims that the teacher has mispronounced a word; she agrees and adjusts immediately" (Teacher A, Pp. 235-240).Teachers also also committed their mistakes; " In two of Teacher G's classes, learners reach a word for which the teacher has previously given a wrong translation, he confesses he has made a mistake saying: "I am sorry I gave you a wrong definition for this word last time!" and asks them to correct it" (Teacher G, Pp. 268-274).

Teachers also showed tolerance and commitment; while working out an exercise; "learners go on reading and answering one by one till they reach the 9th sentence. Suddenly, a learner shouts out of a sudden: 'What are you talking about?' 'What sentence are we discussing?' 'I can't get how answers are formed!' 'I am lost!' Teacher C approaches her calmly and explains what they have to do step by step. When she makes sure the girl got it, she makes her answer the 9th statement, and the girl does it correctly" (Teacher C, Pp. 246-252).

In addition, teachers had no problem adjusting plans when necessary; " Teacher F gives the class five minutes to rehearse for drama acts, the five minutes are over, the teacher asks for a volunteer group to act first, no one does, learners say they still need time; the teacher gives them two minutes more"(Teacher F, Pp. 263-267). In addition, teachers investigated decisions they made and gave them up when necessary; " The bell rings, Teacher F tells the learner, whom she told earlier she is to take two marks out from her, that she was only joking and nothing will be taken out " (Pp. 263-267).

D. Changing of mood and space;

In the classes of the seven teachers, it was highly noticed that teachers weren't strictly stuck to their plans, changing of mood and space occurred when learners lost interest and consequently weren't paying attention; " In one of Teacher A's classes, the researchers can notice learners are loosing interest; some are talking and not paying attention to the teacher. It seems the teacher is aware of this fact; she asks everyone to stand up and jump. They first refuse, she insists with a smile and everyone is jumping now. Learners are back to their seats everyone is paying attention, and there is no noise in class" (Teacher A, Pp. 235-240). In a similar context; "Some learners are having side-

talking, Teacher C stops and mentions that she is giving learners time to finish their stuff so they can all go back to the lesson. Learners are quite, everyone is back to the lesson" (Teacher C, Pp. 246-252).

Theme Four: Managing the Classroom Reflectively and Efficiently

In the classes of the seven teachers, the researcher notices that management was reflective and efficient; this was achieved through different practices which can be clustered and summed up as follows;

(A)Varying roles teachers take while learners are conducting their activities;

When the teachers used to assign a task for their learners to work on, they took different roles;

(1) At some cases they stayed in class but offered no help; " In Teacher A's class, learners move to the first paragraph of the text, the teacher asks them to read it silently. Meanwhile, the teacher is standing next to her desk observing the class silently" (Teacher A, Pp. 235-240).

(2) At other cases; they stayed in class, and interfered only when a problem occurred; "Teacher C gives learners time to copy answers they came out with. Meanwhile, she goes around in class, making sure

everyone is on task. While doing so, learners approach her with questions she answers patiently" (Teacher C, Pp. 246-252). Similar practices appeared in the classes of all the other teachers.

(3) They sometimes joined groups and participated in the task helping them with questions….etc; "Teacher G asks his learners to write down the answers they have discussed, he moves around to make sure they all have written them down. He corrects the answers of those who have them wrong and explains why they are considered wrong " (Teacher G, Pp. 268-274). In a similar context; "Teacher E gives the class some verbs to be changed into nouns; they work the exercise out in groups, the teacher goes around the class and offers help for the groups who ask for it, she sits with some groups and give detailed explanation" (Teacher E, Pp. 258-262).

(B) Starting a lesson or a task reflectively;

The seven teachers started their classes in a reflective way through different practices including;

(1) Motivating learners and trying to get them interested in the lesson; at the beginning of her class; "Teacher E says 'today's lesson is more exciting than yesterday's "(Teacher E, Pp. 258-262). Such motivation was intended by Teacher C who at the beginning of her class "

mentions that they are to read and discuss a paragraph talking about Jerusalem. The teacher has old photos of the Old City of Jerusalem and its gates, which she passes to learners; she adds that at the bottom of each photo the name of the place is written. Learners are so interested looking at the pictures; they pass them, look at them, make comments... etc. Teacher C watches and smiles, then refers to the page they are to work on "(Teacher C, Pp. 246-252).

(2) Stating the class objective; "at the beginning of her class, Teacher A informs learners that today's class will be a reading comprehension one " (Teacher A, Pp. 235-240). Similarly, at the beginning of her class, "Teacher F mentions that today's class will be a revision of a play they discussed throughout the previous classes" (Teacher F, Pp. 263-267). Similarly, in a grammar class, "Teacher F tells her learners they are to be working on activities aiming to deepen their understanding of what has been discussed in the previous class" (Teacher F, Pp. 263-267). In a very similar context; "Teacher D informs her learners that today's class is around the passive voice" (Teacher D, Pp. 253-257). Similar introductions appeared in all the other teachers' classes.

(3) Making sure learners are ready to start the class; "Teacher D asks learners if they are ready to start class, when they express they are, the teacher starts the class" (Teacher D, Pp. 253-257). In a similar inquiries were made by all the other teachers.

(4) Making a review of the previous class; "Teacher E revises with learners what they have taken the previous class; she reminds them that their lesson has been about verbs and nouns. She asks them to give her examples on verbs, their nouns ends with "tion", and others their nouns resemble them " (Teacher E, Pp. 258-262). In a similar context; "Teacher G asks his learners about the definitions of some words included in an exercise they worked out in a previous class. Learners point out that they don't like to revise, the teacher emphasises the importance of revisions in linking what has been taken to what is to be taken" (Teacher G, Pp. 268-274).

(D) Using reflective practices in ending the class sessions; the seven teachers ended most of their classes reflectively and efficiently; " at the end of Teacher A's class, the bell rings, the teacher goes on with task at hand. She sets next week plan and assigns homework. She writes these assignments on board and leaves" (Teacher A, Pp. 235-240). Similarly, at the end of her class; " Teacher C asks learners to go

on with doing the exercises left at home. She writes down, on her notebook; what was covered and, what was left, then leaves the class" (Teacher C, Pp. 246-252). Likewise, "at the end of Teacher B's class, she passes a worksheet similar to the one discussed in class and assigns it as homework. The bell rings, the teacher asks learners to look all new word the have taken out from the dictionary as an assignment, and leaves class" (Teacher B, Pp. 241-245).

Others used to use the last part of the class for summarizing up the class; " at the end of her class, Teacher F mentions it's time for summing up what has been taken through the lesson, she poses questions to which learners give answers. The teacher asks a learner to sum up what has been taken in few sentences, she does. The teacher paraphrases. The bell rings and the teacher leaves" (Teacher F, Pp. 263-267). Such practices were also evident in Teacher G's class; "Teacher G tells learners that they are to revise the major points discussed in today's class through making a comparison between hurricanes and tornados. He writes down a table on which he determines the aspects to be compared; size, destructive effects …etc. The learners offer answers, the teacher fills in the table. The bell rings. The teacher writes down notes and leaves" (Teacher G, Pp. 268-274).

Such reflective endings were also held at the end of activities done in classes; "Teacher F's learners are done with an exercise; the teacher asks learners if they have any problems, inquiries or ambiguities, they say they don't, the teacher moves to another exercise" (Teacher F, Pp. 263-267). At the end of another exercise; "Teacher F summarizes what has been discussed so far through posing questions and getting answers from learners" (Teacher F, Pp. 263-267).

(E) Keeping track of the variety of directions different classes take through writing notes at the end of each class period; at the end of his three classes, Teacher G writes down notes and leaves. Similar practices were evident in Teachers A, C, D and E's classes.

(F) Recurring challenges through the adaptation of a number of reflective strategies which include;

(1) Ignoring infringement misbehaviours;" In one of Teacher A's classes, the researcher observes one learner at the back of the class making funny comments which are neglected by the teacher" (Teacher A, Pp. 235-240).

(2) Being clear about general class rules; " In one of Teacher A's classes; "learners ask the teacher to postpone their assignments, the

teacher refuses and makes it clear that they have enough time, and things have been agreed on"(Teacher A, Pp. 235-240).

(3) Explaining the activity or task clearly and being sure that everyone knows what to do and how to do it; All of the seven teachers explained to learners the tasks they set in details; " in one of Teacher G's classes, the teacher explains that the exercise asks them to match the photo with the term used to describe it, learners still seem lost he refers to the page and adds: 'Here are the photos and here are the names'. Learners add: 'So?' Teacher G works out the first statement as an example. Learners are now on task" (Teacher G, Pp. 268-267).

(4) Making sustained eye contact and using non-verbal gestures; " In Teacher A's class, a learner goes back to his irrelevant comments. The teacher looks at him in a way as if saying to him – you keep doing funny things- and goes on with the class, he stops for a while" (Teacher A, Pp. 235-240). In a similar context, " while Teacher D is writing on the board, some learners are having side-talking, the teacher stops writing, she gives them a look, they stop, the teacher goes back to writing" (Teacher D, Pp. 253-257).

(5) Changing the seating of the learner; " in one of Teacher G's classes, a learner sitting in the back is making noise, calmly the

teacher asks him to move to the front seat, he does and the class goes on" (Teacher G, Pp. 268-274). In a very similar context; "a learner at one of Teacher A's classes is misbehaving and making noise, the teacher asks him calmly to move to the front seat, the learner does, apologizes and promises to behave well"(Teacher A, Pp. 235-240).

(6) Moving or isolating the learner; this didn't happen frequently in the seven teachers' classes since there weren't such complicated problems. However in one of Teacher A's classes; "a learner is playing with something, the teacher takes it from him and asks him to leave class, he apologizes, and she lets him in". (Teacher A, Pp. 235-240). In a more complicated context; "suddenly, two learners attack each other, everyone gathers to try to prevent them from hurting one the other, Teacher G asks them to go out of class" (Teacher G, Pp. 268-274).

(7) Inviting the student to participate, through asking him/her a question or encourage a comment; In the classes of the seven teachers it was noticed that they were capable to deal with problems smoothly; "a learner is having side-talking, Teacher C asks her to answer the first statement, she helps her through giving clues, the girl gives a correct answer with wrong pronunciation, the teacher pronounces it

correctly, the learner is embarrassed but the teacher encourages her saying: "You still can do it! Come on!" the girl repeats the word with correct pronunciation, and pays attention to class afterwards" (Teacher C, Pp. 246-252). Teacher B as well adopted such practices, although they didn't seem as successful as Teacher C's; "A learner isn't following, Teacher B asks her to read and answer, she fails to give the right answer, the teacher offers clues and tries to help her coming up with the answer, the learner still fails, the teacher rephrases the statement, the learner is still not able to make it so the teacher turns to another leaner who gives the right answer" (Teacher B, Pp. 241-245).

(8) Approaching the learner firmly and positively; at certain points, teachers had to act firmly; "a learner is laughing loudly and making silly comments; Teacher C warns her saying: 'if you don't feel like attending the class, you have the choice to leave!' The learner keeps quiet" (Teacher C, Pp. 246-252).

(9) Trying solving problems; " in one of Teacher A's classes " one learner is screaming at the top of his voice all of a sudden saying to the teacher: 'You keep ignoring me; you are not taking any note of my answers'. Teacher A pauses for a second, looks at the student and says calmly: 'I am sorry, I don't mean to ignore you, and I just didn't hear

your answer.' And the class goes on" (Teacher A, Pp. 235-240).

Similarly, in Teacher C's classe; "two learners are busy playing with money change; she approaches them \, takes the money, puts it in her pocket, and goes on with the class. The two learners are now on task, she puts the money back on their desk" (Teacher C, Pp. 246-252).

G. Being adaptive and flexible, monitoring learners' needs and adjusting classroom activities accordingly; as mentioned earlier, in the classes of the seven teachers it was obvious that teachers were flexible and not strictly stuck to plans; problems were solved creatively and alternative activities came to scene. In one of Teacher A's classes, and after finishing reading a story; "it seems learners aren't able to get the story, they ask many questions and some are complaining. The teacher assigns two learners to act the scene, a third reads and the two act accordingly. Learners seem interested; they are following the scene, laughing, and correcting the actors when they commit mistakes" (Teacher A, Pp. 235-240). In a similar context; " Teacher C assigns a learner to read the second paragraph, as the learner goes on with the reading, other learners complain that the paragraph includes a lot of directions which makes them feel mixed up, the teacher draws the four arrow diagram of directions on board, learners label each arrow, and

they start locating places they come through in the paragraph"
(Teacher C, Pp. 246-252).

G. Finding ways leading to creating authentic collaborative learning communities; In the classes of the seven teachers, there was always a reference to real life, learners were introduced to reasons behind carrying out an activity, and the benefits of learning a particular thing; "Teacher E asks her learners to give her examples on technological devices, a learner gives the radio as a technological device but she mispronounces it, the teacher corrects and points out that Arabs mispronounce a number of English words such as "sandwich" and "boots", and that it's their duty as learners who know the correct pronunciation to correct their parents and grandparents and to teach their siblings the correct pronunciation" (Teacher E, Pp. 258-262). Similar social roles were also motivated and called for by Teacher G, in his three observed classes; "Teacher G goes around in the class, picking up litter from the ground, emphasizing the fact that learners need to keep their class neat and clean" (Teacher G, Pp. 268-274).

Table 4.14: Frequencies (f) and percentages (%) of actual RT of the seven teachers in the "in-depth focused group" based on the theme findings in the classroom observations

Themes	Actual reflective practices	F N=7	%
Part One: Increasing Learners' Interaction	A. Asking questions rather than giving explanations	7	100%
	B. Making use of pairs and small groups	7	100%
	C. Encouraging student-student interaction rather than student-teacher interaction	7	100%
	D. Building on what learners know	7	100%
	E. Relating the material to learners' life and interest	7	100%
Part Two: Helping learners develop their own reflection skills	A. Allowing time for learners to listen, think, and process their answers and speak	7	100%
	B. Encouraging learners to make guesses and predictions	7	100%
	C. Urging learners to speak out their opinions	7	100%
	D. Encouraging learners to identify the writer's opinion and the text's main ideas	7	100%
	E. Encouraging learners to correct their own mistakes	7	100%
Part Three Encouraging a Friendly Relaxing Motivating Learning Environment	A. Showing care for learners and their needs and opinions	7	100%
	B. Showing support and trust	7	100%
	C. Acting with Integrity, Openness, and Commitment	7	100%
	D. Changing of mood and space	7	100%
Part Four: Managing the Classroom Reflectively and Efficiently	A. Varying roles teachers take while learners conducting their activities	7	100%
	B. Starting a lesson or a task reflectively	7	100%
	C. Making sure learners are ready to start the class	7	100%
	D. Keeping track of the variety of directions different classes take through writing notes at the end of each class period	7	100%
	E. Recurring challenges through the adaptation of a number of reflective strategies which include	7	100%
	F. Being adaptive and flexible, monitoring learners' needs and adjusting classroom activities accordingly	7	100%

Part Four: Comparison between Actual Reflective Teaching Practices of Teachers who scored the Highest and their Beliefs on how frequent they use these Practices as Measured by the Attitude Scale.

This part aims at answering the forth study question which is; *How do actual reflective teaching practices of teachers who scored the hightes on the attitude scale questionnaire seem, compared with their beliefs on how frequent they use these practices as measured by the attitude scale questionnaire?*

In order to answer this question, the researcher has done a number of calculations which can be summed up as follows;

First: the seven teachers' means for each of the three categories in the attitude scale questionnaire were calculated. Results appear in table 4.15/A, which shows that teachers' mean on the category that assesses how frequent they believe they adopt before class conduct reflective teaching practices is 4.76 which is the highest, while the mean on the category that assesses how frequent they think they adopt while class conduct reflective teaching practices is 4.54 which is the lowest, whereas the mean on the category that assesses how frequent they think they adopt after class conduct reflective teaching practices

is 4.56 which is a little lower than the mean of the first category and a little higher than the mean of the second.

Table 4.15/A
Means and standard deviations of the " in-depth focus group" seven teachers' scores on the RT scale distributed by the RT categories

Category	Mean
Pre-class reflective teaching practices	4.76
In-class reflective teaching practices	4.54
Post-class reflective teaching practices	4.56

Second: the means of the scores on the items that assess the seven teachers' beliefs on how frequent they adopt before class conduct RT practices were calculated. Results appear in table 4.15/B which shows that the seven teachers scored averages indicating a high level of RT (ranging from 4. 53-4.13) on the items that assess how often they; 1) preset the aim(s) of their whole lessons; (2) think about the general needs and readiness of their classes as a whole while planning a lesson;(3) preset the aim of the activity which will be practised;(4) ask themselves about the obstacles they might face in class;and (5) think of the possible outcomes when doing a classroom activity. While they scored an average indicating a medium level of RT on the item that assesses how frequent they have alternative activities and plans for what they practise in teaching English.

Table 4.15/B

Means and standard deviations of the "in-depth focus group" seven teachers' scores on the RT scale on pre-class RT practices

No.	The Item	M	SD
1.	I preset the aim(s) of the whole lesson	4.36	0.75
2.	I think of the possible outcomes when doing a classroom activity	4.22	0.79
3.	I preset the aim of the activity which will be practise	4.29	0.80
4.	I ask myself about the obstacles I might face in class	4.13	1
5.	I have alternative activities and plans for what I practise in teaching English	3.86	1.03
35.	While planning a lesson, I think about the general needs of my class as a whole	4.53	0.72
36.	While planning a lesson, I think about the general readiness of my class	4.32	0.83

Third: the means of the scores of the items that assess the seven teachers' beliefs on how frequent they adopt while class conduct RT practices were calculated. Results appear in table 4.15/C which shows that the seven teachers scored averages indicating a high level of RT (ranging from 4.51-4) on the items that assess how often they; (1) encourage learners to take responsibility of their own learning and correct their mistakes; (2) encourage learners to express their opinions freely and to voice their thoughts; (3) allow time for learners to listen, think, process their answer, speak, and finish their sentences; (4) ask themselves "what is the most suitable thing to do now?" as they proceed with the activity; (5) ask themselves whether they are using time efficiently or not; (6) ask themselves how their classes are going on;(7) encourage learners to make guesses and predictions;(8)

encourage learners to extract the main idea of a read text; (9) create opportunities for student talk and interaction; (10) make sure they are acting according to what they have planned to do; and (11) consider the process of teaching as important as its outcomes. While they scored averages indicating a medium level of RT (ranging from 3.91- 3.38) on the items that assess how frequent they; (1) ask themselves whether it is the right time for either a change of mood or pace; (2)ask questions rather than give explanations; (3) use gestures to replace unnecessary teacher talk; (4) re-adjust lesson plans when learners' responses do not match what is expected from the lesson; (5) are largely guided by routine; and (6) blame themselves when some of their learners fail to carry out some tasks. Finally, they scored an average indicating a low level of RT (2.77) on the item that assesses how frequent they are guided by impulse in their classes.

Table 4.15/C
Means and standard deviations of the "in-depth focus group" seven teachers' scores on the RT scale on in-class RT practices

No.	The Item	M	SD
6.	In class, I make sure I am acting according to what I have planned to do	4.28	0.76
7.	As I proceed with the activity, I ask myself "what is the most suitable thing to do now?"	4.27	0.85
8.	In class, I ask myself whether it is the right time for either a change of mood or pace	3.78	1.1
9.	In class, I ask myself whether I am using time efficiently or not	4	1.09
10.	In class, I ask myself how the class is going on	4.21	0.92
11.	I encourage my learners to make guesses and predictions	4.31	0.84

12.	I encourage my learners to express their opinions freely and to voice their thoughts	4.49	0.80
13.	I encourage my learners to take responsibility of their own learning	4.13	0.80
14.	After reading a text, I encourage my learners to extract the main idea	4.31	0.92
15.	In class, I ask questions rather than give explanations	3.91	0.93
16.	I allow time for my learners to listen, think, process their answer, and speak	4.36	0.66
17.	I create opportunities for student talk and interaction	4.07	0.93
18.	I use gestures to replace unnecessary teacher talk	3.71	1.08
19.	I allow my learners to finish their own sentences	4.51	0.66
23	I consider the process of teaching as important as its outcome	4.42	0.70
37.	When learners' responses do not match what is expected from the lesson, I re-adjust lesson plans	3.78	1.16
40.	In class, I am largely guided by impulse	2.77	1.13
41.	In class, I am largely guided by routine	3.60	1.06
42.	I blame myself when some of my learners fail to carry out some tasks	3.38	1.06
43.	I encourage my learners to correct their mistakes	4.48	0.66

Forth: the means of the scores on the items that assess the seven teachers' beliefs on how frequent they adopt after class conduct RT practices were calculated. Results appear in table 4.15/D which shows that the seven teachers scored averages indicating a high level of RT (ranging from 4.19-4.08) on the items that assess how often they; (1) have readiness to change their teaching style in light of new evidence; (2) vary their teaching strategies according to particular teaching situational activities; (3) are able to analyze their own practice and the context in which it occurs; (4) reflect on their practices and take responsibility for their own future actions; and (5) try to find out how obstacles encountered during the implementation of their lesson plan

could have been avoided.While they scored averages indicating a medium level of RT (ranging from 3.91-3.3.04) on the items that assess how often they; (1)evaluate their performance after class; (2)question the effectiveness of classroom activities they hold; (3) share a negative classroom experience with a colleague; (4) compare preset outcomes to the actual realized outcomes; (5) exchange ideas about effective teaching practices with other colleagues; (6) open themselves to feedback from peers and the schools' authorities; (7) attend their colleagues' classes, and offer them feedback; (8) ask learners to evaluate activities they do. Finally, they achieved averages indicating low level of reflective teaching (ranging from 2.41-2.80) on the items that assess how often they (1) use a checklist to check to which extent their lesson objectives have been achieved, and (2) write class reports.

Table 4.15/D
Means and standard deviations of the "in-depth focus group"
seven teachers' scores on the RT scale on post-class RT practices

No.	The Item	M	SD
20.	After a classroom activity, I question its effectiveness.	3.88	1.04
21.	I ask my learners to evaluate activities we usually do.	3.04	1.14
22.	I vary my teaching strategies according to particular teaching situational activities.	4.15	0.88
24.	I use a checklist after class to find out to which extent my lesson objectives have been achieved.	2.80	1.28
25.	I write class reports.	2.49	1.33

26.	I compare preset outcomes to the actual realized outcomes.	3.38	1.04
27.	I have readiness to change my teaching style in light of the new evidence.	4.19	0.85
28.	After class, I evaluate my performance.	3.19	1.10
29.	I attend my colleagues' classes, and offer them feedback.	2.41	1.41
30.	I exchange ideas about effective teaching practices with other colleagues.	3.64	1.17
31.	I open myself to feedback from peers.	3.84	1.12
32.	I open myself to feedback from the school authority.	3.80	1.20
33.	I am able to analyze my own practice and the context in which it occurs.	4.11	0.84
34.	I reflect on my practice by standing back from my own teaching,evaluating my situation and taking responsibility for my own future action.	4.08	0.84
38.	After class, I try to find out how obstacles that I have encountered during the implementation of my lesson plan could have been avoided.	4.11	0.4
39.	I share an undesirable, negative and discouraging classroom experience with a colleague.	3.49	1.23

Finally: the calculated means were compared to actual practices the researcher observed in the classes of the seven teachers and to the beliefs they expressed in the in-depth interviews. The final results revealed that the seven teachers' scores on the items that assess how frequent they believe they adopt while class conduct RT practices match with their actual observed in-class practices. Where their answers on the items that assess how frequent they believe they adopt, before and after class conduct; RT practices don't match with their practices in real. The 7teachers claimed they always have lesson plans and reports and that they are frequently open to feedback and criticism where evidence of such practices was slight.

Chapter Five

Discussions of Findings & Recommendations

This chapter aims to discuss the descriptive generalizations and outcomes, which have been abstracted building on the categories of findings (quantitative and qualitative), within the conceptual frame of reference that this researcher developed based on the literature review presented in chapter two.

Section One: Frequency of Using Reflective Teaching Practices by the whole Study Population.

Following is a summary of the study most important descriptive quantitative findings;

(1) Reflective teaching practices: The study population believe they use RT practices at a high level before and while class-conduct, while they practice RT at a medium level after class conduct. This finding contradicts with what Isikoglu (2007) calls for saying that teachers need to rethink, revise, and solve their educational experiences.

(2) Before class conduct reflective teaching practices: The study population believe they are highly reflective when it comes to planning for a class as a whole, they become less reflective when it

comes to thinking of each activity as a unit, and they become least reflective when it comes to having alternative plans.This contradicts with what Steinberg & Villaverde (1999) point to saying that prescribed strategies, and plans rarely work in various educational contexts. Thus, having alternative plans is so important.

(3) While class conduct reflective teaching practices: The study population believe they highly adopt practices that encourage reflectivity among their learners. They believe they themselves are being reflective in-class at a medium level. While they believe that they are seldom guided by impulse in their classes. This finding agrees with what Richards & Nunan (1990) point to as a benefit for reflective teaching saying it: "helps teachers move from a level where they may be guided largely by impulse, intuition or routine, to a level where their actions are guided by reflection and critical thinking" (p.5).

(4)After class conduct reflective teaching practices: The study population believe they highly adopt technical RT practices. They think they adopt personal RT practices at a medium level. While they think they seldom reflect with colleagues.

(5) The study population scores: Twenty nine out of the ninety teachers (32.22%) scored high rates of RT. Sixty out of the ninety

teachers scored medium rates of RT (66.66%); and (1.11%) only scored a low rate of RT. The highest rate (4.72) was scored by a female teacher, holding a CCD with a teaching diploma, having an experience of more than ten years and working at a private school. Whereas, the lowest (2. 81) was scored by a male teacher, having a BA degree with no diploma and an experience of less than a year, working at a private school. It was also observed that the ten teachers who scored the highest have mostly high experience (above 10 years). However, one needs to remember that Experience is insufficient as a basis for development Richards & Lockarts (1994). High qualification seems to be in favour of high reflective teaching practices. This agrees with the results a study conducted by Shosh & Vernon (2006) came out with; first year learners involved in the study were at their initial stages of developing their own voices, whereas, doctoral candidates used advanced reflection techniques.

Section Two: Mostly Shared Beliefs on RT Among Teachers who Achieved the Highest Scores on the Attitude Scale Questionnaire of the RT Practices.

Theme (1): Concepts of Reflective Teaching and Teachers

A. Reflective Teaching

The seven targeted teachers hold varied concepts of RT which are similar in some aspects and different in others; (1) Teacher G's definition only involves after class conduct RT practices, his definition strongly agrees with Valli's definition (1997) where she points that reflection is derived from the Latin *reflect ere,* meaning, *to lend back*. Whereas, Teacher C's concept, only involves while class conduct RT practices; that resembles what Goodman (1991) points to saying that reflection is much more than taking a few minutes to think about how to keep pupils quiet and on task, since it shall imply a dynamic way of being in the classroom. It is also relevant to Moon's (1999) definition, in which he refers to reflective practice as a set of abilities and skills, which are used in problem solving or orientation. While Teacher D's concept includes the three phases; and resembles the definition offered by Richards (2008) where he points that 'reflection' refers to an activity or process in which an experience is recalled, considered, and evaluated, in relation to a broader purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action. Other teachers believe that RT is more than a number of linear practices, for them it's a

process. Teacher F sees RT a process involving the practitioner's mind. Teacher A also sees RT a process which involves both teachers and their learners. This is close to what Cowan refers to saying; " reflective teaching occurs among both teachers and learners when they analyze or evaluate one or more personal experiences, and attempt to generalize from that thinking" (Cowan, 1998:18). Similarly, Teacher E sees RT a process which involves learners at first place and teachers at second place. Her definition goes with what Pennington and Tice (1992) point to through defining RT as a process where teachers look at what they do in the classroom, think about why they do it, and think about alternative means of achieving goals or aims. They also see it as a means of providing learners with an opportunity to consider the teaching event thoughtfully, analytically and objectively.

Through investigating the definitions of RT presented above, one can come up with a finding that the seven teachers have varied concepts for RT practices. However their common concept lies in seeing RT as a teacher's involvement in thinking of what s/he is doing before, while and after class conduct. However, they differ in considering RT as a process including all the three phases or a number of practices examining one phase in particular. Such differences are

also found among researchers in the field of education; Farrell (1998),

Pennington (1992), Schon (1983), Stanley (1998), and others see RT a

cyclic process. While Kemmis (1985) sees it contextual, Silcock

(1994) sees it tacit, and Rosenstein (2002) sees it purposeful.

B. Reflective Teachers

Six teachers believe they are reflective to some extent although

they vary in their justifications. The characteristics of a reflective

teacher referred to by the seven teachers can be summed as follows;

A reflective teacher is someone who; (1) always commits his/her

mistakes, revises what s/he has done, and immediately changes when

needed; (2) takes learners' needs and backgrounds in consideration

and acts accordingly, which helps motivate learners; (3) reflects on

present experience, past and future; (4) doesn't take things for

granted; (5) is able to read learners' needs and opinions and take them

in consideration. These characteristics resemble the characteristics of

reflective teachers Valli (1997) refers to while identifying a reflective

teacher as someone who thinks back on what is seen or heard, who

contemplates and who is a deliberative thinker. In addition, others add

that a reflective teacher (6) enjoys flexibility and varies teaching

according to new evidence. This corresponds with how Stout (1989)

sees reflective teachers adaptive and flexible, monitoring student needs and adjusting classroom activity accordingly.

None pointed to characteristics Pollard (2002) points to through viewing an effective reflective teacher as someone who; (1) knows how to find and interpret existing, high quality evidence from a range of sources, (2) sees professional development, which includes elements of research, as means of improving classroom practice and raising standards, rather than as an end itself, (3) sees pedagogy as integral to learning, (4) interprets external evidence confidently, in relation to pupil needs, rather than viewing it as a threat, and (5) is seen as an equal partner with academic researchers in the process of producing evidence about teaching and in using it to raise standards.

Building on what is presented above; one can come out with the finding that the seven teachers have varied images for a reflective teacher. However their common image lies in seeing a reflective teacher as someone who evaluates himself/ herself.

C. Why is Reflective Teaching Worth Doing?

All of the seven teachers agree that reflective teaching is worth doing for variedreasons which can be summed up as follows;

RT is (1) an effective evaluative tool; and (2) developmental. These points were also referred to by Richards & Nunan (1990) who see reflection as a key component of teacher development. Similarly, Lange (1990) points out that there is an intimate relationship between reflective teaching and teacher development. Likewise, Berry (1999) points out that; rethinking and analyzing teaching experiences are one of the valuable ways for teachers to develop professionally.In addition, Pollard (2002) points out that through adopting reflective processes, teachers can confidently expect to raise their standards of professional competence to creatively mediate externally developed frameworks for teaching. Trelfa (2005) sees reflective practice as the window through which teachers help learners develop their faith.

Nevertheless, Teacher B believes that reflective teaching is only of benefit to novices, since experienced teachers can be led by their experience. This contradicts with what Bailey (1996) points out to saying that experience is insufficient as a basis for development, since "we teach as we have been taught" (Bailey, et al., 1996, p.11). It also contradicts with what Paquette and Francois (2002) point out saying that experience alone is insufficient for professional growth, but that

experience coupled with reflection can be a powerful impetus for teacher development.

Through investigating the benefits of reflective teaching presented above, one can come up with a finding that the seven teachers believe reflective teaching is worth doing for varied reasons. However their common view lies in seeing reflective teaching as a means of development and coping with development.

Theme Two: Beliefs on Reflective Teaching Practices

A. Peer Observation

All of the seven teachers had the experience of observing someone's class or having someone observe their classes. Nevertheless, their experiences differ in terms of objectives and attitudes. Two attend others' classes as a duty. Three do it as part of school policy. Two did it as part of educational training. While only two do it frequently out of willingness and choice. Concerning the experience of having others attend their classes, four accept it out of official demand, two out of personal wish, and two wouldn't go for such experiences if they had the choice. Five of the seven teachers hold positive attitudes towards the experience of observing others'

classes. The benefits they have mentioned can be summed up in; (1) learning the importance of flexibility, closeness, intimacy, openness and crossing barriers between a teacher and learners; (2) learning how to teach and how to interact; (3) learning how to apply creative activities; (4) learning techniques on how to make learners make combinations and how to relate what is taught to their life; (6) getting equipped with both knowledge of context and pedagogy.

Similarly, six teachers hold positive attitudes towards having someone attend their classes. Some pointed to the positive comments the ones who attended their classes made around them, others point to the benefits the ones who attended their classes claimed they had including; (1) learning how to tolerate learners; (2) exchanging points of view;and (3) learning how not to let learners get on teachers' nerves. Others talk about how they and their classes get positively affected by the presence of someone observing their classes; since having someone in class makes the teacher; (1) feel self-confident; (2) well prepared; and (3) have good command of the class and of the material s/he is to explain .

Teachers' attitudes mentioned above reveal a number of benefits for peer observation which resemble the benefits Richards and

Lockhart (1991) relate to peer observation saying that such observations form opportunities for teachers to be exposed to different teaching styles and to have critical reflection on their own teaching.

Two teachers pointed to impediments restricting such exchanges which include (1) unreasonable curricula, (2) numerous professional demands, and (3) lack of control over the conditions of teachers' work. Those impediments were mentioned by Markham (1999), and may be overcome when observations take a friendly form rather than a supervising form; through giving teachers opportunities to invite whoever they like to attend their classes (Markham,1999).

Building on the presentation above one can come out with the finding that all of the seven teachers have lived the experience of attending a colleague's class or having someone attend their classes. Six of them had positive attitudes towards such experience. However, two pointed that such attendance may change their class dynamics. All pointed to restrictions related to administration and lack of time.

B. Writing Lesson Plans and Reports

Lesson Plans

Six of the seven teachers claimed they write lesson plans. However they differ in the audience they address, the things they

include, and the objectives and benefits of such plans; (1) for three teachers lesson plans are important since they guide them in their classes; (2) two teachers believe with experience lesson plans become less important and are basically written since it's a policy; (3) two do it out of willingness and obligation at the same time. Teachers with less experience suggest they need lesson plans while more experienced teachers believe they can perfectly do without it. This suggests that an experienced teacher adopts less before class conduct RT practices; since they believe experience makes them able to lead a class successfully in a spontaneous way. That contradicts which what Dewey (1993) points out to saying that teachers do not learn from experience, but from reflecting on experience.

Lesson Reports

Three of the seven teachers claimed they write lesson reports. However, their claims revealed that they differ in how frequent they do it, how they do it, and why they do it. Three other teachers believe in the importance of writing such reports. However, they don't write them since they; (a) hate citation; and (b) have no time; while (3) one teacher doesn't believe in such tools.

Through what has been said by teachers who write reports, it is clear that most of their reports indicate which teaching practices have been used within a lesson or within a specified time period and how often they were employed. Nevertheless, those who expressed their willingness to have reports seem aware of the great importance reporting has. The importance they pointed to is similar to what Richards and Nunan (1990) point to by stating that reporting allows teachers make a regular assessment of what they are doing in the classroom. They can check to see to what extent their assumptions about their own teaching are reflected in their actual teaching practices.

C. Keeping Journals

Only one of the seven teachers had the experience of keeping a journal, her aim behind such practice resembles the aim Bailey (1990) mentions through pointing that journals aim at providing a record of significant learning experiences. The other six teachers don't keep journals since they; (1) hate documentation; and (2) believe their experience can do it all. However, some referred to revising what they go through throughout the day orally. This lack of interest in having written journals might be due to what Bailey (1990) points out to in

stating that teachers usually aim at expressing, in a personal and dynamic way, their self-developments and falls.

D. Class Video Recording

Two out of the seven teachers had the experience of recording their classes. One did it for professional reasons, while the other had it out of a personal wish. Nevertheless, both expressed that the presence of the camera affects both the teacher and learners. According to them, the camera fails to capture the spirit. This contradicts with what Pak (1985) referred to saying that recording captures moment to moment processes of teaching, and provides many useful insights.

However, two teachers expressed that they would like to record a class since videos may help them see their classes using another eye, an advantage which was mentioned by Pak (1985).

Three pointed to reasons behind not having class recordings which include; (1) religious reasons; and (2) not believing in the whole thing.

In conclusion, the practices the seven teachers have frequently are of the everyday reflection level. Deliberate reflection level practices are less frequent. While programmatic reflection practices are lacking (Phillips & Hall, 2002).

Section Three: Mostly shared actual reflective teaching practices among teachers who achieved the highest scores on the attitude scale of the reflective teaching practices

Through the analysis of the twenty one observations of the seven teachers, it was noticed that they are rich in examples of reflective teaching practices and strategies which can be clustered and categorized into four main themes as follows;

(A)Increasing learners' interaction; through: (1) asking questions rather than giving explanations; (2) making use of pairs and small groups; (3) encouraging student-student interaction rather than student-teacher interaction. Those practices mentioned above are similar to practices suggested by Scrivener (2005) through which he believes reflective teachers can get more student interaction in class. In addition, the seven teachers were able to have more interaction through; (1) building on what learners know; and (2) relating material to learners' life and interest. Such practices go under what Scrivener (2005) calls eliciting information from learners. He adds that reflective teachers usually start with what their learners know.

(B)Helping learners' develop their own reflection skills through allowing time for learners to listen, think, and process their answers

and speak. This practice agrees with a reflective teaching practice Scrivener (2005) point to. In addition, the seven teachers used to: (1) encourage learners to make guesses and predictions; urging them to speak out their opinions; (2) encourage learners to identify the writer's opinion and the text's main idea and; (3) encourage learners to correct their own mistakes. In their book *"Reflective Teaching in Second Language Classroom"*, Richards& Lockhart (1994), urge teachers to make sure they adopt the practices mentioned above throughout their reflective teaching journey. In addition, Sharp (2003) points out that teacher reflection and sensitivity to diverse learning styles will assist in creating equitable learning environments for all learners and help them develop their own self-reflection skills.

(C) Encouraging a friendly relaxing motivating learning environment through: (1) showing care for learners, their needs and opinions; (2) showing support and trust; (3) acting with integrity, openness and commitment; and (4) changing mood and space. In this context, Kattan (2008) suggests that RT makes teachers become able to show trust in their learners and share some responsibility with them.

(D)Managing the classroom reflectively and efficiently through:

(1) varying roles teachers take while their learners are conducting their activities. Stout (1989) characterizes reflective teachers by being adaptive and flexible, he adds that reflective teachers' flexibility pertains to the ability to modify instruction according to individual learners' needs and specific learning circumstances ; (2) starting their lessons and tasks reflectively; (3) using reflective practices in ending their class sessions; (4) being adaptive and flexible, monitoring learners' needs and adjusting classroom activities accordingly and; (5) finding ways leading to creating authentic collaborative learning communities. In this content, Pollard (2002) suggests that reflective teachers are capable of managing their classroom efficiently, since reflection helps them gain certain abilities including being able to be within the class, overlap, pace and conduct the class as an orchestrator. Scrivener (2005) says that reflective teachers are able to vary roles they take while learners conduct their activities. Finally, Pollard (2002) points out that reflective teachers are able to introduce and interest learners in planned classes. In addition their reflection can lead them to carrying careful well executed ending to class sessions.

Part Four: Comparison between Actual Reflective Teaching Practices of Teachers who scored the Highest and their Beliefs on how frequent they use these Practices as Measured by the Attitude Scale.

Building on the seven teachers' scores on the attitude scale questionnaire, various means were calculated and compared to actual practices the researcher observed in the classes of the seven teachers and to the beliefs they expressed in the in-depth interviews. The final results revealed that the seven teachers' scores on the items that assess how frequent they believe they adopt while class conduct RT practices match with their actual observed in-class practices. Where their answers on the items that assess how frequent they believe they adopt before class conduct and after class conduct RT practices don't match with their practices in real (built on class palns and reports analysis); six teachers claimed they always have lesson plans and reports; in real, five out of the seven teachers had lesson plans for the observed classes. Two of the five teachers had plans in a table form including jotted notes on the class; (1) behavioural objectives, (2) teaching aids, (3)Tasks and activities, (4) assessment techniques, (5) procedures, and (7) ways of evaluation. Two teachers had plans of note taking forms

including; (1) objectives, (2) procedures, (3) evaluation methods, and (4) aids. The only detailed plan was submitted by Teacher D, her plan included; (1) a class introduction, (2) revision methods, (3) new words, (4) activities, and (5) study questions. It is worth mentioning that submitted plans were unreliable and not adopted by the researcher for detailed analysis since four of the teachers submitted their plans after the conducted classes since they weren't ready before classes. Only one teacher had his plan ready before observed classes; however it was a brief one plan for three sections of 10th grade. While two didn't submit any.In addition, only two teachers had lesson report which only included notes on what has been covered and what has been assigned.

Building on what mentioned above, the seven teachers lack the type of reflective teaching Stanley (1998) points to as an ongoing examination of beliefs, and practices, their origins and their impacts on the teacher, the learners and the teaching-learning process as a whole.

Recommendations

In light of the findings and discussions presented earlier, some tentative recommendations for the Palestinian EFL teachers, school administrations and teachers' trainers and educators as well as to future research can be suggested as follows.

(1)School administrations should try to help create the atmosphere that encourages collaboration among teachers since results revealed that reflective teaching practices are restricted by school administrations in a way or another.

(2) School administrations should make teachers aware of the importance of having lesson plans, reports and observations instead of imposing these practices on them since results revealed that some teachers plan and report out of duty alone.

(3)Palestinian EFL teachers should have adequate orientation and training in the skills, practices and strategies involved in reflective teaching. They should be encouraged to use them in their career. Since results revealed that reflective teachers' classes can be considered successful.

(4)Education classes where teachers get trained should utilize reflective instructional activities such as cooperative learning

strategies, class interaction and role playing, microteaching lessons, and case studies.

(5)Instructors should give special attention to the application of theory and practice by helping student-teachers make connections between relevant concepts through higher order questioning strategies.

(6)Student-teachers should receive training in reflective thinking skills; including the ability to evaluate and interpret evidence, modify views, and make objective judgments, these skills should be stressed in all courses student-teachers take.

(7)Attention should be given to organizing reflective-teaching trainings for male teachers. Since results revealed the majority are still at a medium level of reflective teaching.

(8)Experienced teachers should always be encouraged to adopt pre and post reflective teaching practices. Since results revealed the more experienced a teacher becomes the less s/he plans or reports.

(9)Future research can investigate the effect of teacher training in making student-teachers more reflective.

(10) This study could be replicated in other schools in different districts and in other subject areas and results could be compared.

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Appendices

Dear Teacher,

The researcher is conducting a study on the relationship between reflective teaching practices in the tenth and eleventh grade English classes in the Arab schools of Jerusalem as viewed and prepared by teachers, and their actual implementation as observed by the researcher.

The researcher really appreciates your participation by responding to the following questionnaire, which is designed to measure the views of the targeted teachers on how often they reflect on any activity they put into practice in their teaching. All information collected for this study is confidential and would only be used for this research purposes.

Nadine Ali,
MA Student,
Education and Psychology Department,
Birzeit University.

Questionnaire on Teaching Pratices of Tenth and Eleventh Grade

English Language Teachers
In the District of Jerusalem
February 2009
Birzeit University
Date: Feb-2009

Part 1: General background information.
Direction: Put the symbol (√) in the appropriate space.

1) Type of school: **( )** Public   **( )** Private   **( )** Islamic Awqaf

2) Gender: **( )** Male   **( )** Female

3) Years of Experience: **( )** Less than 1 year **( )** 1-5 years **( )** 6-10 years
( ) above 10 years

4) Degree: **( )** Community college diploma   **( )** BA **( )** MA **( )** PhD

5) Teaching diploma: ( ) Yes   **( )** No

Part 2: Questionnaire items
General Directions: this questionnaire consists of 43 statements each one adopts a specific position about teaching practices in the classroom or outside the classroom before and after teaching. Please read all the statements given, and then circle the appropriate number (5, 4, 3, 2, or 1) from the columns adjacent to each statement. These numbers refer to the following:
5: I always use the practice given in the statement.
4: I frequently use the practice.
3: I am uncertain about using the practice.

2: I sometimes use the practice.

1: I never use the practice.

Please keep in mind that there is no right or wrong answers for the statements given. The researcher is only interested in your practices as they are viewed by ourself.

#	Statement	Always	Uncertain	Frequently	Sometimes	Never
1.	I preset the aim(s) of the whole lesson.	5	4	3	2	1
2.	I think of the possible outcomes when doing a classroom activity.	5	4	3	2	1
3.	I preset the aim of the activity which will be practised.	5	4	3	2	1
4.	I ask myself about the obstacles I might face in class.	5	4	3	2	1
5.	I have alternative activities and plans for what I practise in teaching English.	5	4	3	2	1
6.	In class, I make sure I am acting according to what I have planned to do	5	4	3	2	1
7.	As I proceed with the activity, I ask myself "what is the most suitable thing to do now?"	5	4	3	2	1
8.	In class, I ask myself whether it is the right time for either a change of mood or pace	5	4	3	2	1
9.	In class, I ask myself whether I am using time efficiently or not	5	4	3	2	1
10.	In class, I ask myself how the class is going on	5	4	3	2	1
11.	I encourage my learners to make guesses and predictions	5	4	3	2	1
12.	I encourage my learners to express their opinions freely and to voice their thoughts	5	4	3	2	1
13.	I encourage my learners to take responsibility of their own learning	5	4	3	2	1
14.	After reading a text, I encourage my learners to extract the main idea	5	4	3	2	1
15.	In class, I ask questions rather than give explanations	5	4	3	2	1
16.	I allow time for my learners to listen, think, process their answer, and speak	5	4	3	2	1

17.	I create opportunities for student talk and interaction	5	4	3	2	1
18.	I use gestures to replace unnecessary teacher talk	5	4	3	2	1
19.	I allow my learners to finish their own sentences	5	4	3	2	1
20.	After a classroom activity, I question its effectiveness	5	4	3	2	1
21.	I ask my learners to evaluate activities we usually do	5	4	3	2	1
22.	I vary my teaching strategies according to particular teaching situational activities	5	4	3	2	1
23.	I consider the process of teaching as important as its outcome	5	4	3	2	1
24.	I use a checklist after class to find out to which extent my lesson objectives have been achieved	5	4	3	2	1
25.	I write class reports	5	4	3	2	1
26.	I compare preset outcomes to the actual realized outcomes	5	4	3	2	1
27.	I have readiness to change my teaching style in light of the new evidence	5	4	3	2	1
28.	After class, I evaluate my performance	5	4	3	2	1
29.	I attend my colleagues' classes, and offer them feedback	5	4	3	2	1
30.	I exchange ideas about effective teaching practices with other colleagues	5	4	3	2	1
31.	I open myself to feedback from peers	5	4	3	2	1
32.	I open myself to feedback from the school authority	5	4	3	2	1
33.	I am able to analyze my own practice and the context in which it occurs	5	4	3	2	1
34.	I reflect on my practice by standing back from my own teaching, evaluating my situation and taking responsibility for my own future action	5	4	3	2	1

35.	While planning a lesson, I think about the general needs of my class as a whole.	5	4	3	2	1
36.	While planning a lesson, I think about the general readiness of my class.	5	4	3	2	1
37.	When learners' responses do not match what is expected from the lesson, I re-adjust lesson Plans	5	4	3	2	1
38.	After class, I try to find out how obstacles that I have encountered during the implementation of my lesson plan could have been avoided	5	4	3	2	1
39.	I share an undesirable, negative and discouraging classroom experience with a colleague	5	4	3	2	1
40.	In class, I am largely guided by impulse	5	4	3	2	1
41.	In class, I am largely guided by routine	5	4	3	2	1
42.	I blame myself when some of my learners fail to carry out some tasks	5	4	3	2	1
43.	I encourage my learners to correct their mistakes	5	4	3	2	1

Appendix (2): Classroom Observation Reports
Teacher (A)
Observation (1); Date: 8-3-2009; Grade: 10th

The teacher enters the classroom, and greets learners. She introduces them to the researcher and that she is there for research purposes.

The teacher informs learners they are to have an exam next week. She asks them to set a date for it which suits them. After discussion, they agree on a date and the teacher informs them of the material included; through referring to page numbers and topics.

I observe a student is having side-talking, the teacher asks what the problem is, the student says he has no pencil, the teacher offers him her pencil and everything is set down now.

The teacher informs learners that today's class will be a reading comprehension one, she asks learners to open their books; she refers to the page number they are to discuss and makes sure everyone has his/her book open.

There is a picture for two men running, the teacher asks learners to say what the picture suggests and to predict what the text is about accordingly. Some suggest it's a picture of two thieves running. Others suggest it's a picture of a policeman chasing a thief. The teacher accepts both suggestions while asking learners to justify their answers. The Teacher explains that both answers are acceptable and suggests waiting until they approach the text to see what it is all about.

The teacher calls on learners to share their own experiences with robbers and thieves; she asks whether they have witnessed a robbery or watched something on TV. Learners say they have watched many movies on robberies, some learners are telling their stories in Arabic, and the teacher helps with translation. I can observe that everyone is involved and eager to share.

The teacher listens to everyone; it seems that learners are done with their stories as there is no one raising a hand to share one. The teacher asks if there is anyone who still has something to share. No one says anything, the teacher moves to the title of the text.

The teacher asks a student to read the title aloud, he reads: "Movie Review". The teacher asks learners about the meaning of review, no one offers an answer. The teacher adds: "Movies on MBC channel 4 has reviews", learners are able now to guess what is meant by review. The teacher explains the importance of being able to interpret a movie

review saying; "Through a review, we can judge whether the movie is of an interest to us or not."

The teacher asks learners to identify the writer of the review, learners volunteer answers but no one is able to give the correct answer. The teacher gives a clue; she mentions that the name of a writer is usually accompanied with the preposition "by", learners guess the answer. The writer's name isn't an English one; the teacher confesses she isn't sure of how the name is pronounced.

I observe one student at the back of the class making funny comments which are neglected by the teacher.

The class now moves to the first paragraph of the text, the teacher asks learners to read it silently. Meanwhile, the teacher is standing next to her desk observing the class silently. Most of learners are on task, others are having side-talking. The teacher makes gestures with the eye to those having side-talking, I can observe they are back on task.

Five minutes have passed, the teacher asks learners whether they are done with the reading or not, learners point out they are done. The teacher calls on learners to discuss the paragraph together. She poses questions, she offers clues when learners aren't able to know the correct answer; for example, she refers to the line where the answer is found, she draws the learners' attention to transitions that may lead them to know the answer. She adjusts her language when learners don't understand the question; she replaces a word by an easier common used synonym; for example, she replaced the word "robber" by the word "thief". She varies her speech speed as well; she slows down while rephrasing an important idea or event.

I observe one student is screaming at the top of his voice all of a sudden saying to the teacher: "You keep ignoring me; you are not taking any note of my answers". I observe the teacher pauses for a second, looks at the student and says calmly: "I am sorry, I don't mean to ignore you, I just didn't hear your answer." And the class goes on.

I observe that the teacher once again notices the guy sitting in the back, making funny comments, she approaches him calmly: "Don't you like downloading movies?" he answers: "Surely I do". She adds: "Why don't you then join us in discussing these reviews, you may like one of the movies and download it later". The student seems is a bit interested now; he asks classmate next to him what number they are

discussing. A few minutes later, I can observe him going back to his irrelevant comments. The teacher gives him a look, and goes on with class.

The teacher asks one student to read the second paragraph aloud. She corrects pronunciation and draws the attention to the role punctuation marks play in reading. She asks them to read punctuation marks through intonation. The teacher asks a student to sum the main idea, he does and she rephrases.

They move to another paragraph, the teacher asks learners to guess the meaning of some words in relation to context. When learners fail, she gives clues by referring to the contextual words that may help.

I can notice that learners are loosing interest; some are talking and not paying attention to the teacher. It seems the teacher is aware of this fact; she asks everyone to stand up and jump. They first refuse, the teacher insists with a smile and everyone is jumping now. Learners are now back to their seats everyone is with the teacher, there is no noise in class.

The teacher moves to the third paragraph, does with it the same things she has done with the previous ones. Yet Noise is back, it feels like everyone is having side-talking, the teacher pauses calmly and says: "I can give you a minute to finish what you have, and then no side-talking will be allowed". The minute is over, the teachers calls on learners to go back to the lesson. It seems everyone is paying attention to class, hands are raised, and learners want to participate.

The teacher is posing questions, learners are offering answers. A student comes up with a funny answer, he laughs, the teacher laughs too, everyone laughs, and then everyone is back to the lesson.

While reading, they approach the word "demo" the teacher asks what is meant by "demo", no one knows the answer, she adds that it is a short form of a longer word, yet no one is able to know the answer, she mentions that they may find this world in the computer screen bar, everyone is now interested to guess, one is able to give the answer.

The bell rings, the teacher goes on with the lesson. She sets next week plan and assigns homework. She writes them on board and leaves.

Observation (2); Date: 8/3/2009; Grade: 11th

The teacher enters the class and greets the learners. She introduces them to the researcher and announces she is there for research purposes.

Being the home-class teacher, she makes a few announcements, then sets exams dates. A student has been absent, he's back now, and the teacher welcomes him back and mentions that they have missed him in class.

The class starts, there's noise. Everyone is having side-talking. Learners ask the teacher for assignments postponing, the teacher refuses and makes it clear that they have enough time and things have been agreed on.

The teacher asks learners to remind her of what they took last class and where they stopped. Learners offer answers. The teacher mentions they are to have a new reading comprehension lesson, she refers to the page where it is found, she asks one of the learners to read aloud the title of the new text, he reads: "One Life or Many?"

The teacher asks the learners what the title suggests to them, she gives learners time to make up their minds, she welcomes all responses saying : "That makes sense!", "That might be true!" , "That sounds interesting!" , she asks learners for more details, specification and explanation, when answers aren't understood, the teacher asks learners to paraphrase what they say saying: "What do you mean?", "Could you please repeat?", "Sorry I didn't get it, what does that mean?". The teacher tolerates mistakes, she doesn't get angry when one offers wrong answers, she also laughs on jokes learners come out with.

The teacher draws the learners' attention to the word "reacceleration" mentioned in the first paragraph, she asks what the word means no one knows she puts it in a number of sentences, and many learners guess the answer. The teacher asks learners whether they believe reacceleration exists, answers vary; some believe it does where others say it doesn't. The teacher accepts whatever answer she gets through nodding the head or giving short comments such as "yes!", "maybe", "that's interesting", "really?" Learners ask the teacher for her opinion concerning "reacceleration existence, but she doesn't share and says she is to discuss it later.

The teacher asks learners to look at the picture the text has and to discuss what it suggests to them. The picture shows and old woman

and a young one, some learners suggest it's a mother and daughter picture, while others say it's a picture of two woman having "reacceleration". The teacher welcomes all suggestions. The teacher assigns a student to read aloud. The teacher poses questions through out the reading.

One of the learners claims that the teacher pronounced a word in a wrong way; she says he is right and corrects it immediately.

Discussion goes on, the teacher asks learners questions on word families, references, synonyms, antonyms and inferring meaning out of context.

The teacher moves to the forth paragraph, she assigns questions for learners to answer after they read it silently. She gives learners time to work out the task in pairs . Student work and the teacher moves around making sure everyone is on task.

A student reads out aloud the first two assigned questions, the teacher mentions the numbers of lines within which answers are found, learners are given time to answer. Answers are given, everyone is involved.

Question 3 is read and answered, while discussing questions and answers, the teacher calls on learners using their names; it seems she knows everyone's name.

The teacher asks the class to read the fifth paragraph silently, some learners are having side-talking, the teacher gives them a look, and they stop.

The teacher asks a student whether she is able to find the answer, the student says no, the teacher goes to help her, learners are talking, the teacher reminds them to stay on task. Learners are back to talking, teacher assigns questions to answer for some of those who are talking. The teacher mentions that learners can work in pairs if they want to.

Silent reading is done, student mentions that the text resembles a movie he has watched, and the teacher gives him chance to give his classmates a short review of that movie.

The class goes back to answer questions, everyone wants to participate. Some learners are still having side-talking, the teacher shouts to make them stop and they do.

The bell rings, the teacher goes on with class discussing the questions left, some learners are so mad as it's break time. Nevertheless, teacher goes on then finishes.

Observation (3); Date: 8/3/2009; Grade: 10th

The teacher greets learners. She reminds them of what they have taken earlier this day, she asks them: "What is meant by M.Law?" before learners look for answers, the teacher explains that ":" is used to introduce definitions.

A naughty learner tells jokes and comments, some learners laugh, the teacher pauses, keeps silent for a while, when everyone is quite, the teacher goes on with class.

The class is discussing a story; discussion is based on references, word families and meanings. Learners are asked to extract grammatical rules.

It seems learners aren't able to get the story, they ask many questions such as: "Why?", "How", "What does that mean?" some are nagging: "It's too hard.", "I can't get it." The teacher assigns two learners to act the scene, a third reads and the two act accordingly. I can observe learners are interested, they are following the sense, laughing, and correcting the actors when they commit mistakes.

At the end of the first story, the teacher poses concluding questions; (1) What does the story tell us? (2)What does the story show?

A student is playing with something, the teacher takes it from him and asks him to leave class, he apologizes, and she lets him in.

The teacher moves to a new story, one reads, the teacher asks questions, learners aren't able to answer, teacher adjusts the language learners offer answers, some are wrong some are correct, wrong answers are tolerated , learners are given other chances, correct answers are paraphrased by other classmates or by the teacher.

The bell rings, the teacher assigns a homework, writes it on the board and leave

Teacher (B)
Observation (1); Date: 10/3/2009; Grade: 12ᵗʰ

The teacher greets the class with a smile. She starts her class by reminding learners that the end of the semester is approaching and since they are Tawjihi learners it's time for hard work. Being their home-teacher she asks if they have any problems or inquiries. Learners mention that they need to know their final exams schedule. The teacher takes out the schedule she has and dictates it to learners. Learners are silent writing down their schedule. When the teacher is done she asks whether anyone has a problem. Two learners point out that they have a problem with the date of one of the exams. The teacher smoothly changes the date, everyone now seems satisfied. The teacher rereads the schedule once again.

Learners want to know about the graduation ceremony, the teacher suggests discussing this topic later, learners agree.

The teacher suggests discussing what is included in the English final exam. She mentions what is included in the first session paper and in the second as well. She repeats what has been mentioned then writes everything on board.

The teacher offers learners pieces of advice on how to succeed. She advises those who don't understand a particular thing to try to know it by heart.

The teacher mentions the objectives of the class; she explains to her learners that she is to give them two worksheets including formats similar to those they are to have in the final. She adds that the first worksheet is quite easy, and the second is a bit more challenging. She also draws their attention that questions are also ordered according to difficultly starting with the easiest and ending with the hardest.

The teacher passes the first paper and gives learners time to work it out each on his/her own.

The bell rings, the teacher passes the second paper and assigns both as homework.

Observation (2) ; Date: 14/3/2009; Grade: 11ᵗʰ

The teacher greets learners. She mentions that she has to submit the two month grades to the administration and thus those who still didn't write the last English exam and the last Administration exam shall sit in this class for make up exams.

Learners who have to write the exams burst into anger as they aren't prepared, the teacher mentions that it isn't her problem and

obliges them to sit for the exams and she gives the exam papers to those who have incomplete exams.

The teacher asks the other learners to open their books and refers to a page. She explains that this page has a number of exercises based on the grammatical rule of the modal verbs they took in the previous class. She briefs the rule which was explained in the previous class, and then she explains exactly what the exercise asks for and gives learners two minutes to have a look on it.

After two minutes, the teacher asks the learners to read the first statement of the exercise , after he is done she rereads the statement, she points out the modal verb and asks the student to mention its function, the student fails to give the correct answer, she gives him choices. He is still not able to give the right answer, she tells him that he surely knows but he needs to try harder. When he fails, the teacher moves to another learners who gives the right answer in Arabic and the teacher translates.

A student reads the second statement; the teacher points out the modal verb, the student gives a right answer and makes voluntary comparison between the first and the second statement.

A learner reads the third statement; the teacher points out the modal verb, the student gives a wrong answer, the teacher repeats the wrong with intonation, the student realizes his answer is wrong and corrects it.

A student reads the forth statement; he doesn't get the chance to answer as another student gives the answer, and a third comments. They all fail to give the right answer so the teacher gives clues, when they fail she gives the answer. A student fails to hear the answer; she asks for repetition, the teacher repeats it.

A student reads the fifth statement; the teacher rereads the statement with intonation indicating both the modal and its function, so the student easily gives the correct answer.

A student reads the sixth statement; the teacher rereads the statement, the student fails to give the right answer and seems panicked, the teacher mentions that there is no need to panic even if he gives a wrong answer it's not a big deal, the teacher gives clues, and the student gives a right answer.

A student isn't following, the teacher asks her to read and answer, she fails to give the right answer, the teacher offers clues and tries to help her coming up with the answer, the student still fails, the teacher

rephrases the statement, the student is still not able to make it so the teacher turns to another student who gives the right answer.

The teacher asks learners why they didn't show up for the make up class they had on Friday, they mention they don't like Friday classes, the teacher mentions that no classes will be made on Friday.

A learner reads the seventh statement, she isn't able to answer, the teacher asks her to translate it, she fails the teacher translates the statement and gives the answer in Arabic.

Being a part of the administration, someone called on the teacher, she leaves class, those who are writing their exams take the advantage to cheat.

The teacher is back, a mobile rings the teacher asks whose mobile it is a student gives the mobile to the teacher, the teacher asks calmly all those having mobiles to put them on her table, they do, the teacher goes back to class.

A learner reads the eighth statement, he offers an answer with a low voice, the teacher asks for repetition, he does, but the answer is wrong, the teacher once again translates the statement and gives the answer in Arabic.

The learners writing the make up exam are complaining, they say the exams are difficult, the teacher says it isn't her problem and goes on with class.

A learner starts reading the ninth statement, the teacher is busy with one of the exam presenters, the student offers a wrong answer, the teacher doesn't notice that, another student draws her attention and gives the right answer.

One of the mobiles on the table rings; the teacher makes a funny comment and goes back to class.

The exam presenters submit their papers; the teacher collects the papers and goes back to class.

A student reads the tenth statement and gives the right answer immediately, the teacher asks for verification, the student does and compares it with another modal found in a previous statement.

A student reads the eleventh statement and gives a wrong answer, the teacher offers the correct answer, and the student isn't convinced with the teacher's answer, the teacher points to a similar statement they had discussed. The student is convinced now.

The bell rings, the teacher stops the discussion and leaves class.

Observation (3); Date: 21/3/2009; Grade: 11th

Before the class, the teacher tells the researcher that she hasn't prepared anything for this class, and that she doesn't know what to give. She says she'll see in class what she can do.

The teacher greets the learners, learners ask the teacher about a trip they are to go on next week, she gives them details, they say they don't want to go as they don't like the place to where they are to go, the teacher says it's too late to change, and says they are free to go or not.

The teacher asks learners whether their parents are attending the parents' meeting the school is holding today, many say no, the teacher gets angry and explains why it is important for their parents to come saying: "Through such meeting we are able to build up bridges of communication!"

The teacher informs learners that she needs to assign a test this week, she gives them the choice of choosing the day, they choose a day, and the teacher writes it down on the classroom notebook.

The teacher asks learners to take out their books and refers to the page they are to discuss. She reads out the title "Metaphors & World Disney", a student starts to read, the teacher interrupts him to shout at a girl who is having side-talking. The teacher then goes back to the student who has been reading, and asks him to tell what the introduction he has read means to him and what it tells us about the text they are to read. He mentions few things; the teacher elaborates, and asks him to go on reading. When he is done, the teacher asks him to say what he has understood from what he read and also asks him to explain. The student translates what he has read into Arabic, and then the teacher rephrases in Arabic and tells learners what they are to read.

The teacher assigns another student to read the second paragraph, and assigns another to translate what the first reads. They do, the teacher sums the main idea of the paragraph.

The teacher assigns another student to read the third paragraph, and asks learners to translate what the first reads. They claim the words of the text are difficult, the teacher gets angry and says they are not, and then she translates herself.

The teacher assigns another student to read the fourth paragraph. The student mispronounces a word, the teacher corrects, the student wants to translate what she has read so far, the teacher refuses, the

student goes on reading, and the teacher sums up the major points mentioned in the paragraph.

Late learners are still coming into class, there are no empty seats for them, the teacher blames them for not getting the chair she is also angry as they are late.

A student from another class comes into class with a rose for the teacher since it is mother's day. The teacher gives him a hug and he leaves.

The teacher asks a student who is having side-talking to read. Meanwhile the teacher goes around making sure everyone is following up. While reading, the student expresses she's tired of reading, the teacher insists she go on reading. The bell rings the teacher asks student to look all new word up from the dictionary as an assignment.The teacher leaves class.

Teacher (C)
Observation (1); Date: 14/3/2009; Grade: 10th (G)

The teacher greets the class, asks who is absent and writes the names of the absent people on her note-book. She asks learners to open their books, and refers to the page they are to work on.

The teacher writes down the date and the lesson title on the board. She mentions that they are to read and discuss a paragraph talking about Jerusalem.

The teacher has old photos of the Old City of Jerusalem and its gates. She displays the photos, and passes them to learners; she adds that at the bottom of each photo the name of the place is written. Learners are so interested in looking at the pictures; they pass them, look at them, make comments, laugh... etc. The teacher watches silently and smiles.

The teacher asks student to pass her back the photos and adds that if learners have similar photos, they can make a board out of them to display in class. Some learners are still not done with looking at the photos; the teacher offers them a little bit more time.

Learners pass the photos back to the teacher, the teacher assigns one student to start reading the first paragraph of the text. The student comes to a passive form sentence, the teacher asks learners to identify the form, at the beginning student give incomplete answers such as "Passive!", "Present" , "Present simple", the teacher moves her head indicating answers are incomplete, she gives more clues, some learners offer the correct answer, "Present simple passive form". The teacher asks the learners to pick up all the passive form statements they come across while reading, she adds that today's text is built around the passive form.

As the student goes on reading, learners pick out passive form statements, the teacher writes them on the board.

While reading the paragraph, the teacher asks learners for synonyms and antonyms for some of the words there.

Another student goes on with the reading; she comes to a word beginning with the suffix "re", the teacher asks learners what function this suffix has, learners fail to give the right answer, the teacher gives them words they know starting with this suffix, learners are able to give the correct answer.

The first paragraph is done, the teacher asks learners to sum up the main idea of the paragraph, one does, and the teacher rephrases it and

writes it down on the board. As the paragraph deals with chronological events, the teacher asks learners to sum up the main events in the correct chronological order. They do, the teacher writes down what learners come out with on the board.

The teacher assigns another student to read the second paragraph, as the student goes on with the reading, learners complain that the paragraph includes a lot of directions which makes them feel mixed up, the teacher draws the four arrow diagram of directions on board, learners label each arrow, and they start locate places they come through in the paragraph. At the end of the paragraph, learners are asked to sum up the main idea, one gives the answer, and the teacher rephrases it and writes it on board.

The teacher assigns another student to read the third paragraph, they come across a name of one of the gates, the teacher asks learners what the name means, they fail to guess, the teacher gives the Arabic name for the gate and asks learners what they come across passing gate, learners mention that they see lions, they now know it means the gate of lions. As they go on with the reading, they point out the passive form structures they come across, and the teacher goes on asking for antonyms and synonyms. Learners are able to give the majority of the correct answer, when they fail teacher gives the words in sentences and learners guess meanings out of context. For example, learners don't know the meaning of the word "tight" the teacher reminds them of the term "tight jeans" learners know the meaning now.

The teacher assigns another learner to read the forth paragraph, they come across a superlative structure form, the teacher asks learners to analyze the form and its function. Learners are able to offer the correct answer.

The reading is over; the teacher asks learners to move to the questions on the following page and gives them time to find out the answers.

Learners express they are ready to work out the task together, learners give answers, the teacher writes answers on board. A student mispronounces a word, the teacher gives her chance to repeat, and the student pronounces it correctly.

A student asks for the meaning of a word, the teacher gives the meaning; the student is encouraged to mention what she though it was, the student does, the teacher explains why it is not right, and the student is convinced.

The bell rings, the teacher reminds learners that they are to make wallpaper. Being the home-teacher, the teacher remains in class to listen to those who have problems; she listens calmly and offers brief pieces of advice and leaves.

Observation (2); Date: 18/3/2009; Grade: 10ᵗʰ
The teacher enters the classroom, she greets the learners, they are still seem busy talking, one is holding a sandwich, the teacher mentions she has morning sickness and can't smell food in the morning; she allows the girl to have a bite and asks her to put the sandwich away. The girl does.

The teacher asks learners to open their workbooks, and refers to the page they are to work on. She adds that's today class will be a revision and practice for the vocabulary and the grammatical rules concerning transitive and intransitive verbs they took during the previous class.

There is a lot of noise outside the classroom, the teacher closes the door and raises her voice while repeating the instructions she has given earlier.

The teacher writes down the date and the page number on the board. When everyone is silent and has the workbook opened, the teacher explains what the first exercise asks them for. It is a vocabulary exercise and the teacher reminds learners they are to use vocabulary they were introduced to through the last chapter they were dealing with. She adds that all words shall be in the adjective form.

The teacher reads the first sentence as it is already done. A student reads the second gives a correct answer but wrong pronunciation, the teacher mentions there is something wrong, the student is encouraged to correct herself and she does.

As learners were asked to prepare those exercises at home, they seem being all eager to answer and participate. Everyone is raising hands; some are offering answers without asking for permission. The teacher keeps reminding learners that they can do it as they know the words.

A student reads the third statement, gives a partly wrong answer, the teacher stops her and draws the attention to a common mistake she noticed they have in spelling and another one in pronunciation.

They go on reading and answering one by one till they reach the 9ᵗʰ sentence, then a student shouts out of a sudden: "What are you talking about? What sentence are we discussing? I can't get how answers are

formed!" I am lost!" The teacher approaches her calmly and explains what they have to do a step by step. When she makes sure the girl got it, she makes her answer the 9th statement, and the girl does it correctly.

When the 10th sentence is discussed to which the answer "enormous" was given, a number of learners mention they don't know what the word means, the teacher puts it in a sentence, they are still unable to answer it, she adds that the way it is pronounced and intonation that accompany it indicate its meaning, a student gives the correct answer and they move on.

They move to the following exercise, the teacher explains what the exercise asks them for.

A student is having side-talking, the teacher asks her to answer the first statement, she helps her through giving clues, the girl gives a correct answer with wrong pronunciation, the teacher pronounces it correctly, the student is embarrassed but the teacher encourages her saying: "You still can do it! Come on!", and the girl repeats the word with correct pronunciation.

As they move on with the exercise, a student gives a wrong answer, another interferes with a correct one, the teacher stops the second and encourages the first to retry, she does and gives a correct answer.

They move to the third exercise, the teacher moves around to make sure everyone has done the homework. She warns those who haven't done it. She explains what the exercise asks them for. A student mentions that in another section a teacher approaches the material in a better way, the teacher doesn't comment, she smiles and moves on with class.

The teacher approaches a calm girl and draws her attention that she is no more active as she used to, she encourages her to participate saying: "You are not helping me anymore in the class! Why don't you try getting involved and help me as you always used to do." The student offers to work outthe coming sentence.

A student mentions she is unable to answer any sentence, the teacher writes down the rule on the board and explains in details what they are to do and how it is done.

A student approaches the following sentence and gives a correct answer, she is asked by the teacher to analyze the sentence and verify the answer, the student does and the teacher repeats.

Another student approaches another sentence and deals with it the same way her classmate does, the teacher writes down the answer on the board.

A student approaches a sentence, she gives a wrong answer, and the teacher asks her to analyze the sentence and guides her through posing questions till the student is able to give the correct answer.

Two learners are busy playing with money change; the teacher approaches them calmly, takes the money, puts it in her pocket, and goes on with the class. When those two are on task, the teacher calmly puts the money on their desk.

A student is having side-talking, the teacher says that she is a very active student who is going to give the correct answer now, the student smiles and wants to prove what the teacher says so she gives a correct answer.

They move to another exercise, it is a crossword puzzle, learners don't know what is meant by across and vertical. The teacher relates it to the satellite and channels tuning, learners get the meaning.

While doing the crossword puzzle, the teacher makes a mistake, the student draws her attention to it, and she corrects it immediately.

The bell rings, the teacher doesn't notice nor do the learners as there is noise in class and outside the class. A student draws their attention that the class is over.

The teacher asks learners to go on with doing the exercises at home. She writes down on her notebook what was covered and what was left, she leaves the class.

Observation (3); Date: 18/3/2009; Grade: 10th

The teacher greets learners. She asks them to take out their books. She refers to the page number they are to discuss. Learners are busy with other things, some are taking their books out, others are taking away other books they've got, and some are having side-taking. The teacher repeats the page number once again and then goes around in the class making sure everyone has got her book opened.

When learners are settled down, the teacher refers to the exercise they are to work out. She explains that it asks them to transform the active statements into passive questions. She reminds them of a sentence they've discussed where a name of one of the classmates was mentioned. The girl whose the sentence talked about remembers it; she dictates it to the teacher. The teacher writes it down .The teacher

asks learners to identify in what form it is. A learners does, the teachers asks for elaboration, the student analyzes the sentence successfully. The teacher mentions that she needs to transform this sentence into the passive form, and asks if someone can do it. One student tries, but fails to give the correct answer. The teacher asks the student to verify the answer; the student realizes the mistake and corrects it immediately. The teacher explains the answer.

The teacher asks the learners to change the passive sentence into a question and they do.

The teacher refers to two sentences the book offers and asks learners to read them. She gives them two minutes to do so. Afterwards, she poses questions such as; What type of sentences are they? What tense? Where are the subjects, objects, verbs and agents? Each time the teacher gets a correct answer, she asks for verification.

Some learners are having side-talking, the teacher stops and mentions that she is giving time to finish their stuff so they can all go back to the lesson. Learners are quite, everyone is back to the lesson. The teacher re-explains what the exercise asks them form.

Before learners are asked to find out answers, the teacher asks what structure they are to have, a student offers a correct answer which he teacher writes on board.

A student is laughing loudly and making silly comment; the teacher approaches her saying: "if you don't feel like attending the class, you have the choice to leave!" The student keeps quiet and the teacher goes back to the lesson.

The teacher explains that there are two types of questions and asks learners what they are, learners mention the types, the teacher asks what kind of answer each seeks, learners answer and she goes back to the exercise.

The teacher refers to the structure she's written earlier, and asks learners to follow the rule in forming their answers.

She goes on with the exercise; a student gives a correct answer followed by another. Some claim they don't get it, the teacher poses questions, they answer till they come out with conclusions.

They go on with the exercise; the teacher writes down answers, they are done with the exercise and the teacher gives learners time to copy the answers. The teacher goes around in class, making sure everyone is on task. While doing so, some learners approach her with questions she answers patiently.

The teacher explains that they will take the passive form in a more detailed way next year.

After learners are done with the first exercise, the teacher refers to a graph, and asks them to have a look at. She asks them what is meant by a graph, nobody gives an answer, the teacher adds, "Do you know what is meant by a graphic designer?" learners offer correct answers, through which the teacher leads them to know what is meant by a graph. The teacher asks whether they have an idea how to read graph, learners give answers and the teacher elaborates.

The teacher asks learners to interpret the graph; she leads them through posing questions.

They move to another exercise, where they are asked to match words with their definitions, the teacher translates a word by word, learners give answers. The bell rings, the teacher doesn't notice, she goes on with the exercise till a student draws her attention to the bell. The teacher leaves class.

Teacher (D)
Observation (1); Date: 14/3/2009; Grade: 11ᵗʰ (A)

The teacher greets student and introduces them to the researcher. She asks what the date is. Learners offer answers. The teacher writes down the date and the title of the lesson they are to deal with. She asks learners if they are ready to start.

The teacher asks learners to take out their books; she refers to the page they are to discuss. The page has a map for Bermuda triangle. The teacher draws a picture of triangle on board and asks learners what the shape is called, one student mentions it's a triangle and the teacher agrees.

The teacher asks learners whether they have heard about the "Bermuda" triangle, they all say yes. She asks them why they think it's famous. They mention that planes disappear when reaching there. The teacher agrees.

The teacher mentions that planes disappear mysteriously. She asks learners to decide what part of speech is "mysteriously", they mention it's an adverb, the teacher asks for verification, the learners point to the suffix "ly". The teacher asks learners what is meant by "disappear", learners fail to give an answer, she asks them to take out the prefix "dis", and they mention that "appear" is left as a root. They give the meaning of appear and the teacher asks them what function it has, they meantion it gives the contrast, they are now able to give the meaning of "disappear".

The teacher asks a student to read the first paragraph. After the student is done, the teacher asks learners what the paragraph talks about. The mention it talks about the "methane" gas. The teacher asks learners to point out the gas characteristics mentioned in the paragraph. They do. The teacher then asks what this gas has to do with the disappearing of planes, the learners don't seem to get the idea, the teacher explains in Arabic.

The teacher asks a student to read the second paragraph. The student has problems with articulation, the teacher tolerates. After the student is done, the teacher asks learners what the paragraph talks about. They mention it talks about another hypothesis about the disappearing planes. The teacher asks learners to sum up the hypothesis. One does. The teacher paraphrases in Arabic.

The teacher asks a student to read the third paragraph. The student is reading, the teacher interrupts asking about references and meanings,

when learners fail to answer, she always gives other chances till they come up with the correct answer.

The teacher asks learners to decide what hypothesis the writer is most convinced with, one says the 1st, the teacher asks for verification, the learners offers one, the teacher asks learners if they have other opinions, nobody offers any, the teacher agrees.

The teacher refers to an exercise they are to work out. She explains what the exercise asks for in details, and then gives them time to work it out individually. Meanwhile, the teacher goes around in class making sure everyone is on task. She offers help for those who need it.

The teacher asks whether they are ready to discuss the answers, she calls on learners to give answers, when someone gives a wrong answer she asks for another try and when she fails she makes another student give the answer. The teacher writes down answers on board.

The teacher refers to another exercise they are to work out. She explains what the exercise asks for in details, the bell rings and the teacher assigns the exercise as homework.

Observation (2); Date: 14/3/2009; Grade: 11th

The teacher greets student and introduces them to the researcher. She asks what the date is. Learners offer answers. The teacher writes down the date and the title of the lesson they are to deal with. She asks learners whether they are ready to start.

The teacher asks learners to take out their books; she refers to the page they are to discuss. The page has a map for Bermuda triangle. The teacher draws a picture of triangle on board and asks learners what the shape is called, one student mentions it's a triangle and the teacher agrees.

The teacher asks learners whether they have heard about the "Bermuda" triangle, they all say yes. She asks them why they think it's famous. They mention that planes disappear when reaching there. The teacher agrees.

The teacher mentions that planes disappear mysteriously. She asks learners to decide what part of speech is "mysteriously", they mention it's an adverb, the teacher asks for verification, the learners point to the suffix "ly". The teacher asks learners what is meant by "disappear", learners fail to give an answer, she asks them to take out the prefix "dis", and they mention that "appear" is left as a root. They

give the meaning of appear and the teacher asks them what function it has, they meantion it gives the contrast, they are now able to give the meaning of "disappear".

The teacher asks a student to read the first paragraph. After the student is done, the teacher asks learners what the paragraph talks about. The mention it talks about the "methane" gas. The teacher asks learners to point out the gas characteristics mentioned in the paragraph. They do. The teacher then asks what this gas has to do with the disappearing of planes; learners give Arabic answers the teacher paraphrases in English.

The teacher asks a student to read the second paragraph. They approach the term "in good condition" a student asks what it means, the teacher asks for a new book and an old one, she mentions that the old is in a bad condition while the new is in a good one, learners say the term in Arabic. The teacher agrees. After the paragraph is read, the teacher asks learners what the paragraph talks about. They mention it talks about another hypothesis about the disappearing planes. The teacher asks learners to sum up the hypothesis. One does. The teacher paraphrases in Arabic.

The teacher asks a student to read the third paragraph. The student is reading, the teacher interrupts asking about references and meanings, when learners fail to answer, she always gives other chances till they come up with the correct answer.

The teacher asks learners to decide what hypothesis the writer is most convinced with, one says the 1st, the teacher asks for verification, the learners offers one, the teacher asks learners if they have other opinions, nobody offers any, the teacher agrees.

The teacher refers to an exercise they are to work out. She explains what the exercise asks for in details, and then gives them time to work it out individually. Meanwhile, the teacher goes around in class making sure everyone is on task. She offers help for those who need it.

The teacher asks whether they are ready to discuss the answers, she calls on learners to give answers, when someone gives a wrong answer she asks for another try and when she fails she makes another student give the answer. The teacher writes down answers on board.

The teacher refers to another exercise they are to work out. She explains what the exercise asks for in details, she gives them time to figure answers out, and meanwhile, the teacher goes around in class

making sure everyone is on task. She offers help for those who need it. The bell rings and the teacher assigns the exercise as homework.

Observation (3); Date: 16/3/2009; Grade: 11th

The teacher greets the class and informs learners that today's class is around the passive voice. She draws their attention that the verb to be is to play a major role in today's class.

The teacher has the student book from which she copies sentences on the board. She also has her note book. She writes a sentence in the active present tense. She leaves empty brackets for learners to fill the name of the tense, and a place for them to turn in into passive, near which she leaves other empty brackets for them to write the structure rule.

The teacher gives learners time to try figure out the answer. Later, she assigns a student to analyze the parts of speech in the sentence (subject, verb, and object), the student does. Afterwards, the teacher asks learners to identify the tense, learners can't she asks them to point out time indicators found in the sentence, they do and accordingly realize the tense.

The teacher asks a student to try turn the sentence into the passive form, the student does, she assigns another student to analyze the structure, she does, the teacher writes down the answers she's got from learners on the board in the empty brackets she's left for this purpose.

The teacher writes a sentence in the active present progressive tense. She leaves empty brackets for learners to fill the name of the tense, and a place for them to turn in into passive, near which she leaves other empty brackets for them to write the structure rule. The minute she's done, she asks student to put pens down, she revises with them the first structure they had and ask them to try build on it the structure of this sentence. She assigns a student to try give her the answer, the teacher guides the student by posing questions; such as, "With what do we begin?", "What is the present progressive form of the verb to be?" …etc. The teacher writes the answers she got from the student, she asks learners to put the pens down and together they repeat the structure of the passive present progressive. The teacher writes another passive sentence on the board where "is" is replaced by "are" learners figure out the answer, and the teacher moves to the third tense.

The teacher is writing a sentence in the active present perfect tense, some learners are having side-talking, the teacher stops writing, she gives them a look, they stop, the teacher goes back to writing. She leaves empty brackets for learners to fill the name of the tense, and a place for them to turn in into passive, near which she leaves other empty brackets for them to write the structure rule. The minute she's done, she asks student to put pens down, she revises with them the first and the second structures discussed earlier and ask them to try build on them the structure of this sentence.

A student points out the parts of the speech. Another student volunteers a wrong answer, the teacher assigns another to give the answer, the student isn't able to give an answer, the teacher asks her to try to follow the steps they've followed in the 1st two sentences, the teacher is asking and giving answers. The student is silent. The teacher writes down the answer on board.

The teacher writes a sentence in the active past simple tense, and follows the same procedure she has followed while dealing with the tenses discussed earlier. A student is given a chance to answer, while doing so, other learners are offering answers, they are neglected, and the student is aided through questions and clues. At first, the student gives a wrong structure rule, the teacher asks her for repetition, she does, the teacher as well repeats the wrong answer, so the student realizes it is wrong and corrects accordingly.

The teacher writes sentences in the active past perfect tense and the future tense, and follows the same procedure she has followed while dealing with the tenses discussed earlier.

When they are done with the book sentences, the teacher takes her note book on which she has a reinforcement exercise. She copies sentences on board, leaving space for answer. Learners are copying the sentences. The teacher is done, she gives learners time to work answers out individually or in pairs, she moves around offering help for those who need it through guiding them through questions.

When most learners are done, some learners are assigned to write answers down on the board, the teacher along with learners, check the answers, correct what shall be correct and comment.

The bell rings, and the teacher leaves.

Teacher (E)
Observation (1); Date: 24/3/2009; Grade: 9ᵗʰ

The teacher greets the learners. She asks student what the day is. Learners give a correct answer. She asks them what the day will be tomorrow. Learners give a correct answer. The teacher asks them what the day was yesterday and they answer correctly. She elaborates asking questions in the present simple tense on the days they have weekends, on school days…etc.

The teacher then asks learners to give her examples on technological devices, they offer plenty, a student gives "plan" as an example, the teacher notes it is "plane" and asks a student to point out the difference, the student isn't able to do so, the teacher draws a picture of a plane and another of a plan, learners are now able to tell.

The teacher then asks learners to give her names of technological devices they have at home, they give plenty.

The teacher now asks learners to give her names of technological devices they have at their kitchens, they give plenty. One gives, the cooker as an example, another asks for the meaning of a cooker the teacher asks what we mean by cook the student answers through this answer the teacher makes the student figure out what is meant by a cooker.A student gives the radio as a technological device but she mispronounces it, the teacher corrects and points out that Arabs mispronounce a number of English words such as "sandwich" and "boots", and that it's their duty as learners who know the correct pronunciation to correct their parents and grandparents and to teach their siblings they correct pronunciation.

The teacher revises with learners what they have taken the previous class, she reminds them that their lesson has been about adjectives, she asks them to give her some adjectives, they give her short ones such as big, small…etc, she agrees and asks them for longer ones they give her some, such as intelligent, beautiful…etc.

The teacher tells learners that it's time now for making comparisons, she reminds them they have two types of adjectives to be dealt with; comparative and superlative. Learners give her examples of irregular adjectives, such as bad and good and another mentions that the teacher is the best.

The teacher writes down the sentence "You are the best teacher", and asks learners whether she can replace "the best" by "better than", they say no, she asks for verification and they offer one.

The teacher gives "important" as an example and asks student to point out how it is different that other adjectives, they mention it's long, she agrees and asks how to deal with it, they give a correct answer.

The teacher gives "easy" as an example and asks learners to point out how it is different that other adjectives, they mention it ends, she agrees and asks how to deal with it, a student tells a story the teacher has told earlier; we cut its tails the "y", it says "I" and we give it "er" or "est" to calm it down.

The teacher mentions that yesterday weather was more exciting than today weather as it was raining in buckets, a student asks what is meant by buckets, the teacher asks her what she puts the water in when cleaning, the student answers the teacher explains that this is a bucket.

The teacher says that today's lesson is more exciting than yesterday's, she asks why "more exciting", not "most exciting", learners give a correct answer and she moves on, she asks them to open their books, she refers to the page they are to discuss, she asks them to look at the title which says
 "This is the Future_____", she asks them what the blank suggests, they mention that they need to complete the title; she welcomes suggestions for the completion, writes them down on the board and says they will decide on the one which suits the text best after they are done with reading.

The teacher gives learners time for silent reading, she goes around making sure everyone is on task, a student mentions she is done, the teacher asks her to have a look at the first exercise, another asks the student what they are to do next, she answers that she is to ask questions to which they are to find answers.

Learners are done with the silent reading, the teacher asks learners what the writer is talking about, some learners say flying, she asks whether he is talking about flying in general, another student says no as he is talking about the future of flying, another adds that he is talking about airbuses in particular. The teacher agrees. A student mentions that last night she dreamt she was flying, the teacher comments that this is interesting and moves on with the lesson.

The teacher asks whether the writer is talking about buses similar to those they find in their city, they say definitely not, she asks to compare between the two using comparative adjectives they have

learnt, she assigns a student to make the comparison, and tells her she can help her, the learners carries out the task successfully.

The teacher asks when they are to use airbuses, learners mention in the future perhaps, she aggress, she asks them what one needs to take a plane, they mention the ticket, passports and visas, the teacher agrees. The bell rings, the teacher asks them to prepare the coming exercises for tomorrow's class.

Observation (2); Date: 24/3/2009; Grade: 10th

The teacher greets the class. A student approaches the teacher with a cartoon board she's prepared on which she has written the days of the week. The teacher thanks her and asks her to hang it in class. The student wants to hang it high; the teacher advises her to hang it in a lower place and advises the whole class to always hang pictures low even at home. The student mentions she has also got a board on the months but she isn't to hang it as she doesn't like it much. The teacher asks her to show it to the class then to decide, the class expresses it's nice, the girl hangs it as well. The student seems so happy, she's smiling, she promises to prepare more boards.

The teacher asks learners how the weather is today; some mention it is partly clear. The teacher asks how it was yesterday, they mention it was rainy and stormy; the teacher agrees and moves on with the lesson.

The teacher revises with learners what they have taken the previous class; she reminds them that their lesson has been about verbs and nouns. She asks learners to give her examples on verbs, their nouns ends with "tion", and others their nouns resemble them. They do.

The teacher asks learners to open their book and refers to the page number they are to discuss. She draws a table on board resembling one in the book; she asks them to read the first exercise and try to figure out the answers with which to fill the table. The teacher explains that it asks them to change nouns into verbs and vice versa. She does the first one as a guiding example, and gives time for learners to work out the rest individually.

After the learners have worked the exercise individually, the teacher assigns a student to give the first answer, the student gives a wrong answer, the teacher writes it on the board and asks the class if it agrees with the student, another student mentions that she doesn't, gives the

correct answer and verifies, the teacher agrees. Learners then move to the second answer, third…etc. They all give correct answers.

The teacher now moves to another exercise which deals with another part of speech, she asks learners to look at the exercise and try to figure out what part of speech it is, they point out it's adjective, she asks for verification, they mention the suffixes "less" and "ful", she agrees. The teacher asks what relation both suffixes have, a student points out it's a contrast relation. The teacher agrees. The teacher gives learners time to work out the exercise alone, they do and then answers are discussed. While discussing the exercise, one gives an adverb instead an adjective, the teacher writes the answer down, learners mention it's wrong, she asks for verification and one mentions the suffix "ly".

They move to a text, the teacher asks what the title is and what it indicates, she also asks learners to relate it to the photo they see on the same page. She goes on with posing more guiding questions; "What do you see?", "What are people in the photo are putting on?", and "Where are they?"…etc.

Learners sum up that the text may be talking about technology in schools, since they can see young people wearing uniforms and sitting in front of computers.

The bell rings, the teacher asks learners to prepare the text at home as a homework and leaves.

Observation (3); Date: 24/3/2009; Grade: 10ᵗʰ (B)

The teacher greets the learners. One mentions that the teacher has dirt on her face caused by the marker she uses for board, the teacher excuses learners and goes out to wash her face. The teacher comes back, writes down the date, day and the lesson title down on board.

The teacher asks learners to take out their book and refers to the page they are to discuss. The teacher asks them to identify the text type. They mention it's a dialogue, she says it is correct but what for, they mention it's an interview, she asks them to identify the interviewer and the interviewee and they do.

The teacher asks a student to play the role of the interviewer and read his part, and another to play the interviewee's role and read his part. The two start reading each in turn, while doing so the teacher asks the rest of the class to underline some specific words.

After the first part of the text is read, the teacher asks learners to identify the part of speech the underlined words belong to, they say nouns, she agrees and asks them to figure out the different suffixes nouns end with accordingly, they do.

The teacher gives the class some verbs to be changed into nouns; they work the exercise out in groups, the teacher goes around the class and offers help for the groups who ask for it, she sits with some groups and give detailed explanation.

A student asks what is meant by "enormous", the teacher uses both body language and intonation, the student guesses the meaning.

The teacher then asks student to imagine having a robot doing all the house work and to point out the advantages and disadvantages of having one, they express themselves freely, they mispronounce words, give wrong grammatical structures but the student tolerates mistake.

The reading is done; the teacher refers to two exercises they have to do as homework, she works out the first question in each as a guide. The bell rings and the teacher leaves class.

Teacher (F)
Observation (1); Date: 17/3/2009; Grade: 12ᵗʰ

The teacher enters the classroom, greets the learners, and introduces learners to the class objective "working out compound adjectives".

The teacher asks learners to open their books, and refers to the page they are to work on. She adds that today's class will be a revision and practice for composing the compound adjectives they were introduced to throughout the previous class.

A student reads the first statement, gives a correct answer, the teacher repeats the answer, writes it down on the board and draws the attention of learners to the rule of composing compound adjectives.

A student cries out loud: "I don't get how to form such adjectives!" The teacher approaches her calmly and goes with her step by step; she poses questions and the student answers till the student recognizes the whole thing saying : "Oh! I know got it!"

A student reads the second statement, gives a correct answer and verifies it. The teacher re-explains and makes a comparison between the first and the second statement.

A student reads the third statement, gives a correct answer. The teacher asks for verification, and the student offers one. The teacher keeps reminding learners of grammatical rules.

A student reads the forth statement, gives a correct answer. The teacher elaborates and verifies the answer.

A student reads the fifth statement, gives a partly correct answer. The teacher tells her that the answer is right but there is something missing. She helps the student come up with the correct answer through posing questions. Then, the student is asked to compare between this statement and the one preceding.

They reach an adjective related to directions. The teacher asks a student how many directions we have, she says fifty, the teacher repeats the answer, everyone burst into laughing including the girl herself who later corrects her answer.

When the statements are over, the teacher offers to give them extra statement. She gives an ad hock exercise, she writes on the board sentences while imitating the book statements. Therefore, she writes, edits, corrects and erases several times. The writing takes time.

The teacher gives learners time to work out the answers. While learners are working on the task, a student mentions she isn't able to

answer; the teacher approaches her individually, and explains the rule through posing questions.

The teacher goes around the class offering help for those who need it. While going around, she found that a student had a wrong answer; she helps her work out the correct answer through posing questions.

The teacher approaches another and asks her to verify the answer, the student realizes then she has a wrong answer and corrects it.

The teacher goes around, checks the learners' answers, draws their attention to the mistakes they have and encourages them to correct them.

After learners are done, the teacher draws the learners' attention to a common mistake she has noticed concerning articles. She writes down a wrong form, and asks a student to comment. The student does, she gives the correct answer and verifies.

The class discusses the answers, one offers a wrong answer, the teacher writes it on board, the learners correct it and verify.

The exercise is done; the teacher asks learners if they have any problems, inquiries or ambiguities, they say they don't, so the teacher moves to another exercise.

The teacher mentions that the exercise deals with antonyms; she explains that antonyms are opposites.

The exercise goes on the following way; a student reads, gives answer, the teacher writes answers down and draws the learners' attention to word families and so forth.

At the end of the exercise, the teacher summarizes what they have discussed so far through posing questions and getting answers from learners.

The class moves to another exercise, were learners are asked to use the words they have come out in sentences. The teacher gives them time to work it out individually, learners are on track.

The teacher assigns a student to answer, the student expresses that she isn't sure of the answer; the teacher assures her that it isn't a big deal; the student gives a correct answer.

The bell rings, the teacher goes on with the class. A student gives a wrong answer, the teacher asks for verification, the student come out with a correct answer. The teacher asks learners to prepare the rest of the exercises at home and leaves.

Observation (2); Date: 17/3/2009; Grade: 12ᵗʰ

The teacher greets the class. She introduces the class to the class objectives. She mentions that they are to go on with a new act of the play "King Lear", She reminds them of the major events of previous acts using Arabic and English. She asks for more details through posing questions, when a student gives an answer with grammatical or pronunciation mistakes the teacher paraphrases.

The teacher asks a student to read the first paragraph of the act they are to deal with this class. When she is done, the teacher asks learners what this paragraph describes, one mentions it describes a mock trial, the teacher asks what is meant by a mock trial, learners have no answer, the teacher elaborates there are two types of trial a mock and a real one, a student gives the answer, another elaborates and the teacher agrees and translates into Arabic.

The teacher asks learners to give the sequence of events of the mock trial the paragraph describes, a student starts but she is uncertain of the meaning of certain words, the teacher gives her the Arabic meaning for the words she is uncertain of.

An Electricity worker comes in to check something in the class, the teacher goes on with the lesson, the work is gone, and the teacher sums up the paragraph.

A student says that she still doesn't get the idea, the teacher acts the scene, and she brings chairs and acts it alone.

The teacher asks a student to read the second paragraph of the act. When she is done she asks learners about what this paragraph describes, one mentions it describes the punishment Gloucester is to face, the teacher asks what is meant by a punishment, learners give a correct answer, she asks learners to describe the punishment discussed, they aren't able to, the teacher acts it using body language and one student describes what the teacher has acted out.

The teacher asks learners to close their eyes and imagine what has happened in the palace. Meanwhile, she narrates the third scene, when she is done she calls on a student to sum up the paragraph and she does through the teacher's guidance who keeps posing leading questions when the student hesitates.

The teacher asks learners to write down the summaries she dictates them. They do.

The teacher mentions it's time for summing up what has been taken through the lesson, she poses questions to which learners give

answers. The teacher asks a student to sum up what has been taken in few sentences, she does. The teacher paraphrases. The bell rings and the teacher leaves the class.

Observation (3); Date: 26/3/2009; Grade: 11th

The teacher greets the learners. Some of the girls are crying, others are shouting. The teacher inquires what is wrong. Some express that they have written a chemistry test, and they believe they have done badly. The teacher tries to calm them down, emphasizing the fact that it isn't the end of the world. Most learners seem to feel better, they stop crying except one who is still crying.

The teacher writes down the title of the play they read and discussed during the previous class, "Silas Marner", she mentions that they are to revise it today. She starts posing questions. Most of her questions started by "According to you…" or "Do you think…" and they integrate from the easiest to the hardest. A question is built on another. When learners give wrong terms, misspell words or produce a wrong grammatical structure, the teacher rephrases after the student is done.

The teacher tells learners that they are to be working on activities aiming to deepen their understanding.

The first activity is a drama activity; learners are divided into groups, each group is free to choose whatever scene to act. The teacher gives learners five minutes to rehearse. The teacher approaches a girl who was still crying and makes sure she is involved in the group. Learners are on task, the teacher approaches a girl who missed the previous class and makes sure she understands the play.

The five minutes are over, the teacher asks for a volunteer group to act first, no one does, learners say they still need time; the teacher gives them two minutes more.

The extra two minutes are over, the first group is to start acting, the teacher mentions they can have their books with them if thy like. They act greatly, others are watching and laughing, everyone is involved. After the scene is over, the teacher asks the learners to point out what scene is it and what main events it includes. Learners give correct answers.

Another group acts the second scene, they make it so funny, and everyone is laughing. After the scene is over, the teacher asks the

learners to point out what scene is it and what main events it includes. Learners give correct answers.

It's time for the third scene, learners don't remember their speech, and the teacher mentions that they can use either their books or their own words. They act it using their own words, everyone is involved. After the scene is over, the teacher asks the learners to point out what scene is it and what main events it includes. Learners give correct answers.

It's the fourth group's turn, they refuse to act, and the teacher says they are free but that may affect their participation marks, they still don't want to act, the teacher asks them to go back to their seats.

The drama activity is over; the teacher explains that she has another exercise to work out. She explains she has several cards in two colours, orange and pink, she is to give them the cards, by turn one reads her card and the one who has its completion has to guess and read. The teacher passes the cards. One reads her card, another completes and so forth. At a certain point, one has no one to match her card with, the teacher asks who has it but gets no response, she says the phrase found on the card, a student mentions it has it, the teacher gets angry and says that she is going to take out two marks from this girl. The girls says nothing, she looks really upset, she nods her head, keeps silent for a while then goes back to participation.

The card matching activity is over. The teacher says they only have three minutes left, this won't be sufficient for a third activity, she then poses to questions; (1) who thinks that Silas is guilty? (2) Who thinks he isn't guilty? (3) Why?
She emphasises that there is no right or worn answer as it's a point of view, learners give answers and elaborate.

The bell rings, the teacher tells the student, whom she's told earlier she is to take two marks out from her, that she was only joking and nothing will be taken out.

Teacher (G)
Observation (1); Date: 21/3/2009; Grade: 10th

The teacher greets the learners; he asks them to take out their books and refers to the page number they are going to discuss. Meanwhile, he writes the day, date and the lesson title and the page numbers they are to discuss down on the board.

The teacher asks about the definitions of some words included in an exercise. Learners now offer answers, the teacher writes answers down on the board. One mentions that they've worked this exercise earlier; the teacher mentions it's a revision. They reach a definition, the teacher mentions that he has given them a wrong answer earlier and asks them to write down the correct answer, they do.

Learners point out that they don't like to revise, the teacher emphasises the importance of revisions in linking what has been taken to what is to be taken.

The teacher ask about terms used to describe certain natural disasters, the learners give tornados and hurricanes as examples the teacher agrees and asks them to point of the differences between both, they do.

They approach an exercise, the teacher explains that this exercise asks them to match the photo with the term used to describe it, learners still seem lost he refers to the page and adds: "Here are the photos and here are the names." Learners add: "So?" The teacher work out the first statement as an example. Learners are on task now. Few minutes later, learners offer answers, the first three are correct, the forth is wrong since two options are left the teacher asks the student to re-look he then gives the correct answer.

The exercise is done; the teacher announces that he has prepared a DVD for them where they can watch the natural disasters they've learnt about, later this week. They repeat the terms of the disaster once again.

The teacher writes down a title on the board; "Monster Storms", he asks learners what the title suggests to them, no-one is trying to give an answer, the teacher then asks them to split the title and try to figure out what each word means. They do, he asks them to put them together and come out with the answer, they do, and he asks whether it is a literal meaning or a figurative one, they suggest it is a figurative one. The teacher agrees and asks them what it indicates, some point

out that the title indicates they are to read about very terrible strong storms. The teacher agrees and paraphrases.

A student in the back is making noise, calmly the teacher asks him to move to the front seat, he does.

A student is reading the first paragraph quickly, the teacher asks him to slow down.

After the student is done, the teacher asks about the meaning of certain words, learners fail to give the meaning of some; the teacher guides them using the contrast words till they are able to tell the meaning.

He asks about the meaning of the term "horizontally", they can't tell, so he refers to the TV and satellites, they still can't tell, he uses body language, they guess.

The paragraph discusses types of hurricanes, the teacher asks them what hurricane is the most destroyable, a student offers the answer, the teacher asks him to verify the answer, and he does.

The teacher writes whatever correct answer he gets on the board. The teacher writes the abbreviation "KPH", and asks learners to tell what it refers to, they do, and he mentions it's an important term they are to deal with later.

The teacher sums up what has been taken so far. A student reads the second paragraph, he's done, and the teacher asks him of the meaning of certain words, the student offers correct answers. The teacher sums up the main idea of the paragraph.

The teacher asks for a volunteer to read the third paragraph, no-one volunteers, the teacher reads, translates, and sums up the main idea in Arabic.

The teacher asks learners what the abbreviation "USSNS", learners aren't able to guess, so he divides it into parts, offers clues till they come out with the answer.

A student in the back claims he isn't able to see the things written on the board, the teacher offers him his seat in the front.

The teacher needs to erase the board, he excuses student to do so, they have no problem, he erases the board and encourages learners to ask for the meaning of any word they don't know.

The teacher asks what is meant by "Space Satellites", a student relates it to satellites they have at home and then gives correct answer. The teacher translates to Arabic. The teacher asks what is meant by "Warnings", learners can't tell, he asks them where they can find this

term, when they fail he says that this term can be found on cigarette bags, learners now are able to tell the meaning. The teacher sums up what has been taken so far.

The teacher goes around in the class, picking up litter from the ground, emphasizing the fact that they need to keep their class neat and clean.

A student asks the teacher to give more explanation on the occurrence of such disasters, the teacher explains that it isn't a geography lesson, however he is willing to explain, he explains in details, using body language.

The teacher repeats the difference between hurricanes and tornados. A student asks if profits are forbidden in Islam, the teacher says it isn't time for such discussion, and suggests they can talk about this later after class.

The teacher asks learners what two hurricane types the text discusses, some learners describe the two hurricanes, and the teacher asks for names, they offer names, then he asks them to point out the major differences between both through a table in which he has written the aspects of comparison.

Suddenly, two learners attack each other, everyone gathers to try to prevent them from hurting one the other, the teacher asks them to go out of class, and goes back to the lesson.

The teacher tells learners that they are to revise the major points discussed in today's class through making a comparison between hurricanes and tornados. He writes down a table on which he determines the aspects to be compared; size, destructive effects …etc. The learners offer answers, the teacher fills in the table.

The bell rings, the teacher writes down notes and leaves.

Observation (2); Date: 21/3/2009; Grade: 10th

The teacher greets the learners; he asks them to take out their books and refers to the page number they are going to discuss. Meanwhile, learners are coming in from the break. The teacher writes the day, date and the lesson title down on the board.

The teacher goes around in class and writes down the names of those who have got no books.

The teacher writes down some words discussed in the previous class, he asks them to give the Arabic word for each, learners do, he writes answers down on the board, they reach a word for which the

teacher has given a wrong translation previously, he confesses he has made a mistake saying: "I am sorry I gave you a wrong definition for this word last time!" He asks them to correct it.

The teacher describes a natural disaster and asks learners whether what he is describing is a hurricane or a tornado, a student mentions it's a hurricane, the teacher agrees and asks him for verification, the student points in Arabic to the hurricane characteristics the teacher has mentioned.

A student is misbehaving and making noise, the teacher asks him calmly to move to the front seat, the student does and promises to behave well.

The teacher asks what natural disasters we have in our country, a student gives a wrong answer, the teacher points out it's wrong, the student corrects himself.

They approach an exercise, the teacher explains that this exercise asks them to match the photo with the term used to describe it, learners still seem lost he adds; "Here are the photos and here are the names." Learners are still not able to figure out answers. Few minutes later, the teacher gives the Arabic words for the terms; learners now are able to answer.

The teacher asks learners to write down the answer, he moves around to make sure they all have written done the answers. He corrects the answers of those who have them wrong using a red pen. He explains to student why their answers are considered wrong. While doing so, some learners, whose answers have been corrected, are busy eating, laughing and having side-talking, the teacher gives them a look and they stop disturbing.

The teacher now informs learners that they are to read the first passage of the new lesson, he asks if there is anyone who likes to read, some learners are still copying things from the board, no one volunteers, the teacher gives learners time to finish copying what they still have to copy. Time is up; the teacher erases the board and refers to the passage they are to read.

The teacher writes down a title on the board; "Monster Storms", he asks learners what the title suggests to them, no-one is trying to give an answer, the teacher then asks them to split the title and try to figure out what each word means. A student mentions that "storm" is a shop, the teacher point out that it's a storm not store, another student guesses the meaning of "storm" and a third guesses the meaning of

"monster". The teacher asks them to put them together and come out with the answer, they do, and he asks whether it is a literal meaning or a figurative one, they suggest it is a figurative one. The teacher agrees and asks them what it indicates, some point out that the title indicates they are to read about very terrible strong storms. The teacher agrees and paraphrases.

The teacher asks if there is anyone who likes to read, if not he is going to read. There's a boy playing with his "MP4" device, the teacher calmly approaches him, asks him politely to give it to him and tells him that he will have it back immediately after class.

A student is reading the first paragraph; the teacher translates a word by word and asks learners to write words they don't know. The student is done with reading the first paragraph, the teacher sums up the main idea in Arabic. The teacher also writes down the most important words mentioned in the paragraph.

The teacher asks what natural elements play a vital role in forming the weather, learners mention heat, water and light and the teacher agrees and write them down on the board.

A student is making some silly comments, the teacher moves towards him and gives him a look while proceeding with the explanation. The student is quiet.

A student reads the second paragraph, the teacher asks what is meant by "surprisingly", nobody knows the answer, the teacher draws their attention that it is deprived from surprise, they tell what it means, he refers the "ly" is used with adverbs, a student is able to give a correct answer.

The teacher announces that he has prepared a DVD for them where they can watch the natural disasters they've learnt about, later this week.

A student bursts into laughing, the teacher asks if there's something wrong, the student is calm now, and the teacher goes back to the lesson.

A student moves to a front seat, the teacher doesn't comment, another asks the teacher to leave class, the teacher refuses, the student nags, the teacher agrees.

A student moves on with reading, the learners approach the word "twister", they ask the teacher what it means, the teacher explains it throw body language, and learners get the meaning. The teacher draws the pictures of other words the learners ask him for.

A cellular rings, the teacher asks the owner to turn it off, he does, and the teacher thanks him.

The teacher asks learners to sum up what has been discussed so far, he mentions that he is going to write down questions to lead them, and he does.

The teacher gives learners few minutes to find answers, afterwards, he calls on some learners' names to give the answer, they reach a question which asks them to point out the elements that play a role in forming the weather, a student gives features as an answer, the teacher points out the question asks for elements no features so the student corrects himself.

The teacher points out that there is no time to write down other questions, he asks learners to get ready for the following class. The teacher writes notes on his note-book. The bell rings and the teacher leaves.

Observation (3) ; Date: 21/3/2009; Grade: 10th

The teacher greets the learners; he asks them to take out their books and refers to the page number they are going to discuss. He also asks them to put their mobile phones silent. Learners ask the teacher if he has graded the test they have sit for, he says no as he has been so busy to do so, and promises to do it as soon as possible. Meanwhile, some learners are still talking, he asks them to finish their talk, and moves around to make sure everyone has the books opened on the right page.

There is much noise in the class, the teacher writes down the date on board. He revises with student what has been discussed the previous class through posing questions. A student is misbehaving, the teacher mentions that it's a school not "Hutta Gate", a student asks what's wrong with "Hutta Gate", as he lives there, and the teacher apologizes and mentions he didn't intend to insult anybody.

The teacher writes down words they have discussed in the previous class, he calls on learners to give him the meaning of these words, till they reach the word for which the teacher has given a wrong meaning for and asks them to correct it.

Learners mention that they haven't taken all these words, the teacher says they have, they insist, he says ok we can take them now.

Learners ask what organization to use in writing down the new definitions, a table form …etc, the teacher mentions they are free to do what is suitable for them.

The teacher writes down a title on the board; "Monster Storms", he asks learners what the title suggests to them, no-one is trying to give an answer, the teacher then asks them to split the title and try to figure out what each word means. A student mentions that "storm" is a shop, the teacher point out that it's a storm not store, another student guesses the meaning of "storm" and a third guesses the meaning of "monster". The teacher asks them to put them together and come out with the answer, they do, and he asks whether it is a literal meaning or a figurative one, they suggest it is a figurative one. The teacher agrees and asks them what it indicates, some point out that the title indicates they are to read about very terrible strong storms. The teacher agrees and paraphrases.

A student reads the first paragraph, while doing so, the teacher asks for meaning of some words, when learners fail to give correct answers, the teacher guides them through word families and synonyms.

The teacher asks learners to point out the different names of a hurricane the paragraph mentions, learners give him three names, they ask them why to have more one name he points out it's related to the place of origin.

The teacher goes around in the class, and collects litter thrown on the ground. A student asks what time it is the teacher answers and even informs the student how much time is left for the class.

They approach an exercise, the teacher explains that this exercise asks them to match the photo with the term used to describe it, learners still seem lost he adds; "Here are the photos and here are the names." Learners are still unable to answer. The teacher does the first one; learners now are offering correct answers for the rest.

The teacher goes around making sure learners have copied the correct answers, one student mentions they aren't children to correct their books with a red pen, the teacher just ignores the comment.

There is so much noise in class; one member of the administration comes in to calm learners down, the teacher mentions the class is over and the administrative member asks learners to revise what has been taken in this class, the teacher sums up the major points mentioned in class, the class is over.

Appendix (3): Interviews In-Depth
Teacher (A)

1. **Do you consider yourself a reflective teacher? Elaborate.**

   Yes, I do. I depend a lot on feedback I get from both myself and my learners. I always try to check where I am wrong. On the other hand, I believe I can read my learners. I can tell when a class is lousy. I also try to have written feedback from my learners by the end of the semester or the year.

2. **What does reflective teaching mean to you?**

   I think the idea is embodied in reflecting myself and my techniques to learners. I believe I shall also listen to what my learners think of me and of my techniques. It's like a mirror. I also believe it's a two way process, I shall reflect myself to my learners and vice versa.

3. **Why do you find reflective teaching worth doing?**

   It's a self evaluation. One needs to know where s/he stands. It is a very good process. Through reflection one can tell whether it's time to stop for a while, go forward, or even go backward.

4. **Do you feel a need for changing mood and space during class? Why? How?**

   I believe there is always a need for that, but the question is "Is it possible?" To be honest, it doesn't always work. The class may not be in mood for a grammar lesson. You may sometimes listen to learners and change mood and move to another aspect of language but sometimes you need to go on with what is planned. Learners are tricky and may take advantage of you being flexible. Learners shall also know things can't always go the way they wish, they shall adapt to what is there.

   Instead, I sometimes come up with a small activity which may change mood, such as drama or jumping…etc

5. **Do you encourage your learners to make guesses and predictions? How? Why?**

   Yes, I always do that. I ask learners to interpret a picture we approach, I also ask them to tell what titles suggest to them, what the form of the text suggest...etc.

   I give much time for such guesses and predictions as I believe they are good ways for training learners on higher thinking skills. They also help them learn electing the meaning. They help them understand rather than memorize. However, these strategies may form a

challenge for learners, and as a teacher I shall train learners to face such challenges.

6. **Do you encourage learners to voice their thoughts and opinions? How? Why?**

Yes, I always do so especially when we approach a new unit. I urge them to voice their thoughts and opinions around the topic no matter how much time it takes. It's a good chance for them to communicate. I like hearing them talk, debate and justify opinions and views. It helps me understand them better. It also helps develop their oral and aural skills. After finishing a text as well, I ask them what they think of it, and whether they agree with what has been mentioned or not and why.

7. **Do you encourage learners to take responsibility of their own learning? How?**

Yes, I usually give them open book exams and assignments where they have to answer through online research, evaluation and reporting. This kind of assignments helps them practice extracting ideas, analyzing, and get access to knowledge resources.

8. **Do you encourage learners to extract main ideas? Why?**

Yes. For example, I ask them to read a certain paragraph silently; I then ask them about what they understand and what the main idea is. I ask them to identify the topic sentence, the topic and the controlling idea. I ask them what the author's message is. This is also important for improving their writing skills; they learn to have a topic sentence, a topic and a main idea.

9. Do you ask questions rather than giving explanation, description or narration? Why?

I usually start my class with questions to get learners involved in the class. When I feel learners don't get an idea, I try to summarize the main points. When an aspect is too difficult, I give examples. Labelling is another strategy I use with my learners; I urge them to decide what kind of elaboration the paragraph is built on; explanation, details or examples.

10. Do you allow time for learners to listen, think, process their answers and speak? How?

Yes, I give the student the time s/he needs. I ask a student, I wait till s/he is ready to answer, after s/he gives the answer and gets silent, and I ask him/her whether s/he has something to add, when s/he says s/he is done, I ask another student to give an answer for the same question. The idea here is to urge learners listen to each other as well.

11. Do you create opportunities for student talk and interaction? How? Why?

I have to do that. While giving literature for example, the whole lesson is built on interaction, learners are put in groups to voice opinions, they like it best. Everything is accepted there is no wrong or right answer as long as it is justified.

12. Do you use gestures? How? For what reasons?

I use gestures in many cases and for many purposes; to show approval, to draw learners' attention, to stop those misbehaving. I do so to train my learners to use body language and especially eye contact as verbal communication isn't the only effective way of communication.

13. Do you allow learners to finish their own sentences?

Yes. First, my learners know that I'm never satisfied with a one word answer, I always ask for elaboration. I listen till the end, it's very important. Our culture doesn't allow people to finish their own sentences and I'm willing to make my learners adapt new good habits.

14. Do you ask learners to evaluate activities?

I always do so. I either ask them for direct evaluation or read their faces. I do this, for their sake. I'm convinced I'm not perfect and never will be nor are activities I do. On the other hand, I believe in generations gaps. I try to convey their messages. I want to learn from my learners what they like, what they don't like, what they believe is useful and what is not. I accept their criticism hoping this will help them accept criticism they get from others.

15. Do you encourage learners to correct their mistakes? How?

Yes. For example, when I grade pieces of writing, I never give a direct correct answer; I put a sign that there is something wrong and ask a student to retry. After learners correct themselves and give me back their work to correct and discuss with them what is still wrong. I also discuss common mistakes with the whole class.

16. How do you describe your role in class?

I am a facilitator most of the time. This is the best role a teacher can play in the   learning process. I try to guide learners to knowledge resources; the school isn't the only source of education and knowledge. My role shall be to enable learners to have access to knowledge resources and to equip them with tools.

17. Have you ever kept a journal?

No. But if I had one, I would start with high points on the special day and I would add low points to learn from failures better than success. I would add my learners' preferences and hatred. I would also add what was special in a class. It would encourage me. Sometimes I have an oral journal as I hate writing. Before going to bed, I usually think of my day and evaluate it.

18. Have you ever recorded a class of your own? (a)In what ways could the presence of a video camera change the dynamics of your classroom? (b)What aspects of a lesson can be captured through an audio recording and what cannot?

Others modelled a number of my classes as modelling classes. The presence of a camera wouldn't change the dynamics of my classroom from my side. However, it may change the learners' reactions and interaction. The taped class sometimes fail to capture the spirit, the anger and the stress. Better judgments can be made through watching oneself. But I usually don't like to watch myself talking as I hate my voice.

19. What is your experience of observing someone's class or having someone observe your class? (a)Was it a positive or negative experience? (b) Why? (c)What kinds of useful information about teaching could be gathered through observation?

As a supervisor, I attend many classes especially for novices. I like watching other people teaching, I believe in learning moments. I'm open to learn from anyone. I also allow whoever asks to attend my classes to do so. I wish people can learn something from me. I also welcome criticism, we all have our falls.

Such experiences aren't easy to get, some would accept your presence and others would refuse.

The administration asks me to attend novices throughout a whole year. I try to talk to these novices as they shall know I am there to serve and guide them. After a class, I usually talk to the teacher, I first stress positive points then move to the falls.

The presence of someone in class, will definitely affect the dynamics of the class. Sometimes, the class fails you.

20. Do you write lesson reports? (a) What kind of information do you think should be included in a lesson report? (b) How often do you go back to your lesson reports? For what reasons?

I do. In such reports, I usually mention what was most difficult, what was most interesting, and what future procedures to be taken.

21. Do you have lesson plans? (a) What kind of information do you think should be included in a lesson plan? (b) How often do you include alternative activities in a lesson plan? (C) Who is the audience you address while writing down your lesson plan? (d) Who is the audience you address while writing down your lesson report?

I usually do. Such plans include lesson objectives, assessment methods, techniques to be used, what role I shall be playing and what role shall learners play, time aliment and tools.

24. How do you deal with problems in your class?

If it is a management problem or discipline one, I consult others. Otherwise, I try to solve problems on the spot by myself. If there is a problem related to a teacher or hi/her techniques, learners won't give you the chance to share it with colleagues, as they do it themselves.

25. What does teaching mean to you?

Teaching is a kind of passion. I wouldn't t choose another profession. In this, I role model with my best teacher who used to tell us; " While teaching, try to eat what you plant out of love, rather than allowing this profession eat you out of anger." Best teachers are those who love what they do.

26. To what extent do you think you know yourself as a teacher?

I know myself eight out of ten. I need to lower my expectations from both myself and my learners.

Teacher (B)

1. **Do you consider yourself a reflective teacher? Elaborate.**

    I don't know. I can't tell. I can't judge myself. Someone shall do it.

2. **What does reflective teaching mean to you?**

    To be honest, I know nothing about it. Even when I read that your questionnaire was to assess views on and practices of reflective teaching I wasn't curious to know what it was all about. Even when I was one of those ten who scored the highest and that the researcher was to attend some of my classes to look for evidence of reflective teaching, I was too busy to check what it was. To be honest "Who cares?"

3. **Why do you find reflective teaching worth doing?**

    (After the researcher has given explanation of what it all was about) I think it's of great use for novice teachers but not for experienced teachers like myself.

4. **Do you feel a need for changing mood and space during class? Why? How?**

    Being a member of the administrative board at school, I usually have to leave class for a while as you noticed in the classes you attended; when I come back I try to get learners back to track as quickly as possible, usually by a joke or a comment. For example, during the class you attended I had to leave class, when I came back I may a funny comment on the mobile issue and we were back to the lesson.

5. **Do you encourage your learners to make guesses and predictions? How? Why?**

    To be honest no! What for?! They try to but I ignore it and don't give it much attention. For example, in the eleventh grade we took a text that talked about Walt Disney's childhood, when the text was done, they wondered what happened to him as an adult, they gave suggestions but I had no comments and ended the lesson.

6. **Do you encourage learners to voice their thoughts and opinions? How? Why?**

    Yes, always. Five years ago I started having a presentation class once a week for eleventh graders. In this class, someone presents a topic, most often a controversial one and his/her classmates voice their opinions around it. At the beginning learners didn't like the idea and they weren't so involved in the discussion but now they ask and wait for this class. I believe it widens their horizons. They address their

teenaging problems such as pre-marriage sexual relationships ...etc. I admire some of their opinions, while some opinions get me worried. Once through a discussion I noticed that a girl was that desperate that she was ready to commit suicide. I asked her to come to my office, she talked about her problems, she cried, I listened , I advised her to do certain things, later she began coming to my office so often, I notice she has changed a lot. She told her mother about me and the mother herself came seeking my advice in her personal problems.

I sometimes disagree with certain opinions and try to change them diplomatically. For example, once we were discussing the issue of abortion in case the pre-born baby is handicapped. I was astonished that most of the class was against the idea led by religious views. I couldn't say religion was wrong; otherwise I would have lost their trust. I started posing questions such as "What is better not to have this child and serve your society freshly, or having a child that may cause you and the society trouble?" Nonetheless, they strongly believed in their opinion and it was hard for me to change, so I gave up saying everyone has the right to have his/her own opinions, and that there is no wrong nor right opinion.

7. **Do you encourage learners to take responsibility of their own learning? How?**

Yes, most often. I usually assign for them net research. I give them stories to read and report. Once, I asked them to do homework on the "conditionals" and I ask them to keep the draft they use as to assess elaboration**.**

Once, I gave eleventh graders a worksheet on the tenses. Together we wrote down on the board, each structure and uses. I asked them to work out answers individually. When they were done, I asked them to take out their books and note books and check their answers accordingly. I asked them to point out their strengths and weaknesses and to suggest a way to overcome gaps. The results were terrific. Learners recognized their mistakes and were able to even interpret them. We had an exam afterwards on tenses, results were higher than usual.

8. **Do you encourage learners to extract main ideas? Why?**

Yes. So often. For example, when we approach a new text, I ask them to read silently, I give them time to think. When they are ready I ask questions on the main idea, I gather answers and restate. I always restate, this is the most important part, I feel it's important for those

weak learners to hear the idea more than once in different words. I urge them to extract main ideas in order to have higher thinking skills such as analysis. I also write down the main idea on board and ask for elaboration.

9. Do you ask questions rather than giving explanation, description or narration? Why?

It depends on the lesson and its objectives. If it's a grammar class I explain and go into details, I narrate literature and ask question to break the routine.

10. Do you allow time for learners to listen, think, process their answers and speak? How?

I struggle to do so not because of me but because of learners themselves. When I assign a student to give me the answer for example, many other learners start giving answer not giving their classmate the opportunity to take his/her time. I usually ask learners to wait for a while, to give their classmate time, and in case s/he gives up, I give them the floor.

11. Do you create opportunities for student talk and interaction? How? Why?

Always, even if they talk about something that concerns them and has nothing to do with the lesson, and even if it is on behalf of the lesson time. The text sometimes helps a lot in creating student talk and interaction. In the 12th grade, for example, there was a text about Yassir Arafat. Learners were so involved; they talked about him, the negotiations, the peace agreements … etc. They agreed and disagreed with each other. They debated. It was just a great class, actually one of the best.

12. Do you use gestures? How? For what reasons?

Well… it depends on the context, most often I try to solve problems using gestures instead of words to calm tension down. For example, once there was a big fight in one of the classes, and the teacher wanted to kick a student out while the student resisted. Everyone was shouting, learners from other classes were gathering to see what was going on. I was called to find a way out. I went into class, made a click with my eye, smiled to the student who smoothly went out from class with me.

13. Do you allow learners to finish their own sentences?

Always, even if s/he is offering a wrong answer or an opinion I disagree with. I wait till s/he says this is it or from the way they look

you can tell they are done. When other classmates try to interrupt, I ask them to wait. When the student is done, I ask whether someone has something to add, if so I give him/her the chance.

14. Do you ask learners to evaluate activities?

Usually, I do. Moreover, I ask them to evaluate new methodologies I use with the. For example, when eleventh graders used to write an in-class composition they used to ask me for a lots of words and I used to answer. I decided not to do so, and to try make them do with the vocabulary they already knew. I informed them to write simple sentence using their own vocabulary. I tried it once, twice and three times. When I graded their pieces I was satisfied with what the came out with, but when I asked them their opinion, they showed disappointed and said that such method wouldn't allow them to elaborate their vocabulary knowledge. Therefore, I came up with a moderate method, where learners are allowed each time to ask for a limited number of words. Both, they and I are satisfied now.

I also used to play the "A/B" puzzle with eleventh graders, they claimed they didn't like it as it was childish, so I made it more challenging, through choosing new vocabulary and so forth.

15. Do you encourage learners to correct their mistakes? How?

Always, when I give worksheets on the "if clauses, the tenses… etc" I ask them to go to their notebooks and correct accordingly. With pronunciation I usually ask for repetition, if it is still mispronounced, I draw the attention to phonetic rules. If it is still mispronounced I correct and ask for repletion.

16. How do you describe your role in class?

A friend, at first place. A facilitator and a guide. I want my learners to learn for the sake of knowledge not marks. Once, the eleventh graders came to class not ready for the exam, I cancelled it making it clear that I don't teach for marks I teach for knowledge. The following day they came prepared and we made the exam smoothly, results were so satisfying and no one tried to cheat.
In presentation classes, I usually take the discussion leader role, I give turns, make sure everyone is able to voice his/her opinions freely… etc. At the end of the class, I draw conclusions myself or allow the one who suggested the topic and facilitated the discussion to do so.

17. Have you ever kept a journal?

No, and will never keep one, I hate writing and documentation.

18. Have you ever recorded a class of your own?
No never. And will never. It's useless.

19. What is your experience of observing someone's class or having someone observe your class? (a)Was it a positive or negative experience? (b) Why? (c)What kinds of useful information about teaching could be gathered through observation?

   I rarely have someone to observe my classes. The one I remember was a negative experience. I had a supervisor to attend my class, unfortunately, I was sick, I wasn't myself that day, and the class was student-centred, where I played a minor role. They asked, answered, presented … etc. I was a facilitator no more no less. I hate it when I remember that class although the supervisor gave me positive comments and wrote a positive report on the class as well.

  Being the principal's assistant, I attend so many classes for teachers of different topics. I have both positive and negative experiences here. Once, I attended a class for a teacher who seemed lacking knowledge in his field and couldn't control the class at all. He wasn't able to answer learners' questions and he admitted not knowing the answer! After class, I talked to him and shared with him some techniques he may use to control the class and most important never admit not knowing a teacher shall find a way out without making learners loosing trust in his/her knowledge. I re-attended classes for this teacher, there is progress in a way or another but he still lacks basic knowledge! I advised him to prepare in advance, I re-attended a class of him he was prepared the class went smoothly and learners behaved well.

20. Do you write lesson reports?

   No I don't prepare nor evaluate I feel I can do what is suitable on the spot and I can deal with ad hock situations. For example, when a teacher is absent I mingle two grades together and I give general aspects and class is a success.

21. How do you deal with problems in your class?

   Learners have no problems with me in particular, I usually find myself obliged to solve problems they have with other teachers or personal problems they have with their own families.

  When it is a problem concerning the whole class, I usually try to solve it on the spot even on behalf my lesson time. For example, last week the 11th graders informed me that they had a problem with the

math teacher; they claimed he assigned an exam despite the fact that they didn't get the concept. They asked him to re-give the test but he just refused. After class, I talked to the teacher; he claimed that they warned him that they would tell me if he didn't re-give the test that's why he didn't re-give it. We together went to class, and made the teacher face the learners and vice-versa. I told learners they were wrong, they all talked, the teacher was convinced to re-give the test after he re-explains the lesson.

When learners have personal problems, I invite them to my office, I allow them to talk, I try to give pieces of advice but above all I try to help them come out with the solution on their own.

Three years ago, I had a student who was a brilliant one living miserable conditions at home, he had to leave school for a year to take care of the family as his father was irresponsible. When he came back, I gave him all support. I used to listen to him, I used to encourage him, I advised him to put everything aside and take care of his studies. He got high scores in the tawjihi exam; I helped him get a scholarship. He's now in Italy studying medicine, he always sends me letters thanking me for the support I offered him.

Teacher (C)

   1.   **Do you consider yourself a reflective teacher? Elaborate.**

Yes. Long years of experience equipped me with methods to deal with learners and get them in the mood for studying despite the generation gap we have.

2.   **What does reflective teaching mean to you?**

The quick response of the teacher to a particular ad hock situation, the ability to cope with sudden events. For example, I may have my lesson plan and suddenly the principal comes in to announce something to the learners or discuss a problem…etc. Being reflective, I try to make up for the wasted time and get learners back to the lesson; I need to come with a new alternative plan in order to do so.

3.   **Why do you find reflective teaching worth doing?**

Because of the continuous developments in the field of education Everyday you hear of a new approach, hypothesis, and method. I feel I need to evaluate myself and to see where I am from such developments.

   4.   **Do you feel a need for changing mood and space during class? Why?**

Yes, learners nowadays have a low esteem for education. They don't regard it as a necessary thing due to the imposed circumstances, the political ones I mean. For example, they see those having no degree work in cleaning hospitals and being better paid than their educated parents and even teachers.

It isn't an easy thing however; it requires the teacher to show patience and understanding.

I may tell a joke, make a comment … etc but such changes shan't consume more than few minutes. I'm highly streaked to the annual plan imposed on me by the supervisor; I won't allow anything to make me behind it.

5. **Do you encourage your learners to make guesses and predictions? Why?**

Off course, such techniques train learners to analyze things; they also make material handy and practical. I urge my learners to guess the idea of the text they are to approach through the title and the photos offered. I also ask them to imagine what things we will have in the future and to predict how technology will change our lives.

6. **Do you encourage learners to voice their thoughts and opinions? How? Why?**

Sure! Schools are the only place where learners learn to express themselves, and this helps improve oral and aural skills. However, I only use the book activities to do so. I 'm lead by the conversational activities the book offers.

7. **Do you encourage learners to take responsibility of their own learning? How?**

Usually I try to. I try to lead learners to make use of technology. It's technology time! For example when they ask me a question I have no answer for, I urge them to search the net. It isn't always achievable. Our learners come from different backgrounds, some lack the basic facilities. Some come from restricted families where they aren't allowed to use the internet and so forth. For those, I try to encourage them go to the library and make use of its resources.

8. **Do you encourage learners to extract main ideas? Why?**

I usually do so depending on different resources. I believe extracting ideas broadens learners' minds and perspectives. For example, when we are done with a text, I ask learners to write down a brief summary including the main idea and the writer's message. Through discussing the text itself, I stop after each paragraph asking learners to give a title for the paragraph indicating its main idea.

Graphs can use for extracting main ideas, through interpreting a graph a student is able to get the idea out of it. Our curriculum helps a lot in case dealt with properly.

9. **Do you ask questions rather than giving explanation, description or narration? Why?**

All are necessary. A teacher has to deal with a comprehensive approach. For example, when I approach a new lesson, or when I start a class, I start by posing introductory questions in order to get learners involved. Sometimes, I encounter scientific text where explanation in the only method can be used. In literature, I find myself obliged to narrate and describe. When I describe things I ask learners to compare them to other things they are familiar with. For example, if the text talks about an American city I ask learners to compare it to a Palestinian one. Comparison is the best technique ever! Learners get involved and everyone has something to share.

10. Do you allow time for learners to listen, think, process their answers and speak?

Yes, always. My lesson plan helps me to achieve this. I have times activities included, where learners' silent period is given a part. It becomes automatic.

11. Do you create opportunities for student talk and interaction? How?

To be honest I do as long as the lesson context asks me to do so. For example, in our books for eleventh and tenth graders we have a topic for discussion at the end of the unit, I urge learners to do it even for a short period of time. I never tackle issues that are personal and have nothing to do with our lesson, as I don't allow anything to take the lesson's time.

12. Do you use gestures? For what reasons?

Yes, of course. Gestures are greatly important; they help me not to waste time. For example, when I feel that learners are getting bored in my class, I change my intonation. When a student is misbehaving in my class, I give her a look without saying a word. Eye contact is very important. For example, when I address my speech to a girl, when I ask a question and when I am getting an answer from a student, I do my best to have eye contact. This is very important, it helps getting the idea right, and avoiding misunderstanding.

13. Do you allow learners to finish their own sentences?

Usually I do, some learners even claim I'm so slow in reacting. I listen to the student till she mentions she is done, I encourage learners to listen to each other. It's not easy, believe me. Our culture doesn't raise up our learners in a way where they are trained to listen and to be listened to. Everyone talks and no one listens.

I have flexibility, my learners know that they have freedom of speech and self-expressing, they are free to say whatever they want even if I don't agree with them.

14. Do you ask learners to evaluate activities?

Yes, but not always. I do so when I implement a new activity I worked hard on. It gives credit for the teacher. After such activities, I ask learners to write down, what new information they got from the activity, what it added to them, what difficulties they faced, in what parts it was dull and in what parts it was interesting. I modify the activity according to the comments I get from learners before implementing it in another class. I urge them to write such evaluation

and in order to encourage them I give them the right to write their names in case they don't feel comfortable to do so.

15. Do you encourage learners to correct their mistakes? How?

Sure, for example, when a student mispronounces words while reading aloud, I correct and ask her to practice the paragraph at home, the following day I ask her to read few lines to make sure the student has made and effort, even if the mispronounced words are still there, fluency improves. When a girl misspells a word on board, I encourage her to have a second look, I pronounce the word in a way suggesting the letters involved, I encourage this student to write the word in her notebook and to copy it several times as a practice.

16. How do you describe your role in class?

I'm the dynamo of the class, the engine. I show all my energy and strength, learners shall notice I am the commander of the class; otherwise, things will fall through my fingers. For example, in my classes, I move around, call on girls who are misbehaving, warn those who are no more involved, draw the attention of those who are good learners but are driven by the class…etc.

17. Have you ever kept a journal?

No, never. But you know what I will start keeping when. I will start highlighting points I encounter on a special day, I will add low points to learn from my failures. I would add my learners' preferences and dislikes. I will add events that may push me forward when I feel down or disappointed from teaching.

I never go to bed before revising my day orally, I hate writing that what my instructors used to tell me!

I guess my long years of experience are my diary. Through these years I encountered different learners' characters and learnt how to minimize the gap between us as a result of the different generations we come from.

18. Have you ever recorded a class of your own?

No, never. But I hope to do it once. I believe it's useful. It may direct my attention to positive and negative things I and my class have, it also highlights flows and things I have never paid attention to , and negative things I do unintentionally, through such a record I can have self-criticism.

19. What is your experience of observing someone's class or having someone observe your class? (a)Was it a positive or negative experience? (b) Why? (c)What kinds of useful

information about teaching could be gathered through observation?

Being an experienced teacher, the ministry usually send novices to attend my classes. Furthermore, this year two teaching diploma learners attended several classes for me as a part of their training. I love the experience, I feel self-confident then, I make sure I am well prepared, I do my best to have good command of the class and of the material I am to explain as well. To be honest, watched classes are usually stronger than unwatched ones. The two learners pointed out the positive points I mentioned, thy noticed them!

When I was a novice myself, and during my first two years of service I used to attend many classes for experienced teachers, such observations were a way useful to me. They were more useful than the training I got at the university, through such observations I learnt the importance of flexibility, closeness, intimacy, openness and crossing of barriers between the teacher and learners. Most of all, I learnt when and how to have these characteristics, and that's what I'm trying to hand down to those who observe my classes.

20. Do you write lesson reports?

Yes, always. After each class, before even leaving the classroom, I write down what page we reached, what exercises have been done, what homework has been assigned…etc. I also write brief notes on special events to be included in the annual report I submit to the administration in which I address unique events, problems, achievements…etc.

21. Do you have lesson plans? (a) What kind of information do you think should be included in a lesson plan? (b) How often do you include alternative activities in a lesson plan? (C) Who is the audience you address while writing down your lesson plan? (d) Who is the audience you address while writing down your lesson report?

Sure, I usually write plans for supervisors. I have a 25 year experience I don't really need a lesson plan but these are rules. My lesson plans include lesson objectives, visual aids, worksheets, evaluation and assessment methods, leading questions and new vocabulary. You can take the lesson plan I gave you for the classes you attended as an example.

We also get a semester plan from the supervisor, in this plan the supervisor includes timetable for the material we are to cover during

the semester. This timetable is of great help to me. I try to be streaked to assigned dates. Fortunately, I am always on time, I never was behind.

22. Do you ask your colleagues to attend your classes? For what reasons?

No, this is something administrative, I can't interfere in. In case of novices, I try to give advice and to share everything I have with them. For example, Mss. Alia the other teacher you attended classes for is a novice, when she joined the school; I shared with her my lesson plans, my worksheets and my exams. Furthermore, I gave her advice on how to deal with learners and I asked her never to hesitate asking for anything from me.

23. In what ways could the presence of a colleague change the dynamics of your classroom?

Learners feel they are restricted, they don't feel free, they feel as if there is an alien in the class, they try to show off and by doing this they make the class lousy, that's to say they make noise, get busy watching the one attending the class and sometimes try to embarrass the teacher. It also happened when you attended my classes.

24. How do you deal with problems in your class?

Simplicity is the key. I usually deal with problems with simplicity. For example, last time, two girls in my class had problems over the tasks they have for a pair assignment, one approached me with the problem, I immediately called on the other girl to listen to both sides, and I listened to what each had, restated, re-clarified tasks and made sure everything was back to normal.

When it comes to disciplinary problems, I usually share with my colleagues, especially those who teach the same class I face problems in. For example, when girls misbehave in class, I ask other teachers if they misbehave in their classes as well and try to find a way out by giving a collective warning, telling the administration or calling the parents. This gives me strength and self-confidence, I feel relaxed if it's a common problem, if not I get useful piece of advice.

Teacher (D)

1.Do you consider yourself a reflective teacher? Elaborate.

Yes, in a way. I vary according to new evidence I get. Things at the beginning of the year are different from things at the end of the year. Methods I used a year ago are different from methods I use now. For example, at the beginning of the year, when I enter a new class I try to seem as streaked as possible till I feel I 'm in full control of the class I become at ease. When I started teaching, I insisted having evaluation from my learners to know where my falls are and try to overcome them.

2. What does reflective teaching mean to you?

For me it's planning, implementing, changing, getting feedback, setting objectives and adjusting plans according to new evidence.

3.   Why do you find reflective teaching worth doing?

It's the only way towards success. I personally need planning to feel I'm on ground. I need flexibility to be able to move on. Otherwise, I will stand where I am and will never move forward.

4. Do you feel a need for changing mood and space during class? Why?

Honestly speaking, not always, it depends on the material and the text book. Learners are deceitful, they sometimes just don't have the will to learn and they intend waste time through asking for change of mood and space. I sometimes meet their needs and move away from the lesson by a joke and so forth, but I quickly come back to the lesson. Learners now know me; they know I can't be deceived. I sometimes change the plan according to what is possible.

However, I can't have a dramatic change; we have a unified annual plan and unified tests, I can't have my own time table and I can't loose time.

5. Do you encourage your learners to make guesses and predictions? Why?

Yes, the text book helps me in doing that**.** I urge my learners to try to guess what the unit we are to deal with is about through interpreting its title, accompanied photos and even texts' formats. It's very important to encourage learners do so. Otherwise, they will be memorizing things no more. We need creative learners. Such learners can be trained through accepting and respecting their predictions and guesses. There is no right no wrong guess! It's a guess.

6. **Do you encourage learners to voice their thoughts and opinions? How? Why?**

I do. Through giving time to think and evaluate activities we do. During the semester, I ask learners to write a criticism of me. To be honest, I rarely receive serious comments from them; they usually criticize the Islamic dress I wear, the serious face I have…etc. They don't go deep; they don't mention anything concerning methodology. I talked to them more than once about it, but they just don't take things seriously.

7. **Do you encourage learners to take responsibility of their own learning?How?**

Sometimes. For example, many learners ask for extra marks, I assign them a research to work on in order to improve their grades. Unfortunately, I know they get ready research from the net. To make sure they at least got a slight benefit out of it, I urge them to have a presentation on the topic they research.

8. **Do you encourage learners to extract main ideas? Why?**

Well, the textbook itself includes exercises where learners find themselves taking notes and making summaries. In addition, I ask learners to identify the main idea and supporting ideas as well. I don't usually wait till we are done with the whole text, I usually ask learners to extract the idea of each paragraph and relate it to the previous paragraph and so forth.

9. **Do you ask questions rather than giving explanation, description or narration? Why?**

It depends. With pieces of literature I narrate, through narration I ask questions, I ask learners to scan for specific pieces of information. I sometimes ask them to have silent reading and put their own questions.

10. **Do you allow time for learners to listen, think, process their answers and speak?**

To be honest I don't give much time for individual work as learners usually misuse this time and have side-talking instead.

11. **Do you create opportunities for student talk and interaction? How?**

Yes, especially in writing classes. I ask learners to write a piece in pairs, they discuss the topic, agree on points and write.

12. Do you use gestures? For what reasons?

Yes, a lot. For example, when the class is in mess I try to get them back into the lesson using gestures. I also use gestures to explain words they don't know the meaning for. It's better than translation.

13. Do you allow learners to finish their own sentences?

I try to, but their classmates don't. They lack patience. I ask them to wait but sometimes it doesn't work.

14. Do you ask learners to evaluate activities?

I usually ask learners to evaluate tests we do. We basically do it orally. I ask them to evaluate the test, how they find it, what was difficult, what was easy...etc.

15. Do you encourage learners to correct their mistakes? How?

To some extent, when a student makes a mistake I ask her to rethink, if she is still not able to recognize it I ask classmates to offer help. When they all fail to do so, I correct mistakes myself. It also depends on the nature of the mistake if it's a pronunciation mistake I just ignore it as not to interrupt the student's fluency and not to low her self esteem. At the end of the class, I draw learners' attention to common mistakes.

16. How do you describe your role in class?

It depends on the class and material. In some sections, I feel I m a policewoman, there are lots of learners who don't want to study they think school is the place to hang out not to study; they only come to school to run away from housework. Sometimes I find myself a friend. It depends on the nature of material as well; sometimes, I act as a conductor, in other places I' m only a facilitator. For example, at the beginning of the class when it's time for introducing concepts I am a conductor, when we move to implementation I am a facilitator.

17. Have you ever kept a journal? (a)What kind of journal was it and for what purpose? (b) What did you learn from your journal-keeping experience? (c)What kinds of issues and concerns are useful to focus on when keeping a journal about your teaching? (d) Who do you think is the most suitable audience for your teaching journal? (e) How does the intended audience affect the way you write or record your journal?

Yes. It was last year. I had a class of brilliant learners, they asked me to have a class for oral presentations where each addresses the topic of their interest. It was so interesting I gathered much information to report and wrote about the experience.

23. Have you ever recorded a class of your own?

No, I don't feel it's of any use.

24. What is your experience of observing someone's class or having someone observe your class? (a)Was it a positive or negative experience? (b) Why? (c)What kinds of useful information about teaching could be gathered through observation?

I observed many classes for experienced teacher**.** As part of the teaching diploma training, The University asked us to do so. It was a positive experience. I learnt how to teach and interact. At school, I observed a friend's class I learnt how to teach and interact. It helped me a lot.

Some of the novice teachers of this year attended my classes. They said it was a positive experience, the common feedback I remember from them is that they learnt how not to let learners get on their nerves.

25. Do you write lesson reports?

Well to be honest I don't have the time to write detailed reports; unlike other schools, we don't have five minute break after each class. I usually write brief notes in my notebook; I refer to the pages discussed, the exercises solved, the homework given, and the names of those who misbehaved and a brief description of what they did for follow up.

26. Do you have lesson plans? (a) What kind of information do you think should be included in a lesson plan? (b) How often do you include alternative activities in a lesson plan? (c) Who is the audience you address while writing down your lesson plan? (d) Who is the audience you address while writing down your lesson report?

Yes, I never go into class without having my plan. It's my leader. In it I include activities to revise previous classes, a full description of the new material, evaluation and assessment methods, and activities to be held.

27. Do you ask your colleagues to attend your classes? For what reasons?

No, I don't. Each one of us is busy with the loaded schedule she has, there is no time. However, we have a supervisor who comes into basically novices classes. Being a novice myself, she attends many classes of mine and I like it. I feel she is there to help me not to

criticize me. After the class is over, we have a talk where she goes into details. She points out my strengths, such as the patience I have with learners, and urge me to keep them up, she also points out my weaknesses, which are usually related to methodology, and gives me advises on how to improve my methodology.

28. In what ways could the presence of a colleague change the dynamics of your classroom?

It does. For example, whenever I have someone attending my class, my learners tell me afterwards that I haven't taught them using the way I always use. When someone attends my class, for example, I try to make the best out of it, I try to perform a model class. Where when I am alone I act according to my learners' level and take in consideration. For example, one someone attends my class I try avoid using Arabic at all while in my classes I have no problem using Arabic taking in consideration the difficulties low level learners face while having a totally English class.

29.   How do you deal with problems in your class?

It depends on the nature of the problem. For example, when it's a matter of having a girl making silly comments, having side talking and so forth, I try to just ignore and pretend I'm not seeing her. If it gets worse I use gestures to draw her attention that something isn't going the way I want. At the last stage I warn her. Luckily, it usually ends there and never turns into a more complicated stage.

In case I face a disciplinary problem with the class in general, I share with colleagues to find out whether it's a shared problem or not. If it's not I recognise it's something that has to do with me so I try to be more streaked, if it's a common problem it's usually the administration that deals with it.

Teacher (E)

1. Do you consider yourself a reflective teacher? Elaborate.

Yes. As I allow chance time for learners to reflect, I reflect in my presence experience, past and future, I go backward and forward accordingly.

2. What does reflective teaching mean to you?

To make learners think, reflect on different things, make predictions through urging them to interpret photos which I always do when approaching a new paragraph, through writing imaginary predictions which I always do when I ask my learners to put themselves in the character's, we talk about, feet. In addition, I believe it's elaboration through building on what learners have. A teacher has to be up to date with latest knowledge and methodologies, for example after I answered your questionnaire which tests reflective teaching practices I was interested to know more about the topic through searching the net. It also means setting hypothesis to test, see how such things fit. It means being creative, making adaptation and leading learners to knowledge resources.

3. Why do you find reflective teaching worth doing?

We are living in a developing word, we shall break schools routines. For example, I don't always give lessons in class; we go to the playground…etc. Reflection refreshes both my learners' minds as well as mine. Reflection as helps me discover my learners' talents. For example, when I urge them voice their views; I discover the talents, preferences and dislikes.

4. Do you feel a need for changing mood and space during class? Why?

It is a must. I do so a lot to avoid boredness, and to deal with ad hock circumstances. For example, last day the principal came in and looked in the girls' bags for mobiles. We she left, they were so angry; I had to put the lesson plan aside and to give them chance to speak up their views and opinions. When I felt they calmed down, we came back to the lesson.

Sometimes, the topic of the lesson helps us change mood and space. Two weeks ago, tenth graders had a lesson about technology, I took them to the school computers lab and we took the lesson there. The learners were so much involved in the lesson despite the fact we didn't work on computers we only took the lesson in the lab.

Sometimes we take the lesson in the playground when the weather allows us to do so.

5. Do you encourage your learners to make guesses and predictions? Why?

Sure! A student shall guess, there is no correct and wrong answer everything is accepted and I don't reject any suggestions. In unit introductory classes, I give a statement and make learners guess the topic of the unit or the lesson, they may guess the title, and I may give multiple choices and make them guess the correct answer. I urge learners to interpret photos found in a text before reading it. For example, we had a photo of learners having computers at their class, I asked my learners to suggest what the photo tells about the lesson.

6.Do you encourage learners to voice their thoughts and opinions? How? Why?

It is not a choice, it is a must. Learners have the right to express themselves at any point. For example, with tenth graders and when we were done with the chapter about technology at schools. I asked my learners to express how they feel about the technological facilities the school offers. They believed the technology at school was so basic and that they weren't satisfied with it. I urged them to write a letter for the administration voicing their problem.

I also ask learners to evaluate texts we read and to what extent it fits them.

After administrating a test, I ask them to tell me how they find it, what difficulties they faced while sitting for it and what the most enjoyable parts were.

When they do so, I notice they become more motivated for learning.

It also enriches their vocabulary. As I ask them to express themselves in English so they feel the need to ask for some specific words. Their opinions make a difference; I adjust my exams and methodology accordingly.

7. **Do you encourage learners to take responsibility of their own learning?How?**

Sure. In all my classes, I ask learners to prepare in advance, in order to have a general idea about the lesson. On the other hand, I make my learners test themselves, I ask them to write tests for themselves answer and correct. I also make them exchange papers and have peer grading. When peer grading is done, the student gets her paper back and makes the final corrections. This makes them feel confident and

responsible of their own learning. In each semester I ask learners for doing a net research in different literature fields. I share with learners whatever extra curriculum thing their peers get, for example, that day a girl got me a board on which she drew the days and months, I praised her and hung the board on the wall.

I also assign learners to give the class. This is a new trend I've been trying, I have tried it once last week, I asked a girl to give the class, before the class she came consulted me on how to do it, I gave her advice, I led her to internet resources …etc. For me it was a great idea, seeing my student taking my role. The student seemed a bit tensed at the beginning of the class, but as she went on she seemed happy and relaxed. The learners were involved in class more than they are usually involved in classes I lead.

8. **Do you encourage learners to extract main ideas? Why?**

At the end of anything we approach, I ask learners to extract the main general idea after it is discussed and summarized. For example, when we are done with a text, I ask learners to point out the most important points, the main idea, and the writer's message if found.

9. **Do you ask questions rather than giving explanation, description or   narration? Why?**

It depends on the lesson objectives, the lesson itself and the learners' levels. I usually   I believe that posing questions is the best method to start the class with. I then move to description building on answers I get from learners. I feel questions make student active while description and narration usually make learners detached.

10. **Do you allow time for learners to listen, think, process their answers and speak?**

Yes sure. I never ask for immediate answers. I pose a question, I give time for learners to think, I ask for answers, I write answers whether right or wrong on the board, I ask learners to examine what is written on the board, to correct what shall be corrected and to put away what doesn't fit. I ask for verifications. For example, in the class you observed, many learners misspelled answers they wrote on board, I asked them to examine their answer and modify.

11.**Do you create opportunities for student talk and interaction? How?**

Yes, I depend a lot on pair work and scenarios. When approaching an exercise for example, I ask learners to work in pairs to figure out answers, and I do that so often. I sometimes invite important figures

for my learners to class and allow time for learners to interview. For example, once I invited one of the supervisors of English language teachers in our region to eleventh grade and gave the learners chance to ask them whatever question that might benefit them in learning English. I also create debates, for example, we had a unit about airbuses, I divided learners into two groups pro and against and we had a fantastic debate.

In another school I used to work at, we had the English club; during break, learners with an English teacher used to occupy a classroom, bring food, prepare game, everyone was welcomed there as long as s/he only uses English there as Arabic wasn't allowed. It was a great experience, through which I felt my learners loved English more and got to know each other better.

12. Do you use gestures? For what reasons?

Of course, it's a must. For example, when a student gives a wrong answer, I use gestures to show it's wrong rather than words. Gestures are more acceptable among learners than verbal correction. I also use gestures to tell the meaning of a word the learners don't know the meaning for. Last time, a student asked me about the meaning of gigantic I acted it and the student got it, the student later approached me saying that she would never forget this word as whenever it comes up to her mind, she visualizing me acting it.

13. Do you allow learners to finish their own sentences?

It's a must. Psychologically speaking learners feel very humiliated if not allowed to finish their sentences. I do my best to give them such chance and I make sure their classmates do it as well. To be honest I don't always succeed, I sometimes get attracted by the correct answer I get from another student not the one who is given the chance to answer. I regret it afterwards, but I think it's a humanistic nature; I shall train myself to be more patient.

14. Do you ask learners to evaluate activities?

Yes, but not so often, as a result of limited time we have, I am not able to do it always. When there is a chance I ask learners to write their feelings, attitudes, what went well, what went wrong…etc. I make benefit from feedback I get. It also encourages learners and makes them feel powerful.

15. Do you encourage learners to correct their mistakes? How?

Not always. In composition classes, I underline the mistakes and ask them to check and to correct. For example, when I have the tense

misused, I underline the misused tense and circle the time indicator there, through which I lead learners to the correct answer. In oral tasks, I tolerate hesitation, when a student claims she can't correct herself, I give the flour to another but I move next to the student to make sure she is following

16. How do you describe your role in class?

A facilitator and a guide. I rarely talk myself; I mostly create opportunities for learners to talk. I give hints and final conclusions and remarks.

17. Have you ever kept a journal?

No. But if I had one, I would write everything. I would reread and I would learn a lot. It would help me reflect and have adaptation. Citation is very important, I usually forget small details I guess I need it. Before going to be, I usually revise how my day went from different aspects, professional and personal.

18. **Have you ever recorded a class of your own?**

No. I don't do it for religious reasons, I don't know who the audience is and I 'm afraid the audience will include males, I unintentionally may make a wrong move…etc. For my own, I would like to have one to see the other side.

19. What is your experience of observing someone's class or having someone observe your class? (a)Was it a positive or negative experience? (b) Why? (c)What kinds of useful information about teaching could be gathered through observation?

Yes, more than once. I was in a committee of teachers which helps novices by allowing them to attend experienced teachers' classes. More than once, I had not only individuals to attend my class but small groups as well; I asked them write comments. I used to accept whatever; I also asked them to elaborate on what they learnt. I also asked them to put themselves in my shoes and suggest adaptations, activities … etc. Now, I have a lovely student teacher who comes to attend my class twice a week. My learners love her a lot. They claim that the class goes better when she is there; maybe they are right I do my best to make her get benefited as much as possible. I also attend others' classes. I love to do so, I believe everyone may have something to add to my knowledge. I don't attend English classes only but I also attend classes for my friend who teaches science. In the

English curricula there are a lot of scientific lessons, attending here classes, give me both knowledge of context and pedagogy.

20. How do you deal with problems in your class?

If it is a problem that concerns the whole class, I'm ready to give time and chance for learners to discuss the problem, state how it bothers them, and suggest ways to solve it. For example, last time I was giving a class for eleventh grades, when suddenly the principal entered and asked to look in the girls' pack bags, she claimed she was looking for those who have mobiles with them. When she left the learners were really annoyed, I allowed them to voice their opinions, and they said it wasn't her right to look in their bags as they might have their private stuff. I asked them to put themselves in her shoes and asked them to suggest other alternatives for looking in the back bags to solve the mobiles issue. They realized there was no other choice but they still believed she should have excused. It took us five minutes to discuss the problem, but the girls were realized from their anger and thus, we were able to go on with the lesson smoothly and actively.

If learners have problems with me, I urge them to talk and I do my best to understand and find a solution. Few years ago, I asked my sixth graders to write on a piece of paper what attitudes they had towards me. It was then the beginning of the year, and it was the first year I teach them. One girl mentioned she hated me. I asked her why. She said she has no reason, she only hated me. This incident hurt me a lot, and deep inside I wanted to change the girl's attitude. In the morning, when I used to be at the playground with girls, I used to approach this girl, talk to her, I also used to do so during breaks, I even called her mother and we exchanged visits. The girl now loves me a lot and I am happy with that.

When it is a complicated problem and I am not able to solve, I usually approach a colleague whom I trust. This week, I have been trying to solve a problem I can't find a solution for. An eleventh grade student was absent for the midterm exam. I assigned her another date, I forgot all about the issue when I published the correct answers on a wall board as I am used to. When I corrected the girl's paper I noticed she has all the answers correct although she isn't a good student. I suddenly remembered I published the answers. I asked her to rewrite the exam; she refused as it wasn't her mistake. I asked two colleagues for advice, they suggested retaking the exam. The student refuses

claiming it isn't my right, it isn't her mistake. I know it's my mistake but I don't know yet what to do.

I commit my mistakes but try to justify.

21. Do you write lesson reports?

No. I believe in it but I hate citation. I have no time.

22. Do you have lesson plans? (a) What kind of information do you think should be included in a lesson plan? (b) How often do you include alternative activities in a lesson plan? (C) Who is the audience you address while writing down your lesson plan? (d) Who is the audience you address while writing down your lesson report?

For me at first place, it organizes everything. Exercises and ways of assessment. It empowers teachers. It helps moderate time. Worksheets are my alternative plans. In addition, I don't deny I do it for administrative reasons as well.

23. Do you ask your colleagues to attend your classes? For what reasons?

Well, I don't but I welcome whoever wants to attend a class of me. Colleagues rarely attend each other classes, but I have many student teachers who attend my classes as a part of their training. This semester I had a very lovely trainer, she used to come twice a month, she used to give me compliments, she says she has learnt a lot from me especially in terms of how to deal with learners. My learners love her as well. They always ask about her. They claim a class goes better when she is here! Maybe they are right; I try to do all my best as to make her get benefited.

24. In what ways could the presence of a colleague change the dynamics of your classroom?

It does, but with experience it vanishes. But it depends on the relation and how close we are.

25. How do you deal with problems in your class?

If it is a problem that concerns the whole class, I'm ready to give time and chance for learners to discuss the problem, state how it bothers them, and suggest ways to solve it. For example, last time I was giving a class for eleventh grades, when suddenly the principal entered and asked to look in the girls' pack bags, she claimed she was looking for those who have mobiles with them. When she left the learners were really annoyed, I allowed them to voice their opinions, and they said it wasn't her right to look in their bags as they might

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When it is a complicated problem and I am not able to solve, I usually approach a colleague whom I trust. This week, I have been trying to solve a problem I can't find a solution for. An eleventh grade student was absent for the midterm exam. I assigned her another date, I forgot all about the issue when I published the correct answers on a wall board as I am used to. When I corrected the girl's paper I noticed she has all the answers correct although she isn't a good student. I suddenly remembered I published the answers. I asked her to rewrite the exam; she refused as it wasn't her mistake. I asked two colleagues for advice, they suggested retaking the exam. The student refuses claiming it isn't my right, it isn't her mistake. I know it's my mistake but I don't know yet what to do.
I commit my mistakes but try to justify.

Teacher (F)

1. Do you consider yourself a reflective teacher? Elaborate.

To an extent, yes. I don't take things for granted. I think of what I m going to give in class before attending it, when I face an incident in class, I think of it throughout the class and adapt accordingly, if things aren't solved or set, I think of a way out after class.

2. What does reflective teaching mean to you?

Teaching which involves the teacher's mind and thinking. A reflective teacher is someone who thinks.

3. Why do you find reflective teaching worth doing?

It helps developing the teacher himself/herself, and then it benefits the learners.

4. Do you feel a need for changing mood and space during class? Why?

It isn't only a need, it's a must. I sometimes feel girls aren't with me. The class then is a waste of time and labour. At that moment, for example, I try to give an activity if I notice I am presenting information. In case I am giving an activity I move to another …etc. Nevertheless, the 12th grades are a different story; learners have to pass an exam by the end of the year. Thus, changing mood here differs. What I usually do, for example, is making a summary of what has been discussed so far. By this, I change the mood and benefit learners. Summarizing helps them memorizing, I know we aren't looking for learners who memorize things by heart, but that what the tawjihi examination imposes on us. Nevertheless, I always try fun things for changing mood and space. For example, in case of structure classes, I assign an activity for them to work out in groups since they love working together. In case of literature, I always ask them to act the scene they read. They love acting, it helps them memorize events as well and understand the whole issue. If one girl only isn't paying attention, I go stand next to her hoping this may let her get involved. I don't pose questions on those not paying attention as my aim isn't to embarrass them but to get them involved. I always have alternative plans and a variety of activities to fit learners' interests.

5. Do you encourage your learners to make guesses and predictions? Why?

Off course, I do. For example, in the 11th grade curriculum, we had a lesson on Bermuda triangle. I asked them what they knew about it. What predictions they have on its phenomenon, and what explanation

they suggest. Afterwards, we moved to the lesson itself, where lots of theories were presented; we discussed the main theories. Then, I asked my learners whether they were persuaded with the theories or not. They expressed they were a little convinced. They shared what their previous knowledge suggesting that there were monsters there; others believed satin lived there…etc.

I asked them what the lesson added to them. They mentioned they were happy to get a scientific explanation for the phenomenon rather than the superstitions they believed in.

In another unit, we had a lesson on natural disasters, the prediction process started from the title, I asked them to express what the title suggested to them, and then we moved to the pictures, which I asked them to interpret. One girl mentioned that she has seen the scene in a movie; I was astonished as it was true, and she had a great memory! She then told us about the movie and predicted that the lesson might discuss the same topic of the movie…etc.

6. Do you encourage learners to voice their thoughts and opinions? How? Why?

Sure, whenever possible. A student's opinion is very important for me. I starts from the beginning of the class, before starting the lesson I ask them whether they are ready to start the lesson or not, if they sill have something to finish yet I give them time. I ask them their opinions on what we read especially in literature. For example, in the 11th grade, we discussed a play called "Silas Marners", in that play all evidence showed the hero not to be guilty. Nevertheless, some girls still believed he was guilty, I asked them to stand for their point of view, they mentioned he was guilty for running away and not defend himself. Although, I didn't agree with them, but I still expressed they had logic in what they said.

7. Do you encourage learners to take responsibility of their own learning?How?

Honestly I can say that in their learning process they 60% depend on themselves and 40% on me. For example, by the end of each class, learners, especially at the 11th scientific stream, ask me what to prepare for the coming class. They are so competitive, brilliant and hard workers. I assign them tasks to work on or a lesson to prepare, the coming class, one can feel that most of them have prepared, they all what to be number one!

One the other hand, I want them to take responsibilities for the choices and behaviours. For example, there is a girl who keeps being absent from school and missing classes. She is a good student, but she has some problems at home. I keep reminding her that she is responsible for her absences. She has to check what we have covered from her classmates. She has to try to get understand it on her own. She rarely comes and asks for clarifications. Nevertheless, she always achieves good results. In case, she couldn't', then she can come and ask for specific particular things.

I want my learners to love English; I want to increase their motivation towards learning English. I prepare a lot of activities.

8. Do you encourage learners to extract main ideas? Why?

Yes, always. The curriculum itself, asks them to do so through a great number of exercises and activities.

It is an ongoing process which starts from the title. For example, I ask the learners to read a title and get the idea out of it. I ask them to read a paragraph silently, and I ask them to extract the main idea, when they fail I point to specific lines and sentences they may make use of it.

In case of predictions, I ask them to compare what they have predicted to what they have later extracted. This is very essential; it helps them categorize ideas in their brains. When main ideas are extracted, I feel that everything is set up properly.

In the 12th grade, for example, we have to cover a play called "King Lear", this play includes a lot of events, incidents, characters and ideas. I make sure learners extract main ideas through which they relate events. This helps them get the whole thing.

9. Do you ask questions rather than giving explanation, description or narration? Why?

I start my class with questions to make sure learners are with me from one hand, from the other hand, I believe questions may help increase their motivation towards approaching the lesson. After that, I ask learners to read silently. After they are done, I pose questions on what they have read; again I write questions on the board to which they answer. When the lesson discussion is over, I ask questions through which I aim to make learners link what they have learnt about to their own word. For example, in the 12th grade curriculum, we have a poem called "The War is Never Over", which talks about the Vietnam War. Although it included in the second semester material,

we discussed it during Gaza war. You can't imagine how much involved the learners were compared to other years. Through the discussion they expressed their anger, disappointment…etc. It was one of the most successful classes ever. Everyone was involved. Everyone had something to share and say.

10. Do you allow time for learners to listen, think, process their answers and speak?

I usually try so. For example, when I ask a question I wait before learners give the answer. When I ask a question to which learners answer incorrectly, I expect they weren't listening, I repeat the question and give more time. If they still seem not paying attention I write down my notes to take out marks.

11.Don't you think this may be considered a punishment?

Well, if it was the 11th grade I wouldn't mind, but with 12th graders the time is running, I want them to wake up. However, I still sometimes feel guilty when I punish by taking away marks. I don't do it so often! Once a month! Isn't that ok?

12. Do you create opportunities for student talk and interaction? How?

Always. I want them to speak. That what matters! For example, I ask questions; even if learners' answers are full of grammatical and pronunciation mistakes I don't mind I don't even interrupt, speaking what matters. In other cases, I say something and I ask them to comment. I also ask them to comment on what their classmates say.

13. Do you use gestures? For what reasons?

A lot! Especially with weak learners. I try to let them guess the meaning of new words for example by gestures. I also give them time for thinking and guessing what the gesture means. I believe this helps them not to forget the word and it's a way better than translating into Arabic! However, when it's an abstract word or expression, gestures are of no use! Arabic is the solution then.

14. Do you allow learners to finish their own sentences?

Not always. Sometimes learners give a very long answer, it takes lots of time. I stop such learners trying not to hurt their feeling; I use such statements; "we can stop here", or "I understand what you have." I try to be as friendly as possible; I mention what has been mentioned is important even if it isn't that important.

15. Do you ask learners to evaluate activities?

Yes, I do it a lot. I consider it a very important feedback. For example, once I was explaining the modals for 12th graders in a creative way; writing down sentences, asking them to analyze…etc. It was the 7th class for them, and they said they weren't in the mood and capacity for grammar and analysis then. I was able to understand their needs and I turned the class into a literature one since it won't ask for much mental effort.

I depend on drama a lot now in literature classes for both 11th grades and 12th grades. I tried it once, learners expressed they liked it a lot, so now I do it so often, and I still seek their opinion to make sure they didn't get bored of it.

I tried the cards activity, learners expressed they don't like it, I do it less frequent now.

16. Do you encourage learners to correct their mistakes? How?

Yes. For example, when a student gives a wrong answer, I say; " Are you sure it's correct?" , if she says yes, I write it on the board and ask other learners to comment, when they fail I give clues through which the student herself recognizes her mistake.

17. How do you describe your role in class?

It depends on the grade. With 12th graders I am 90% a traditional teacher, I lecture, I explain, I don't expect them to be creative or to work on their own as I know they are too busy. With 11th graders, I am a facilitator, I only guide, I leave them to work on their own. They prepare, initiate, give examples, elaborate…etc.

18. Have you ever kept a journal?

No, never. And I don t need one.

19. Have you ever recorded a class of your own? (a)In what ways could the presence of a video camera change the dynamics of your classroom? (b)What aspects of a lesson can be captured through an audio recording and what cannot?

Yes, once I prepared a power point to present a lesson to the 12th graders. They expressed they liked it a lot. I as well considered the class a success. In the other section I recorded the activity, I though it might be interesting to share it with other teachers. When I watched it, I noticed that both my learners and I were shy.

20. What is your experience of observing someone's class or having someone observe your class? (a)Was it a positive or negative experience? (b) Why? (c)What kinds of useful information about teaching could be gathered through observation?

I love to attend others' classes. I believe they always have something to add to my experience. I don't only attend English classes. For example, my friend teaches history, I always love to attend her classes, she taught me how to make learners make combinations, how to relate what is taught to their life, she sometimes mentions pieces of information I make use of in giving my classes.

After attending classes, I emphasize the good points. I rarely mention the negative ones, I feel shy to do so, they are older than me, they won't accept criticism from me.

On the other hand, supervisors attend my classes. My friend as well attended a class for me. After class, she said she liked it, she was able to get the whole lesson although she is weak in English.
My sister is a supervisor, she always attends my classes, she is the one I trust most, she points out all my negative and positive points.

21. Do you write lesson reports?

Well, my lesson reports can be considered a note taking thing. I write where we stopped, what I assigned for the coming class, the names of those who misbehaved…etc. I sometimes write special events, such as the PowerPoint class I told you about.

22. Do you have lesson plans? (a) What kind of information do you think should be included in a lesson plan? (b) How often do you include alternative activities in a lesson plan? (C) Who is the audience you address while writing down your lesson plan? (d) Who is the audience you address while writing down your lesson report?

Sure, I always write plans. To be honest when I started teaching the lesson plans were my guide, but now they are written more for the administration and the supervisors. I even write them sometimes after class, as we have to submit our note-book to the administration for check up. As I told you, I change plans when learners aren't in the mood, I always have alternative plans even if they aren't written down.

23. Do you ask your colleagues to attend your classes? For what reasons?

No, I don't but whoever likes to attend my class is welcomed, I only invite a colleague in case we are friends, like my friend who teaches history, I do so as she claims she doesn't know English well and would like to learn and on the other hand I'd like to know what she thinks of my style from a learners perspective not a supervisor or a teacher one.

24. In what ways could the presence of a colleague change the dynamics of your classroom?

Well I'm not sure it does. Especially when it comes to a friend, and when we talk about someone who already teaches the class. I feel natural and my learners as well since she is their teacher.

25. How do you deal with problems in your class?

I do my best to understand my learners' problem even if I have nothing to do with it! For example, last week the 11th graders went through exams stress I was supposed to explain grammar they were out of the mood, they had a hard chemistry exam, they were all cry. At that point I realized it was of no point to try to give a normal class. I decided to give a debriefing class. I asked them to close their books, take out papers, and express how they felt in a drawing. They were all involved in the task, they drew terrific drawings and some even commented on their drawings. When they were done I asked those who like to share their drawings with us. A student shared with us a picture of a girl in the street with swollen eyes, under which she wrote the word lost. She said that the girl resembles her and that she felt so lost. I was shocked, how an exam may make a young girl feel lost, after class I tried to talk to her and make her feel better as I believed what she was going through wasn't easy at all.

When it's a problem that has to do something I usually rethink and do my best not to hurt anyone. For example, at the 12th grade, I had a student who was so rude, her elder sister came to see me and she spoke rudely as well. She was so beautiful but disrespectful.

I was once explaining a play called "the bet". She started talking about something else, I politely asked her to stop as we have to go on with ou lesson she refused , I ignored her and went on with my class. We came to a point where they write compares girls to flowers, beautiful but easily blown. I said that's true , we have girls who are extremely beautiful from outside but from inside they are so ugly, they

are superficial, deceitful …etc. She recognizes I was talking about her. After class, she approached and asked me: "Do you really see me this way?" I said: " well you make me see you this way ."She burst into crying and since then she behaves well in my classes.

  The cards thing we took a long time she is supposed to know and we waited because we asked more than once I go back to the beginning, she stepped on my nerves, I looked how she looked like she was so active and she kept on participating she didn't punish me it was hard for me to change my mind on the spot. You can't take contradictory decisions; I wanted to be the controller.

   Do you think it's important for a teacher to be aware of her/his learners' background? Why/Why not? To what extent are you aware of your learners' background?

   I believe it is important, especially to know the background of those who have problems within their families, this may help you lift them up or at least not hurt them without intending.
Well, I can't claim I am aware of all my learners' backgrounds but at least I am aware of the background of the learners in the class to which I am a home-class teacher.

   I'm the home-class teacher for the 12th grade, arts stream. I have 30 learners, at school we have profile for each student through which one can get introduced to the name, place of residency, parents status… etc. This may give me a general view on the girl.

   Other specific things, I may know from colleagues or the girls themselves. Our school welcomes mainly girls from the old city, where drugs are spread; houses are so close … etc. This may affect the girls negatively. For example, last year, I had a girl whose father was a drug addicted. During the semester, he died after being burnt in a fire lit while he was unconscious. She came to school so desperate since she lost the father and the house, and at the same time she was so afraid her teachers and classmates would know how he died. Whenever she saw me speaking to a girl, she used to think the girl is telling on her, she used to shout: "She is a liar! She is a liar!" . She once hit a girl with a bottle as the girl faced her with the reality of her father's death. I talked to her, I tried to convince her it wasn't her fault, she should overcome the obstacles and move, unfortunately it was the end of the year and I couldn't do much.

26.How do you notice there is something wrong with a girl?

   I notice she isn't ok; the way she stares in class, she keeps staring or crying, she sits in the back. For such learners, I try to involve them in class by moving next to them, posing questions on them … etc. I sometimes ask to meet them after class, we take our food and find an empty class to sit and talk. Since I am close to their age they have debriefing with me, we talk, I advise and they promise to do their best. It helps sometimes and doesn't in other times. We have our food and talk, I m so close to their ages debriefing. They want to succeed they discover it late we talk and I give advice we promise.

Teacher (G)

(1)Do you consider yourself a reflective teacher? (a)Elaborate. (b)What does reflective teaching mean to you? (c) Why do you find reflective teaching worth doing?

I do. For me, reflective teaching, from one side, means looking back at what you have done, evaluate, and adapt accordingly. I always commit my mistakes, I revise what I have done, and I immediately change when possible. For example, in the three classes you have observed, you noticed I drew the attention of my learners to a mistake I had made in the previous class. In that class, I gave a wrong meaning for a word. At home, I checked the dictionary and found I was mistaken. I committed my mistake and corrected it immediately during the following class. Although my learners might not have noticed it was wrong but a teacher has to be honest as not to loose his respect for himself and the respect of others.

From another side, reflective teaching for me means taking learners needs and backgrounds in consideration and act accordingly. It's of great benefit in motivating learners.

(2) How do you get to know your learners background? How do you use this in motivating learners?

First of all I taught at another school in the old city, I was born in the old city, and I lived there for a long time. So, it isn't something new for me to deal with learners from difficult backgrounds. On the first day of the academic year, I get to know learners. First, I ask them for their names, the fathers' names and occupations. Being a home class teacher, I go back to the learners files. I have 27 years of experience, I may know their relatives. Starting from here, I get to understand the background. I let them know I taught their relatives, fathers, uncles… etc as I believe may be considered a strength point for me.

Then I keep emphasizing that English isn't hard. I let learners know why we shall learn English.

For example when I started teaching at this school a year ago, my learners told me they had not learnt English before at all for three years; they knew nothing at all then. I started from the zero. For example, one of the learners at the 10th grade didn't even know how to write his name in Arabic. I tried to simply things as much as possible. During the first two months, I started teaching 10th graders the English alphabet. I used to feel I was a private tutor. I used to divide my class into groups and assign suitable tasks for each group according to the

members' level. I used to divide my time in class, giving each group a portion. The student I mentioned above now writes his name.

My learners didn't use to respect rules regulations; they had no books, notebooks nor stationary. I used to go around the class making sure everyone has his stuff. I used to write down the names of those had no book. I used to call parents since it's important to engage parents in the process. My learners used to feel I care which meant they had to care as well. Those who used to say they have no pen for example I used to give them mine. I insisted on changing them. I believed in them. I tolerate them to the last degree. I behave harshly sometimes. For example, once I wrote a report on of the irresponsible learners and sent it to his father. The student behaved better accordingly. After a while the student told me that he didn't change because of his fear of his father but because he realized how much I care and how aware I am of what was going in class.

These simple practices had a great effort on my learners' academic performance. Last semester, the average of the 10th grade class was 50% now during the middle of the second semester it has raised up to 75%. Out of 33 pupils only 3 have failed. I will do my best to have no one fail by the end of this semester. This is my goal.

(3) Why do you give such emphasis on knowing the learners'
background?

I have a strange; dealing with a student is like dealing with a machine, one shall get to read its manual first. To be able to approach learners you need to know them. I ask them where they live, how they come to school...etc. I need to know who crosses a checkpoint for example in order not to blame them in case they arrive late to class.

(4) Do you encourage your learners to make guesses and
predictions? How? Why?

Yes. I usually do so when we start a new lesson since it helps me to implement such strategies. For example, when we approach a new lesson, I ask learners to look at the title and the photos if available and to predict what the lesson will be talking about accordingly. The classes you attended were around natural disasters, there were photos which I asked learners to interpret, I also asked them to read the title and guess what the lesson will be talking about accordingly. I seldom use these strategies in the middle of the class.

(5) Do you encourage learners to voice their thoughts and opinions? How? Why?

That's something I do for sure. I'm dealing with teenagers who always need to speak out their opinions and thoughts. Nevertheless, it's not always possible to do so. I squeeze opportunities. For example, at the 10th grade, we had a unit which talks about one's future plans, I had learners share their plans with their classmates, I asked them which stream they are to follow, why, what they are to do after school…etc . I got worried when I heard that some are planning to leave school. I tried to make them change their minds in class, when I failed I talked to them after class as a parent, I won't claim I succeeded to change their minds but I will keep on trying. I believe when teenagers in general voice their thoughts and opinions they give adults an opportunity to help them since they get aware of what is going on in their minds. Being a teacher is far more than presenting material, it is helping the learners in anyway possible, and rescue what can be rescued.

(6) Do you encourage learners to take responsibility of their own learning? How?

Well, this is the ideal level I am looking forward to reach. Unfortunately, the learners I am dealing with are a way weak in English. So what I do now is trying to make them confidence, I urge them to look for the answers not to wait for ready answers to be given by me, I urge them to speak out and try no matter what mistakes they make. I keep reminding them that making mistakes is the first step of learning. I urge learners to work in groups and in pairs by this they become more independent.

(7) Do you encourage learners to extract main ideas? Why?

To be honest, last year I used to do it more often. I taught a curriculum where at the end of each lesson learners are to fill a table on the main ideas mentioned in the text. The Palestinian curriculum I am teaching this year doesn't give me this advantage. Nevertheless, by the end of each lesson I ask learners to point out the main ideas mentioned in the text, I write them down on the board and ask student to compare, contrast and find a meaning out of them.

(8) Do you ask questions rather than giving explanation, description or narration? Why?

It depends on the situation. For example, when the text we are approaching is scientific like the one concerning the natural disasters I

depend on direct explanation. When the text talks about something which may be related to the learners' life, I use description and I seldom use narration or let's say I don't narrate at all.

(9) Do you allow time for learners to listen, think, process their answers and speak? How?

I try my best; I pose the question, I give time for learners to answer, I ask for answers, I ask for verification. In case the answer is incorrect, I ask the respondent to rethink, in case he is still not able to give a correct answer I ask another student to answer and so forth.

(10) Do you create opportunities for student talk and interaction? How? Why?

Well, I believe that learners must talk and interact. Unfortunately, my learners have problems with the language itself, they lack vocabulary …etc, and they are not able to interact in English. I try to overcome this problem, by allowing them to use Arabic. I need them to talk no matter.

(11) Do you use gestures? How? For what reasons?

I use gestures in two cases; (1) when we approach a word they don't understand, I try to explain it via gestures rather than translating it into Arabic. (2) When I student gives a wrong answer, instead telling him directly, I make gestures asking him to correct. I also do so when learners are having side-talking …etc as not to interrupt the class.

(12) Do you allow learners to finish their own sentences?

Always, when a student says something and stops, I ask him whether he is done or not before moving to someone else. In case, a student is giving a long answer, or is talking too much, I usually try to hurry him up in an appropriate way such as saying; "Could you please be brief to give chances for other learners … etc.

(13) Do you ask learners to evaluate activities?

Well, I don't believe learners at my school in particular are capable to evaluate a class, a teacher or even an activity. They come from difficult backgrounds, they seldom come to study. School for them is a place to spend a few hours before they hang out with friends afterwards.

However, I sometimes ask them to evaluate activities we do in class and adapt things accordingly hoping this may motivate them for next times knowing their opinions have been taken in consideration.

For example, once we had an activity at the 10th grade where they were asked to have mind mapping. They expressed it was too hard for them although they felt it was useful. When I similar exercise was included in the following chapter I tried to simplify it as much as I could, reminding them I am doing this upon their desire. They were so motivated.

I also ask learners to evaluate the tests we do. I take their comments in mind. For example, when they express that a question form was so difficult for them or it made them feel frustrated and much tensed, I try to avoid including it in the other exams or I try to adapt it in a way or another. Tests aren't to frustrate learners, they are to motivate them. Especially in the case of my learners, to whom learning English is considered a waste of time.

(14) Do you encourage learners to correct their mistakes? How?

Well, not so often, only when we have the opportunity to do so; For example, when learners are asked to write their answers on the board, I ask the one who misspells a word or give a wrong answer to stand aside, I ask the class opinion if they agree it's correct I make the correction, if they agree it's incorrect I give the student himself a chance to recheck it, in case he fails to give the correct answer I ask another classmate to do it.

(15)How do you describe your role in class?

Well, most of the times I am a guide and a facilitator. I try not to keep lecturing, I try to get learners involved, I don't always succeed but I always try.

(16) Have you ever kept a journal?

No, I don't think it's useful.

(17) Have you ever recorded a class of your own?

No, and I won't go for it, it will distract both learners and me.

(18) What is your experience of observing someone's class or having someone observe your class? (a)Was it a positive or negative experience? (b) Why? (c)What kinds of useful information about teaching could be gathered through observation?

Yes, it was a kind of a school policy. Fortunately, I had a colleague who is my friend and neighbour, so we agreed to attend each other classes. It went well since we are close. I learnt from him how to apply drama in teaching English, and he said he learnt from me how to

tolerate learners. We exchanged comments in an unofficial way which made it of great benefit.

(19) Do you ask your learners to evaluate you as a teacher and your teaching techniques?

To be honest, I don't. I believe learners can't be objective. If I do so they may feel am afraid and I need to drag them my side. It's even hard for them , they can't do it. Especially for an English teacher whose topic is the topic they hate most in our school.

(20) Do you write lesson reports? (a) What kind of information do you think should be included in a lesson report? (b) How often do you go back to your lesson reports? For what reasons?

I sometimes do. When I have successful classes where goals were achieved and everything went smoothly, I don't. But when a class is lousy for example, the objectives haven't been fulfilled, learners are so noisy, and I feel I didn't do what I was supposed to do during that class, I write my class report as soon as I get home to document failures. I also include my interpretation, for example I try to give an explanation why things went wrong. I usually go back to my reports when a similar lousy class, or a similar failure. I compare both situations and I try to find a way out.

(21) Do you write plans? (a) What kind of information do you think should be included in a lesson plan? (b) How often are you streaked to your plan?

I always do. But to be honest I do it for two reasons; (1) because the administration asks us to have lesson plans, and I write them in case an inspector comes to visit and attend my class. I don't write it for myself. (2) I may do it orally for myself as it makes me aware of what I am going to do in class, but it doesn't have to be written I have been teaching for 26 years. When I go in class I sometimes put my plan aside and act according to the class demands.

(22) Do you change time and mood in your class? How?

Yes, so often. As I mentioned before I'm never stuck to a plan. Many times I leave the plan aside and I let learners know that plan is put for them and is also changed and adapted for them. For example, if I feel learners aren't willing to read that day I move to the grammar exercises. If I feel they aren't getting the grammatical rule they way I am presenting it I try to find other ways, giving examples, making them analyze …etc. I sometimes use simpler methods to change mood

and space. For example, I change the place where I am standing, I move around in class, I sit among learners, even on their desks; I answer personal questions they pose on me. I believe by this I am not only changing mood and space but also I m moving the borders we have among us. This makes me closer to them. And I hope by this they will love English more in case they feel comfortable in English classes, and they respect and love the English teacher.

(23) How do you deal with problems in your class?

   At our school, in each class there is a committee made up of learners themselves to solve any problem that occurs. When a student misbehaves, they talk to him, they ask him to apologize …etc. In case of more serious problems, I address the home-class teacher. When it's really serious, I consult the principal. In case I am mistaken, I apologize directly. This helps gaining learners' trust and respect