

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	198-199
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	200-201

### **English Abstract**

Reflective teaching, which is 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 10<sup>th</sup> and 11<sup>th</sup> 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 10<sup>th</sup> and the 11<sup>th</sup> 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 التعليمية 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