

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of 08 Mai 1945 Guelma

University of 08 Mai 1945 Guelma
Faculty of Letters and Languages
Department of Letters and English Language

جامعة 08 ماي 1945
كلية الآداب و اللغات
قسم الآداب و اللغة الإنجليزية



Self-Reflection among EFL Teachers and Students.

The Case of Teachers and Students at the Department of English, Guelma University

A Dissertation Submitted to the Department of Letters and English Language in Partial

Fulfillment of the Requirements for Master Degree in Language and Culture.

Submitted by:

Mohammed NATECHE

Supervised by:

Mrs. Imene TABOUCHE

Board of Examiners

Chairwoman: Ms. Amina ELAGGOUNE (MAA) 08 Mai 1945 University- Guelma

Supervisor: Mrs. Imene TABOUCHE (MAA) 08 Mai 1945 University- Guelma

Examiner: Mrs. Imane DOUAFER (MAA) 08 Mai 1945 University- Guelma

September 2021

Dedication

This dissertation is dedicated to

The sake of Allah

The memory of my Father, may he rest in peace

My beloved Mother, who never hesitated giving beyond her best to support me

My whole family and friends, who encourage and support me

My very beloved nieces Nouha, Yasmine, and Eline

My dearest partner, who leads me through the valley of darkness with light of hope, support,
and understanding.

Those teachers who taught us humanity

All the people in my life, who touch my heart

Mohammed

Acknowledgements

First and foremost, I would like to thank Allah for giving me patience and strength during my whole studies; specifically, to complete this work.

I would like to thank Mrs. Imene TABOUCHE for her kind supervision and guidance.

I would also like to express my sincere gratitude to the jury members: Ms Amina ELAGGOUNE and Mrs Imane DOUAFER for the time and effort devoted to evaluate this humble work.

I would like to deeply thank teachers and students who participated in this research.

Thank you very much, every one!

Abstract

The present study aims at investigating both teachers' and students' use and attitudes towards self-reflection at the department of English at Guelma University. Over the past few decades, the processes of teaching and learning English have witnessed many changes. As a result, many methods and strategies were implemented to improve the quality of teaching and learning. In fact, students are not the only ones who are supposed to think about their learning journey, even teachers are required to reflect on their teaching practices in order to examine the efficiency of their instructive method, hence, change and improve it if necessary.

However, in Guelma University, teachers and learners at the department of English may not implement reflective teaching and learning respectively, which may imply their unreadiness or unawareness about its role in enhancing and facilitating the teaching/ learning process. In order to reach the aforementioned aim, a quantitative method has been adopted. More precisely, two questionnaires have been administered to collect the wanted data from 11 teachers and 50 Master two students. The findings of this study indicate that though instructors and the majority of the students at the department of English are aware of the concept of self-reflection and have a positive attitude towards it, they encounter many predicaments in putting it into practice. As a result, it is critical to recognize and treat such kind of obstacles and try to facilitate and encourage the use of self-reflection for better outcomes.

List of Abbreviations

- **TPD** : Teacher Professional Development
- **EFL**: English as a Foreign Language
- **Q** : Question

List of Tables

Table 3.1: The Importance of Passion in Teaching.....	39
Table 3.2: The Use of Journals by Teachers.....	40
Table 3.3: Ideas teachers mention in their journaling.....	41
Table 3.4: The use of audio or video recording.....	42
Table 3.5: Sharing Classroom Experiences with Colleagues and Seeking their Advice/Feedback.....	44
Table 3.6: The Importance of Action Research for Teachers.....	45
Table 3.7: Teachers' Taking Part in the Observation of any other Teacher's Classroom Practices.....	46
Table 3.8: Students' Feedback about the Given Course.....	47
Table 3.9: Means of Students' Information Collection.....	48
Table 3.10: Types of Reflection	49
Table 3.11: Prior Education that Teachers Receive Prior to Teaching Career.....	50
Table 3.12: Teacher Development's Responsibility.....	51
Table 3.13: Participants' Gender.....	56
Table 3.14: Years of Studying English.....	57
Table 3.15: Choosing English at the University.....	57
Table 3.16: Students' Personality Traits.....	58
Table 3.17: Students' Perception about Learning Responsibility.....	60
Table 3.18: Students' Perception about Determining their Learning Objectives.....	61
Table 3.19: Students' Preferences Regarding the Teaching Method.....	63
Table 3.20: Reflective Students.....	65
Table 3.21: Challenges Faced by Students in Reflective Learning.....	66
Table 3.22: Students' Use of Portfolio.....	67

Table 3.23: Teachers' Support to Reflective Learning.....	69
Table 3.24: Students' Perception about the Effect of Self Reflection in the Learning Process.....	70
Table 3.25: EFL learners' Perception of the Effects of Self Reflection.....	71

List of Figures

Figure 2.1: Kolb's Model of Experiential Learning.....	26
Figure 2.2: Gibbs' Reflective Cycle.....	27

Content

Dedication	I
Acknowledgements	II
Abstract	III
List of Abbreviations.....	IV
List of Tables.....	VI
List of Figures	IX
General Introduction	1
1. Statement of the Problem	1
2. Aims of the Study	2
3. Research Questions	2
4. Research Hypotheses.....	2
5. Research Method and Tool.....	3
6. Population and Sample of the Study	3
7. Structure of the Dissertation	3
Chapter One: Autonomy: a Background to Self-Reflection	
Introduction	5
1.1 Historical Background of Autonomy.....	5
1.2 Learner Autonomy	6
1.3 Characteristics of an Autonomous Learner.....	8
1.4 Strategies that Boost Learner’s Autonomy.....	9
1.4.1 Playing an Active Role in Determining their Own Learning Goals	9
1.4.2 Organizing and Mobilizing Resources for Learning	9
1.4.3 Monitoring and Self-assessing their Learning Achievement.....	9
1.4.4 Self-Motivating	10
1.4.5 Learning with and from Peers in a Collaborative Setting.....	10
1.4.6 Successful Communication Competencies	10
1.4.7 Conflict Resolution Skills.....	10
1.4.8 Critical Thinking	11
1.5 Teacher Autonomy	11
1.6 Teacher Development	13
1.7 Teacher Education	15

Conclusion	16
Chapter Two: Self-Reflection in the EFL Context	
Introduction	17
2.1 Reflective Learning	17
2.1.1 Definition of Learner’s Reflection	17
2.1.2 Characteristics of Reflective Learning	18
2.1.3 Processes Related to Self-Reflection in the EFL Context	19
2.1.3.1 Observation	19
2.1.3.2 Self-Observation	19
2.1.3.3 Journals	20
2.1.4 Types of Self-Reflection	23
2.1.4.1 Reflection before-Action	24
2.1.4.2 Reflection in-Action	24
2.1.4.3 Reflection on Action	25
2.1.5 Reflective Practice Models	25
2.1.5.1 Kolb’s Model of Experiential Learning	26
2.1.5.2 Gibbs’ Reflective Cycle	27
2.1.6 The Affective/Personality Sphere	28
2.1.6.1 Learner’s Beliefs	28
2.1.6.2 Self-Awareness and Self-Reflection	29
2.2.1 The Characteristics of Reflective Teaching	30
2.2.2 Challenges in Implementing Reflective Teaching	30
2.2.2.1 Inadequate Knowledge and Experience	31
2.2.2.2 Personal Traits	31
2.2.2.3 Profession's Constraints	31
2.2.2.4 Systems of Schools and Districts	32
2.2.3 Tools Used to Facilitate Reflective Teaching	32
2.2.3.1 Case Studies	32
2.2.3.2 Journaling	33
2.2.3.3 Self-Study	33
2.2.3.4 Audio- and Videotaping	33
2.2.3.5 Supervision	34
2.2.4 Action Research	34

Conclusion	34
Chapter Three: Field Investigatin	
Introduction	37
3.1 Research Method and Design	37
3.2 Population and Sample of the Study	37
3.3 Teachers' Questionnaire	38
3.3.1 Description of Teachers' Questionnaire	38
3.3.2 Administration of Teachers' Questionnaire	38
3.3.3 Data Analysis and Interpretation	38
3.3.4 Summary of the Results and Findings from Teachers' Questionnaire	54
3.4 Students' Questionnaire	55
3.4.1 Description of Students' Questionnaire	55
3.4.2 Administration of Students' Questionnaire	56
3.4.3 Analysis of Results and Findings	56
3.4.4 Summary of the Results and Findings from Students' Questionnaire	73
Conclusion	74
General Conclusion	76
Pedagogical Implications and Recommendations	76
Research Limitations	78
REFERENCES	79
Appendices	88
Appendix One: Teachers' Questionnaire	
Appendix Two: Students' Questionnaire	
French Summary	
Arabic Summary	

General Introduction

It is well accepted that learning or teaching a language is a difficult process, and preparing competent future teachers is no easy feat. Teachers in higher education play a key role in determining the quality of teaching and learning because of their direct impact on students. As a result, teachers must have a solid understanding of the qualities that make a successful teacher, as well as the ability to identify how their own behavioral changes may impact the classroom atmosphere. Teaching or learning English as a foreign language (EFL) is, without doubt, a challenging task.

Teachers should view themselves as learners in the teaching process, reflecting on themselves and trying to be self-sufficient. Good instructors are more likely to continue their education throughout their careers. On the opposite end of the learning teaching spectrum is the student who must be highly independent and self-reflective.

In this regard, self-reflection is a difficult task to master for both instructors and students; it is a topic that has received a lot of academic attention for its benefits in both the learning and teaching processes.

1. Statement of the Problem

It is undeniable that teaching and learning EFL is a challenging task; it can even be perplexing at times to select the most comprehensive and appropriate strategies for achieving the greatest results. EFL teachers and students at the English department at Guelma University may not use reflective teaching and learning as a technique to enrich and ease the teaching and learning processes, which might make those processes more difficult for both teachers and students, hence, leading them to be spontaneously involved in uncertain tasks, activities, and processes.

2. Aims of the Study

As English language students and, in some cases, novice teachers, one must examine how to make the learning and teaching processes easy by employing various strategies -Hence, the present study primary objective is to determine whether or not the concept of reflective teaching and learning is acknowledged and used by EFL teachers and students -In addition, the work attempts to investigate both teachers' and students' attitudes toward self-reflection and its use. Finally, it endeavors to raise awareness toward implementing self-reflection among the teaching and learning routines.

3. Research Questions

The research seeks to respond to the following questions:

- Are EFL teachers and students aware of the notion of self-reflection?
- Do EFL teachers and students use the technique of self-reflection?
- What are EFL teachers' and students' attitude towards the use of self-reflection?
- What are the obstacles that may prevent teachers and students from successfully using reflective teaching and learning respectively?

4. Research Hypotheses

Self-reflection could be an important and successful strategy for EFL students and teachers to improve their learning and teaching. Poor performance could be caused by lack of self-reflection when processing and presenting information. As a result, increasing students' and instructors' understanding of its use and growth may help them learn and teach more effectively. Hence, we hypothesize that:

- EFL teachers may be aware of self-reflection and they may use it.
- EFL students may be aware of self-reflection in the EFL context and they may use it.

5. Research Method and Tool

In order to test the hypotheses of the current research, a quantitative descriptive method has been used. That is, two different questionnaires have been administered to teachers and Master two students at the department of English. Both questionnaires serve the same aim, which is to gain information about the awareness and use of self-reflection in the EFL context.

6. Population and Sample of the Study

The population selected for the present research are both teachers and students at the department of English, at Guelma university. The first sample consists of 11 teachers who teach various modules, while the second sample consists of 50 Master two students who are registered in the academic year 2020/2021.

7. Structure of the Dissertation

The current dissertation is divided into three chapters. The first chapter is entitled ‘‘ autonomy: a background to self-reflection. ‘‘ This chapter focuses on key ideas in the EFL context, such as student’s and instructor’s autonomy, on the one hand, it offers insights on learner’s autonomy, including features and potential techniques students might use to increase their autonomy. On the other hand, the chapter covers teacher autonomy as well as teacher development and education. The second chapter is entitled ‘self-reflection’, it examines different academics’ perspectives on self-reflection. It also addresses reflective learning and teaching, stressing the many forms of self-reflection as well as the numerous strategies and processes associated with reflective teaching and learning. In addition, typical models of self-reflection in the EFL area, and the main challenges faced while implementing this strategy will be discussed. The third chapter is concerned with ‘‘field investigation’ ’as the objective of this chapter is to examine teachers’ and students’ questionnaires. As a result, the outcomes of this study will enable us to respond to the research questions. The data obtained from (11) teachers and (50) students is interpreted in this section of the dissertation. There is also a

general conclusion and some proposed instructional applications, as well as limitations that have restricted this research.

Chapter One

Autonomy: A Background to Self-Reflection.

Introduction

Teaching foreign languages is not just a question of delivering rules for application, as it has been observed in many classes where the teachers' skills and competence failed in front of unwillingness to learn the target language. Teachers should not consider the students as the only learners, but even themselves as learners in the process of teaching by reflecting on themselves and seeking to be autonomous. Thus, successful teachers tend to learn throughout their teaching career. Moreover, when it comes to the learning teaching spectrum, there is the student who also needs to be highly reflective and autonomous in order to achieve a successful learning process.

The present chapter tackles crucial concepts in the EFL context, related to both learners' and teachers' autonomy. Hence, it sheds light on learner autonomy including its characteristics, as well as possible strategies that students can rely on to boost their autonomy. Besides, this chapter discusses teacher autonomy, in addition to teachers' development and education.

1.1 Historical Background of Autonomy

Autonomy has been for long a topic of debate in western philosophy, and it has served as a focal point for deterministic accounts of human actions (Benson, 2007). We behave for particular reasons, and we have the ability to reflect on our choices, as a result, individual freedom is increasingly crucial in our lives. An autonomous individual lives a self-sufficient life; he can perceive the possibilities and create something meaningful out of his life by determining what is useful and essential.

According to Merriam-Webster online dictionary the word autonomy is “the quality or state of being self-governing especially the right of self-government”. In other words, autonomy means self-directing freedom. According to its etymology, this word first originated in the early seventeenth century. It is taken from the Greek term *autonomous*,

which is formed from autos, which means "Self" and “nomos” means "law" (self-law). Despite the fact that autonomy has long been present in both eastern and western philosophies, it was only in the twentieth century that it made its way into the field of language learning. In addition to other fields, it has also earned attention in psychology and education (Benson and Voller, 1997). The notion of autonomy appears to be difficult to identify because it has several origins. On the roots of autonomy, there are self-direction and self-access. In that regard, Gremmo and Riley (1995) argue that it is not that possible to go back to the roots of these concepts, because they have complicated ties with philosophical, political, psychological, and sociological developments, some of which dated back to centuries. Benson (2013) believes that given the fact that the notion of autonomy did not originate in the field of language learning only until 1970's, it existed much before then.

1.2 Learner Autonomy

In recent years, there has been a change in the teaching/learning thoughts, i.e. a shift from traditional methods, in which the instructor plays different roles, to new methods, in which the learner is the center of the teaching /learning process. Learner-centeredness means actively involving learners in their learning practices, particularly in the late 1980's (Nunan, 1989).

Similarly, the notion of learner autonomy has flourished in the EFL area since the 1970's (Littlewood, 1999). Learner autonomy refers to enabling students to take charge of their learning not just in the classroom but also in their ordinary activities (Benson, 2001). Hedge (2000, p.410) also defines learner autonomy as “the ability of the learner to take responsibility for his or her learning and to plan, organize, and monitor the learning process independently of the teacher”. Holec (1981) who is a significant figure in debates regarding language learning autonomy describes autonomy as “the ability to take charge of one's own learning” (p.3). In other words, learner autonomy gives the learner the opportunity to direct

his own education. In the same vein, Cotterall (1995) believes that autonomy is the degree to which students can show that they can use a series of strategies to maintain their learning.

Despite the fact that the term autonomy is interpreted in a variety of ways, it embodies two key features. First, learners must assume responsibility for their own learning and the learning process is expected to be managed by them. Moreover, they must foster the potential to continue learning once their formal education is completed. Second, taking responsibility implies that students must take certain tasks that have usually been controlled by teachers, such as, setting learning goals, choosing learning strategies, and assessing success.

Embracing complete responsibility for the learning process and recognizing that progress in learning is largely dependent on learners rather than on other individuals, is the first step toward developing the ability to take control of one's own learning process. Acknowledging responsibility necessitates that learners set out to study "in a systematic, deliberate way" (Holec, 1981, p.3). This refers to students' ability to prepare, track, and assess their learning with the use of reflection and analysis skills. Accepting responsibility for one's own learning, though, is more than just a question of obtaining metacognitive competence of the learning process over time. It has also a significant affective component, i.e. autonomous learners are motivated learners because of their dedication to self-management and overall constructive approach. Furthermore, according to Holec's definition, autonomous learners are capable of openly applying their experiences and skills outside the classroom. He believes that the ability to control one's own learning is not inherent, but rather, is nurtured informally through naturalistic practices or formally through systematic, deliberate techniques. In this way, autonomy is a construct reflected in students' comprehension, self-determination, and self-direction to accomplish learning objectives, rather than a learning outcome (Littlewood, 1999).

Learner autonomy in formal instructional settings includes reflective participation in preparing, initiating, tracking, and assessing learning. Three fundamental pedagogical principles govern the advancement of autonomy in language learning, according to (Little, 1999)

Learner autonomy in formal instructional settings includes reflective participation in preparing, initiating, tracking, and assessing learning. Three fundamental pedagogical principles govern the advancement of autonomy in language learning, according to Little (1999), these are:

- **Learner Involvement** entails involving students in being responsible of their learning process (the affective and the metacognitive dimensions).
- **Learner Reflection**, which assists students in critical thinking while planning, tracking, and evaluating their learning (the metacognitive dimensions).
- **Appropriate Target Language Use** that focuses on the target language as the primary language learning tool.

1.3 Characteristics of an Autonomous Learner

Dickinson (1993) describes an autonomous learner as one who is completely responsible of his learning process. Dickinson's learner autonomy classification is as follows:

- a. Learners that are autonomous grasp what they are being taught.
- b. -Autonomous learners can set their own learning goals.
- c. Autonomous learners choose and implement effective learning strategies.
- d. Autonomous learners recognize learning techniques that are not effective for them.
- e. Autonomous learners analyze or check their progress.
- f. Autonomous learners are risk takers.

- g. Autonomous learners use language learning portfolio.

In conclusion, autonomy fosters self-confidence and individual independence (Camilleri, 1997). Hence, it is a tool to enhance the teacher and the learner competences in both personal and professional lives. Following that, it is important for teachers to build classroom settings that encourage learners to be self-independent.

1.4 Strategies that Boost Learner's Autonomy

It goes without saying that language learning is a lifelong process. As a result, one of the most essential things students can do to prepare for that journey is to foster their autonomy and responsibility for their own learning. However, in order to attain that objective, students must have the desire and capacity to do activities such as:

1.4.1 Playing an Active Role in Determining their Own Learning Goals

Little (2002) believes that learner autonomy is fundamentally the ability to make decisions in relation to one's own learning. For instance, students propose changes to the course contents and techniques as they regard suitable. Learners must be able to recognize their learning needs and they are required to emphasize and comprehend the aim of their learning in order to develop their learning objectives.

1.4.2 Organizing and Mobilizing Resources for Learning

According to Azevedo and Witherspoon (2009), planning for learning also entails analyzing the learning context in order to identify which learning techniques to employ, and what resources are available in the learning setting that may be employed to improve the learning task.

1.4.3 Monitoring and Self-assessing their Learning Achievement

Autonomous learners keep track of and assess their own progress. They are more aware and capable of attributing success and failure to particular circumstances, which is necessary

for corrective work and learning plan adjustments. They examine and assess their learning on a regular basis (Little, 2002).

1.4.4 Self-Motivating

Autonomous learners are required to depend on themselves to establish and maintain their own interest in learning, as well as to overcome challenges and ups and downs in the learning process. They will not wait for extrinsic motivators, but they may employ them if they are available (Benson, 2013)

1.4.5 Learning with and from Peers in a Collaborative Setting

Learning is fostered by the capacity to effectively seek assistance from the environment when needed, therefore, autonomous learners are supposed to estimate how much social assistance is required to complete the activity at hand (Heffernan, 2014).

1.4.6 Successful Communication Competencies

Collaborative work with other learners who can enhance the learning quality necessitates effective communicative skills; hence, the capacity to communicate with others is a crucial support skill that comes into play in almost every learning process. Learners need to be able to state their requirements effectively and seek for specific help in order to be successful, i.e. cooperative learning can only be maintained if team members are good communicators (JIN Ming-hao, 2018).

1.4.7 Conflict Resolution Skills

To deal with conflicts that may emerge when learning in a group, students will need conflict resolution abilities. One of the ways autonomy manifests itself is in the ability to see issues and take actions to fix them. Learners who have this skill will not wait for external assistance and will handle issues on their own (Killen, 2000).

1.4.8 Critical Thinking

According to some scholars such as Little (1991), critical thinking takes part in the development of autonomy. While constructing or revising their learning plans, autonomous learners, for example, utilize critical reflection to review their and others' decisions on learning objectives, resources, and activities. A critical attitude toward the flow of incoming knowledge, one's own knowledge, judgments, and actions are required for a change toward an increased efficiency.

1.5 Teacher Autonomy

Despite the fact that teacher autonomy has long been a hot subject in the field of education, it has a brief history in the field of EFL teaching, and it has not gotten the academic recognition it deserves (Benson, 2007). In fact, there is no consensus of what the teacher autonomy is. This latter is related to various concepts such as, teacher development, teacher belief, and teacher reflection. According to Little (1995), autonomous teachers are those who tend to have personal responsibilities over their teaching, achieving the maximum possible level of affective and cognitive control over the teaching process via a continual reflection and analysis.

One can say that there is a remarkable relationship between teacher autonomy and learner autonomy. Little (2000) is among the first scholars to look into this topic. He investigated the relationship between teacher autonomy and the growth of learner autonomy in language education. According to Little, it is illogical to expect teachers to support the formation of autonomy in their students if they personally do not understand the notion of being an autonomous learner. Hence, teacher autonomy and learner autonomy are linked in terms of the capacity to learn independently and take responsibility for making decisions in the domain, as well as the lack of external control (Smith, 2000). Meanwhile, other academics see the autonomous teacher as someone who can support students to become autonomous

(Thavenius, 1999). Others define an autonomous teacher as someone who can decide autonomously on his own classroom efforts using his professional qualifications (Little, 2000).

Despite the significant variances in definitions and a lack of consensus on a universal understanding of the idea of teacher autonomy, there is a widespread agreement that teacher autonomy and student autonomy are deeply intertwined. To put it another way, teacher autonomy is a key to the growth of learner autonomy in language teaching (Benson, 2013). Likewise, Little (1995, p4) argues that: ‘learner autonomy did not imply any particular mode of practice, but was instead dependent upon the quality of the ‘pedagogical dialogue’ between teachers and learners.’ Thus, one criterion for determining the presence of teacher autonomy is the willingness and involvement of teachers in creating learner autonomy. Since the beginning of learner autonomy research, researchers have been looking at the effect of foreign language teachers in increasing student autonomy. Cotterall (1995) distinguishes two types of contribution played by foreign language teachers, authority and facilitator. Benson (2013) goes on to say that in the process of encouraging learner autonomy, a foreign language teacher is a facilitator, assistant, coordinator, counselor, consultant, advisor, knower, and resource.

Voller (1997) defines three types of teacher contribution in the growth of learner autonomy. These are facilitator, counselor, and resource. One of the most widely mentioned expressions in the topic of autonomous learning is the notion of the teacher as a facilitator to promote autonomous learning. Teachers are required to work on creating suitable learning atmosphere, stimulate students' initiative and enthusiasm, enhance their awareness, and encourage them to actively build knowledge and improve language skills. Arnold (2000) goes to explain that learners' affect factors, such as feelings, beliefs, moods, and attitudes, can influence their learning process and performance while learning a foreign language. Thus, the

role of the teacher as “counselor” emphasizes the idea that EFL teachers are required to take into account the negative affect factors that may harden the learning process and assist students in alleviating them. The third role is “resource”, language teachers are the resource of students' competency and information in terms of having enough background knowledge related to the different fields of the domain and having the ability to enhance learners' capacity to use the learned resources effectively. To put it differently, EFL teacher should make a balance between being a guide and a provider (Breen and Mann, 1997).

Thus, many researchers in the EFL field such as Kenny (1993) believe that fostering learner autonomy is an important purpose in education. The fundamental objective of education, according to Piaget (as cited in Jiménez 2009), is for the individual to learn the autonomy of thinking to generate new, creative ideas rather than simply reproduce previous ones. Education is about strengthening learners' autonomy, which gives individuals the opportunity to create knowledge rather than simply receive it (Kenny, 1993).

1.6 Teacher Development

Teachings is not a process in which the instructor is simply required to master particular skills and apply them during his entire professional career, instead it is a continuous, flexible, and professional task. Teaching is a task that has to be renewed and enhanced throughout time, especially, with the discovery of new ideas and approaches to teaching and learning. Thus, teachers are expected to keep on the track of the professional development during their whole teaching career. Many academics have defined teacher professional development (TPD) in various ways. Generally speaking, professional development refers to the individual progress in his profession. More precisely, “teacher development is the professional growth at each achieves as a result of gaining increased experience and examining his/her teaching systematically” (Glatthorn,1995, p.41). TPD can also be defined as a professional progress and self-evaluation of their teaching techniques over the course of their teaching career (Avalos,

2011) .According to Ganser (2000), professional development involves formal experiences, for instance, the teacher attends professional meetings and seminars, and informal experiences such as reading articles and watching documentaries related to the field.

Professional development focuses on increasing instructors' efficiency in a variety of teaching competencies in order to meet students' learning needs. TPD refers to the set of effective activities that promote professional progress, such as activities that aim at personal development, ongoing education, vocational education, and peer cooperation. TPD includes teachers' involvement in the development of teaching theories, as well as recognition of the significance of teachers' decision-making, self-awareness, and self-evaluation (Wang, 2016). Professional development is a commitment to learning throughout the whole professional career, and it includes both formal and informal learning experiences.

Various professional development initiatives are given to help teachers in their careers, with the intention of improving their teaching process and the quality of education. However, these chances are frequently associated with a top-down strategy and occur in the traditional professional development forms such as seminars, short courses, and webinars (Wyatt and Oncevska Ager, 2016). On the other side, the current trend in professional development necessitates changes in both form and content to make teacher development more purposeful, contextual, and long-term (Tanış and Dikilitaş, 2018). Freeman (2016) argues that the progress in the teaching process occurs when teachers are able to shift classroom activities from automatic and habitual into ones that are considered. In the same context, Borg (2015) states that teachers are active, decision makers who primarily determine classroom events as they have the needed comprehension of the real teaching setting. Fullerton (2013) goes further and declares that the implementation of reflective teaching technique would help teachers to enhance their professional development, assess their performance, and observe their learners' performance.

In fact, EFL learning is intended to be more than just a language learning process; it is also meant to be a process of enhancing both humanistic knowledge and accomplishment (Wang, 2016). TPD may thus be regarded as a dynamic evolving process of a continuously upgrading and enhancing professional structure, as it brings teachers up to pace on current changes in the field as well as in their abilities, attitudes, and approaches to new teaching methods, goals, and circumstances. Last but not least, it assists the institution in implementing new curricula and teaching methods. In the light of what has been mentioned, TPD is a crucial part of educational institutions, as it promotes educational evolutions in the educational field (Prestridge, 2014).

1.7 Teacher Education

It goes without saying that a teacher is regarded as an important pillar in a student's learning process. According to Darling-Hammond (2017), teaching has been acknowledged as having a significant impact on education policy in the majority of countries. The quality of instruction determines student achievement; therefore, teacher preparation and development are considered as major aspects in building successful educators.

Teacher education refers to policies, processes, and resources aimed at providing teachers with the information, attitudes, behaviors, and competencies they need to succeed in the classroom. Those who engage in this activity are referred to as "teacher educators." Furthermore, teacher education is a program that focuses on the development of teacher expertise and competency in order to allow and equip teachers to meet the demands of their profession and address the problems they encounter. Hawes (1982) defines teacher education as:

The very broad field of study and instruction concerned with professional preparation for careers in teaching, administration, or other specialties in education, particularly in the levels of preschool, elementary, and secondary education. (p. 225)

Similarly, Rivlin (1943) argues that teacher education encompasses the entire spectrum of activities that go into preparing teachers for their careers and helping them grow as teachers. It covers both pre-service and in-service education for individuals who have never taught before and for those who are currently teaching. In other words, teacher education refers to the overall educative experiences which help preparing individuals for a teaching position. It is about the program of courses and other experiences provided by an educational institution to prepare for teaching and other educational service and contribute to their professional development.

Conclusion

Autonomous learning is defined in a variety of ways; nevertheless, experts have agreed on a definition that includes a learner who is totally responsible and aware of his own learning. In reality, in order for students to accomplish that outcome, it is the job of the instructor to offer them with the genuine understanding of autonomy, models, and techniques to acquire the traits of an independent learner and a plan that is focused on encouraging their autonomy. Moreover, it is beneficial for students to be self-sufficient, but with the condition that they be fully aware of what and how to learn, and how to evaluate what they have acquired. Autonomy is indeed beneficial in the EFL context as it brings the best outcome in both professional and personal side of teachers and learners.

Chapter Two

Self-Reflection in the EFL Context

Introduction

It is well acknowledged that learning or teaching a language is a complicated process, and taking on the task of molding effective future teachers is not a simple one. As a result of their direct effect on students, teachers in higher education play a critical role in defining the quality of teaching as well as learning. Hence, instructors must have adequate understanding of the skills that a good teacher should possess, as well as recognize how their own behavioral changes might affect the classroom environment. Indeed, teaching or learning EFL is fraught with difficulties. In this sense, self-reflection is a demanding skill for both instructors and students to acquire. This concept has gotten a lot of scholarly attention for its advantages in both the learning and teaching processes. Therefore, this chapter is devoted to a study of diverse academics' conceptions of self-reflection. Moreover, it discusses reflective learning and reflective teaching, highlighting the types of self-reflection as well as the various techniques and processes related to reflective teaching and learning. This chapter will also mention two common models of self-reflection in the EFL field, in addition to the challenges faced by teachers when adopting this strategy.

2.1 Reflective Learning

2.1.1 Definition of Learner's Reflection

According to the Oxford dictionary, learning is "the acquisition of knowledge or skills through study, experience, or being taught". One also may consider learning to be the ability to problem-solving through being taught and experience in spite of obstacles. Boud et al. (1985) define self-reflection in the learning context as "a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understanding and appreciations" (p.18). In other words, self-reflection is a general term for those cognitive and affective activities in which learners enrol to explore their experiences to gain new knowledge. Boud (1999) affirms that the evolution of self-

reflection is part of a shift that recognizes the need for students to behave and think professionally as an important part of learning during their academic careers, rather than requiring students to master theory before engaging in the practice. It is also important to remember that for students to establish reflective skills, they must be introduced to learning environments that prepare them to participate in reflective activities (Schon, 1987).

In the light of what has been said, it is a fair guess to deduce that the capacity to learn and develop could be achieved through focusing on one's learning and learning from one's reflections on knowledge. Reflective thought necessitates deep thinking and rationalizes any taken decision because it needs well-organized cognitive skills. Reflective learning is a form of learning in which one not only acquires new information or skills, but also improves one's understanding of how that information was obtained. In that respect; we can say that reflective learning could help in generating active learners. Therefore, a learner would be a more successful one once he understands how he learned particular information.

2.1.2 Characteristics of Reflective Learning

Reflection is described as a conscious process, in which an individual takes time throughout their work to reflect on their progress and think carefully about the process that led to specific decisions, what occurred, and what they learned from their experience in order to figure out what they should do in the future (King, 2002).

According to Dublin City University (2011), reflective learners continually think about:

- The content, the reason, and the manner by which they are learning.
- The way they are applying what they are learning.
- What their strengths and weaknesses in learning are.
- What are their top learning priorities.
- What they should do to develop and expand their learning
- How well they are seeking their short-, mid-, and long-term objectives.

Reflective learners explore their motivation as well as the shifts in their attitudes and ideas that occur throughout time. They also manage to recognize the abilities they require for various learning activities, and prefer to emphasize challenges they encountered during their learning journey and how to overcome them.

2.1.3 Processes Related to Self-Reflection in the EFL Context

The educational setting is full of opportunities to take advantage of by transforming them into opportunities in which one can learn new things and develop his or her professional activities. According to Richards and Lockhart (1996), in all classroom circumstances, teachers go through different situations and experiences that they might make use of to gain a richer knowledge of teaching. Hence, there are several processes that can be used to reflect on class activities such as:

2.1.3.1 Observation

Self-observation and peer observation are the two most common ways to observe and reflect on a teacher's performance in the educational setting. According to Richards (1996), in the EFL context, there are three stages to implementing observation, and all of which need to be taken into account: observing the event itself, reviewing the event, and responding to the event. The instructor's performance is observed in the first stage, whether by another colleague or by the teacher himself. The second stage takes part in recalling the event itself by using the recording material such as journaling, audio-visual records, and checklists. Finally, the information gathered is examined in order to assess the reflection process. As a consequence, EFL teachers would be able to achieve an acceptable outcome that would allow them to grow, renew, and revitalize their careers.

2.1.3.2 Self-Observation

Self-observation is a process of being aware of one's own teaching, in which teachers can use audio or audio-visual recordings or even written records of their own teaching. Then,

while watching the tape, they can take notes or write short summaries of the classroom discussion as they can also observe and enhance their own teaching skill. The emphasis here is on the teacher's own professional development as the self-observation process promotes awareness, reflection, and questioning. Regardless of the effectiveness of self-observation, one should first determine whether teachers are capable of analyzing their own recordings in a way that leads to accurate and valid results. Hence, external evaluations may also provide valuable insights about teaching quality. Both self-observation and peer observation may encompass several techniques such as:

A- Journals

Journaling is a method of reflection that involves writing down thoughts, emotions, observations, and insights. This strategy aids in concentrating on one's thoughts and generate new ideas, as well as organizing one's thinking by examining and mapping difficult situations and being conscious of one's actions.

Moon (2004) provides guidelines for journaling. According to him, it is a good idea to keep track of the reflection process in addition to the events. Additionally, the use of questions to extract information and challenge assumptions is required. Finally, individuals must apply concepts and theories to their personal and professional situations.

B- Portfolios

Reflective portfolios are also one of the evaluation techniques that may be used to support reflective teaching and self-directed learning. Learners are required to reflect on their performance and development throughout time. This technique is widely implemented in the EFL context in which learners are required to reflect on their learning task in the four linguistic skills (Goker, 2012).

A portfolio consists of students' outcomes that are structured to show their performance and academic success. Learners autonomously manage to arrange their portfolios and select

the proper content depending on their objectives. In other terms, a portfolio is a collection of a student's achievements in a particular area over a duration of time, produced according to certain criteria (Paulson, 1991).

The components of reflective portfolio vary significantly depending on the area of study, however, it often comprises brief written works that may recapitulate and reflect on the learning/teaching experience. It may contain the following:

a- A Sample of the Practice

Instructors may be required to write down a sample of their lesson plans while students can write down a sample of their tasks or previous homework.

b- Journals

Journals can also be one of the portfolio components, in which students and teachers can take notes or write down the completed tasks, as well as challenges faced during their teaching/learning experience.

c- Reports on Significant Events

These reports typically include brief recapitulations of critical incidents that had a significant positive or negative impact on a student's or a teacher's experience, which in turn will guide them through new acquired skills to better manage such experiences.

d- Proof of Achievement

In this section, learners or teachers may include written evidence of their progress and achievement in order to track and monitor their development.

C- Videotapes

The process of self-reflection may be facilitated through video recordings, in which teachers record themselves during the process of teaching, and then they can have the chance to watch and observe themselves again, In fact, this process can help teachers learn more, for instance, after watching the recorded video, teachers may provide suggestions to improve

their practice, as they can also notice the overlooked practices that they were unable to observe prior. The teacher may also rely on a colleague who will watch him deliver the lesson and give feedback on the strengths of his practice or some possible ideas for development. These observations could also be carried out over a block of lessons to show progression. A videotape might serve as an extra set of eyes to detect erroneous practices that the instructor missed at the moment.

According to (Morrow, 2019), in order to facilitate the process of observation, the teacher can ask himself the following questions:

- Do I give all of my students the opportunity to participate?
- Do I provide students with enough time to answer my questions?
- How well do I promote a learning atmosphere that springs curiosity and stimulate classroom discussion?
- How well do I manage time?
- What do I want to alter in the next session?
- How successfully do I connect the learning objectives to the activities I am tackling?

D- Peer Observation

Peer observation of teaching is a cooperative activity, in which one or more colleagues observe another's teaching in the classroom, virtually or even via a teaching resource, such as unit outlines and tasks or reviewing a teacher's recorded video. The observer would be critically reflective, he would consider giving constructive feedback, and the whole process would lead to teacher professional development (Brookefield, 1995). Simply defined, peer observation is the process by which teachers observe and learn from one another's work, especially, after providing constructive feedback.

The process of peer observation is tailored to the requirements of individual instructors, with the goal of facilitating the exchange of best practices and raising awareness of the

influence of their own teaching. Seemingly, Cosh (1999, p.25) argues that: "peer observation is not carried out in order to judge the teaching of others, but to encourage self-reflection and self-awareness about our own teaching". In other words, observation in this context is viewed as a technique for analyzing classroom activities and collecting data about teaching rather than judging it.

The participation of the observer might help the instructor in improving his teaching abilities. Peer observation assists instructors to gain a deeper knowledge of the teaching process in certain aspects because it allows the observer to notice errors that the teacher might overlook (Cakir, 2010). Peer observation also offers an interactional environment, in which teachers may have the chance to be highly reflective and strengthen their teaching skills. According to Richards and Farrell (2012), the important aspects of peer observation include going deeper into the manner the course is taught and acquiring an in-depth insight about the teaching/ learning process.

Cosh (1999) believes that the following factors must be considered while providing feedback during peer observation. First and foremost, observers should avoid providing deconstructive feedback. Whether providing positive or negative feedback, observers should know how to do that while considering the teacher's feelings. The second factor is objectivity; peers should be as objective as possible even the teacher is not only a colleague but a friend. Last but not least, the number of reviewers should be up to two teachers or supervisors.

2.1.4 Types of Self-Reflection

Schon (1983) identifies three phases where the reflective practice may be implemented in the educational setting. The first phase is "reflection before action ", which takes place before the activity in order to plan, the second one is "reflection on action" that takes place afterwards in order to critically analyze and gain knowledge from experience. The third is

"reflection in action", which occurs during the experience to help determine how to respond when something unexpected happens.

2.1.4.1 Reflection before-Action

The term "reflection before action" refers to the pre-planning stage, i.e., the procedure taken to prepare for a certain activity. During this stage, the instructor considers the activity at hand, establishes objectives, and implements tactics to attain them. Moreover, the instructor concentrates on paying attention to his emotions, ideas, and views regarding himself, others, and the circumstance in which he will be placed in (Meitar, 2009).

Reflection before action serves in identifying obstacles based on prior experience and determining how to handle the situation. In this context, teachers are required to reflect on many parts of their forthcoming lectures to make sure that they are well-planned, potential issues are detected ahead of time, and solutions to the problems found are explored (Eby and Herrell, 2004; Griffiths, 2000). To put it differently, teachers in this stage look at the lesson they are going to teach and reflect on how they are going to deliver it; they concentrate on the objectives of the lesson, the learning goals, the resources, the teaching techniques, the approaches that they are going to implement, as well as the students' needs.

2.1.4.2 Reflection in-Action

Schön (1983) argues that reflection in action is a practice that is triggered when something unexpected, odd, or even undesirable occurs and requires our attention. That is, in this stage the reflection occurs within the action of teaching where the instructor is supposed to slow down and examine the circumstance, which is either hard, unexpected, or perplexing. Moreover, it seeks to figure out what is going on, and depending on that, to alter and edit what needs to be modified (Cirocki, 2017). However, there seems to be another area of time where reflection in action can take place. According to Richards and Farrell (2012), in reflection in action, teachers should imagine specific classroom settings or significant events and react to

them appropriately and creatively. Additionally, giving instructors key instances to analyze can help them become more conscious of their own classroom methods while also discovering fresh insights. Simply, it can be stated that reflection in action can take place during the teaching process in which the teacher imagines certain events happening while teaching and tries to manage and react to that situation.

2.1.4.3 Reflection on Action

Modification or contemplation at the given situation can be challenging, and individuals require a safe environment where they can learn from their mistakes or modify their previous behaviors (Bulman and Schutz, 2013). This is known as reflection-on-action. This latter takes place after an event has occurred, in order to consider it, examine it, relive the experience to bring it back to mind, analyze it, and improve one's knowledge of it. Dewey (1933) stresses the necessity of rebuilding and rearranging one's experiences in order to enhance their meaning.

Reflection on action can be implemented on one's own video recorded interaction. It can also be accomplished by asking reflective questions after reading background information, viewing a video, or even after reading what has been written down in the teacher journals. Reflection on action has three components, the first is referring to a prior experience, the second is evaluating it based on current insights and knowledge, with a special emphasis on the emotional aspects, and the third is developing new views for future tasks (Boud et al., 1985)

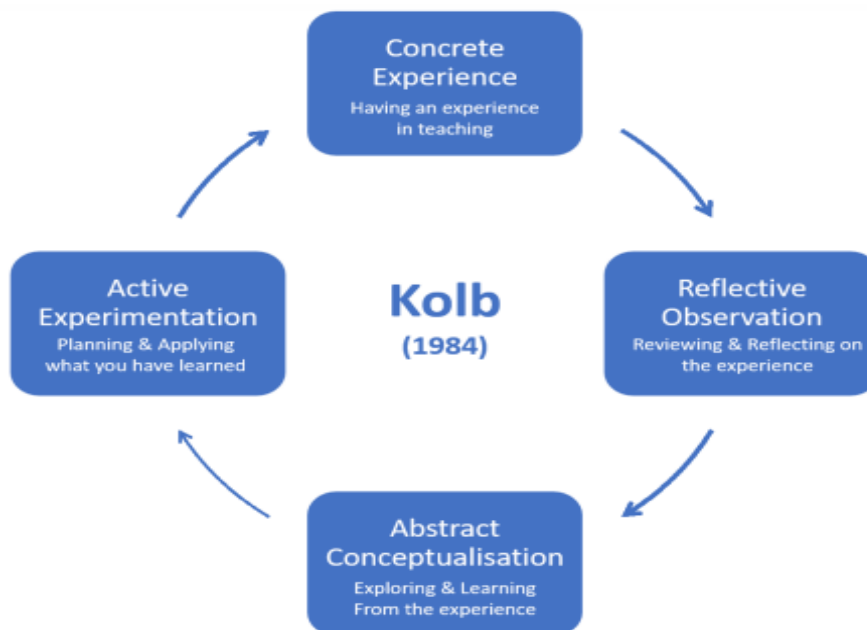
2.1.5 Reflective Practice Models

There is no consensus on which model is the most appropriate to use due to the divergence of many models in stimulating reflective practices, although each one might be helpful. According to Bisson (2017), the following two main models are the most prevalent and effective ones in the EFL context.

2.1.5.1 Kolb's Model of Experiential Learning

Kolb (1984) argues that learning is a cognitive process that requires continuous acclimation and interaction with one's surroundings, in which individuals gain knowledge actively via experience rather than being passively involved in the learning process. According to Kolb, "learning is the process whereby knowledge is created through the transformation of experience" (p. 38). That is, the individual can turn the learning experience into a learning opportunity. Kolb's approach goes one step further. This approach, which is based on views about how individuals learn, focuses on the concept of growing knowledge via real-life experiences and includes four stages, as shown in figure 2.1.

Figure 2.1. Kolb's Model of Experiential Learning (1984)



According to Kolb's model, in the first stage "concrete experience" we begin with an experience that is either a replay of a previous experience or something entirely new to us. The following step is "reflective observation" 'It is for us to reflect on the event and try to make any observations that we have not made before. After that, "abstract

conceptualizations", in which one may come up with new ideas based on the prior observations. The last stage is " active experimentation ", in which one may apply the new concepts to a variety of scenarios that may arise. In a nutshell, this model highlights the need of reflection in transforming daily experiences into new ideas.

2.1.5.2 Gibbs' Reflective Cycle

Gibbs came up with the concept of a reflective cycle to help learners to think about the many stages of an activity or experience in a systematic way (Helyer, 2015). Reflection was viewed as a continuous pattern of behavior in which the results of earlier reflections guide future acts. Gibbs (1988) Reflective cycle model includes six stages as displayed in figure 2.2

Figure 2.2 Gibbs' Reflective Cycle (as cited in Wain, 2017, p.3)



The first Stage is " description" in which one have the opportunity to describe the issue or the experience in full in this stage. The most important details to give here are those related to what occurred. Some of the most useful questions to ask while writing an objective description are for instance, what happened and where did it happen? when did it take place? who were the people involved? what did you accomplish on your own? what did the rest of the group do? and what was the outcome of these deeds?. In the second stage "feelings", learners might use this section to analyze any feelings or ideas they had throughout the experience and how they may have influenced it. In the 'evaluation" and " analysis ' stages, learners would then assess and analyze the experience , determining if it was good or not , as well as what features made it good and what aspects made it poor. After that, learners will be able to make conclusions after evaluating their experience, and they will consider how to improve their performance, as well as what they should do if they meet a similar circumstance in the future. Finally, in the last stage " action" , learners will engage in real-life experiences that will allow them to reflect on and predict how they will perform in the future. Before beginning the action phase, learners are required to make a strategy in order to have a better outcome (Minds Tool Corporate ,2014).

2.1.6 The Affective/Personality Sphere

Learners' attitudes and awareness of their own learning and learning responsibilities have a significant impact on their ability to acquire autonomy in the learning process.

2.1.6.1 Learner's Beliefs

According to Cotterall (1995), the importance of learner's beliefs in strategy use and autonomy has lately received a lot of attention. The attitude of both students and instructors about their roles and responsibilities in the teaching and learning tasks have a major effect on the development of learner's autonomy. According to Wenden (1998), two kinds of attitudes are crucial: attitudes learners have about their role in the learning process, and attitudes they

have about their potential as learners. If students believe that learning can only be effective in the "conventional classroom" where the teacher controls, educates, and supervises the learning activity and students must follow in the instructor's footsteps, they are likely to be resistive to learner-centered tactics that promote autonomous learning. To put it in another way, learners' beliefs and attitudes can influence their performance. Hence, in order for learners to maximize their preparation for the difficult tasks, which are required in autonomous learning, learners must have a favorable attitude toward autonomy.

2.1.6.2 Self-Awareness and Self-Reflection

Autonomous learning necessitates learners' awareness of their own learning process. Learners must have "metacognitive awareness," which is a requirement for the self-reflection that autonomous learners must undertake on all elements during their learning journey. In this regard, autonomous learners are individuals who can set their own learning goals, assess their progress independently, and last but not least, encourage themselves to study and learn from others (Gardner, 2011).

2.2 Reflective Teaching

Teaching is primarily an interactive activity that takes place between a group of individuals studying in a social context known as the classroom. (C Roland Christensen et al., 1992) The majority of instructors gain teaching skills early in their professions. Teachers who are new to the field may find their first teaching experiences difficult, but with practice, they develop a range of teaching skills that they may implement during their careers. In addition to that, teaching is not an automatic process, in which the teacher has to be equipped with particular skills that he works with throughout his whole teaching career. Therefore, In the EFL field, it has been recommended that reflective techniques should be implemented in both pre-service and in-service training; not only that but even for experienced teachers (Wallace, 1991). Moreover, teachers must develop a higher degree of awareness of how they teach by

moving beyond automatic or routinized practices in the classroom settings. However, in order for that to be accomplished, teachers need to observe and reflect on their own practices in the education settings. This technique of teaching is referred to as "reflective teaching".

2.2.1 The Characteristics of Reflective Teaching

Different academics have recognized distinct aspects of reflective teaching. According to Martin et al. (1988), reflective teaching is a method of teaching and learning that includes open-mindedness and critical thinking as a key tool. It entails communicating with and evaluating colleagues' difficulties that arise during lessons. Reflective practice is a purposeful break that allows for higher-order cognitive processes through assuming an open perspective. These techniques are used by practitioners to examine beliefs, values, attitudes, objectives, and methods for gaining new or deeper understanding in order to design activities that benefit students' learning (York-Barr et al., as cited in Carey et al., 2017)

Reflective instructors are individuals who are always questioning, learning, and discovering themselves. They also seek out various viewpoints, alternate justifications, and solutions. In addition, they generally take conscious and deliberate responsibility for their own learning, and they are apt to organize, monitor, assess, and adjust activities. Reflective teachers are flexible, which means, they are open for new experiences, and consider students' needs, wants, and lacks. Finally, reflective teachers seek to identify and solve problems for the promotion of the educational system in general (Dewey, 1933; King and Kitchener, 1994; Osterman and Kottkamp, 2004; Rodgers, 2002; Taggart and Wilson, 2005; Valli, 1997; Van Manen, 1977; York-Barr, et al., 2006; and Zeichner and Liston, 1987).

2.2.2 Challenges in Implementing Reflective Teaching

As one of the primary characters in the teaching process, the teacher is responsible of improving his personal qualities and professional abilities on a continual basis, in order to enhance the quality of his teaching .However, There are a range of challenges to teacher

reflection, including, time restrictions, fear of being judged, systems of schools and districts, inadequate experience and knowledge about the notion of self-reflection, specific personal traits of particular teachers, and the profession's constraints. These are important barriers to reflection in teacher practices; each of these hurdles might be very necessary to manage (Bishop et al., 2010).

2.2.2.1 Inadequate Knowledge and Experience

Many teachers, especially novice instructors, lack the necessary abilities to participate in reflective practices. Because they are overloaded with maintaining order and offering information, they may lack the practical skills necessary that allow them to take a step back from their teaching. (Calderhead, 1989). They may also lack analytical abilities, such as the capacity to perceive the connection between general principles and seemingly distinct specific occurrences (Ojanen, 1996).

2.2.2.2 Personal Traits

Reflection might also be hampered by personal limits. Calderhead (1989) observes that, even in reflective teacher education programs, instructors are intolerant with a concomitant difficulty to separate themselves sufficiently from instructional events to reflect on them objectively. According to Schon (1988), reflective teaching can put a beginner teacher under a lot of stress, since it exposes them to uncertainty, ignorance, and therefore, sensitivity, anxiety induced by vulnerability, and defensive tactics that are typically used to defend against vulnerability. Hatton and Smith (1995) underline the tension that might stifle reflective practice.

2.2.2.3 Profession's Constraints

Reflective thinking can be hampered by a variety of qualities that are innate in the teaching profession. The classroom is such a busy environment that teachers can only selectively focus

on what is happening. However, what they observe can help reinforce whatever point of view they currently hold, rather than, challenge them in a way that promotes change (Smyth, 1986)

According to Zeichner (1987) and Loughran (1996), teachers may be less motivated to engage in reflective activities once they leave the classroom environment because their time is generally consumed by day-to-day requirements. In addition, colleges seldom encourage new instructors to keep utilizing reflection. Teachers who like to think and communicate in reflective language may be dismissed by colleagues in schools where reflective participation is not a professional norm (Brookfield, 1995). The conventional emphasis on "doing" rather than "thinking" encourages such behavior (Calderhead, 1989).

2.2.2.4 Systems of Schools and Districts

What Korthagen and Wubbels (1995) refer to as "wicked" systems hinder teacher reflection even further. University supervisors are burdened with enormous workloads, as graduate students are unlikely to stay in their employment for long, hence, structural difficulties arise during student teacher supervision. Reflective supervision takes time, which they may not be able to devote (LaBoskey, 1993). Furthermore, committee labor may be underpaid or unpaid, and creativity may be despised (Noffke and Brennan, 1988). In fact, teachers' principal job is to churn out future employers, not to foster reflective thinking in their students, which could be a barrier to reflective practices (Smyth, 1986).

2.2.3 Tools Used to Facilitate Reflective Teaching

Reflection-inducing activities have been demonstrated to be beneficial in the development of teacher reflection, such as: case studies, journaling, conducting self-studies, audio- or video-taping, and supervision.

2.2.3.1 Case Studies

Case studies of contextualized teaching issues might help in reflecting on what one is doing. Case studies entail presenting contextualized information, describing the potential

positive and negative effects of actions taken, considering all performers' viewpoints, and giving additional methods to accommodate and likely outcomes (Romano, 2004). This work focuses on in-the-moment decisions and can assist instructors in improving their reflection in action abilities. There is a proof that individuals who examine case studies with others think about them more deeply and comprehensively, and they are more likely to modify their opinions than people who study cases alone (Levin, 1995).

2.2.3.2 Journaling

Journals are the most prevalent form of professional reflection in teacher education. Some writers suggest journaling that uses an unstructured narrative style, such as a spontaneous writing, in which the author writes down his thoughts in a stream-of-conscious manner (Schon, 1988). Most teacher educators, on the other hand, advocate for a more organized method in which instructors are taught strategies such as how to ask themselves reflective questions (Ross, 1990).

2.2.3.3 Self-Study

This method of inquiry has been used since the 1960s and has gained momentum in the recent decade. The process of inquiry, which involves a well-organized way of data gathering and analysis, is critical in self-study. Self-study focuses on knowing oneself as well as the classroom environment, including personal and professional growth, and incorporates narrative and autobiography in addition to standard action research approaches (McClain, 1970).

2.2.3.4 Audio- and Videotaping

Audio and video recording were once intended to chronicle the usage of certain teaching approaches, but they are now more commonly utilized to encourage reflection. Reflection might also be aided by referring to recordings of skilled teachers (Clarke, 1995). Pre-service teachers have seen a video of an experienced teacher in a program reported by Rowley and

Hart (1996). At crucial times in the recording, the supervisor paused it and asked the student teachers to think and anticipate what would happen ahead. This should be especially helpful in cultivating reflection-in-action since it closely resembles how the process works in the middle of a lecture.

2.2.3.5 Supervision

Supervisors can play an important role in encouraging instructors to reflect. According to Zeichner and Liston (1987), the supervisory process can contribute to the implementation of the reflective process when it includes an examination of teachers' beliefs, an examination of educational institutions and social settings, an analysis of content and teaching strategies, and encountering unplanned and planned results of teaching. According to Smyth (1986), the objective of supervision is to assist instructors in reaching the target when the process of teaching itself becomes a major source of information.

2.2.4 Action Research

Action research is a type of study conducted for teachers to employ in their own classrooms to overcome issues and enhance their professional practices. It entails organized observations and data gathering, which the practitioner-researcher can then implement for reflection, decision-making, and the creation of more successful teaching techniques (Parsons and Brown, 2002). Overall, action research, case studies, curriculum assignments, videotaping, and supervised practicum experiences significantly improve teacher reflection (Hatton and Smith, 1995)

Conclusion

To recap, teaching and learning are two processes that necessitate a high degree of awareness, in which teachers and students should be continually reflective in order to obtain satisfactory results. Hence, the effective implementation of reflective strategies can enhance learners' academic achievement, promote teachers' professional development, and foster their

autonomy. Reflective practices allow teachers and educators to create and share their teaching ideas and insights. At the same time, students and teachers are required to devote time and energy in initial training and ongoing effort. Therefore, a move toward a critical pedagogy is important, as the technique of reflection has the potential to make teaching and learning a lot more efficient.

Chapter Three

Field Investigation

Introduction

This chapter is devoted to the practical part of the research which has the intention of reporting and analyzing data collected from the research tool chosen for the current study. More specifically, it aims at investigating via two questionnaires whether or not the notion of reflective teaching and learning is recognized and used by teachers and students at the department of English language at Guelma University. Hence, the findings gathered from the questionnaires' analysis would enable us to answer the research questions. This part of the dissertation includes an interpretation of the data collected from two samples. Besides, a general conclusion, suggested pedagogical implications; in addition to some limitations that restricted this research are also provided.

3.1 Research Method and Design

In order to investigate teachers' and learners' use of self-reflection in the EFL context, a quantitative method has been adopted. More specifically, a questionnaire has been chosen as a tool to collect the wanted data. It entails to explore students' and teachers' awareness of the mentioned concept and if they are up to adopt it.

3.2 Population and Sample of the Study

The population of the present study consists of both teachers and students at the Department of English, 8 Mai 1945 Guelma University. However, the first sample contains 11 teachers who teach different modules, and the second sample includes 50 master two students who enrolled in the academic year 2020/2021. The reason behind choosing university teachers and specifically master two students as a case study is that they are dealing with an advanced level regarding teaching and learning. Hence, they supposed to be familiar with the process of reflection and why not be reflective themselves.

3.3 Teachers' Questionnaire

3.3.1 Description of Teachers' Questionnaire

This questionnaire is composed of (16) questions. As far as the questions are concerned, the questionnaire contains different types of questions: multiple choice questions, Yes/No questions, and open-ended questions, as some questions require clarifications. Initially, the teachers' questionnaire aims at gathering data regarding teachers' reflective practices and their perception towards self-reflection in the EFL context.

3.3.2 Administration of Teachers' Questionnaire

The questionnaire was distributed to (20) participants who took a period of nearly 18 days, from July 28th till 14th of August 2021 to answer it. The administration was via e-mails due to some exceptional circumstances. However, only (11) teachers responded to the questionnaire and sent it back during this period. We could not wait any longer for the rest of the participants to respond due to time constraints.

3.3.3 Data Analysis and Interpretation

Data analysis include "sifting, organizing, summarizing, and synthesizing data so as to arrive at the research's results and conclusions" (Seliger and Shohamy,1989, p.201). As earlier noted, a quantitative method was used. A questionnaire has been chosen as the technique to collect the desired information.

Q1- Do you think that passion is important in teaching?

a- Yes

b- No

Whatever your answer, please justify

Table 3.1

The Importance of Passion in Teaching.

Option	Number	Percentage
Yes	11	100%
No	00	0%
Total	11	100%

According to table 3.1 the whole sample (100%) agreed that passion is important in teaching. Thus, some teachers supported this claim by giving the following justifications, they are quoted as follows:

- “I personally think that Passion is one of the important qualities of a good teacher. Lecturer with passion always succeeds in making students learn, grow and develop by simply getting them interested about what they are learning”.
- “When you love your job, it’s not a job anymore, it’s just being paid on entertaining yourself”!
- “It’s very important because whatever feeling you have for teaching and students (positive or negative), it will be transmitted to them via your words and energy”.
- “It makes the teacher energetic and always eager to show the best of himself while being in classroom”.

The findings show that teachers seem to be aware that teaching is not only an automatic task in which they are required to master specific skills to deliver the course to students, instead, it is a profession that requires teachers to be passionate about in order to give their best.

Q2- Do you keep a journal in which you record your teaching experiences and events?

- a- Yes
- b- No

Table 3.2

The Use of Journals by Teachers

Option	Number	Percentage
Yes	6	54,5%
No	5	45,4%
Total	11	100%

Table 3.2 shows that (54, 5%) of the participants keep a journal in which they record their teaching experiences and events, while (45, 5%) of the participants do not do that. More than half of the participants use journals in their teaching process and they tend to record their teaching experiences. This means that those teachers are using one of the techniques related to self-reflection, though they may not be aware about this latter fact.

Q3- If yes, what are the ideas that you mention?

- a- Routines and actions in the classroom.
- b- Views and beliefs about teaching and learning.
- c- Important aspects of the lessons.
- d- Information, reminders, and ideas that need elaboration and analysis for future actions.
- e- Others, please specify.

Table 3.3

Ideas Teachers Mention in Their Journals.

Option	Number	Percentage
Routines and actions in the classroom.	3	6,3%
Views and beliefs about teaching and learning	3	6,3%
Important aspects of the lessons.	7	12, 5%
Information, reminders, and ideas....	37	74.9%
Others please specify.	00	00%
Total	50	100%

In this part, teachers were required to include the ideas they mention in their journals, as displayed in table 3.3. The majority (74.9%) of the participants use information, reminders, and ideas that need elaboration and analysis for future actions. While (12, 5%) of the participants use important aspects of the lessons in their journals, (6, 3%) use views and beliefs about teaching and learning in. Finally, (6, 3%) of the informants use routines and actions in the classroom.

Based on these results, one of the most ideas that teachers mention in their journals are information, reminders and ideas that need elaboration and analysis for future actions. Hence, we can assume that teachers may find it helpful and necessary to use the aforementioned ideas in their journaling more than the other ones maybe because they prefer to be well-organized using reminders and writing down their ideas in order not to be overwhelmed later on.

Q 4 Have you ever tried audio or video recording of your lessons?

Table 3.4

The Use of Audio or Video Recording

Option	Number	Percentage
Yes	7	63,6 %
No	4	36,4%
Total	11	100%

According to the findings presented in table 3.4, (63, 6 %) of the participants declared that they used audio or video recordings during their teachings before, while (36, 4%) of the participants claimed that they never used audio or video recordings of their lessons. These results show that more than half of the participants use video recording of their lessons which is one of the techniques that help a teacher to reflect on his/her own teaching process and that could be a sign of teachers' awareness about this technique Teachers can record themselves during the teaching process and then watch and observe themselves once more, which can help them learn more. For example, after watching the recorded video, teachers may offer suggestions to improve their practice, as they can notice the overlooked practices that they were unable to observe previously. Teachers may also enlist the help of a colleague who will observe how they conduct the lesson and provide comments on their strengths and areas for improvement. These observations might also be made over a period of time to demonstrate progress.

Q 5 What is your take on the use of audio-visual recordings in the development of the teachers' performance?

The answers provided by the informants indicate that they are supportive when it comes to the use of audio-visual recording. Those teachers perceive it as an interesting and essential tool, which can help in the development of their performance, i.e., by identifying their

strengths and weaknesses. However, others perceive it not as a tool for reflection, but just as distance learning and back up data for absent students or those who want to revise, especially during special circumstances like the current ones (CORONA VIRUS)

These are some answers provided by the informants:

- “I think it is becoming vital especially under the current conditions (Corona Virus). It makes teaching possible, easy and effective”.
- “A teacher can listen to or watch his actual teaching to be able to comment on it, have an external eye on their own teaching (mistakes committed, time management, body language, and more”).
- “Audio-visual aids represent a very interesting tool in EFL classrooms for both teachers and learners. Using recordings can help the teacher to realize their weaknesses and their strength in terms of teaching and transmitting messages. It provides an authentic feedback to the teacher about his/her performance”.
- “Very primordial and essential for sharing on social media, distance learning and back up data for absent students or those who want to revise”.

Q6 How often do you share your classroom experiences with your colleagues and seek their advice/feedback?

- a- Often
- b- Sometimes
- c- Never

Table3.5

Sharing Classroom Experiences with Colleagues and Seeking their Advice/Feedback

Option	Number	Percentage
Often	2	18,2%
Sometimes	9	81,8%
Never	0	0 %
Total	11	100%

The results obtained shows that the majority (81,8%) of teachers sometimes share their classroom experiences with their colleagues and seek their feedback. In addition, (18,2%) ensured that they often share their classroom experiences with their colleagues and seek their feedback and advice. In fact, the integration of such process in teaching is pivotal due to its positive effects that can bring to teaching. For instance, reviewing classroom experiences with colleagues may reveal errors that the teacher could not notice while teaching. Hence, the findings indicate that teachers are aware of the importance of colleagues' feedback.

Q 7 How important do you think 'Action research' is for teachers?

- a- Very Important
- b- Somehow Important
- c- Not Important at all

Table 3.6

The Importance of Action Research for Teachers.

Options	Number	Percentage
Very Important	8	72,7 %
Somehow Important	3	27,3%
Not Important at all	0	0%
Total	11	100%

As it is displayed in table 3.6, the majority (72, 7 %) of the teachers believe that action research is very important for them, whereas, (27, 7 %) of the teachers think that action research is somehow important for them. This indicates that, most of the participants can be aware of the importance of action research in their teaching career. Action research can be manifested in organized observations and data gathering, in which teachers use them for reflection, decision-making, and generating more successful teaching techniques. (Parsons and Brown, 2002)

Q8 Have you taken part in the observation of any other teachers' classroom practices?

a- Yes

b- No

Whatever your answer, please justify.

Table 3.7

Teachers' Taking Part in the Observation of any other Teacher's Classroom Practices

option	Number	Percentage
Yes	7	63 ,63 %
No	4	36,36 %
Total	11	100%

The results obtained in table 3.7 reveals that (63 ,63 %) of the participants took part in an observational session of another teacher's class in different contexts and occasions. For instance, one of the participants stated that he /she helped some colleagues who were working on the practical part of their magister dissertations. Another one declared that he/she had this experience during his/her Phd field work.

The rest of the participants who constitute (36, 36%) of the sample stated that they never had such experience. Their justifications and the reason why they never had such experience are quoted as follows:

- "In university, this is not available or even suggested".
- "Unfortunately, we do not have this opportunity at the university. At middle and secondary school, it's a common practice but not at the university. We may learn a lot especially from experienced teachers. They can help us at the beginning of our career to acquire skills about classroom management and about developing communicative skills and human contact with learners".
- "Teachers do not tolerate that".

The clarifications added by the participants imply that teachers generally do not have a planned session to observe other colleagues' teaching session, and even for those who had this experience, it was unplanned. Moreover, other teachers claimed that it is intolerable for some

teachers to be observed. This means that the implementation of observation by other colleagues is somehow difficult to apply due to the mentioned challenges. Such as time constraints, intolerance of some teachers in being observed and overloaded schedules. In Fact, such challenges are critical and they should be taken into account since observation is an essential element in reflective techniques because as already noted it allows the observer to notice errors that the teacher might overlook.

Q9 Have you ever tried to get feedback from your students about the course, or your way of teaching?

- a- Yes
- b- No

Table 3.8

Students' Feedback about the Given Course.

Option	Number	Percentage
Yes	11	100%
No	0	0%
Total	11	100%

The whole participants (100%) claimed that they ask for their students' feedback, which means that teachers could be aware of students' attitude towards the given course and it could also mean that teachers seek to find out their students' needs, views, and work on developing their skills using their students' feedback. This could also mean that teachers believe that in order for them to meet students' needs they need to ask for their feedback concerning the teaching method and many other aspects.

Q10 If yes, do you collect information from students by using:

- a- A questionnaire.
- b- A sheet of paper asking an open-ended question.
- c- A group discussion.
- d- Others, please specify

Table 3.9

Means of Students' Information Collection

Options	Number	Percentage
Questionnaire	00	00%
Sheet of paper	03	27.27%
Group discussion :	05	45.45%
Others	00	00%
Sheet of paper and group discussion	01	9.09%
Questionnaire and sheet of paper and group discussion	01	9.09%
Sheet of paper and group discussion and others	01	9.09%
Total	11	100%

Among the whole sample, 45.45% of the participants answered that they only use a group discussion and that could mean that majority of teachers rely on group discussion as a tool to collect students' feedback about the given course, maybe because group discussion is one of the easiest and effective ways to collect students' feedback. while 09.09% of the participants denoted that they use both sheet of papers asking open ended questions and group discussions. The other 27.27% of the participants declared that they only use sheet of papers. Teachers who opted for the use of sheet of paper clarified their answers, though not required, claiming that they use it but on a condition that it is used anonymously where students can give an objective criticism about the method, the module, the way of teaching, and drawbacks. The given clarification means that teachers give the suitable platform for students to provide their

feedback by respecting anonymity and confidentiality, hence, could make it easier for students to express and give their opinions honestly and objectively.

Q 11 As a reflective teacher, which type of reflection do you prefer and practice most:

- a- Reflection in action.
- b- Reflection on action
- c- Both

Table 3.10

Types of Reflection

Options	Number	Percentage
Reflection in action	0	0%
Reflection on action	0	0%
Both	11	100%
Total	11	100%

Table 3.10 shows that (100%) all the participants practice both reflection in action, and reflection on action in their teaching process. On the one hand, they use reflection in action in order to check over and control their performance, in other words, teachers use self-reflection within the process of teaching in order to solve unexpected issues while teaching. On the other hand, they also reflect on their work after the end of the teaching process, which is called “ reflection on action “ , in order to consider , examine , relive the experience to bring it back to mind, analyze it, and improve their knowledge of it .Hence, this result displays teachers’ awareness of the necessity of implementing the complete notion of self-reflection which consists of both reflection in and on action in order to bring the best outcomes in their teaching profession.

Q 12 From a scale of 1 to 5 how much proper teacher education do you think EFL teachers receive prior to and throughout their teaching careers?

Table 3.11

Prior Education that Teachers Receive Prior to Teaching Career.

option	Number	Percentage
No education at all	01	09%
A little	05	45,5%
An average amount	01	9,1%
A decent amount	02	18,2%
A great deal	02	18,2%
Total	11	100%

As it is displayed in table 3.10, 45,5% of the participants declared that teachers receive only a little prior education before their teaching careers, whereas 18,2% of the participants added that they receive a decent amount of prior education, another 18,2% added that they receive a great deal of prior education, however only 9,1% of the respondents declared that teachers receive an average amount of prior education. Finally, 9% of the sample answered that teachers do not receive any prior education.

The findings indicate that teachers might not receive prior education before teaching and only few had the occasion to do so. However, teacher education program is very essential as it aims at providing teachers with the information, attitudes, behaviors, and competencies they need to succeed in the classroom, and contribute to their professional development.

Q13 Do you think that teacher's development is the responsibility of:

- a- The teacher
- b- Higher education institutions (the ministry)

c- Both

Table 3.12

Teacher Development's Responsibility

Options	Number	Percentage
The teacher	0	0%
Higher education institutions (the ministry)	0	0%
Both	11	100%
Total	11	100 %

According to table 3.12, 100% of the participants agree that teacher's development is the responsibility of both teachers and higher education institutions (the ministry). This may mean that teachers are aware that they should not only rely on higher education institutions to promote their performance, however, they should also prepare themselves to be self-sufficient teachers. Overall, this result implies the participants' autonomy since they do not rely at 100% on higher education institutions in their professional development. In fact, the previous findings in **Q6 Q8 Q9 Q10** and **Q11** about self-reflection consolidate the result obtained from **Q13**, as self-reflection is among the manifestations of autonomy.

Q14 Throughout your career as an EFL teacher, what are some of the challenges you have faced while implementing reflective teaching?

In this question, teachers were required to provide the challenges they have faced while implementing reflective teaching. They stated different kinds of challenges on several levels, the following statements are answers provided by teachers:

- "Sticking to the syllabus limits the scope of the teacher. Being limited by time also does not allow the teacher to have space for reflection and correction, one just needs to move forward whether s/he is doing well or bad".

- “Lack of time, crowded classes, underpayment, many tasks/roles to do/play, PhD research, unmotivated learners, etc”.
- “The non-collaboration from peers and sometimes students don't feel comfortable when asked to reflect on their teachers ‘methods”
- “Time management; the hanging of the class (of the students/learners/groups) in such a short period of time (a semester or two); the time that is not enough for me to conduct reflective teaching and thence effective changes”.
- “Inability to really implement it without collaboration from other teachers”.

To sum it up, the findings indicate that teachers face several challenges including: lack of time, lack of learners ‘motivation, and lack of collaboration between colleagues. Last but not least, the extrinsic factor may play a major role in challenging teachers to implement reflective teaching, which is the low salary given to some teachers and also having their Phd research while teaching could be an obstacle to give their best in their teaching career. Hence, one can assume that teachers face various challenges while implementing reflective teaching , thus , it is necessary to take into consideration working to solve and facilitate the mentioned challenges in order to facilitate the implementation of reflective teaching.

Q15 How would you describe the effect of teachers’ self-reflection on the overall success of the EFL teaching and learning process?

This question gives teachers the space to describe the effect of teachers’ self-reflection on the overall success of the EFL teaching and learning process, the participants answered as follows:

-
- “Well, self-reflection is necessary for both, ones' personal and professional life; if one does not make a pause and ask the questions: what did I do right and what did I do

wrong and how can I enhance this and correct that? If these questions are not asked, that person is going nowhere!”

“ Self-reflection is very important in all types of classes. It helps the teachers enhance the results of the teaching experience”

-
- “ The job of the teachers starts at home and ends at home: it starts at home by preparing lessons, tasks, correcting homework, etc.; then actual teaching in whichever setting, then returning back home for evaluation, self-reflection, and enhancement of whatever occurred in class.”
 - “It is worthwhile since it helps the teacher to regulate their teaching to meet the real learner’s needs.”
 - “I think that self-reflection is very important in improving the teaching-learning process. Realizing one’s weaknesses and problems can help us to look for a solution and overcome them. ”
 - “Self-reflection helps the teacher to value the positive aspects in his/her way of teaching.”

The results show that teachers describe the effect of teachers’ self-reflection on the overall success of the EFL teaching and learning process as a necessary notion on both personal and professional level. In addition, according to them, it helps the teacher to meet learners’ needs and to find out weaknesses and problems in order to deal with them. Therefore, one can assume that teachers are aware about the importance and necessity of implementing self-reflection in the teaching process regardless to the challenges they face which were mentioned in **Q14**.

Q16 Any further remarks are welcome and highly appreciated.

This question invites instructors to offer any additional ideas or observations they have regarding the research topic or any connected issue. Surprisingly, just three (3) teachers out of the whole sample (28 %) gave the following notes:

- “A very interesting topic. Personally, I practice self-reflection mostly on how I treat my students and what is the healthiest way to teach without being too strict or too easy going... and still I did not find the recipe!”
- “ In order to keep updated reflection in teaching is very necessary to help teacher know about their drawbacks, weaknesses and proceed to meet them to present for their learners appropriate teaching and help them to get involved in adequate learning sessions”.
- “Self-reflection could be done through self-assessment checklists too”.

Based on the mentioned remarks by few participants, we can assume that teachers might be aware of the necessity and the positive effect of self-reflection even in developing communicative skills with their students.

3.3.4 Summary of the Results and Findings from Teachers’ Questionnaire

The findings obtained from teachers’ questionnaire show that teachers opt for the idea that passion should exist in the teaching sphere. When teachers were asked about the use of journals, more than half of the participants claimed using them. Besides, most of them use audiovisual recording of their lessons. In addition, teachers added that it is not that easy for them to take observational sessions of other colleagues due to different challenges such as: intolerance of some teachers to be observed, lack of collaboration, and time constraints. Others even mentioned that it is not available at the university. Furthermore; the findings obtained indicate that teachers use some techniques related to self-reflection such as asking students for their feedback using different materials, despite the challenges that they

mentioned while implementing reflective teaching such as: lack of time, lack of learners' motivation, and lack of collaboration between colleagues...etc. In fact, teachers show a high awareness about autonomy in teaching and the importance of self-reflection in the EFL context. Hence, teachers are interested to use self-reflection but they face a lot of obstacles, thus, it is necessary to work on overcoming those obstacles.

3.4 Students' Questionnaire

The following part is concerned with the description of students' questionnaire including its sections, in addition to a deep analysis and interpretation of each question mentioned in the students' questionnaire.

3.4.1 Description of Students' Questionnaire

This questionnaire is composed of (15) questions. It contains two sections, which include different types of questions: multiple choice questions to choose an option (s) among some, Yes/No questions, and open-ended questions, in which some questions require clarifications. Initially, the students' questionnaire is used to gather the needed data about students' perception toward self-reflection in the EFL context.

Section One: General Information

This section includes five questions for the purpose of compiling general information regarding students' gender, and whether studying English was their own choice or not. In addition, years of studying English, and learners' main traits were also inquired about.

Section Two: Self-Reflection in the EFL Context.

This section includes questions which seek to investigate students' awareness about autonomy and their perception of the notion of self-reflection in the EFL context. Moreover, it seeks to find whether students are implementing reflective learning or not and what are the challenges that they face while implementing it.

3.4.2 Administration of Students' Questionnaire

The questionnaire was administered to (90) Master two students, from August 4th till 18th of August 2021; via e-mails. However, only (50) students answered the questionnaire and sent it back during this period. And because of time limitation, there was no way to wait for the rest of the students to answer the survey.

3.4.3 Analysis of Results and Findings

Section one: General Information.

Q1 Are you

a- Male

b- Female

Table 3.13

Participants' Gender.

Gender	Number	Percentage
Male	12	24%
Female	38	76%
Total	50	100%

The first question deals with the gender of the students. The findings indicate that 38 of the 50 participants are females, with a proportion of (76%) indicating that females are more interested in learning foreign languages and, in particular, Master degrees. Males, on the other hand, tend to gravitate toward different fields of study, as seen by the fact that just 12 of the 50 participants are males.

Q2 Years of studying English

Table 3.14

Years of Studying English.

Options	Number	Percentage
11 years	18	36%
12 years	31	62%
13 years	01	02%
Total	50	100%

This question seeks to determine how long students have been studying English. The students' English learning backgrounds were diverse. The bulk of the participants (62%) have been studying English for 12 years. However, 36% have been studying it for 11 years. Only 2% of the participants have spent 13 years studying English. The findings revealed that our sample students are familiar with the English language and have enough experience dealing with it, hence, to be classified as having an adequate level of English.

Q3 Is studying English your own choice?

a- Yes

b- No

Table 3.15

Choosing English at the University.

Options	Number	Percentage
Yes	49	98%
No	01	02%
Total	50	100%

The majority of the students (98%) selected English as their major. However, English was not their first choice for the remaining (2%). As a consequence, we can say that the vast majority of the students in the chosen sample were authentically driven to learn English. In other words, they were intrinsically motivated to study English at the university.

Q4 What are your main traits as a learner?

- a) Agreeableness (being kind, sympathetic and happy to help).
- b) Openness (appreciation for a variety of experiences).
- c) Extraversion (being sociable, energetic and talkative).
- d) Conscientiousness (planning ahead rather than being spontaneous).
- e) Neuroticism (inclined to worry about things).

Table 3.16

Students' Personality Traits

Option	Number	Percentage
A	7	14%
C	6	12%
D	7	14%
A-b	5	10%
A-c	2	04%
A-d	2	04%
B-c	3	06%
B-e	1	02%
C-d	1	02%
D-e	2	04%
A-b-c	4	08%

A-c-e	1	02%
A-d-e	1	02%
B-c-e	1	02%
A-b-c-d-e	4	08%
A-b-c-d	1	02%
B-c-d-e	2	04%
Total	50	100%

In this question, students were asked about their personality traits, accordingly, the results are displayed in that way in table 3.15. (14%) of the participants share the traits of agreeableness, similarly (14%) of the students' sample shares conscientiousness traits .furthermore , (12 %) share the extraversion traits .Hence we can assume that most students share the traits of agreeableness , extraversion and conscientiousness. These results indicate that those students, or some of them who may not be aware of self-reflection, may find it easy to implement self-reflection as a new concept in their learning repertoire and experience. As, they might be ready to collaborate with other mates and they also might be ready for new experiences that could be the suitable platform for self-reflection as they are social, energetic, active and prefer to plan ahead rather than being spontaneous .

Section Two: Self-Reflection in the EFL Context

Q5 EFL students should be responsible for their own learning. Do you agree with this statement?

- a- Agree
- b- Disagree
- c- Not sure

Table 3.17

Students' Perception about Learning Responsibility

Options	Number	Percentage
Agree	44	88%
Disagree	05	10%
Not sure	01	02%
Total	50	100%

This question attempts to reveal students' attitudes regarding learning responsibility. Only 10% of the participants disagree with the concept that students should be accountable for their own learning, with (88 %) agreeing. However, (02%) of the participants said they are not sure if students should be in charge of their own learning or not. Based on the responses of this question, we can infer that the majority of the students are motivated to take responsibility of their own learning. And that could have a relationship with responses of Q6 since the majority opted for determining their own learning objectives and it could also have a bond with Q7 in which the majority of students opted for learner centered method, this could mean that students are interested in being more active in their learning process.

Q6 If you were given the chance to determine your own learning objectives would you take it?

- a- Yes
- b- No

Whatever your answer about the previous question, please justify.

Table 3.18

Students' Perception about Determining their Learning Objectives

Options	Number	Percentage
Yes	47	94%
No	03	06%
Total	50	100%

This question seeks to find out whether or not students would determine their own learning objectives if they were given a chance for that. As displayed in table 3.17, the majority of the participants (94%) would take the chance to determine their own learning objectives, whereas only (06%) claimed that they would not take it.

In the same question, participants were required to justify their answers. For instance, for those who said yes here are some of their justifications:

“ Yes, I would take it. I think because if I am aware of my learning objectives to a certain degree, it would be easier for me to plan ahead and monitor the learning process, in other words, the learning process would be much easier when a learner knows the aim of each course...”

“ I think it is very beneficial to determine your own learning objectives however this will create a mess because we are different from each other however as autonomous learner determine your own learning objectives will help you to facilitate the process of learning , gain more time and to focus only on things you need to improve.”

“ I would like to make my own learning objectives so i can know what to choose and the way that suits me to reach it and get to my objective.”

“ Yes, if i was given this chance i will be happy to take it. Simply put, once a person identifies his needs, he will easily find a way to meet those needs. I think that a person will be almost effortlessly motivated if he was going after his needs rather than doing what he was told to do. Once we understand why we need it we can overcome any "how" in the process. And learning, in my opinion, is not a purpose on its own rather than a tool to find the knowledge that we need to run our lives and to create. So based on those needs, a mission is created and will to learn is born.”

“ Yes, I would take it. It allows me to assess my progress and motivates me to take more responsibility for my learning, In the word, I would turn to be an autonomous learner.”

“ We as learners we are aware of our weaknesses so it will be easy to choose the appropriate lessons that we have to learn.”

“ While pinpointing my own learning's objectives, every detail that I'll study will be automatically interesting and I do it at ease.”

However, for those participants (06%) who answered with ‘No’, few of them justified their answered; here are some of their justifications:

“ No, because as learners we are not qualified enough to decide what we need.”

“No, because as a learner I still don't know what's beneficial for me or what do I need to learn the most, or what do I need to learn first to move on to the next step. Therefore, I believe setting the objectives should be done by an experienced professional in the filed who knows better than students.”

“ No i wouldn't take it, because as a learner i do not have enough potentials to find out my complete own learning needs.”

Based on the results of this question, we can assume that the majority (94%) of the students would like to take the chance to determine their own learning objectives because as most of them claimed, they would be more motivated once knowing their learning objectives.

Furthermore, they argued that once the learner has identified his needs, he will have little trouble meeting them. Again, they believe that if the person pursues his own needs rather than following teachers' instructions, he will be almost easily motivated and the learning process will be facilitated.

However, the (6%) of the participants who disagree taking the chance to determine their learning objectives, they believe that they are not well equipped to do that. To sum up the findings of this question, the majority of students show more interest and motivation in taking up the chance to determine their own learning objectives.

Q7 Do you prefer?

- a- A teacher centered method
- b- A learner centered method

Please, justify why you chose one of the choices.

Table 3.19

Students' Preferences Regarding the Teaching Method

Options	Number	Percentage
A teacher centered method	17	34%
A learner centered method	33	66%
Total	50	100%

This question aims at determining the method that the students prefer. As displayed in table 3.18 (66%) of the participants prefer learner centered method, however (34%) of the participants prefer a teacher centered method. In addition, in this question, participants were required to justify their answers, hence, here are some of the justifications of those the participants who prefer a learner centered method:

- "I personally prefer the learner centered method since it enables the learner to be more active and to be dependent on his/ her own self."

- "A learner-centered method because learners are supposed to be the ones who should decide their learning type and objectives according to their style and the teacher should only guide them through this process".

- "I prefer a learner-centered approach. When students are active in the classroom they participate, discuss, interact with the teacher and other classmates, contribute in the process of learning that will surely show up later in their comprehension and the ability to actually use correctly what they learn. A class focused only on the teacher is such a boring, passive and discouraging environment for learning. No spaces for contribution, students are just consumers, no productivity.... Just sitting over your desk for hours listening to your teachers without a little chance to participate, will not amount to pleasant outcomes for sure. A teacher's role in the classroom should be just to facilitate the transaction of the input into students' minds."

- "Learner Centered Method is more fruitful as I can practice more and personalize the target language, this way I will learn better."

However, for participants who prefer a teacher centered method, only few provided justifications as follows:

- "Teacher centered method, because the teacher is more skillful."

- "A teacher-centered approach would positively influence the learning process through the effective and positive feedback taken from a responsible and adequate teacher."

- "A teacher centered because he/she will make the important points that should be focused on and the correct one visible to the learner. "

- "I have no idea."

Based on the findings of this question with its further clarifications, we can assume that the majority of students are more interested to take part and get involved in the learning process than being spoon fed by their teachers. More importantly, this implies students' awareness about the necessity of a learner centered method in creating independent and self-sufficient learners, active and skillful members who can cope with the requirements of any workplace later on. Finally, the results illustrate that there is a relationship between the answer of the previous question (Q7) and the current answers of (Q8), as they have the same direction. In other words, students showed an interest towards taking the chance to determine their own learning objectives and they also displayed an interest and motivation towards a learner-centered method.

Q8 Are you a reflective student?

- a- Yes
- b- No
- c- Not sure

Table 3.20

Reflective Students

Option	Number	Percentage
Yes	26	52%
No	04	08%
Not sure	20	40%
Total	50	100%

According to the results, more than half (52%) of the sample are reflective students, whereas (8%) of the participants declared that they are not reflective learners. On the other hand, (40%) affirmed that they are not sure if they are reflective learners or not. It is

noteworthy then to say that half of students are aware about reflective learning and practice it, and the (40%) of participants show lack of awareness about that concept or could be implementing techniques of reflective-learning while they ignore that those techniques belong to it. Whereas (08%) of the participants who declared that they are not reflective students could be less motivated to implement self-reflection in their learning process, or it could be also their first time hearing about this concept while answering the given questionnaire.

Q9 What are the challenges that you face when trying to implement reflective learning?

- a- Lack of knowledge about the notion of reflective learning
- b- Lack of motivation
- c- Time constraints
- d- None
- e- Others, please specify

Table 3.21

Challenges Faced by Students in Reflective Learning.

Options	Numbers	Percentage
A	14	28%
B	17	34%
C	08	16%
D	04	08%
A-b	03	06%
A-c	03	06%
A-b-c	01	02%
Total	50	100%

In this question students were allowed to tick more than one answer; hence, the results are displayed in that way in the table above. (34%) of the population consider lack of motivation

to be their primary obstacle to implement reflective learning. In addition (28%) of the participants lack knowledge about the concept of self-reflection and that is the obstacle that stands in their ways to implement the mentioned concept. Whereas (16%) of the students declared that time constraints is their obstacle to be reflective learners. However, only few (8%) claimed that they do not face any challenge when implementing reflective learning and the rest of few participants ticked multiple obstacles such as lack of knowledge and lack of motivation together. Based on these results, one may assume that students may not acknowledge the concept of reflection in the EFL context, and they maybe demotivated to implement it since lack of motivation present a major challenge in the findings. Few students also believe that they do not have enough time to implement self-reflection during their learning process.

Q10- Do you use a portfolio in which you keep track of your learning progress?

a- Yes

b- No

If yes, please justify.

Table 3.22

Students' Use of Portfolio .

option	Number	Percentage
Yes	38	76%
No	12	24%
Total	50	100%

The results show that the overwhelming majority of our sample students (76%) affirmed that they use portfolios in which they keep track of their learning progress So, we can assume

that Master two students are interested in monitoring their learning process, as they use the portfolio, which helps them to determine whether they are making a progress or not. In addition, portfolio is very useful in identifying one's strengths and weaknesses. Thus, this category of the students, though they may not be aware, are using one of the most famous techniques of reflective learning. Whereas, the (12%) of the participants declared that they do not use portfolios in their learning. This could mean that those students are spontaneously involved in the learning process as they could be less motivated to use one of the techniques related to reflective learning and they could be also dependent learners , these students could be among those who opted for "teacher centered method" in (Q8) .

Students who answered with 'Yes' provided the following justifications:

" I don't do it all the time but I do it in certain modules like linguistics for example, because I find it fun to organize the lessons since they are related somehow"

" I personally like to keep them for further usage or even for people who will study next year"

" Yes: i track my marks."

" Yes: In order to verify my previous knowledge"

" Yes: in order to memorise things"

" I do, cause for me foreign languages needs that thing in order to notice your progress and know your weak and strong points"

" I still have my previous tracks of lessons whenever I forgot something I go back and check"

" It helps me see my progress which motivates me to do more and appreciate the effort i was putting."

" It was very helpful and i felt like im taking control over my tasks and i also felt organized , i used to draw a table that contains all modules including my weaknesses and strenght in each

module , and i also used to write down my absences and teachers' opinions about me and how often i participate in each module ..all of these helped me take control over my learning process.’’

Students who answered that they use portfolios, according to their justifications , they believe that portfolios help them monitor their progress and they consider it as a reminder , as well as motivate them to do more progress as they feel they are taking control over their studies .

Q11 Do your teachers encourage you to reflect on your own work and progress?

a- Yes

b- No

Table 3.23

Teachers’ Support to Reflective Learning.

Options	Number	Percentage
Yes	26	52%
No	24	48%
Total	50	100%

In this question, students were asked whether or not their teachers encourage them to reflect on their work and progress. Thus, (52%) of the participants answered with ' Yes', however, ‘48%’ of the students declared that teachers do not encourage them to do so. In this case, it is important to notice the slight difference between those who answered with ‘No’ and those who answered with 'Yes' and that could generate different assumptions. For instance, in this case, students who answered with ‘No’ while they may be in reality encouraged to reflect on their learning by their teachers, are not aware that the process their

teachers talk about is called ‘’ reflection’’. Or, those students were taught by teachers who might be demotivated to encourage them to practice reflective learning.

Q12 Do you think that self-reflection positively affects the EFL learning process?

- a- Yes
- b- No
- c- Not sure

Table 3.24

Students’ Perception about the Effect of Self Reflection in the Learning Process.

Options	Number	Percentage
Yes	44	88%
No	01	02%
Not sure	05	10%
Total	50	100%

This question seeks to find out whether students believe that self-reflection positively affects the EFL learning process or not. Henceforth, (88%) of the participants showed a positive attitude for the positive effect of self-reflection in the learning process, while only (02%) of the participants disagreed about this positive effect. However (10%) of the participants showed uncertainty about the positive effect of self-reflection in the learning process. That means that students who knows the concept of self-reflection acknowledge its positive effect as they already experience it , however those who do not know the concept they ignore its positive effects . For those who are not sure about the positive effect they may lack knowledge about the notion of self-reflection consequently they cannot see its positive effect.

Q13 If yes, how does it affect EFL learners?

- a- By becoming aware of their strengths and weaknesses
- b- By increasing their critical thinking skill
- c- By improving their writing skill
- d- Others, please specify

Table 3.25

EFL Learners' Perception of the Effects of Self Reflection.

Options	Number	Percentage
By becoming aware of their strengths and weaknesses	24	54.55%
By increasing their critical thinking skill	20	45,45%
By improving their writing skill	00	00,0%
Others, please specify	00	00%
Total	44	100%

According to the results, the majority (53%) of the participants believe that self-reflection raise students' awareness about their strengths and weaknesses and that could help them to feel that they are taking control over their studies as it was already justified in **Q10** , while (44, 4%) of the students perceive self-reflection as a tool that help increasing critical thinking skill as it may open door for higher cognitive processes . Based on the obtained results of this question, one can assume that the majority of students perceive self-reflection as a means to recognize their strengths and weaknesses which could help them to monitor their progress in the learning process, and they also consider it as a facilitator that increases critical thinking skill maybe because they perceive self-reflection as a well-developed skill in the learning process .

Q14 What are your perceptions on the use of reflective peer collaboration?

In this question participants were given the space to write down their perception on the use of reflective peer collaboration , unfortunately , most of the responses were in a way that indicated that most students do not even recognize what reflective peer collaboration is , on the other hand , only few claimed that reflective peer collaboration is helpful in the learning process.

The following are some students' notes regarding reflective peer collaboration:

‘ I have no idea about it.’

‘ I do not know.’

‘ I don't have any idea about the concept.’

‘ i don't know it.’

‘ Using reflective peer collaboration in my opinion would help to fill the gaps in one's learning and to open more perspectives towards new ways of learning and applying the learned material in real life because of the shared experiences between peers.’

‘ It is helpful during learning process’

‘ Being aware of the qualities and flows needed to be prepared for better outcome.’

Based on some of the participants' answers, we can see that most students do not recognize reflective peer collaboration and even for those who stated the importance of the mentioned concept there seem to be a miss conception or lack of knowledge about reflective peer collaboration since they provided vague arguments.

Q15 Feel free to add any further remarks.

This question gives the chance to the participants to provide any remark about the topic. However, only few participants left some remarks in which they showed a positive attitude towards the research topic as well as wishing a good luck, such as:

‘‘ I think learners should be aware of the concept of self-reflection in the EFL context and should apply it as well.’’

‘‘ It is a very interesting topic good Luck.’’

‘‘Good luck in your dissertation.’’

Other participants added that they never heard about the notion of self-reflection before, such as the following:

‘‘ As i do not have that much of ideas about the concept of self-reflection in the educational context, i think now its high time that teachers encouraged learners to be highly reflective.’’

‘‘ I really like the topic; it is new and original as I never heard of something like it before. Good luck.’’

3.4.4 Summary of the Results and Findings from Students’ Questionnaire

The findings obtained from students’ questionnaire show that students who participated in this research have enough experience studying English, and that this latter was their own choice at the University. When it comes to their personality, the participants are social, energetic, and active and prefer to plan ahead rather than being spontaneous. Moreover, the majority believe that they should be responsible for their own learning, and they are interested to determine their own learning objectives because they believe that learning will be clearer and easier for them. Accordingly, they prefer a learner centered method, in which they get more involved in the learning process. Hence, this means that learners are aware of the importance of a learner-centered approach in developing autonomous and self-sufficient students. Besides, half of the students declared that they are reflective learners. However, almost the rest of the other half showed uncertainty about being reflective learners, which could denote a lack of knowledge about the notion of self-reflection and its use. Following that, though the majority of the participants declared that their teachers encourage them to

practice self-reflection, students' lack of knowledge and motivation are among the major challenges they face when implementing reflective learning. Finally, the majority of students share a positive attitude towards the effect of self-reflection in the learning process, especially, in determining their strengths and weaknesses, as well as in developing their critical thinking skill.

Conclusion

Relying on the information gathered in the field research described in the third chapter, it can be stated that teachers display a high level of awareness toward teachers' autonomy and the need for self-reflection in the EFL environment. As a result, instructors are interested in using self-reflection, although they encounter several challenges, which could harden and demotivate them to implement self-reflection in their teaching process. On the other hand, students show a positive attitude towards learners' autonomy and reflection, as well as their importance in the EFL context. Thus, we can say that EFL teachers and students are aware and use self-reflection, which adequately answers the research questions and confirms the research hypotheses.

General Conclusion

Self-reflection is recognized as a powerful component that may impact learners' and instructors' performance and contribute in facilitating the learning and teaching processes. Teachers and students, particularly reflective ones, are expected to enhance their teaching and learning practices throughout time, especially, in their classroom practices.

The current research is conducted for the aim of investigating EFL teachers' and learners' awareness and use of self-reflection technique. In order to reach this end, the study opted for a quantitative method, in which two different questionnaires were administered to teachers and Master two students at the department of English, at Guelma university. Unsurprisingly, the analysis of the questionnaires shows that both teachers and the majority of learners are familiar with the concept of self-reflection and use this latter in the teaching and learning processes respectively. Moreover, they have a positive attitude toward the impact of self-reflection in improving the quality of teaching and learning. However, the existence of some obstacles prevented them from adopting this technique frequently, and integrating it in their teaching and learning routines. Following that, it can be concluded that the research hypotheses which assume that both teachers and learners may be aware of self-reflection and they may use it is confirmed.

- Pedagogical Implications and Recommendations

In the light of the data gathered, this study confirms that students and teachers use self-reflection despite the predicaments that they still face. In order to facilitate the reflective practices, teachers and students ought to consider first the importance of autonomy as a first step to be highly reflective. It is a truism to say that self-reflection in the teaching/learning process is never an easy task to achieve, and predicaments are inevitable. For this reason, on the one hand, teachers should raise students' awareness about the concept of self-reflection, as well as asking them about the obstacles that they face, and seek to help them overcoming

them. On the other hand, teachers should consider the efficiency of reflective peer collaboration and try to find solutions for the obstacles they face with their colleagues. Moreover, higher education should seek to create a suitable atmosphere for teachers to develop their skills such as giving extra time and classes only for reflective practices with colleagues.

Other recommendations that this study could suggest can be summed up as follows:

- Integrating technology such as audio video tapes into self-reflection practices may provide the practicalities required.
- Establishing a specific courses for both teachers and students in which they provide a practical sessions and workshops concerning reflective practices rather than feeding them with theories.
- Raising teachers' awareness toward the effective aim of observation classes, specifically, in its objectivity and neutrality.
- Motivating teachers for more reflective practices rather than overloading them with tasks, in which they consequently become automatic performers.
- Conducting supervisory practices may stimulate reflective practices for teachers.
- The higher education should admit the existence of reflective practices and its required efforts, hence, it deserves financial upraise.
- Providing practical ideas like self-reflection for learners might help them overcome obstacles by appreciating the experiences they have, rather than merely going through them.
- Creating the suitable atmosphere for students to be independent, in which they could be ready to practice reflection in their learning process.
- Give students the chance to learn with peers and determine their learning objectives.

- Motivate students to use their own critical thinking to review their and others decisions on the learning objectives such as asking questions like: why am I learning this? And how can I reach the learning objectives?

In short, it is crucial for instructors and students to raise their awareness of the notion of self-reflection and its beneficial contributions in the educational environment, as well as to manage the challenges that occur while adopting the concept with the needed support of higher education.

- **Research Limitations**

Any research work is indeed a long and challenging journey, where obstacles always arise. Likewise, the present research does not form an exception, as some difficulties constrained it, among which, the limited sample size of the study makes it difficult to extrapolate the findings to other levels or groups. In addition, time restriction and the psychological condition of both the researcher and the participants (being Master two students, who are also conducting a research) created additional challenges. Furthermore, teachers were overloaded as a result of a large number of interviews and surveys received from the majority of Master two students, hence, prevented from compiling as many responses as we wanted. Most significantly, the unique circumstances that the global pandemic (COVID 19) imposes, and which made it hard to have a one to one meeting with the supervisor. Last but not least, lack of the researcher's experience in the process of conducting a research deterred from providing better production.

References

- Andrzej Cirocki, & Farrell, T. S. C. (2017). *Reflective practice in the ELT classroom*. Halifax, West Yorkshire Linguabooks.
- Aoki, N. (2002). Aspects of teacher autonomy: Capacity, freedom, and responsibility. In P. Benson & S. Toogood (Eds.), *Learner autonomy 7: Challenges to research and practice* (pp. 111-124). Authentik.
- Arnold, J. (2000). *Affect in language learning*. Foreign Language Teaching and Research Press.
- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27(1), 10-20.
<http://doi.org/10.1016/j.tate.2010.08.007>.
- Azevedo, R., & Witherspoon, A. M. (2009). Self-regulated learning with hypermedia. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds.), *Handbook of metacognition in education* (pp. 319–339). Routledge.
- Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching*, 40(1), 21-40. doi: 10.1017/S0261444806003958.
- Benson, P. (2013). *Teaching and researching: Autonomy in language learning*. Routledge.
- Benson, P., & Voller, P. (Eds.).(1997). *Autonomy and independence in language learning*. Addison Wesley Longman.
- Bishop, A. G., Brownell, M. T., Klingner, J. K., Leko, M. M., & Galman, S. A. C. (2010). Differences in beginning special education teachers: The influence of personal attributes, preparation, and school environment on classroom reading practices. *Learning Disability Quarterly*, 33(2), 75–92.
<https://doi.org/10.1177/073194871003300202>.
- Bisson, M. (2017). *Coach yourself first: A coach's guide to self-reflection*. Matador.

- Borg, S. (2015). *Teacher cognition and language education: Research and practice*. Bloomsbury.
- Boud, D., Keogh, R., & Walker, D. (1985). *Reflection Turning Experience into Learning*. London: Taylor & Francis.
- Boud, D., Keogh, R., & Walker, D. (1985). *Reflection, turning experience into learning*. Kogan Page ; New York.
- Breen, M. P., & Mann, S. J. (1997). *Shooting arrows at the sun: Perspectives on a pedagogy for autonomy*.
- Brookfield, S. (1995). *Becoming a critically reflective teacher*. Jossey-Bass Publishers.
- Cakir, I. (2010). Criticizing ourselves as teachers through observation: From reflective to effective teaching. *English for Specific Purposes World*, 30(9). 1-12.
- Calderhead, J. (1989). Reflective teaching and teacher education. *Teaching and Teacher Education*, 5(1), 43–51. [https://doi.org/10.1016/0742-051x\(89\)90018-8](https://doi.org/10.1016/0742-051x(89)90018-8).
- Camilleri, G. (1997). Learner autonomy: The teachers' view. In B. Sinclair (Ed.). *Learner autonomy, teacher autonomy: future directions*. Sheffield Hallam University.
- Carey, S., Gordon, S., Beck, J., Reardon, R., & Ross-Gordon, J. (2017). *THE MEANING OF REFLECTIVE TEACHING TO NATIONAL BOARD CERTIFIED TEACHERS*. <https://digital.library.txstate.edu/bitstream/handle/10877/6748/CAREY-DISSERTATION-2017.pdf?sequence=1&isAllowed=y>
- Clarke, A. (1995). Professional development in practicum settings: Reflective practice under scrutiny. *Teaching and Teacher Education*, 11(3), 243–261. [https://doi.org/10.1016/0742-051x\(94\)00028-5](https://doi.org/10.1016/0742-051x(94)00028-5)
- Cosh, J. (1999). Peer observation: A reflective model. *ELT Journal*, 53(1), 22-27. <https://doi.org/10.1093/elt/53.1.22>.

- Cotterall, Sara (2000). Promoting Learner Autonomy through the Curriculum: Principles for Designing Language Courses. *ELT Journal* 54(2), 109-117.
- Cotterall, S. (1995). Readiness for autonomy: Investigating learner beliefs. *System*, 23(2), 195-205. [https://doi.org/10.1016/0346-251x\(95\)00008](https://doi.org/10.1016/0346-251x(95)00008)
- C Roland Christensen, Garvin, D. A., & Sweet, A. (1992). *Education for judgment : the artistry of discussion leadership*. Harvard Business School Press.
- Darling-Hammond, L. (2017). Teacher Education around the World: What Can We Learn from International Practice?. *European Journal of Teacher Education*, 1 (19).
- Definition of autonomy*. (n.d.). Dictionary by Merriam-Webster: America's most-trusted online dictionary. <https://www.merriam-webster.com/dictionary/autonomy>
- Dewey, J. (1933). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. MA: D.C. Heath & Co Publisher.
- Dickinson, L. (1993), "Talking shop: aspects of autonomous learning". *ELT Journal*, 47(4), pp. 330-336. doi: 10.1093/elt/47.4.330.
- Dublin City University. (2011, December 5). *Reflective learning - characteristics of reflective learning: How to engage | student support & development*. Dublin City University. <https://www.dcu.ie/students/reflective-learning-characteristics-of-reflective-learning-how-to-engage>.
- Eby, J. W., & Herrell, A. L. (2004). *Teaching in the elementary school: A reflective action approach*. NJ: Pearson.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.
- Freeman, D. (2016). *Educating second language teachers*. Oxford University Press.
- Fullerton, T. (2013). A reflection on my experiences engaging teachers in professional development on the integration of technology into their practice. *McGill Journal of Education/ Revue des sciences de l'education de McGill*, 48(2), 443-448.

- Ganser, T. (2000). "An ambitious vision of professional development for teachers".
NASSP Bulletin, 84(618),6-12.
- GAO Jin-chi,& JIN Ming-hao. (2018). An analysis of college students' autonomous english learning ability under the network environment. *Journal of Literature and Art Studies*, 8(1).<https://doi.org/10.17265/2159-5836/2018.01.012>
- Gibbs' Reflective Cycle*. (2017). Retrieved June 25, 2021, from :
<https://www.mindtools.com/pages/article/reflective-cycle.htm>
- Gibbs, G. (1988). *Learning by Doing, A Guide to Teaching and Learning Methods* (pp. 49–51). Oxford Brookes University.
<https://thoughtsmostlyaboutlearning.files.wordpress.com/2015/12/learning-by-doing-graham-gibbs.pdf>.
- Glatthorn,A .(1995). "Teacher development" In L. Anderson (Ed.),*International encyclopedia of teaching and teacher education* (second edition). Pergamon Press.
- Göker, S. D. (2012). Reflective Leadership in EFL. *Theory and Practice in Language Studies*, 2(7). <https://doi.org/10.4304/tpls.2.7.1355-1362>.
- Gremmo, M.-J., & Riley, P. (1995). Autonomy, self-direction and self-access in language teaching and learning: the history of an idea. *System*, 23(2), 151-164.
- Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education*, 11(1), 33–49.
[https://doi.org/10.1016/0742-051x\(94\)00012-u](https://doi.org/10.1016/0742-051x(94)00012-u)
- Hawes, G.R. & Hawes, L.S. (1982).*The concise dictionary of education*.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. OUP.
- Heffernan, M. (2014). *A bigger prize : how we can do better than the competition*. Publicaffairs.

- Helyer, R. (2015). Learning through reflection: the critical role of reflection in work-based learning (WBL). *Journal of Work-Applied Management*, 7(1), 15–27.
<https://doi.org/10.1108/jwam-10-2015-003>.
- Holec, H., (1981): *Autonomy and foreign language learning*. Pergamon.
- Jiménez R. M. (2009) Pedagogy for Autonomy in Modern Language Education: *The Euro PAL contribution In Learner Autonomy in Language Learning*.
- Kenny, B. (1993). For more Autonomy. *System*, 21(4), 431-442. Available at
<http://www.sciencedirect.com/science/article/pii/0346251X9390055L>.
- Killen, M., Ardila-Rey, A., Barakkatz, M., & Wang, P.-L. (2000). Preschool teachers' perceptions about conflict resolution, autonomy, and the group in four countries: United states, colombia, el salvador, and taiwan. *Early Education & Development*, 11(1), 73–92. https://doi.org/10.1207/s15566935eed1101_5
- Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development*. N J: Prentice-Hall.
- Korthagen, F. A. J., & Wubbels, T. (1995). Characteristics of reflective practitioners: Towards an operationalization of the concept of reflection. *Teachers and Teaching*, 1(1), 51–72. <https://doi.org/10.1080/1354060950010105>
- LaBoskey, V. K. (1993). Why reflection in teacher education? *Teacher Education Quarterly*, 20(1), 9.12. <https://www.jstor.org/stable/23475146>.
- Levin, B. B. (1995). Using the case method in teacher education: The role of discussion and experience in teachers' thinking about cases. *Teaching and Teacher Education*, 11(1), 63–79. [https://doi.org/10.1016/0742-051x\(94\)00013-v](https://doi.org/10.1016/0742-051x(94)00013-v).
- Little, D. (1991). *Learner Autonomy: Definitions, Issues and Problems*. Authentik.
- Little, D. (1995). *Learning as dialogue: The dependence of learner autonomy on teacher autonomy*.

- Little, D. (1999). *Definitions, issues and problems*. Authentik Language Learning Resources.
- Little, D. (2000). We're all in it together: Exploring the interdependence of teacher and learner autonomy. In L. Karlsson, F. Kjisik & J. Nordlund (Eds.), *All together now: Papers from the 7th Nordic conference and workshop on autonomous language learning* (pp. 45-56). University of Helsinki Language Centre.
- Little, D. (2002). *Learner Autonomy and Second/Foreign Language Learning*. In *The Guide to Good Practice for Learning and Teaching in Languages, Linguistics and Area Studies*. LTSN Subject Centre for Languages, Linguistics and Area Studies. University of Southampton. Available at <http://www.llas.ac.uk/resources/gpg/140924/09/2012>.
- Littlewood, W. (1999). Defining and developing autonomy in East-Asian contexts. *Applied Linguistics*, 20(1), 71–94. <https://doi.org/10.1093/applin/20.1.71>.
- London, UK: Croom Helm.
- Loughran, J. (1996). *Developing reflective practice: Learning about teaching and learning through modeling*. Falmer Press.
- Martin, JR, Wood, G.H, Stevens, E.W. (1988). *An Introduction to Teaching a Question of Commitment*. Allyn and Bacon.
- McClain, E. W. (1970). Personal growth for teachers in training through self-study. *Journal of Teacher Education*, 21(3), 372–377. <https://doi.org/10.1177/002248717002100310>
- Meitar, D., Karnieli-Miller, O., & Eidelman, S. (2009). The Impact of Senior Medical Students' Personal Difficulties on Their Communication Patterns in Breaking Bad News. *Academic Medicine*, 84(11), 1582–1594. <https://doi.org/10.1097/acm.0b013e3181bb2b94>.

- Moon, J. A. (2004). *A handbook of reflective and experiential learning: theory and practice*. Routledge.
- Noffke, S., & Brennan, M. (1988, April). *The dimensions of reflection: A conceptual and contextual analysis*. Paper presented at the annual meeting of the American Educational Research Association.
- Nunan, D. (1989). *The learner-centred curriculum*. Cambridge University Press.
- Parsons, R. D., & Brown, K. S. (2002). *Teacher as reflective practitioner and action researcher*. Wadsworth/Thomson Learning.
- Paulson, F.L., Paulson, P.R., & Meyer, C.A. (1991). What Makes a Portfolio?, *Educational Leadership*, 48 (5) 60-65.
- Prestridge, S. J. (2014). Reflective blogging as part of ICT professional development to support pedagogical change. *Australian Journal of Teacher Education*, 39(2), 70-86.
- Richards, J. C., & Farrell, T. S. C. (2012). *Professional Development for Language Teachers : Strategies for Teacher Learning*. Cambridge University Press.
- Richards, J.C. and Lockhart, C. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge University Press.
- Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.
- Rivlin, H.N. (Ed.). (1943). *Encyclopedia of modern education*. The Philosophical Library of New York City.
- Romano *, M. E. (2004). Teacher reflections on “bumpy moments” in teaching: A self-study. *Teachers and Teaching*, 10(6), 663–681.
<https://doi.org/10.1080/1354060042000304828>.
- Ross, D. (1990). Programmatic structures for the preparation of reflective teachers. In R. Clift, W. Houston, & M. Pugach (Eds.), *Encouraging reflective practice in education: An analysis of issues and program* (pp. 97-118). New York: Teachers College Press.

- Rowley, J. B., & Hart, P. M. (1996). How video case studies can promote reflective dialogue. *Educational Leadership*, 53(6), 28–29. <https://eric.ed.gov/?id=EJ519773>.
- Schön D A (1983) *The reflective practitioner: how professionals think in action*. Basic Books.
- Schon, D. (1988). *Coaching reflective teaching*. In P. Grimmett & G. Erickson (Eds.), Schools. In K. Sirotnik & J. Oakes (Eds.), *Critical perspectives on the organization*.
- Seliger ,H. W., & Shohamy, E.(1989). *Second Research Methods* .Oxford University Press.
- Sergiovanni, T. (1986). *A theory of practice for clinical supervision*. In J. Smyth
- Sinikka Ojanen. (1996). *Analyzing and Evaluating Student Teachers' Developmental Process from Point of Self-Study*. ERIC Document Reproduction Service No. ED398196.
- Smith, R. C. (2000). Starting with ourselves: Teacherlearner autonomy in language learning. In B. Sinclair, I. McGrath & T. Lamb (Eds.), *Learner autonomy, teacher autonomy: Future directions* (pp. 89-99). Longman.
- Smyth, J. (1986). *Learning about teaching through clinical supervision*. Croom Helm.
- Tanış, A., & Dikilitaş, K. (2018). Turkish EFL instructors' engagement in professional development. *Eurasian Journal of Applied Linguistics*, 4(1), 27–47. <https://doi.org/10.32601/ejal.460628>.
- Thavenius, C. (1999). Teacher autonomy for learner autonomy. In S. Cotterall& D. Crabbe (Eds.), *Learner autonomy in language learning: Defining the field and effecting change* (pp. 159-163). Peter Lang.
- Van Nostrand Reinhold.
- Voller, P. (1997). Does the teacher have a role in autonomous language learning? In P. Benson, & P. Voller (Eds.), *Autonomy and independence in language learning* (pp. 98-113). Longman.

- Wain, A. (2017, October). *learning through reflection*. ResearchGate.
https://www.researchgate.net/publication/320342913_Learning_through_reflection.
- WALLACE, M. *Training Foreign Language Teachers - A Reflective Approach*. Cambridge University Press, 1991.
- Wang, S. (2016). Explanation of key issues of guidelines on college English language teaching. *Foreign Language World*, 173(3), 2-10.
- Wenden, A. (1998). *Learner strategies for learner autonomy : planning and implementing learner training for language learners*. Prentice Hall.
- Wyatt, M., & Oncevska Ager, E. (2016). Teachers' cognitions regarding continuing professional development. *ELT Journal*, 71, 171–185.
<https://doi.org/10.1093/elt/ccw059>.
- York-Barr, J., Sommers, W. A., Ghere, G. S., & Montie, J. (2005). *Reflective Practice to Improve Schools: An Action Guide for Educators*. In *Google Books*. Corwin Press.
[https://books.google.co.ma/books?hl=en&lr=&id=MUgoAwAAQBAJ&oi=fnd&pg=PP1&dq=\(York-Barr](https://books.google.co.ma/books?hl=en&lr=&id=MUgoAwAAQBAJ&oi=fnd&pg=PP1&dq=(York-Barr)
- Zeichner, K. M. (1987). Preparing reflective teachers: An overview of instructional strategies which have been employed in preservice teacher education. *International Journal of Educational Research*, 11(5), 565–575. [https://doi.org/10.1016/0883-0355\(87\)90016-4](https://doi.org/10.1016/0883-0355(87)90016-4)
- Zeichner, K., & Liston, D. (1987). Teaching Student Teachers to Reflect. *Harvard Educational Review*, 57(1), 23–49.
<https://doi.org/10.17763/haer.57.1.j18v7162275t1w3w>

Appendices

Appendix One: Teachers' Questionnaire

Dear Teachers,

The questionnaire at hand is an investigation into the use of self-reflection in the EFL context and classroom. The results will be interpreted to confirm or deny the Master research hypothesis. Therefore, you are kindly asked to answer the following questions by putting an (X) in the box/es of your choice or by adding personal elaborations when needed. Let it be known that your answers are used for academic purposes only and in that regard they will be dealt with in complete confidentiality and Anonymity.

Mr. Mohammed NATECHE

Department of Letters and English Language

University of 8 Mai 1945-Guelma

2021/2022

Questions:

1-Do you think that passion is important in teaching?

a- Yes

b- No

Whatever your answer, please justify

.....

.....

.....

2- Do you keep a journal in which you record your teaching experiences and events?*

a-Yes

b- No

3-If yes, what are the ideas that you mention?

- a- Routines and actions in the classroom
- b- Views and beliefs about teaching and learning
- c- Important aspects of the lessons
- d- Information, reminders, and ideas that need elaboration and analysis for future actions.
- e- Others, please specify

.....
.....

4-Have you ever tried audio or video recording of your lessons?

- a- Yes
- b- No

5-What is your take on the use of audio-visual recordings in the development of the teachers' performance?

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

6- How often do you share your classroom experiences with your colleagues and seek their advice/feedback?

- a- Often
- b- Sometimes

b- Never

7- How much important do you think 'Action research':

NB: Action research is a type of study conducted for teachers to employ in their own classrooms to overcome issues and enhance their professional practices. It entails organized observations and data gathering, which the practitioner-researcher can then implement for reflection, decision-making, and the creation of more successful teaching techniques. Parsons and Brown (2002)

a- Very important

b- Somehow important

c- Not important at all

8- Have you taken part in the observation of any other teacher's classroom practices?

a- Yes

b- No

Whatever your answer, please justify

.....

.....

.....

.....

.....

9- Have you ever tried to get feedback from your students about the course, or your way of teaching?

a. Yes

b. No

10- If yes, do you collect information from students by using:

- a- A questionnaire
- b- A sheet of paper asking an open-ended question
- c- A group discussion
- d- Others, please specify

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

11-From a scale of 1 to 5 how much proper teacher education do you think EFL teachers receive prior to and throughout their teaching careers?

1	2	3	4	5
No education at all	a little	an average amount	a decent amount	a great deal

12-Do you think that teacher development is the responsibility of:

- a- The teacher
- b- Higher education institutions (the ministry)
- c- Both

13-Throughout your career as an EFL teacher, what are some of the challenges you have faced while implementing reflective teaching?

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

14- How would you describe the effect of teachers' self-reflection on the overall success of the EFL teaching process?

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

15- As a reflective teacher, which type of reflection do you prefer and practice most

NB:

Reflection in action: it is a practice that is triggered when something unexpected, odd, or even undesirable occurs and requires our attention. I.e. in this stage the reflection occurs within the action of teaching where the instructor is supposed to slow down and examine the circumstance, which is hard, unexpected, or perplexing. And seeks to figure out what's going on.

Reflection on action: it takes place after an event has occurred, in order to consider it, examine it, relive the experience to bring it back to mind, analyze it, and improve one's knowledge of it.

- a- Reflection in
- b- Reflection on action
- c- Both

16-Any further remarks are welcome and highly appreciated.

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

Thank you for your cooperation

Appendix Two: Students' Questionnaire

Dear Student,

This questionnaire is designed with the purpose of investigating the EFL students' attitudes in relation to the notion of self-reflection. The results will be interpreted to confirm or deny the research hypothesis. Therefore, you are kindly asked to answer the following questions by putting an (X) in the box/es of your choice or by adding personal elaborations when needed.

Let it be known that your answers will be dealt with in complete confidentiality and Anonymity

Mr. Mohammed NATECHE

Department of Letters and English Language

University 8 Mai 1945-Guelma

2021/2022

Section one: General Information

1. Gender:

2. Years of studying English:

3. Is studying English your own choice?

a- Yes

b- No

4. What are your main traits as a learner? (you can tick more than one answer)

a- Extraversion (being sociable, energetic and talkative)

b- Openness (appreciation for a variety of experiences).

c- Neuroticism (inclined to worry about things).

d- Agreeableness (being kind, sympathetic and happy to help).

e- Conscientiousness (planning ahead rather than being spontaneous).

Section Two: Self-Reflection in the EFL Context

5. EFL students should be responsible for their own learning. Do you agree with this statement?

a- Agree

b- Disagree

c- Not sure

6. If you were given the chance to determine your own learning objectives would you take it?

a- Yes

b- No

Whatever your answer, please elaborate

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

7 -Do you prefer

a- A teacher centered method

b- A learner centered method

Why is that?

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

8-Are you a reflective student?

a- Yes

b- No

c- Not sure

9- What are the challenges that you face when trying to implement reflective learning?

a- Lack of knowledge about the notion of reflective learning

b- Lack of motivation

c- Time constraints

d- None

Others, please specify

10-Do you use a portfolio in which you keep track of your learning progress?

a- Yes

b- No

If yes, please justify

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

11-Do your teachers encourage you to reflect on your own work and progress?

a- Yes

b- No

12-Do you think that self-reflection positively affects the EFL learning process?

a- yes

b- No

c- Not sure

13-If yes, how does it affect EFL learners?

e- By becoming aware of their strengths and weaknesses

f- By increasing their critical thinking skill

g- By improving their writing skill

h- Others, please specify

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

14-What are your perceptions on the use of reflective peer collaboration?

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

15-Feel free to add any further remarks

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

Thank you greatly for your time

Résumé

Les enseignants assument la responsabilité de fournir la quantité appropriée de connaissances, d'établir un bon environnement dans lequel l'apprentissage peut être accompli efficacement et de motiver leurs élèves de plusieurs manières dans le contexte formel de l'apprentissage et de l'enseignement. Les enseignants qui réfléchissent régulièrement à leurs pratiques d'enseignement peuvent être en mesure d'améliorer leurs compétences pédagogiques au fil du temps. Les étudiants doivent également être extrêmement réfléchis afin d'obtenir les meilleurs résultats possibles dans le processus d'apprentissage. En conséquence, cette étude de recherche tend à examiner si les enseignants et les étudiants, au département d'anglais, à l'Université de Guelma 8 mai 1945, sont autoréflexifs ou non, afin d'enquêter sur l'utilisation par les enseignants et les apprenants de l'autoréflexion dans l'EFL contexte, une méthode quantitative a été adoptée. Plus précisément, un questionnaire a été choisi comme outil de collecte des données recherchées. Il s'agit d'explorer la sensibilisation des élèves et des enseignants au concept évoqué et s'ils sont prêts à l'adopter. Les résultats de cette étude ont indiqué que si les enseignants et les étudiants du département d'anglais sont conscients du concept d'autoréflexion, ils rencontrent de nombreux obstacles pour le mettre en pratique. En conséquence, nous pensons qu'il est essentiel de reconnaître ces obstacles et d'essayer de faciliter et d'encourager l'utilisation de l'autoréflexion dans le cadre de l'EFL.

المخلص

يتحمل المعلمون مسؤولية توفير المقدار المناسب من المعرفة ، وإنشاء بيئة جيدة يمكن من خلالها تحقيق التعلم بشكل فعال ، وتحفيز طلابهم بعدة طرق في السياق الرسمي للتعلم والتدريس. قد يتمكن المعلمون الذين يفكرون في ممارساتهم التعليمية بشكل منتظم من تحسين مهاراتهم التدريسية بمرور الوقت. يُتوقع من الطلاب أيضاً أن يكونوا عاكفين للغاية من أجل الحصول على أفضل النتائج الممكنة في عملية التعلم. وفقاً لذلك ، تميل هذه الدراسة البحثية إلى فحص ما إذا كان المعلمون والطلاب ، في قسم اللغة الإنجليزية ، بجامعة قالمه 8 مايو 1945 ، ذاتي التأمل ، من أجل التحقيق في استخدام المعلمين والمتعلمين للتأمل الذاتي في اللغة الإنجليزية كلغة أجنبية ، تم اعتماد طريقة كمية. وبشكل أكثر تحديداً ، تم اختيار استبيان كأداة لجمع البيانات المطلوبة. إنه يستلزم استكشاف وعي الطلاب والمعلمين بالمفهوم المذكور وما إذا كانوا على استعداد لتبنيه. أشارت نتائج هذه الدراسة إلى أنه في حين أن المدرسين والطلاب في قسم اللغة الإنجليزية على دراية بمفهوم التأمل الذاتي ، فإنهم يواجهون العديد من العقبات في وضعه موضع التنفيذ. نتيجة لذلك، نعتقد أنه من الأهمية بمكان التعرف على تلك العقبات ومحاولة تسهيل وتشجيع استخدام التأمل الذاتي في إعداد اللغة الإنجليزية كلغة أجنبية.