

18-20 June, 2021

The Process of Teaching in the Light of Modern Pedagogy: EFL Teachers Pedagogical Reflection

Maroua ROGTI

Teachers College of Laghouat, Algeria

Abstract.

The last decade has witnessed a major trend towards integrating modern teaching approaches in English language classes. This integration has increased because these approaches, as educational tools, can provide accessible and prompt information and a great potential for interactive learning environment and communication, which can motivate students in the classroom. Therefore, one of the effects of the new pedagogies of teaching is the decentralization of the role of the teacher in the learning situation. Despite of that, educational curricula have recognized the role of the teacher in implementing those approaches in their classes which involve teacher's self-reflection on his own practice. Ultimately, professional growth characterizes the role of the teacher progressively through a process of reflection in the classroom. Pedagogical reflection can make the teacher more aware about engaging in accomplishing tasks and getting more involved in directing and monitoring their classroom. This study has deliberately examined the extent to which the teaching profession has developed due to the drastic change in technology and development of teaching pedagogies. It also tempted to bridge the gap between teacher's reflective practice and students' response on the teacher's pedagogical reflection. The study adopted a survey administered to a sample of teachers of English at ENS of Laghouat in order to recognize their implications about their reflective practice and pedagogical reflection in the learning process. Accordingly, the results determined practical support of teachers to address the learning interests and needs of students through the role of the teacher in the process of reflection.

Keywords: EFL educational curriculum, problem solving process, process of reflection, reflective practice, students' response

1. Introduction

In the field of language education, there has been an enduring admission that teachers must recurrently reconstruct their knowledge of teaching and learning. This knowledge has typically evolved in teacher education curricula, and became an outstanding part of teachers' education throughout their professions when they engage in reflective practice. Therefore, it is necessary to forward the role of teaching as a significant profession through which teachers can share the same responsibilities as any professionals who are undertaking their duties.

As teachers are assisted by stimulation, tradition, and charge instead of being able to make decisions autonomously, they become unaware of reflecting on their work and survive with the same classroom routine. Teachers, thus can have full responsibility in order to earn a permitted adherence to assist their students. They are manipulated by increasing potency to conform the cultural, religious and social differences among students in language classrooms.

18-20 June, 2021

These professional responsibilities may challenge teachers to reflect on how to set goals, choose content, select pedagogical strategies, and consider individual differences, intellectual background, and the culture of society.

The practice of reflection in professional education can be a major propensity in considering efficient teaching and learning practices. Indeed, reflection can provide teachers with learning materials and classroom management skills. (Leitch & Day, 2000) In addition, reflecting on teachers' own practice can develop a critical reflection; develop their teaching competence and meaningful retrieval of knowledge. (Cornford, 2000) Reflective practice can also develop continuous professional development.

Generally, most teachers may know little about reflective teaching and may not be aware about the fact that it is a part of developing the teacher professional growth and teaching competence. Educationalists have also been supplied by different initiatives to make reflection through reflective teaching practices models. This issue raises the question of: To which extent can the use of reflection in the pedagogical practicum help teachers to perform a better teaching process framed in ELT context, and how does reflective teaching methodology help teachers to develop professionalism? The research addresses this question by assisting teachers to improve the teaching profession and their professional development. Therefore we can hypothesize that in the ELT classroom, teachers may face challenges due to lack of experience and inaccurate recognition about the educational goal and the learning task, which is going beyond teaching an intent subject, as they can develop their professional and personal growth through engaging in a process of reflection through reflecting on their own teaching practice.

2. Review of Literature

2.1 The Process of Reflection

Reflection is a process which can provide educationalists with awareness about self-inquiry and making decisions in their language teaching classrooms. Indeed, EFL teachers' reflection should be related to classroom assessment, and they should self-assess their pedagogical practice. Their teaching materials and management practices may help them to develop the teaching and learning process and get high learning outcomes. The concept of reflection has been originated by (Dewey, 1933) who considered reflection as a problem solving process. Nonetheless, as reflection served as an opposing process in traditional classroom education, it was not highly integrated in the educational practice that time. In this vein, reflection requires self-examination and self-assessment in which teachers can constantly develop their professional teaching practices.

Reflection according to (Dewey, 1933) is constant in reflective teaching, as he claimed that reflection is a major conception of learning from life experiences and reflective thinking which enable teachers to proceed in their teaching unconsciously and unintentionally. (Shon, 1983) yet confirmed that reflection is a way of meeting and confronting all the classroom intensities and management practices. He believes that: "reflectivity is a dialogue of thinking and doing through which I become more skilful" (as cited in Giovannelli, 2003, p. 294). As he made a distinction between reflection in action which necessitates comprehending a natural phenomenon through experiment and demands self-critical acclaim, and reflection on action which indicates re-establishing and considering actions and learning situations.

18-20 June, 2021

In the same vein, educators and researchers have considered pedagogical reflection as a vital issue in the teaching process. As educators can be engaged in active and thoughtful reflection through particular situation which may lead to drawing up new tactics for changing behaviour in the classroom and developing professional growth. (Reagan et al., 2000) Brookfield (2004) proves that teachers need to reflect on their own teaching through making decisions and reasonable judgments through critical reflection which requires reflective thinking. (Núñez et al., 2006) asserts that “reflection should be a constant process among teachers that permits to solve teaching and learning problems” (p. 113). Additionally, (McKnight, 2002) contends that:

Reflective thinking is a multifaceted process. It is an analysis of classroom events and circumstances. By virtue of its complexity, the task of teaching requires constant and continual classroom observation, evaluation, and subsequent action. To be an effective teacher, it is not enough to be able to recognize what happens in the classroom. Rather, it is imperative to understand the “whys” “hows,” and “what if’s” as well. This understanding comes through the consistent practice of reflective thinking. (p. 01) pdf 10

Engaging in the process of reflection in the teaching context makes educators aware about all what occurs in the classroom. They can consider why and how to run a classroom event innovatively and analyse classroom performance. (Núñez, et al., 2006, p. 112) (Loughran, 1996) views reflection as a practice through which teachers think reflectively in their classroom and be more attentive during the teaching and learning processes. They also can recall their own experience, contemplate it, and subsequently evaluate it. Thus, cognitive awareness and prior knowledge and real life experiences can highly contribute to efficient learning. (Boud, Keogh, & Walker, 1985) Occasionally, (Moon, 2004) portrayed the relationship between reflection and learning in the ELT classroom, and suggested that reflection is associated with meaningful learning as learning shifts from merely constructing meaning to working with meaning.

Reflection also might stimulate teachers’ personal and professional growth by satisfying the learners’ needs and interests, also teachers can be aware about making their reflective practice which contributes highly to his personal and professional growth and development. Loughran (2002) admitted that “one element of reflection that is common to many is the notion of a problem. What that problem is, the way it is framed and reframed, is an important aspect of understanding the nature of reflection” (p. 33). In this light, the conception of problem promotes reflection as teachers can solve problems and reduce learning obstacles. The process of reflection yet can enable teachers to learn enough on their teaching practice. (Núñez et al., 2006) As (Barlett, 1990; Wallace, 1991) provided reflective series which can help teachers self-evaluate their teaching practice, reflect on, and make decisions which may improve their teaching.

Therefore, reflection can allow educators to select, create, or evaluate teaching and learning materials, teaching methods and theories in order to fulfil learners’ needs, and be aware of syllabus design and using meaningful content and tasks, learning strategies, and creating appropriate learning settings. (Núñez & Téllez, 2009) proved that: “the onset of teachers’ reflection is the individual assessment of the EFL classroom, which enable[s] them to make decisions when they create or adapt materials that fulfil particular needs and learning setting” (p. 172) reflection also generates self-recognition and self-assessment of their

18-20 June, 2021

teaching for the sake of fostering their competence through evaluating materials which are responsive to their needs. In this respect, (Núñez et al., 2006) claimed:

Reflecting is a vital activity for professional and personal development since it leads the teacher to a process of self-recognition of his performance and to a self-evaluation that simultaneously allows him to make changes and implement innovations not only to the methodological approach, but also to the selection and development of meaningfully contextualized materials. (p.115)

According to (Tomlinson, 2003), teachers can be able to contextualize materials to get self-confidence, self-esteem, innovation, and subsequently fulfil professional development. Reflection is a metacognitive pledge and an extremely personal pursuit for managing to improve professional practice. Also it involves portraying an event which prompts (Boud, et al., 1985; Calderhead, 1989) the reflective cycle and which turns out on personal interpretation as (Dewey, 1933) believes. Therefore, despite the individual distinctions of several models of reflective practice, the event is initially portrayed and then generally analysed and evaluated against particular criteria.

In these cognitive processes, there is the significant impact of someone's personal attributes, past experiences, and moral values. Indeed, in the final stage of reflection, some decisions are made according to moderation of professional practice with emphasis on professional development. This can be due to the qualities of each individual regarding their reflective activity, and also to the interpretation of the meaning of their prior experiences which can improve their reflection. In this respect, teachers need to purposely develop their constructed knowledge and their ability to use this knowledge so that they can develop their professional growth and practice and their intrapersonal intelligence. (Gardner, 1993) developed this notion of the intrapersonal intelligence and considered it as one of the parts of his Multiple Intelligence Theory which meaningfully supports the aim of reflective practice and expedites personal ways of improving practice through relative strengths adaptation.

2.2. Teacher Professional Growth and Self-reflection

The teaching process in the ELT context has become one of the major challenges in the academic arena. Alternative teaching pedagogy became highly required in order to the challenges and society's changes. In this respect, (Maussa, 2011) asserts that "teaching is conceived as a profession that demands a permanent environment and a need for progressive professional and personal changes based on the teacher's continuous self-reflection on his/her own practice" (p. 103). As (Bolstad, Gilbert, McDowall, Bull & Boyd, 2012) believe that "the current educational systems, structures and practices are not sufficient to address and support the learning needs of all students in the 21st century" (p.01) Therefore, the teacher need to improve his professional growth through an attentive process of reflection and should be enough trained to get professional competence to achieve a high level of performance.

On the other hand, the learning process also requires teacher development, (González, 2007) similarly, (Richards and Farrell, 2005) refer to the professional development of the teacher as: "a long-term personal growth that aids teachers' defining and making sense of their teaching practice and of themselves as individuals. Teacher development is viewed by (Tomlinson, 2003) as "a multi-dimensional awareness and the ability to apply this awareness to their actual contexts of teaching" (para. 06) Further, self-development and self-direction are vital for teacher development (cited in Nunan & Lamb, 1996) as Hiemstra and Brockett

18-20 June, 2021

(1991) proved that individuals can take full responsibility for self-learning through professional development. Indeed, the teacher development is quoted through the words of Diaz-Maggioli who claimed that that it is “an on-going learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students” (as cited in González, 2005, p. 311)

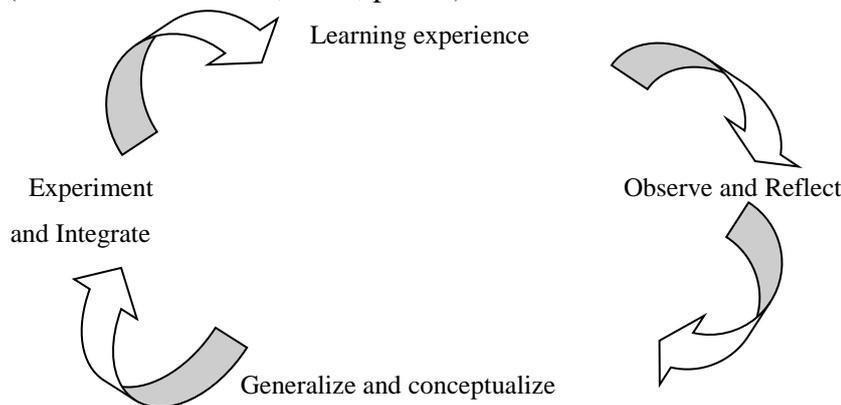
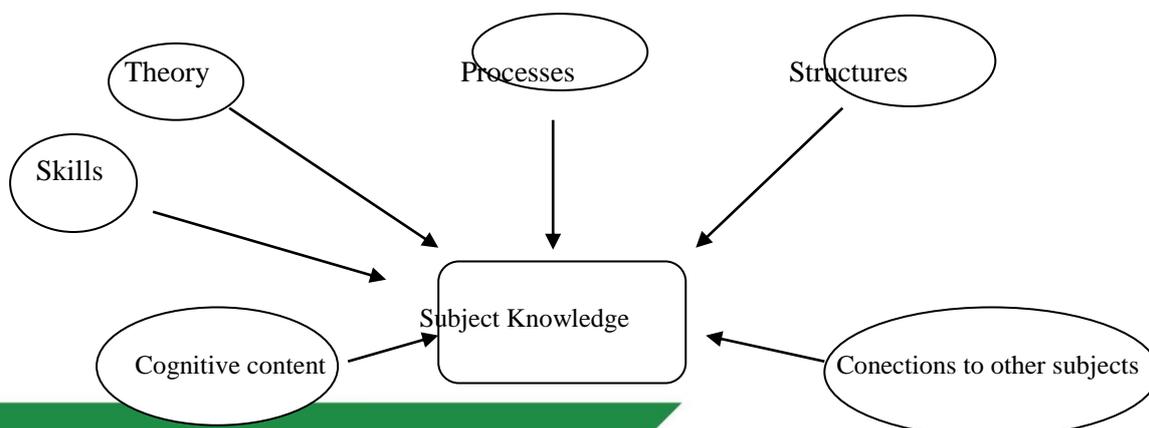


Figure 1: Experiential Learning Cycle (Kolb, 1984)

Kolb’s (1984) experiential learning cycle includes many phases which involve reflective practice. In the second phase of the cycle, the learner reflects on his experience of learning which occurred in the first phase, and makes observation. The learner thus can assimilate with past and present experience and knowledge in the third phase through reflection. The learners finally would improve their autonomy competence, self-confidence, and self-awareness, and acquire new skills. According to (Dewey, 1933), reflecting on their teaching practice can help teachers assure high teaching levels. (Manen, 1977) investigated a reflective model on reflection on collaborative and personal levels affirming that teachers’ reflection can be ensured through self-evaluation, intellectual background, personal experience, and interactive feedback in the classroom.

(Rodgers, 2002; Tok, Surkran and Dolapciogu, 2013) yet consider teachers’ self-reflection collaborative process based on feedback of others. In addition, according to (Diggelen, Brok and Beijaard, 2013) educators should self-reflect on their practice, at the same time they need but it acknowledges interactive and shared feedback through which they can achieve self-reflection. Teachers’ self-reflection involves their way of teaching, subject knowledge, and the context of learning. They should be aware of the content of their teaching and should be intellectual, so that they can ensure efficient teaching. (Rodgers, 2002)



18-20 June, 2021

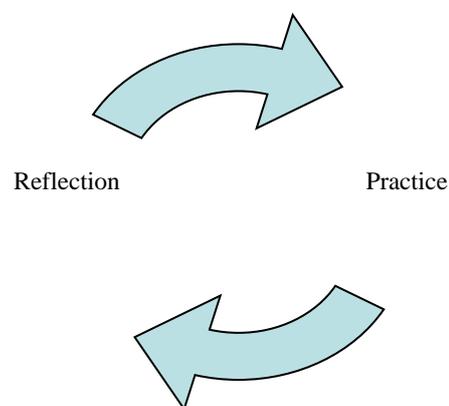
Figure 2: Reflection and Subject knowledge (Banks et al., 1999)

On the other hand, (Rodgers, 2002; Ross and Bruce, 2007; Kurborska, 2011; Diggelen, Brok and Beijaard, 2013) emphasize that self-reflection is deeply related to practical experiences in the classroom which serve as an aspect of teachers' reflective practice. (Tok and Dolapcioglu, 2013) claim that teachers need to create a reflective classroom environment in order to gather the students' questions, opinions, and obstacles they engage with during the lesson set and also make a reflection on their self-evaluation. (Sammons et al., 2007) claim that teachers cannot be able to consider all the problems students face during the lesson.

According to (Hattie and Timperley, 2007; Ewens, 2014), teachers can reflect upon their practice by considering students' feedback from lesson evaluations to convey particular issues. However, (Bolinger and Warren, 2007) believe that some teachers do not support allowing students to express their opinions through evaluations because they think it is not a successful idea. Classroom environment is also a significant part of teachers' reflective practice. (Hattie and Timperley, 2007; Ewens, 2014) According to (Ewens, 2014), through teachers' reflection, students' feedback can be examined and reflected upon the use of their subject knowledge to fulfil their needs and interests. In this respect, it is apparent that students' feedback is highly required for reflective practice.

2.3 Pedagogical Practice

In the ELT context, reflective practice can work in parallel with critical thinking as (Conway, 2001) believes and it can foster student self-regulation according to (Singh, 2008) Indeed, relating reflective practice to teachers' cognitive development can help them be critical in dealing with their problems and decision making (Cousin, 2002) reflective teaching also can help teachers be able to identify particular events based on their life experience and solve problems they may encounter, and therefore can be able to consider distinctive and future events and actions. (Hume, 2009) Indeed, pedagogical practice can be a crucial contributor of constructing teachers' capacities to continuously learn and encourage learning. (Gordon & Ross-Gordon, 2009) Hence, reflective practice can be seen as the reflective performance of self-evaluation of decision making, and problem-solving tasks. (Larrivee, 2008)



18-20 June, 2021

Reflective practice can deeply contribute to set efficient pedagogical practice as a persistent aspect of professional growth and practice as well. Occasionally, Schon pioneered the notion of reflective practitioner which includes both reflection on action and reflection in action (Schon, 1983) In addition to the notion of reflection for action of (O'Donnell et al., 2005, Scales, 2011) Both reflection on and in action occurs during and after the teaching practice, while reflection for action involves the use of reflection as a ground for designing future events for further self-regulated improvement and benefits for teachers. (Loughran, 1996) asserts that: "the more an understanding of the relationship between teaching and learning may influence practice, and the more deliberately a teacher considers his or her actions the more difficult it is to be sure that there is one right approach to teaching, or teaching about teaching" (p.03) reflection upon teaching requires a set of skills to reflect upon the teaching experience for the sake of developing those skills and constructing efficient knowledge. (Moore, 2000)

Zwodiak-Myer (2009) suggests that reflective teaching practice can go through a set of steps which include first considering teaching for personal improvement, evaluating self-teaching through classroom research procedures, relating theory with the teacher's own practice, questioning personal theories, considering alternative perspectives, applying new strategies, enhancing the quality teaching for the sake of getting efficient teaching. In this light, Dewey introduced the term reflective teaching in 1933 and he affirmed that this process is:

An active and deliberative cognitive process that involves sequences of interconnected ideas that takes into account underlying beliefs and knowledge. School's actions became routine and needed to change. Reflection is considered as a thinking process, resulting in creating alternatives of teaching. He further stated that teachers who are unreflecting about their teaching often uncritically accept this everyday reality in their schools and concentrate their efforts on finding the most effective and efficient means to solve problems. (As cited in Pedro, 2006, p. 130)

Reflective teaching usually requires the use of effective pedagogical skills which serve as standards teaching practice or teacher standards including self-confidence, social awareness self-regulation, and professional practice. Occasionally, (McKenna, 1999) (Jay & Johnson, 2000) assumed that a reflective practitioner can be able to consider particular dimensions of his teaching pedagogy, they can make reflective listening, engage in dialogues, and interact with peers. Also, they can make analysis; give assumptions, set goals, meanings and perceptions. As (Van Manen, 1977) asserts that practitioners questions "focus more on the educational aspects of their work to gain an interpretive understanding both of the nature and quality of educational experience, and of making practical choices" (p. 227) In this respect, reflective practice, according to (Bandura, 1986) can enable practitioners to be more self-aware, fully responsible, and be able to self-guide their own practice. Indeed, reflective practice is a learning process which helps teachers to be more aware of what they already know, what they need to know and how to know and construct knowledge (Almabekova, 2010)

(Greene, 1978) believes that teachers should encourage the practice of self-reflection and "think about their own thinking, and to reflect upon their own reflecting" (p. 61) this practice can enhance their ability to teach and process their experience in various ways to improve their understanding of what they are doing, why they are doing that, and how they are affected

18-20 June, 2021

by that. (Boud, 1999) yet reflecting on reflection and on personal experiences is fundamental which involves teachers' personal beliefs about themselves, their teaching, subject knowledge, and their roles and responsibilities within the classroom. (Berliner, 1987)

3. Method

The methodology used was a case study method which provided an opportunity for teachers' reflection to be studied. The rationale of the data collection tool can enable us to understand how theoretical principles such as reflection and reflective practice are applied. According to (Cohen et al., 2011) the data collected in case studies is reliable and comprehensible. However, the findings of the data analysis in case studies may not be widespread applicable. (Dawson, 2012) therefore case studies can reflect the distinctive nature of educational contexts which is an intricate environment (Wissman et al, 2015)

A qualitative enquiry was used for the research design and data were collected through a structured survey. The survey is "a systematic method for gathering information from (a sample of) entities for the purpose of constructing quantitative descriptors of the attributes of the larger population of which the entities are members" (Groves et al., 2004, p. 04). As surveys are useful to analyse views and perceptions of, the researcher administered a structured survey with ten (10) teachers at Teachers College of Laghouat which included experience questions. A random sampling procedure was used to select teachers as respondents for the study who represent the whole population. The teachers completed the survey about their experience of reflection on the activities conducted in their language classroom. Though this data collection tool, we aimed at investigating how their reflection on their teaching tasks embodies their personal and professional growth.

Teachers' reflection in this study involved several criteria including awareness of learning and teaching, learning approaches, evaluation, pedagogical skills, social awareness, and self-reflection, as the researcher has implemented further criteria for practicing reflective teaching. The researcher also adopts (Farrell, 2007) reflective model for the survey which involves teaching journals, action research, classroom observation, classroom practices, development programs, feedback, and classroom observation. The data of the study were analysed using the SPSS statistical program. Percentages and deviation are used to analyse the respondents' perspective on their awareness about the process of reflection in their language classes, and gathering their perception and attitudes towards its efficiency in enhancing their teaching process and pedagogical practice.

4. Results and Discussion

In order to prove the validity of the research tool, the survey was made to elicit data based on the experience of the participants. The researcher tempted to use inductive analysis for analysing the required data. The survey was conducted to evaluate the teachers' experience with the reflective practice and its impact on their professional growth. In total, 10 teachers answered the questions based on which we analysed data in the study. Therefore, the analysis of the data was based on a constant claim about reflective teaching strategies which are used by teachers in their usual teaching practice. Also reflective teaching is revealed as professional development which should be applied according to each particular teaching context.

18-20 June, 2021

Therefore, engaging in particular activities of reflection, the understanding of teachers' teaching competence, motivational awareness, knowledge and experience in language education would help the research get with the extent to which they would be able to make reflection on their students' needs. In this respect, teachers can be able to apply self-reflection in a way that they feel more aware and confident and do not receive judgement about their teaching receive others' feedback.

To ascertain the answer to the research question about the extent to which can teacher reflection shape teachers professional growth and reflective teaching practice. Table 01 portrays the means and variation between the participants' scores on their reflective awareness in their usual teaching classroom.

Table 1: Teachers' Reflection on their Teaching Process

Criteria	Mean	Std Deviation
Reflection on students' needs	4.66	3.08
Awareness of learning and teaching approaches	5.83	3.76
Criteria for evaluation and development of materials	3.50	1.87

Based on the results of the first criteria in the survey, most teachers are not deeply aware about the issue of reflective teaching due to their lack of knowledge of it. Some admitted that reflective teaching refers to reflective tasks during the lesson set which allows students to reflect on what they have already got during the lessons, and see the extent to which they got adequate understanding about the whole lesson. A number of teachers (07) seem aware about their teaching process and about the teaching strategies and approaches they are using in their classroom scoring with (M=5.83) as a Mean score. (2) Teachers have an idea about performing reflection in the classroom and about the benefits of reflecting on their teaching with a score of (M=4.66), and (1) teacher claim that reflection is deeply related to evaluation and self-evaluation with the score of (M=3.50)

Based on these findings, the researcher assumed that teachers' perceptions about reflection are limited, and prove that it is hard to relate reflection with professional growth and teaching experience and practice. They are not aware that they are already conducting reflection in their classroom. In this light, teachers' professional growth is related to reflection since it is a continuous process teachers engage to alter their thoughts and pedagogical practices in order to be able to reflect on the needs of their students. Therefore, there must be an emphasis on how to use reflection and how can educators benefit from it. (Núñez and Téllez, 2015) argue that "reflection raises teachers' awareness of personal and professional growth by enhancing their discipline knowledge, pedagogical practices, and research projects as well as fostering self-confidence, creativity, and self-esteem" (p. 66) This proves that the process of reflection can improve the teaching practice in the classroom and also enhance teachers' personal and professional life.

In the process of reflection, teachers can be able to create creating their own teaching materials and transforming their classroom into possible research projects. As (Mizell, 2010) asserts that "the effectiveness of professional development depends on how carefully educators conceive, plan, and implement it. There is no substitute for rigorous thinking and

18-20 June, 2021

execution” (p. 10). This proves that in order to fulfil high professional growth, teachers should highly aware about observing, analysing, and setting action plans to develop their teaching practice. Besides, teachers have been asked to express their attitudes towards self-reflection and professional growth as a means of teaching and its values in achieving self-awareness about teaching pedagogy. Their responses are interpreted in table 2.

Table 2: *Self-reflection and Professional Growth*

Criteria	Mean	Std Deviation
Pedagogical skills	5.33	2.73
Teacher’s Personality	7.66	5.81
Social Awareness	3.33	3.93
Engaging in Professional Practice	2.50	2.07
Teacher’s Self-reflection	3.16	1.72

The table above show descriptive statistics about the responses of teachers on particular variables about their pedagogical practice. The analysed data is interpreted through the mean scores (Mean) and standard deviations (Std. D) of the responses on the survey. Results show that the average of answers of the sample of the study of all criteria in table 2 ranged between (7.66 and 2.50) highly evaluated for all items. Teachers’ personality ranked higher with mean of (M= 7.66), then the item of pedagogical skills ranked the second (M=5.33), social awareness ranked third with (M=3.33), teachers’ self-reflection ranked fourth with (M=3.16), and finally the item of engaging in professional practice with (M= 2.50). Therefore, the whole average of research was (3.33) and the level was approximately high.

To ascertain the teachers’ pedagogical growth and professional development through reflection in, on, and for action that teachers considered the most effective in achieving efficient teaching pedagogy through their previous answers. Respondents have been asked to identify the item they consider very efficient in having a successful teaching pedagogy. The table below presents the results of teaching criteria adopted from (Farrell, 2007) that can accompany teachers throughout their teaching journey. The information in table 03 show the variety of reflective practices that language teachers may use for planning a lesson and for meeting their learners’ needs to get appropriate and efficient learning. These practices include teacher support, prior knowledge and experience, classroom management, and feedback.

Table 03: *Reflective Classroom Practices*

Reflective Practice Items	Mean	Std Deviation
Teacher development programs	3.22	5.72
Prior knowledge and experience use	3.65	6.72
Accommodating teaching pedagogies into new classroom practices	3.61	6.56
Classroom management and feedback	3.69	6.98

18-20 June, 2021

The findings imply that majority of teachers (n=06) believe that classroom management and feedback are the most relevant for improving reflective teaching practice with rank of (M=3.69). This gives the significance to the role of the teacher in managing well the classroom and helping students choose their appropriate learning strategies to complete tasks. The item of applying prior knowledge and experience ranked second with (M= 3.65), which proves that most teachers are aware enough about applying their already acquired knowledge in the field and that their experience help them in the process of reflection in the classroom. Then integrating new classroom pedagogies into new classroom practices ranked third with (M=3.61) which implies that most teachers are aware about the inclusion of new and different teaching pedagogies which can help them reflect of their practice.

Finally, the rank of (M=3.22) was for teachers development programs, this proves that most teachers are not aware about this practice which highly enable them to improve their teaching competencies as professional development programs can develop language competence and methodology of teaching that meet the standards of excellence in education. In addition, language professional practices involve training teachers in curriculum development, teachers' evaluation, teaching materials, and language proficiency skills. (González, and Álvarez, 2010) affirm that professional development programs are related to teachers' experiences, interests, and collaborative work are more efficient because they engage language teachers in a deep and high reflective teaching process. Professional development programs also help achieving effective outcomes of language learners when teachers are aware about an efficient language education.

Also based on the findings, reflection can provide teachers with opportunity to make interaction and make interactive feedback. This will improve their communication, cooperation, and collaboration with colleagues and with students in the classroom. Therefore, suitable professional development programs are much needed for Algerian language teachers for improving the Algerian higher educational system. This indicates that ELT teachers become more reflective as a result of their efficient teaching practices the high level of their learners' performance. In that respect, considering the aim of this study which is to investigate how reflective teaching can enhance the professional development process for ELT teachers as reflective teaching goes mere beyond teaching materials and instructional strategies.

Therefore, expressing teachers' attitudes towards the teaching profession through reflection can improve both their professional practices and the improvement their students' learning progress. Teachers need to be engaged in a reflective process through thinking critically about their teaching, analysing, and familiarizing learners with a better language teaching process, which will increase their professional growth and improve their professional practices in a reflective manner. Besides, teachers can also self-evaluate their own teaching instruction and analyse difficulties and solve problems and also look for using new alternative teaching pedagogies.

The findings of the study therefore helped the researcher to recognize different practices involved in the process of reflection, and this is based on the information elicited from the respondents' answers and based on the analysis of the analysis of the data. In effect, applying reflective teaching in the classroom proved its efficiency in improving the knowledge base and teaching pedagogy. According to (Mizell, 2010), professional development can be effective in enabling teachers to develop their skills and knowledge, he claims that: "professional development requires thoughtful planning followed by careful implementation

18-20 June, 2021

with feedback to ensure it responds to educators' learning needs" (p. 10) therefore, professional development programs used by experienced teachers can provide them with the appropriate assessment and reflective teaching strategies which can develop their professional practice.

5. Conclusion

This study has investigated the effect of promoting teachers' professional growth through reflective practice in an EFL classroom in Algerian higher education. It has provided valuable data about the efficiency of applying certain reflective teaching practices in a language teaching classroom. The overall analysis of qualitative and quantitative data proved that the majority of the participants are holding positive perceptions, and claims on the efficiency of reflecting upon their own teaching practice in improving their teaching competence. Indeed, reflective practice can be a beneficial form of professional development which can develop critical thinking competency and promote professional growth and promote experiential learning. It also allows teachers to implement their own methodology which can foster rational thinking. At the same time, it promotes students' personal reflections on their work and provides useful insights for their learning progress.

The implications for reflection on professional practice can be represented through describing, analysing, and planning the teachers' own work. This claim has been supported by Gardner's concept of intrapersonal intelligence which involves using authentic personal response, planning, using appropriate strategies which can help them to improve their professional practice. This can allow teachers to relate their own individual experiences and perspectives, also their already acquired professional strategies which they have explored. Intrapersonal intelligence contributes to planning pedagogical subject knowledge, students' individual preferences. Ultimately, the outcomes and high mean scores of the items on reflective practice regarding the applying reflective practice revealed that most teachers are aware and conscious about the process of reflection in classroom, and of the role of the teacher as an active part in the process of teaching.

Referring back to the research question of the extent to which can teacher's reflection contribute to increasing EFL teachers' personal and professional growth in a language class, the findings demonstrated that reflective practice can help educators be more conscious about the ways of teaching more effectively, and how they can enhance their own teaching performance, achievement, and competence in their teaching practice. The emphasis of the research has set a space for further research in pedagogical reflection and reflective practice in the EFL classroom, as it offered significant practical implications for teachers to improve professional and personal growth in their teaching. Further research can therefore be conducted on how these notions are practiced in higher college education curriculum. In this light, teachers need to reflect on their experiences or activities through developing knowledge, understand their teaching practice, and be able to identify and react to the problems their students face and help them overcome them to be effective teachers in the future. Teachers can also satisfy the needs and various issues of their learners by reflecting on their everyday teaching activities for their professional growth.

The process of reflection can sometimes be hard due to time constraints and inability of teachers to cover all the information at once, as it requires approaching knowledge in an efficient way and also full responsibility which will help teachers solve the problems

18-20 June, 2021

encountered and develop their self-confidence. Throughout this study, reflective teaching has been proved to be worth required as teachers can reflect, analyse, and transform their practice. The findings of the study prove to be helpful in helping EFL teachers become experienced teachers with high level of professional and personal growth. Finally, this target study can also provide implications for the higher education authorities in Algeria to provide solutions to various issues including teachers' professional growth; encourage teacher development groups and collaboration, teaching journals, and action research. Also, the study can be enlarged to become a paradigm of reflection that can be applied for other teachers of other fields in other higher educational institutions.

References

- Almabekova, O. (2010) Reflective Teaching in ESP, *Journal of Siberian Federal University Humanities & Social Sciences*, 03 (03), pp. 462-475
- Bandura, A. (1986). *Social Foundation of Thought and Action: A Social Cognitive Theory*. New York: Upper Saddle River, NJ: Prentice Hall
- Banks, F., Leach, J. and Moon, B. (1999) New understandings of teachers' pedagogic knowledge, in J. Leach and B. Moon (eds), *Learners and Pedagogy*. London: Paul Chapman Publishing
- Berliner, D. (1987) Ways of Thinking about Students and Classrooms by more or less Experienced Teachers in J. Calderhead (ed.) *Exploring Teachers' Thinking*, London: Cassell
- Bolinger, K., and Warren, W. (2007) Methods Practiced in Social Studies Instruction: A review of public school teachers' strategies, *International Journal of Social Education*, 22 (01), pp. 68-84
- Bolstad, R., Gilbert, J., McDowall, S., Bull, A., Boyd, S., & Hipkins, R. (2012). *Supporting Future-oriented Learning & Teaching, a New Zealand Perspective*, A Report to the Ministry of Education
- Boud, D., Keogh, R., & Walker, D (1985) *Reflection: Turning Experience into Learning* London: Kogan Page Ltd
- Boud, D. (1999) Avoiding the Traps: Seeking Good Practice in the Use of Self-assessment and Reflection in Professional Course, *Social Work Education*, 18 (2), pp. 121-132
- Brookfield, S. (2004) *The Getting of Wisdom: What Critically Reflective teaching is and why it's Important*. <http://nlu.nl.edu/academics/cas/ace/facultypapers/StephenBrookfield.cfm>
- Calderhead, J. (1989). Reflective Teaching and Teacher Education, *Teaching and Teacher Education*, 05 (1), 43-51. [http://10.1016/0742-051x\(89\)90018-8](http://10.1016/0742-051x(89)90018-8)
- Cárdenas, M. L., González, A., & Álvarez, J. A. (2010) El Desarrollo Profesional de los Docentes Deinglés en Ejercicio: Algunas Consideraciones Conceptuales para Colombia "In service English teachers' professional development: Some conceptual considerations for Colombia" *Folios*, 31, pp. 49-68
- Cohen, L., Manion, L., and Morrison, K. (2011) *Research Methods in Education*, London: Routledge

18-20 June, 2021

- Conway, M.A. (2001). *Sensory Perceptual Episodic Memory and its Context: Autobiographical Memory*, Philosophical Transactions of the Royal Society of London
- Cornford, I (2000) Reflective teaching: Empirical research findings and some implications for teacher education, *Journal of Vocational Education and Training*, 54 (2), 2000, pp. 219-235
- Cousin, G. (2002) Strengthening Action Research for Educational Development Educational Developments, 01, (03) pp. 5-7
- Dawson, A., Matthews, D., Stevens, M., Roberts, and P. Vidale (2012) Importance of Oceanic Resolution and Mean State on the Extra-tropical Response to El Niño in a Matrix of Coupled Models, *Clim. Dyn*, 37 (01) pp. 391-405. <http://10.1007/s00382-012-1518-6>
- Dewey, J. (1933). *How we Think: A Restatement of the Relation of Reflective Thinking to the educative process*. Boston, New York: Heath
- Diggelen, M., Brok, P., and Beijaard, D. (2013) Teachers' Use of a Self-assessment Procedure; the Role of Criteria, Standards, Feedback and Reflection, *Teachers and Teaching: Theory and Practice*, 19 (2), pp. 115-134
- Ewens, T. (2014) *Reflective Primary Teaching*, London: Critical Publishing
- Farrell, T. (2007) *Reflective Language Teaching: From Research to Practice*, London, England: Continuum
- Gardner, H. (1993). *Frames of Mind, Tenth Anniversary Edition*, New York: Basic Books.
- Giovanelli, M (2003) Relationship between reflective disposition toward teaching and effective teaching. *The Journal of Educational Research*, 96 (5), pp. 293-309. <http://dx.doi.org/10.1080/00220670309597642>
- González, A. (2005) Professional Development of EFL Teachers in Colombia: Between Colonial and Local Practices. *Íkala, Revista de Lenguaje y Cultura*, 12 (18), pp. 309-332
- Greene, M. (1978) *Landscapes of Learning*, New York: Teachers College Press
- Groves, M., Fowler, J., Couper, M, Lepkowski, J. Singer, E., & Tourangeau, R. (2004) *Survey Methodology*. Hoboken, NJ: John Wiley & Sons
- Hattie, J., and Timperley, H. (2007) *The Power of Feedback, Review of Educational Research*, 77(01), pp. 81-112
- Hume, A. (2009). Promoting Higher Levels of Reflective Writing in Student Journals, *Higher Education Research & Development*, 28, pp. 247- 260 <http://10.1080/07294360902839859>
- Jay. K & Johnson. K (2000) Capturing Complexity: a Typology of Reflective Practice for Teacher Education, *Teaching and Teacher Education*, 18, pp. 73-85
- Kolb, D (1984) *Experiential Learning: Experience as a Source of Learning and Development*
- Kurborska, I. (2011) Links between Teachers' Beliefs and Practices and Research on Reading, *Reading in a Foreign Country*, 23 (01), pp. 102-128
- Larrivee, B. (2008). Development of a Tool to Assess Teachers' Level of Reflective Practice, *Reflective Practice*, 09 (3), pp. 341-360

18-20 June, 2021

- Leitch, R and Day, C (2000) Action Research and Reflective Practice: Towards a Holistic View, *Educational Action Research*, 08 (01), pp. 179-193
- Loughran, J. (1996). *Developing Reflective Practice: Learning about Teaching and Learning through Modelling*. London: The Falmer Press.
- Loughran, J. (2002). Effective Reflective Practice: In Search of Meaning in Learning about Teaching. *Journal of Teacher Education*, 53(1), pp. 33-43
<http://dx.doi.org/10.1177/0022487102053001004>
- Maussa, E. (2011). La evaluación de desempeño y su aporte al desarrollo profesional y personal del docente. *Revista Educación y Humanismo*. 13 (21), pp. 99-111
- McKenna, H. (1999). *Educating for Social Justice: Reflection and Pre-service Teacher Educators*. Annual Meeting of the American Educational Research Association, Montreal, Canada
- Ministry of National Education, *Standar Kualifikasi Akademik dan Kompetensi Guru*, Jakarta: The Government of Republic of Indonesia, 2007
- Mizell, H. (2010) *Why Professional Development Matters*. Oxford: Learning Forward
- Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning*, New York: Routledge Falmer
- Nunan, D & Richard, C (Eds.), (1990) *Second language Teacher Education*. Cambridge, UK: Cambridge University Press
- Nunan, D., & Lamb, C. (1996) *The Self-directed Teacher: Managing the Learning Process*. Cambridge, UK: Cambridge University Press
- Núñez, A., Ramos, B., & Téllez, M. F. (2006). Reflexión en el contexto educativo: hacia la toma de decisiones en el aula 'Reflection in the educational context: Towards decision making in the classroom'. *@puntas Cont@bles*, 11, pp. 111-115
- Núñez, A., & Téllez, M. F. (2009) ELT Materials: The Key to Fostering Effective Teaching and Learning Settings, *Profile Issues in Teachers' Professional Development*, 11(2), pp. 171-186.
- Núñez, A. & Téllez, M. (2015) Reflection on Teachers' Personal and Professional Growth through a Materials Development Seminar, *How*, 22 (2), pp. 54-74
- Pedro, J. (2006). Taking Reflection into the Real World of Teaching. *Kappa Delta Pi Record*, 42 (3), pp. 129- 132 <https://doi.org/10.1080/00228958.2006.10516449>
- Reagan, T. G., Case, C. W., & Brubacher, J. W. (2000) *Becoming a Reflective Educator: How to Build a Culture of Inquiry in the Schools* (2nd ed.) Thousand Oaks, CA: Corwin
- Richards, J., & Farrell, T. (2005) *Professional Development for Language Teachers*, Cambridge, UK: Cambridge University Press
<http://dx.doi.org/10.1017/CBO9780511667237>
- Rodgers, C. (2002) Defining Reflection: Another Look at John Dewey and Reflective Thinking, *Teachers College Record*, 104 (1), pp. 842-866
- Ross, J., and Bruce, C. (2007) Teacher self-assessment: A Mechanism for Facilitating Professional Growth, *Teaching and Teacher Education*, 23 (2), pp. 148-159

18-20 June, 2021

<http://dx.doi.org/10.19183/how.22.2.151>

- Sammons, P. et.al (2007) Exploring Variations in Teachers' Work, Lives and their Effects on Pupils: Key Findings and Implications from a Longitudinal Mixed-methods Study, *British Educational Journal*, 33 (5), pp. 681-701
- Scales, P, Pickering J. Senior, K. Headley, P. Garner, and H. Boulton, (2011) *Continuing Professional Development in the Lifelong Learning Sector*, Glasgow, UK: McGraw-Hill
- Schön, D. (1983) *The Reflective Practitioner: How Professionals Think in Action*. Cambridge, MA: Basic Books
- Singh, P. (2008) Oral and Written Reflection in Practice Management: An Action Research Approach. *Systematic Practitioner Action Research*, 21, 171-85 <http://10.1007/s11213-008-9089-5>
- Singh R, et al. (2008) Aerobic Production of Isoamyl Acetate by Overexpression of the Yeast alcohol Acetyl-transferases AFT1 and AFT2 in Escherichia coli and using low-cost fermentation ingredients, *Bioprocess Biosyst Eng* 31 (04), pp. 299-306
- Tok, S., and Dolapcioglu, S. (2013) Reflective Teaching Practices in Turkish Primary School Teachers, *Teacher Development*, 17 (2), pp. 265-287
- Tomlinson, B. (2003) Developing Materials to Develop Yourself, *Humanising Language Teaching*, 05(4) <http://www.hltmag.co.uk/jul03/mart1.htm>
- Van Manen, M. (1977) Linking Ways of Knowing with Ways of Being Practical Curriculum Inquiry, 06 (3), pp. 205-228
- Wallace, M. (1991) *Training Foreign Language Teachers: A Reflective Approach*, Cambridge, UK: Cambridge University Press
- Wissman, K., Staples, J., Vasudevan, L., and Nichols, R. (2015) Cultivating Research Pedagogies with Adolescents: Created Spaces, Engaged Participation, and Embodied Inquiry, *Anthropology and Education Quarterly*, 46 (02), pp. 189-197
- Zwozdiak-Myers, P. (2009) Developing your Communication Skills: Verbal, in Younie, S., Capel, S. and Leask, M. (eds.) *Supporting Teaching and Learning in Schools: A Handbook for Higher Level Teaching Assistants*. London: Routledge