



ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM,
AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

**REFLECTIVE TEACHING IN ELT CLASSROOMS: PERCEPTION AND
PRACTICE OF ELT INSTRUCTORS AT WACHEMO UNIVERSITY**

BY

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A DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY (PhD) IN ELT

ADDIS ABABA UNIVERSITY
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DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

This is to certify that the thesis prepared by Nigatu Habtamu Gebre, entitled *“Reflective Teaching in ELT Classrooms: Perception and Practice of English Language Instructors at Sagem University”* submitted in fulfillment of the requirements for the degree of Doctor of Philosophy in ELT complies with the regulations of the university and meets the accepted standards with respect to originality and quality. We, the examining committee, approve that this thesis has passed through the defense and review processes.

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ABSTRACT

This study aimed at examining how university English language instructors perceive reflection in teaching and the extent to which their perceptions were realized in RT. Adopting a convergent case study method, the study was conducted utilizing both qualitative and quantitative data sources. Quantitative data were collected administering questionnaire to forty-one English language instructors selected from Wachemo University through comprehensive sampling and qualitative data were collected using interviews, observation and reflective journal writing from four instructors taken through convenience sampling among the surveyed instructors on the basis of their willingness to participate. The interview data were transcribed and analyzed applying various stages of coding employing software called Open Code 4. Content analysis was applied to analyze reflective Journal entry (JE) data. The quantitative data were analyzed using descriptive statistics (Mean and Standard Deviation) applying SPSS version 24. The results revealed that the surveyed instructors have good theoretical understanding on the basic concepts of reflection in teaching. However, classroom observation and JE data affirmed that there existed a contradiction between instructors' theoretical understanding and their application of RT. The study divulged that the instructors were found at a lower level of reflectivity regardless of the superficial understanding they hold about reflective practice (RP). The results also revealed that the instructors engaged in the cognitive, practical, affective and meta-cognitive reflections to a greater extent relatively. The findings of the study further divulged that although the instructors are comparatively better at practising the four domains of reflection, they rarely engage in critical reflective construct. This leads to the conclusion that the instructors have a gap in dealing with broader socio-cultural factors affecting instructors' teaching practice and students' language learning. Besides, this study indicated that instructors' reflective Language teaching (RLT) practice was found to be affected by various impeding challenges generated from instructor, institution, learner and reflective principle related defects hindering their RP in ELT context at varying degree. Therefore, it was recommended that the instructors should take initiatives to engage in action research, peer observation, analyzing critical incidents.

Keywords: reflection domains, reflective practice, Reflective teaching, Professional development

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
HDP	Higher Diploma Program
JE	Journal Entry
MoE	Ministry of Education
PD	Professional Development
RLT	Reflective Language Teaching
RP	Reflective Practice
RT	Reflective Teaching
SD	Standard Deviation

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

English Language teaching(ELT) methods have passed through continuous changes giving rise to various reforms looking for a single best method that would fit teaching students in the English language classroom during 1880s to 1980s (Brown, 2007). During the method era, English language teachers were expected to passively apply the methods by channeling theoretical content knowledge to learner without any role of tailoring the content taking contextual factors in to account (Crandall, 2000; Kumaravadivelu, 2003: 36). However, in the 20th century, the notion of method faced much objection and collapsed being replaced by post method era which came up with new principles and pedagogical philosophies toward teacher and teaching (Bell, 2007; Masouleh, 2012 and Pishghadam, 2012).

Reflective teaching (RT) which emerged as a result of post method debate got more voice in English language education contexts since the early 20th century (Akbari, 2007& 2008). Following this, there has been a general shift from the concept of teacher as a technician to teacher as a reflective practitioner in teacher education and RT has become a main paradigm in ELT (Shon, 1983; 1987 & Jay and Johnson, 2002). Afterward, the concept of RT entered the context of ELT inviting instructors to fully engage in the process of self observation by keeping teaching journal, video/ audio recordings, peer suggestions and review of literature so that they can enrich their profession (Dewey, 1933; Schön, 1983).

In this manner, Kumaravadivelu (2003) explains reflective teaching as teacher's self directed evaluation via collecting information through conducting action research on class room dilemma. This entails that RLT deals with employing English language to express thoughts, feelings, and experiences related to teaching and learning further making use of metacognitive and reflective skills to critically analyze and evaluate one's own teaching practices and the impact they have on learners (Ellis, et al., 2014 & Kumaravadivelu, 2003). Reflection in language teaching context is generally described as a compass to look backward, forward

and do not forget how they are able to create more getting to know possibilities for them (Farrell, 2012).

Building upon Dewey's idea, Schon (1983) elaborated reflective teaching process as reflective-in- action and reflective-on-action in which the former refers to instructors' reflective attempts to solve unexpected problems taking place during teaching on the basis of their experience and requires thinking back, evaluate, and reflect on the incident and the latter stands for their reflective actions to plan ahead of their teaching and evaluate its efficiency afterward. This intuitive on-the-spot reflection is the active evaluation of one's thoughts and actions.

John Dewey compared reflective actions with routine actions and defined reflection as a planned, active, constant, and careful consideration of one's beliefs rather than following routine actions developed from our usual and general principles and rules over a period of time. He conceptualized RT as a method of teaching which requires thinking critically instead of passively transmitting knowledge using routine procedures established before (Dewey, 1933) and he noted that reflective teachers need to look back critically and imaginatively with logical thinking in order to derive helpful ideas (P.13). Clarifying this issue, Bartlett (1990) stated reflection as further critical thinking going beyond technical aspects of teaching; subsequently, he urged teachers to shift from what & how to why questions controlling their actions and creating the likelihood of transforming their practice (p. 205).

Briefly, critical thinking deals with critiques of different alternatives (Alsaleh, 2020), questioning deep rooted assumptions and beliefs based on one's past experience so as to become a reflective teacher (Tayler, 2009: 7). Accordingly, teachers, as reflective practitioners/ thinkers, need to monitor and be conscious of what they learn, what they already know, what they are expected to know, and know how to bridge their knowledge gap (Darling-Hammond et al., 2020). This demonstrates that through reflection, instructors should consistently engage in conscious thinking process by analyzing their teaching so that they bring about sound transformation on their practice and learn from their own professional experience (Farrell, 2015; Farrell and Kennedy, 2019).

It must, therefore, be underlined that, as reflective practitioners, teachers are not technicians or curriculum transmitters; instead, they should consider themselves as autonomous decision makers continually learning from their experience and reconstruct this experience through reflection (Larrivee, 2008b; Schön, 1983; Widodo, 2016). Teachers should take ownership of their PD by actively engaging in reflective practice (Farrell and Ives, 2015) seeking opportunities for collaboration and peer observation to enhance their reflective skills (Mann & Walsh, 2018). It is through active engagement in a systematic reflection that teachers can constantly develop and grow professionally, overcome challenges, and learn to respond rationally to educational changes (Widodo, 2016). Anderson, (2001) highlights that reflective teaching is a systematic inquiry method which focuses on the constructivist approach to teaching and creative problem solving as a strategy to improve learners' performance which in turn implies that construction of reflective identity in practitioners has become a prominent theme within a transformative education discourse.

Reflective practice has numerous pedagogical contributions for teacher development and improvement of teaching practice in a dynamic and challenging teaching context (Bolton, 2010; Sowa, 2009). It mainly provides English language teachers with an invaluable tool to deal with tough teaching situations (Ferrell, 2018). In language pedagogy, teachers can make use of reflection to effectively teach various skills in ELT. For instance, it allows teachers to analyze their own oral skills (speaking and listening) developing effective techniques to enhance students' speaking proficiency as well as their listening comprehension leading to improved instruction in these areas (Farrell, 2007). Besides this, engagement in RP enables teachers to assess students' reading fluency and explore strategies to enhance their reading speed and comprehension followed by provision of the instructors with different strategies of teaching vocabulary (Farrell, 2007). Above all, it allows teachers to develop effective instructional techniques for teaching writing to English language learners helping them identify common grammar and syntax errors made by students while processing their writing and develop targeted instructional strategies to address these issues (Farrell, 2007).

Thus, while teaching language skills, teachers are expected to keep a reflective journal where they can file a record of their thoughts, observations, and experiences related to teaching grammar, vocabulary, pronunciation, and speaking reflecting on their instructional choices, identifying areas for improvement, and tracking their PD (Farrell, 2008). Similarly, instructors are presumed to record their lessons and watch them later for self-reflection as this helps them identify strengths and weaknesses in their instruction of various language skills and make necessary adjustments (Farrell, 2008). This implies that teachers are required to reflect on their lesson plans before and after teaching language skills which in turn helps them consider the goals of the lesson, select appropriate materials and activities, and evaluate the effectiveness of their instruction (Richards & Farrell, 2005). In doing so, they are supposed to regularly assess needs and goals of their learners in relation to teaching the aforementioned skills which is supposed to help them tailor their instruction to meet individual learner needs and reflect on the effectiveness of their teaching strategies (Burns & Richards, 2009).

More generally, instructors' engagement in reflective practice in ELT context has main goal of improving instructional strategies helping instructors critically analyze their teaching methods and strategies by identifying areas of improvement and making necessary adjustments to foster students' learning (Farrell, 2008). Linking reflection to specific PD goals such as improving student outcomes or enhancing teaching strategies can provide a clear purpose and motivation for engaging in RP (Johnson, 2015). Through reflective practices, instructors can also evaluate the effectiveness of their instructional techniques in engaging students and promoting active participation in the English language learning process leading to increased student motivation and achievement (Edge, 2002). That is, RP allows teachers to assess needs and preferences of their English language learners, enabling them to tailor their instruction accordingly and provide targeted support (Richards & Farrell, 2005).

Reflective practice still helps teachers recognize and reflect on their own cultural biases and assumptions fostering a more inclusive and culturally sensitive English language classroom environment (Kumaravadivelu, 2008). After all, instructors' engagement in RP enables them to engage in ongoing professional growth via

identifying areas for improvement, seeking feedback from peers or mentors, and actively pursuing opportunities for further learning and development in ELT (Farrell & Ives, 2015). According to Isola (2019), cited in Moti, (2022), teaching is an interactive, complex process and becoming a professional instructor which is not an end but the starting point of a complex developmental process. Thus, if PD is to be effective, “teachers need to analyze and reflect on their practice, assess impact of their teaching, and refine and improve their instruction” (Darling-Hammond, 2008: 93).

This implies that teachers can benefit from institutionalizing RT practice into the PD through processes of reflection that promote self-assessment and collaborative inquiry of teaching practice building upon their prior teaching experience. However, teachers need the opportunity to reflect up on their personal challenges and seek learning environment that adhere to their classroom experiences for PD to be more effective (Darling-Hammond, et al., 2009).

It can be implied from the above discussion that through engaging in RP, English language teachers can enhance their instructional effectiveness cater to learner needs, promote cultural sensitivity, and continue their professional growth in the field of ELT and learning. Numerous studies have shown a positive correlation between teachers' engagement in RP and their effectiveness as English language practitioners. For example, Farrell (2008) found that teachers who regularly engaged in RP demonstrated increased self-awareness, improved instructional strategies, and enhanced student engagement. Similarly, Edge (2002) highlighted the benefits of RP in promoting professional growth and development among language teachers. Besides, Richards and Farrell (2005) emphasized the importance of ongoing PD opportunities that focus on RP. They argued that such initiatives can support teachers in critically examining their own teaching practices and making informed decisions to improve their instruction. Cultural and contextual factors also play a significant role in the implementation of RP.

Kumaravadivelu (2008) highlighted the need for cross-cultural understanding and sensitivity in RLT. He argued that teachers should consider the cultural norms and beliefs about teaching and learning that may influence their own practices, and reflect on how these factors impact their students' learning experiences.

Overall, research consistently suggests that engaging in RP can lead to more effective ELT. By critically examining their own teaching practices and making necessary adjustments, teachers can enhance their instructional strategies, improve student engagement, and ultimately achieve better outcomes for English language learners. Teachers, thus, should prepare themselves to initiate their students' reflective thinking and creativity via developing the culture of RT to foster students' learning having engaged in various domains of reflection (Darling-Hammond, 2006 & Hussien, 2007). To succeed in various domains of reflection, teachers need to be equipped with three main characteristics including open-mindedness, responsibility and whole heartedness.

According to Dewey (1933; 1993) and Brookfield (2017), open-mindedness deals with teachers' receptiveness to new ideas. Open-minded teachers are open listen to new ideas, perspectives, and feedback and recognize the views and knowledge of others about their class events, and are willing to challenge their own beliefs and consider alternative viewpoints (Brookfield, 2017). Dewey defines responsible teachers as those who pay wise heed to the consequences of their actions. Responsible teachers take ownership of their actions and accept responsibility for the outcomes of their teaching practice being accountable to their students, colleagues, and the broader educational community (Darling-Hammond, 2017).

Responsible teachers actively engage in PD activities to enhance their knowledge and skills. They take initiative in pursuing opportunities for learning and staying current with research and best practices (Ingersoll & Strong 2011). Whole-hearted teachers are those who take risks in bringing meaningful changes in their students and schools (Dewey, 1933 & 1993). Such teachers are passionate about teaching and genuinely care about their students' success maintaining enthusiasm to their classrooms, expressing empathy towards their students, understanding their needs, emotions, and backgrounds, establishing strong relationships and create a supportive classroom community (Jennings & Greenberg, 2009) and being resilient whenever they face challenges maintaining a positive attitude and modeling resilience for their students(Gu & Day,2007). Farrell (2007), further, elaborates on attributes of reflective teachers by maintaining that reflective teachers carefully

consider various aspects of their classes, including what they are doing, why they are doing this, and what will be the consequences of their conduct.

Coming to the local context, Ethiopia has been striving to bring about quality in the education sector which has passed through various changes designing various research based educational reform documents under the supervision and follow up of the federal ministry of education for almost two decades (MoE, 2003; 2004; 2006; 2009; 2010). The Ministry of Education carried out an assessment of the teacher education system, specifically focusing on the professional growth of teachers in schools (MoE, 2003). Various studies have been conducted to evaluate the strengths and weaknesses of the programs, including one by the Ministry of Education's Task Force on Teacher Education and another on the professional ethics of teachers by education bureaus and the Ethiopian Teachers Association (MoE, 2003). These studies have highlighted deficiency in teachers' professional competence and content knowledge; a disparity between teacher education and school education and mismatch between standards and expectations of their profession; theoretical and teacher centered methods of teaching along with inadequacy of Student assessment in identifying difficulties in their learning (MoE, 2003). Prior to these professional performance assessment studies, other doctoral researches (Awol, 1999; Hailom, 1991) were conducted to examine the extent to which the English Language teacher education programmes were effectively operating. The studies disclosed basic training problems alike to the findings of the other studies reviewed earlier. A study by Awol (1999), for instance, showed that most of the qualified English teachers believe that their pre-service training focuses on theory rather than methodology and teaching practice.

The study conducted by Hailom (1991) also identified problems such as lack of adequate practical teaching skills, procedural ability to promote their teaching competencies and low level of language skills. Using the findings of the reviewed research works, ministry of education designed a national framework

specifying strategy for the overhaul under the major thematic areas of teacher educators, pre-service selection criteria, pre-Service teacher education, continuous PD and other special upgrading programmes.

As per to teacher educators, the content of all teacher education institutions in the TESO have been designed to prepare teacher educators for their duties as “role, enquiry, reflection, deliberation, team work, being alert to the dilemmas and the bases for good decision making in these contexts” (MoE, 2003:12) with the aim of providing teacher educators with both the attitudes and skill of coaching of learners to promote their learning (MoE, 2002). In doing so, English Language educators have been provided with an in-service training called Higher Diploma Programme (HDP) being licensed as professional trainers.

On the other hand, concerning Pre-service selection criteria, the report of the study entitled “The Quality and Effectiveness of Teacher Education in Ethiopia” (2002) revealed that significant proportion of student teachers were not committed to teaching. In response to the findings of this study and research works conducted by Ethiopian academics and consultation held with various Teacher Education Institutions, pre-service recruitment criteria such as entrance examination, interview, high school transcript result, University Entrance Exam results, and supporting evidence are set as a standard.

However, the recruitment criteria haven’t been applied to select candidates showing commitment to teaching profession. Contrarily, candidates for English language pre-service teacher education programmes are recruited from those who failed to join their desired choices of fields of study or departments which in turn implies that such recruitment resulted in poor academic, professional and ethical performances of trainees. To address these and other related problems, the TESO Programme was introduced and implemented under different modalities in teacher education with the main mission of producing competent teaching staff having the desired academic knowledge, sufficient professional skill, appropriate citizenship attitude, and skill and those ethical values put in the Ethiopian Constitution (MoE 2003: 84).

Based on the above mission statement, the TESO Programme emphasized school practice, and professional courses which cover areas such as reflective/active teaching learning methods, student centered teaching, presenting ideas, asking questions, setting problems higher level study skills, lesson planning and assessment. As part of the PD plan, English language trainees engaged in various practicum courses to develop different skills and to become self-reflective English language teachers. In this regard, the TESO programme aims to have equipped pre-service English language teacher trainees with a range of opportunities to improve their professional practices through observation of the school environment and teaching methods used in schools having micro-teaching and direct experience of teaching reflecting on their experience with peers, and with school teachers under the guidance and supervision of their teacher educators (MoE, 2003).

It can be deduced from this situation that the Ministry of Education has ideally been striving to produce pre-service English student teachers who were equipped with reflective skills of observation, evaluation and self analysis of their day to day teaching practice questioning their assumption, beliefs and theories they hold about teaching and learning and make changes to their approaches of teaching and learning (MoE, 2003).

Continuous Professional development (PD) is another major focus area of TESO programme considered as special upgrading programme to improve teachers' skills and competence in the level they currently teach. It introduced the new approach as "Education Quality Improvement Programme (EQIP)" with the aim of improving the quality of teaching and learning in Ethiopian schools in general and developing RP as a tool of critical professional self-analysis leading to improved practice in particular (MoE, 2003: 98). Research evidences showed that numerous teachers working in the primary and secondary schools in Ethiopia were not qualified for the level they were teaching (MoE, 2002). In light of this, focusing on improving the situation, the team which worked on the "The Quality and Effectiveness of Teacher Education in Ethiopia" forwarded two recommendations : developing and implementing a programme to upgrade teachers' qualifications to the level at which they are assigned to teach through summer and distance programs and revising the upgrading courses to correspond with the revised pre-service curriculum (MoE, 2003. 115).

As these programmes are compulsory for those who did not have the qualification to teach at the level they have been teaching, schools are required to recruit on-job teachers to take part in the training programmes provided by the different teacher education institutions which has been providing significant number of summer and distance in-service EFL teachers with the opportunity to enroll and complete their training programmes.

Overall, having completed their pre-service, in-service and upgrading programmes, the teachers are expected to meet five competence standards set by the Ministry of Education (MoE, 2010): facilitating students' learning, creating a positive environment, managing learners' behaviors, establishing ground rules, linking prior knowledge to learning; using variety of assessment methods, monitoring progress; reflecting critically on one's own practice to improve the quality of teaching and learning being reflective practitioner, conducting action research to improve learning, encouraging students to become reflective learners; using a wide variety of teaching strategies to include all students in learning, using any resource available to enhance formal and informal language acquisition, valuing diversity and including all students in the learning process; and operating from Professional ethical position (p, 3-6).

Reflective practice (RP), as stated in the competence standards, is a means through which teachers make critical self-assessment on their own practice and make needed improvements in the quality of teaching and learning. It is through this teaching approach that instructors can see whether they meet other stated standards. In other words, the instructors themselves can evaluate whether they are using a variety of teaching strategies and assessment methods that enhance the quality of education. However, RP does not take place in a vacuum. If a teacher wishes to become a "reflective practitioner" (Schon, 1983), he/she should be familiar with different approaches that facilitate RP, such as observing oneself and others, peer-teaching, and expressing one's view of teaching through writing, and teacher-group discussions (Bartlett, 1990).

In this regard, in order to help teachers obtain such opportunities, school-based teacher development programs, such as peer-observation, and portfolio writing activities have been put in to practice. The portfolio writing activity is a requirement that every teacher should complete once in a semester. The contents of the portfolio include journal writing task that roughly asks teachers to reflect on things they have done over a semester, like recording events that took place in the process of teaching and learning. As a result, a teacher just compiles in his journal entries things like samples of quizzes given, students group projects and a kind of small classroom research that a teacher claims s/he had done and the resultant effects of the study. Overall, while there have been ongoing considerable changes in ELT and teacher education programs in Ethiopia, there are still challenges that need to be addressed.

1.2. Statement of the Problem

As already reviewed in the background section of the study, Ministry of Education of Ethiopia has been striving to realize implementation of RT learning in educational institutions by formulating policy document platform of producing “reflective practitioners” (MoE, 2003; 2004; 2006; 2009; 2010). In this manner, Ethiopian teacher Education College teachers are expected to meet five standards of competence set by the Ministry of Education (MoE, 2010).

One of the standards of competence put in the policy document of Ministry of Education is realization of reflective and inquiry teaching methods through training reflective practitioners and enriching their critical reflective capacity applying various on-job trainings (Ibid). This in turn makes a teacher consider him/herself more as facilitator of critical learning and transformation and less as transmitter of expert knowledge. To do so, instructors are required to apply various strategies of reflectivity as expected from “trained reflective practitioners” as per to the competence standard of the Ministry of Education of Ethiopia (MoE, 2013 & 2016). In fact, sustainable reflective practice is demanding as it requires that practitioners/teachers regularly play diverse roles often going beyond those of curriculum transmitters (e.g., Widodo, 2016, 2018; Widodo & Ferdiansyah, 2018).

Alternatively, scholars propose that instructors should be provided with prompts directly related to their teaching practice and challenges (Farrell, 2015); with autonomy to freely choose the topics/aspects of their teaching, the methods or tools they prefer to reflect (Mann & Walsh, 2018), and a culture of trust and respect among colleagues and opportunities for collaborative reflection should be created to help the instructors alleviate the perceived challenges associated with reflection making it a more enjoyable and meaningful (Farrell & Ives, 2015).

Above all, scholars recommend linking instructors' reflection to their PD goals and improving students' outcomes utilizing suitable teaching strategies in order to provide them with a clear purpose and motivation for engaging in RPs (Johnson, 2015). In this regard, Ethiopian teacher education colleges and government universities have been striving to provide various on-job trainings including Higher Diploma Program (HDP) for academic staffs with the aim of fostering their reflectivity facilitating their sustainable engagement in critical reflective activities with commitment and motivation so that they are able to enrich their professional knowledge (MoE, 2006).

This implies that Ethiopian Ministry of Education has ideally been endeavoring to realize RT practice as one sub-component of educational reform designing it as one of the programs at the policy level. However, research evidences showed that only handful studies were documented regarding instructors' practical engagement in RPs in their teaching context as per to the expectation of the ministry of education as "reflective practitioners".

More specifically, the question "To what extent in-service instructors have been implementing RT perceiving it as they are trained to be reflective practitioners?" has received little attention of researchers in the local context. That is, unlike wide-range exploration of pre-service student teachers' RT practices, the investigation of on-job instructors' practical engagement in RT seems to be taken for granted although it is worth studying due to its potential benefits in enhancing education quality enriching instructors' professional growth to large extent as reported by the reviewed empirical studies.

A number of local studies documented on RPs mainly focusing on pre service teacher training are reviewed by the researcher. For example, Hussien (2007) conducted a related research and tried to examine pre service student teachers' reflective status and found out that student teachers are not doing reflectively as expected even though they seem to have the potential to reflect. This scholar mainly associated the gap with instructors' failure to pay attention to apply reflection in planning practically. Another researcher explored pre-service language student teachers' reflection and their inquiry learning in Haramaya University practicum context and found that pre service student teachers fail to reflect mainly due to their lack of effective tools for reflection and lack of time for it (Dereje, 2012). Still another scholar studied secondary school English teachers' RT practices locally and came up with the conclusion that high school teachers haven't been trained adequately as expected as reflective practitioners (Taddesse, 2013).

Accordingly, the researcher of the present study identified some gaps among reviewed local research works. To begin with, most of the reviewed local studies aimed at exploring the RT practices of student teachers training in pre-service teacher education institutions, whereas the present study tried to examine the practice of RT of on-job university instructors. The other limitation of the reviewed researches was using merely a qualitative research design. Scholars suggest that using a mixed method is preferred over a single research design as the former paves smooth ground for complementary insights of compensation/balancing the shortcomings of one another as the quantitative data provides statistical investigation in one hand while the qualitative one offers rich narratives and personal experiences on the other hand (Creswell & Plano Clark, 2017) along with attaining holistic view, corroboration and generalization of conclusions (Tashakkori, & Newman, 2010).

That is, merging quantitative and qualitative data helps to triangulate findings, augmenting the validity and reliability of the research considering limitations which occur when using a single approach via bringing statistical evidence from quantitative data together with deep and context specific qualitative study (Creswell & Plano Clark, 2017). This in turn allows the researcher to gain a comprehensive understanding of the issue having both objective and subjective experiences (Johnson & Onwuegbuzie, 2004). Mixed approach is further preferred as it offers flexibility in

data collection and analysis as the researcher can adapt his/her methodology based on the research question, context, and available resources, allowing for a more tailored and comprehensive investigation (Tashakkori & Teddlie, 2010).

Therefore, this study, unlike the reviewed research works, applied convergent multiple case study research design employing both qualitative and quantitative data collected and analyzed independently and then merged & interpreted to complement each other (Creswell, & Creswell, 2018). In this fashion, the present study is guided by the philosophical stances of pragmatism which allows both quantitative and qualitative methods to be blended and utilized together to complement each other in a single research in order to enhance the culmination, and the strength of the findings (Creswell, 2014). In a nut shell, taking the reviewed research gaps into account, this study attempted to answer the following basic research questions:

- How do ELT instructors perceive reflective practice in English language teaching?
- To what extent do ELT instructors' classroom practices portray various levels of reflection (descriptive, comparative, or critical)?
- To what extent do ELT instructors engage in practising various components of reflection (practical, cognitive, affective, metacognitive or critical) in their teaching?
- What are the major challenges impeding ELT teachers' reflective teaching practices?

1.3. Objective of the Study

1.3.1. General Objective of the Study

The present study aimed at examining English Language instructors' perception and practices of RLT

1.3.2. Specific Objectives

- ❖ To assess ELT instructors perception of reflective practice in English language teaching.
- ❖ To examine the extent to which ELT instructors' classroom practices portray various levels of reflection (descriptive, comparative, or critical).

- ❖ To look in to the extent of ELT instructors' engagement in practicing the components of reflection (practical, cognitive, affective, metacognitive or critical) in their teaching.
- ❖ To identify the major challenges impeding ELT teachers' reflective teaching practices.

1.4. Significance of the study

The result of this study is believed to be useful in several ways for different stakeholders. First, it provides baseline information for curriculum designers concerning how teachers' reflective performance in the different reflective activities including critical reflection and journal writing in look like. Secondly, it serves as a document to the management of the university where the study was conducted to see the degree to which on-job trainings such as Higher Diploma Programme (HDP) would be helpful in helping instructor's self-/peer assess and enrich themselves as reflective practitioners. Lastly, it also serves as a feedback to the Ministry of Education so as to carry out further investigation on the extent to which higher education programme objectives in terms of developing RP, is being met by the graduates of the new programme, and make some adjustments to the existing higher education policy in general and the proposed capacity building programs designed for public universities in the country in particular.

1.5. Scope of the Study

The objective of the present study was to examine English language instructors' perception and practices of RLT in the ELT context. Therefore, the study was delimited to examining RLT practices of English language instructors together with their perception towards RP at Wachemo University. The study was actually carried out with the involvement of respondents selected from Wolkite and Wachemo Universities. Wolkite University which was purposively selected due to its equivalence with Wachemo University was preferred for pilot study. Both universities are third-generation universities so they can be contextually comparable in terms of the quality of human resource as well as university facilities. The study was also delimited to instructors who offer the Communicative English Skills I and

Basic Writing courses as these courses were assumed to constitute relatively better coverage of contents for reflective writing and reading tasks.

1.6. Limitation of the study

In spite of the invaluable significance of this study in multiple dimensions, it has some limitations. Certain drawbacks are expected in a rigorous research project carried out by a single researcher under the influence of time constraint to address all the variables mentioned below. The study examined English language instructors' perception and practices of RLT in the ELT context. Nevertheless, the relevance of the study would have been exceeded if the study had involved an investigation of instructors' perception and practices of RT taking large samples from different universities. Similarly, although instructors' practices were explored, the study did not consider students' perceptions of RP and their implementation of reflective learning practices in English Language learning. Apart from the instructors' practices, the students' perceptions might have an impact on their learning, and thereby the improvement of their performance. The other limitation was related to inconvenience in making the respondents believe to take part in the study qualitative data provision particularly using journal writing as they do not have enough time and experience for such demanding extra activities. However, eventually they were convinced to cooperate as they were intimate staff members of the researcher. The limitation of the study further extended to time constraint as this study has been carried out during of COVID-19 pandemic, the researcher was held up and could not collect any data on time and so there was a delay in the time bound of completion of the study.

1.7. Definitions of Important Terms

Reflection: In this study, reflection is treated as careful consideration or thought, and as a process of disciplined intellectual criticism combining research, knowledge of context, and balanced judgment (critical thinking) about previous, present, and future actions/events.

Reflective Language Teaching (RLT): In this study, RLT is defined as an approach to ELT, learning and problem solving that uses reflection as the main tool. It is the ability that instructors describe, analyze, and question assumptions about their past,

present and future experiences in order to change these experiences into developing new experiences or insights through investing creative and critical thinking on their language learners.

Components of reflection: encompass the domains of English Language reflection comprising practical, cognitive, learner (affective), meta-cognitive and critical elements of reflection as validated by (Akbari, et al., 2010).

Critical inquiry: is conceptualized in the study as asking serious questions about the process by which outcomes are reached. The teacher need to ask why, how, where, when and what questions about demanding situations and then find the most appropriate solution to the situation.

Reflective practitioner: A professional teacher who usually reflects on his/her practice and is capable of framing and reframing problems, designing and evaluating solutions using reflective thinking.

Levels of reflection: This term comprises descriptive, comparative and critical reflection ranging from lower simple recalling stage, higher level of associating and criticizing experiences to synthesize new experiences at critical reflectivity at broader contexts.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Evolution and Concept of Reflection and RP

While addressing the term “reflection” two of the most influential theorists, Dewey (1933) and Schön (1983) have provided some basic ideas for a common understanding of the term. The concept of reflection is probably as old as educational discourse which is an inevitable element of teaching and learning enabling teachers to identify and solve problems related to their teaching practice or learning various aspects of their profession (Dewey, 1933; Farrell, 2015). The word reflection, is coined from a Latin word “reflectio” in which ‘re’ means ‘turn’ and ‘flectio’ means ‘back’ (Postholm, 2008; Rushton & Suter, 2012). Reflection, in this sense, refers to turning back and thinking of something that took place previously.

Dewey sees reflective practice as a systematic thinking task where teachers use evidence obtained from past experience and their knowledge or beliefs to make sensible decisions about their teaching instead of reaching poor decisions based on routine. In other words, RP and problem-solving tasks are similar in Dewey’s view. Building on Dewey’s work, Schön (1983) extends the concept of RP to account for the continuity of the thinking process by introducing the aspect of timeframes in which reflection takes place.

Schon, 1983, 1987 & Lackney, 2000 further defined reflection as the process of looking back and forth intentionally and with justifiable rationale to make sense for your present practical as well as theoretical experiences. Schon, (1983; 1987) additionally explained RP as the procedure of examining one’s practical as well as theoretical experiences deliberately with the rationale of understanding one’s own current practice. According to him, teachers make decisions about their future teaching experience based on their understanding of their previous experiences. Teachers investigate what they have experienced during their teaching with the idea of “fixing” the errors that they have made (or reflection-as-repair as termed by Freeman, 2016). Therefore, the end result of Dewey’s and Schön’s concepts of RP is too dominating in terms of teaching techniques or classroom

behaviors while it ignores one of the most important aspects in teaching that is, the teacher as a person.

By overlooking their personal core qualities such as emotion, trust, courage, sensitivity, flexibility, decisiveness, spontaneity, and commitment while reflecting on their past experiences, teachers increase the risk of delivering superficial and ineffective solutions in the next lesson (Korthagen, 2017).

Taking the previous issue into account, more holistic approaches of RP have recently been introduced by researchers namely Korthagen (2017) and Farrell (2019) for reflective practice in the field of teacher education. That is, although teachers have been engaging in reflection in some way, it is only during recent decades that the notion has become a well-established theoretical concept in the field of ELT (Farrell, 2019). More recently, it has also become the subject of empirical investigations leading to a better understanding of RP among English language teachers (Farrell, 2018) and to the active encouragement of teachers to systematically engage in such practice (Cirocki & Farrell, 2017a).

The contemporary frameworks attempt to shift the focus of reflection from action oriented reflection to meaning-oriented reflection and it has been operationalized in different ways like learning through and from experience, evidence based observations and examination of critical incidents as it has been documented in recent research (Farrell, 2018), (Akbari, 2007; Arslan, 2019; Farrell, 2013b; Widodo, 2018). It is all about learning from experience and corroborative observation through diagnosing critical events (Farrell, 2018; Akbari, 2007; Farrell, 2013 & Widodo, 2018).

Likewise, reflection is a form of mental processing that demands high amount of mental investment from the learner in order to realize stable and deep learning with relatively complicated, doubtful or unstructured experiences/tasks (Dewey, 1933) for which there is no obvious solution rather it is advised to depend on further processing of knowledge, skill and feelings that we already possess (Moon,2004; Moon1999) either in a group-based or individual-based situation(Boud, etal 1985).

Likewise, RT enables practitioners to be good decision makers getting engaged in systematic reflection of their work passing through the stages of thinking, writing, and talking about their teaching by observing their own teaching and colleagues' gauging impacts on their students' learning Farrell (2007). Thus, reflective teaching is all about learning from experience and corroborative observation through diagnosing critical events (Farrell, 2018; Akbari, 2007; Farrell, 2013 & Widodo, 2018). RP can further be explained as the procedure of examining one's practical as well as theoretical experiences deliberately with the aim of understanding one's current practice (Schon, 1983; 1987).

Larrivee (2008:4) also states that the term reflection is being used to describe vast array of practices, ranging from mere thinking about a single aspect of a classroom lesson to considering the ethical, social, technological and political implications of the teaching and learning processes. Dewey (1933) defines reflection as a planned, active and persistent event initiated with something occasional rather than evoked from the usual and general principles and rules. After all, trying to define RP based on Dewey's (1933) notion of "routine action" and "reflective action", Pollard and Triggs (1997) identified six characteristics of RP.

- it implies an active concern with aims and consequences, as well as means and technical efficiency;
- it is applied in a cyclical or spiraling process;
- it requires competence in methods of classroom inquiry, to support the self-development of teaching competence;
- it requires an attitude of open-mindedness, responsibility and whole-heartedness;
- it is based on teacher's judgment which is informed partly by self-reflection and partly by insights from educational disciplines.
- It enhances professional learning and personal fulfillment through collaboration and dialogue with colleagues. (p. 9)

After all, reflection can be taken as intellectual process requiring exploiting learners' mind in order to realize sustainable and lasting learning facing relatively challenging, and uncertain learning tasks or experiences having no one best answer and therefore,

need additional processing cognitive and affective domains of the students (Moon, 2004).

2.2. The Role of the Teacher in Reflective Teaching

The teaching profession naturally is context-based and full of uncertainty (Edward, et al, 2002; Murray, 1996) that a teacher has to entertain in a flexible and open-mind manner. There have been a lot of changes over the second half of 20th century more specifically from 1990 onward in second and foreign language teaching. These changes resulted in “a shift from transmission, product-oriented theories to constructivist, and process-oriented theories of learning, teaching, and teacher learning” (Crandall, 2000:34). This, in turn, has paved the way for more democratic approaches to teaching. As Akbari (2004) concludes that the shift in paradigm is due to the change of scope observed in modern language teaching literature and concern for disciplines and issues previously regarded as irrelevant by both practitioners and theoreticians.

According to Crandall (2000), traditionally, students are seen as “passive recipients of transmitted knowledge rather than active participants in the construction of meaning which does not take into account the thinking or decision-making of teachers” (p. 34). Likewise, in the method era, teachers were to implement what language teaching methods dictated without almost any influence on the way methods were formulated as Akbari (2007) states. He also explains that owing to the top down nature of the relationship between theoreticians and practitioners, teachers did not have much critical voice.

In light of conventional approach, practical knowledge is considered inferior to theoretical knowledge and theoreticians are highly esteemed (Johnson, 1996). In this approach, it is claimed that teachers do not play much role dealing with their practical problems and RT has emerged as a response to the call for a substitute for the concept of method (Richards & Lockhart, 1994). From this perspective, the revolutionary debate about post method brought many changes in the practice of the EFL teacher including the concept of RT.

In post method pedagogy, the teacher is given the responsibility for observing his/her own teaching acts, identifying possible problems, finding solutions to those problems and also deciding on what works and what does not. Similarly, Akbari (2004) claims that the post method condition is a more democratic approach to language teaching profession since it assigns a voice to practitioners and respects the type of knowledge they possess. This implies that teachers should analyze the activities and events that occur in the teaching processes and make interpretation from their experience to enrich their knowledge in order to become more autonomous with better understanding of instructional, social and institutional factors in this perspective.

In his review about reflection, Larrivee (2006), noted that through systematic and critical reflection, teachers can play key role of adjusting classroom context which has greater diversity among students in ethnicity, economic status and achievement level; act in a more deliberate and intentional manner rather, than routine and impulsive acts and develop self-efficacy contributing a lot for quality education.

According to authors like Baud, et al (1985), Hatton and Smith (1995), Adler (2002) and Moon (1999a) the following can be indicators to assess teachers' roles in practicing RT. These include teachers' role and skill of demonstration to:

- Pull a broad range of experience together and use it for a different purpose,
- Use chain of experiences that aimed at solving a problem and/or reaching a conclusion,
- Cope with ill-structured problems with no obvious, right or best solutions,
- Engage in knowledge interpretation and synthesis rather than accepting it blindly,
- Employ prior experiences to make some kind of judgments and decisions on the spot (Moon, 1999a).
- Evaluate and re-evaluate before, during and after the theoretical or practical exposures
- Be committed for exercising self evaluation (Bound, et al, 1985).
- Use diaries such as reflective journals or portfolios (Adler, 2002; Moon and 1999b)
- Exercise the various levels of reflection such as descriptive, comparative/dialogic and critical/analytical (Schon, 1983; Hatton and Smith, 1995, Schmuck, 1997).

2.3. Reflective Language Teaching Practices in the Context of Higher Education

The system of teacher education which has started in the mid-nineteenth for preparing teachers (Zeichner, 2008) has passed through numerous doubts, questions and steps. The system is subjected for arguments that have extended from questioning its presence up to which kinds of course planning and implementing strategies are preferably work to prepare and produce effective teachers (Brouwer & Korthagen, 2005; Misra, 1993 and Richards & Lockhart, 1996). Basically, instructors have moved away from 'direct theoretical dictation' in the classroom to RLT' approaches in higher education. However, RLT emphasizes on active involvement of learners in constructing knowledge from the practical as well as theoretical experiences (Burnett & Lingam, 2007). This intention (pushing students towards knowledge construction), is realized through enhancing teachers' RT practices (Goodman, 1989).

Teacher educators, as Navaneedhan (2008) mentioned, are expected to do their teaching learning in reflective manner that involves questioning oneself to bring reflective learning practices. The questions may include : (a) which teaching model am I using? (b) How does it apply in specific language teaching situations? (c) How well is it working? If teachers are applying such an approach in their classroom practices, the classroom becomes a kind of laboratory where both the teachers and students can relate the teaching theory with the teaching practice which is one of the very essences of RT (Dewey, 1933; Colliver, 1999; Rodgers, 2002).

Therefore, "by adopting RLT pedagogy teachers can impart inspiration among student so as to enable them to practice in their classroom learning practice as well as in their outside classroom engagements" (Navaneedhan, 2008). To do so, the teacher is expected to apply coaching, peer involvement instruction, self reporting techniques, open-ended lessons, dialogue journals, small and large-group discussions etc (Ojanen, 2005).

Teachers have to provide students with unstructured, doubtful, open-ended, action-oriented, continuous and purposeful experiences (Dewey, 1933; Schon, 1983; 1987) while language contents, learning experiences and assessment techniques are

implemented properly. Moreover, the process of teaching (designing and delivering lessons) at the higher institutions, needs to be situated in such a way that it substantiates students' reflective language learning practices through the utilizations of variety of instructional alternatives(Korthagen,2002).For example, micro teaching, computer simulations, the use of video technology and hypermedia, case methods, autobiography, portfolios, and research should be taken as the major instructional strategies at RLT(Korthagen,2002; Darling-Hammon,2006).

Based on the assumptions of socio-constructivist theories, educators attempted to re-conceptualize teaching as a profession (Murray, 1996), which might be facilitated by RT practices. Reflection in teaching is associated with “critical consciousness” in which learners become actors and authors rather than being observers in their own decisions in knowledge searching and constructions (Freire, 1973).

The ideas underlying teacher reflection is based on cognitive psychology that develops teacher's conception about constructivist theory, experiential learning, critical theory that deals with intellectual, moral and social dispositions, and motivation and caring(Cotton&Sparks-Langer,1993 and Richards & Lockhart, 1994).From this discussion, one can learn that RLT is the vehicle for critical analysis, problem-solving, synthesis of opposing ideas, evaluation, identifying patterns and making meaning out of the experiences”(Richards & Lockhart, 1994).

Cognizant of this, among the teacher education paradigms which have emerged from time to time, inquiry and reflection paradigm of teacher education has got acceptances throughout the world including Ethiopia at least in its theoretical frame (Dereje, 2012; Mulugeta, 2009 and Borman,1999) though there are serious limitations in its practicability.

Ethiopia has introduced the idea of inquiry and reflection teacher education paradigm since the promulgation of the education and training policy (MoE, 1994) in general and the introduction of TESO (MoE,2003, 2007, 2009) in particular. In its more strong sense, inquiry and reflection model of teacher education has been incorporated in the current higher education of Ethiopia to the extent of designing an independent course (teachers as reflective practitioners, MoE,2009).

2.4. Reflective Practice as a way of professional Growth

One key impacts of ELT instructors engaging in RP is the promotion of continuous PD. RP contributes a lot to the enhancement of teacher quality. One aspect of teacher quality that is impacted by RP is his or her PD which is often defined as how a teacher learns particular knowledge and a set of skills within a specific context of situation (Koellner & Jacobs, 2015).

Through reflection, teachers can identify areas for improvement and take proactive steps to enhance their teaching skills. This ongoing professional growth can lead to increased job satisfaction and motivation among teachers, ultimately benefiting students' learning experiences (Zeichner & Liston, 2013). Loughran (2002) suggested that reflection brings teachers the understanding of their context-specific pedagogy (or contextual knowledge) and the ability to make decisions on appropriately applying knowledge in their practice. Furthermore, teachers through reflection can develop new premises of practice which will foster new and improved instruction. Therefore, RT is the key feature for long-term PD (Jones & Ryan, 2014).

Learning happens in different ways and at different points in one's life (Ryan, 2015, p.4). Teachers should keep themselves up-to-date with the recent methods and techniques as they are continuous learners whose learning does not cease once they have received their degree as "given that our frames of reference are continually and rapidly changing, there is no longer a blueprint from the past or from others that we can reliably draw upon to guide future actions" (Ryan 2015, p.5). Teachers might have learnt some techniques or some methods when they were taking their degree courses, but as context changes, their knowledge of those methods and techniques may not be applicable.

Thus, teachers as reflective practitioners are lifelong learners (Cirocki and Widodo, 2019) and for lifelong learning, teachers should be given well-scaffold opportunities" (Ryan, 2015) so that they can practice "reflective thought and reflective learning" (p.8). Various issues might come up in the classroom which may have gone out of notice from the teachers. Reflections on one's classroom provides this opportunity to

think about all that happened in the classroom, analyze the events and to make a decision on what to do next.

In this regard, Ryan (2015, p.16) says: academic or professional reflection involves learners making sense of their experiences in a range of ways including understanding the context of learning and the particular issues that may arise; understanding their own contribution to that context, including past experiences, values/philosophies and knowledge; drawing other evidence or explanations from the literature or relevant theories to explain why these experiences have played out or what could be different; and using all of this knowledge to re-imagine and ultimately improve future experience. This implies that RP can be one of the ways through which PD can take place as it brings about change in one's teaching.

Day (2005) states that teachers possess a passion for learning whether it is about their subject, student's needs, teaching approaches and tools, change, context and most importantly about themselves. He notes that teachers also wish to learn from others directly, indirectly or vicariously. In the context of teaching, reflection refers to looking back at one's teaching, events and consequences. Reflection begins with reflective thinking which an orderly process is and there is not only sequence of ideas but also what Dewey (1933) calls consequence of ideas.

The thinking in reflective thinking is back and forth of "outcomes" and "predecessors" (Dewey, 1933). Reflective thinking, according to Dewey, leads to discoveries. He uses example of Columbus who discovered America to elaborate this issue stating that although many people at that time believed that the earth was flat but his opposite thinking is what led him to discover America. For a change/discovery, reflective thinking is a must which "begins with what may fairly enough to be called a forked-road situation, a situation that is ambiguous, that presents a dilemma that proposes alternatives" (Dewey, 1933, p.14).

Therefore, thinking is primary to reflection leading to reflective thinking which in turn gives rise to development of RP over time. RP is systematic process (Dewey, 1933) having a sequence that leads to a conclusion beginning with a problem at hand. Dewey (1933:125) notes that people do not approach any problem with a wholly na-

ive or virgin mind. We already have some kind of understanding/experience such as "our everyday practice, challenges and success of the our working day" (Rushton & Suter, 2012:1) that carry some meaning or experiences derived from observing others.

When a teachers engage in RP, they do not only look at their situation but also think about students (Day, 2005) and other factors related to teaching from which some ideas of action research, professional enquiry and self-study research have grown (Dymoke & Harrison, 2012). This implies that by way of RP, practitioners think of multiple dimensions, pose various problems and seek solutions as there exist a number of questions about reflection and practice.

Different scholars have defined reflection and practice in teaching. Ghaye (2011) related the term RP with projection, review and implication and states that effective reflective practitioners are good at observation through which the mind instills relations of the actions and tries to cohort a situation (P.9). Dewey (1938: 38) notes that every experience is a moving force whose value can be judged only on what it moves toward and into." Therefore, the concept of reflection comprises past, present and future experiences. However, having an experience does not constitute learning about it; instead, experience should be associated with thinking about it in order to be meaningful (Richert, 1991: 113). Thus, RP is a means of learning through and from experience, evidence based observations and examination of critical incidents (Akbari, 2007; Arslan, 2019; Farrell, 2013b, 2018; Widodo, 2018).

Richards & Farrell (2011: 20) state that what works well in one's teaching context does not work well or in the same way in a different teaching context. Rushton and Sutor (2012: 3) state that even experienced teachers who manage their practice and their classes with a degree of apparent fluency and ease may not be aware when and why something doesn't work and even some teachers report that reflective writing has been workload for the instructors and there are issues of time (p.87). Furthermore, reflection varies significantly among teachers depending on the context and tendency of reflection which might be because relatively few teachers have been trained properly to engage in critical reflection and they might not be trained to analyze their

own classroom practice in a systematic way or to study the practice of others (Creemers et.al, 2012).

There are a number of teachers who may slant on their tacit knowledge and experience, not consistently questioning, or thinking about the values which underpin their work, and there are some others who may focus much on procedures of RP (Dymoke and Harrison, 2012). Still other teachers might hold some misconceptions regarding RP which may fall into "the trap of becoming only confession or superficial activity-another hurdle to jump, or a bit of a chore (Dymoke & Harrison, 2012).

Therefore, although RP may be seen as a fairly easy to understand phenomenon, lack of deeper understanding of the term may lead it to be just "seriously overused buzzwords" or a "catch-all term" (Dymoke & Harrison, 2012). Teachers, through RP can understand not only pedagogical aspects of teaching but various roles of social, political and cultural aspects in education. As to Rushton and Suter (2012), RP is used to improve and develop teaching and learning and to accommodate change.

Similarly, Day (2005) notes that RP enables teachers to assert their professional identity as change agents with moral purposes and to self-knowledge. Reflection will not be effective unless it is systematic (Rushton and Suter, 2012: 101) and the teachers should possess competencies like observation, communication, judgment, decision-making and team working to be a good reflective practitioner (Dymoke and Harrison, 2012) and effective reflective teachers need to have "a critique of practice" (Day, 2005). For this reason, critical moments, can help teachers in developing skills of RP (Dymoke & Harrison 2012). These critical moments can be recorded in the form of posing various questions.

According to Rushton & Suter,(2012) the questions include: what?(framing the challenge/ issue to deal with); when?(the time when the problem occurs); where?(about the teaching and learning environment); Who (actors involved); why?(the reason behind the challenges) and how?(ways to address that challenge); did the changes that were implemented worked? If they did not work, then why not? and what further can be done to make it work? Posing such questions implies that RP is not a linear process but rather a cycle that needs continuous amendments. As well,

there are other practical components of reflection practice like action research, case studies, classrooms events, field experiences and practicum, microteaching, and other tools like the development of curriculum units and their implementation (Creemers et al, 2012).

2.5. Implications of Reflection and RP in ELT Context

Engagement of ELT instructors in RP has significant implications for education in general and for ELT in particular. RP involves teachers critically analyzing their own teaching methods, strategies, and outcomes to improve their instructional practices (Farrell, 2015). There is also a growing body of research attesting the positive implications of RT on teaching improvement. Reflection in teaching has been of great significance and has received noticeable attention in teacher education in recent years and is said to be a key component of teacher development (Jay & Johnson, 2002; Johnson & Johnson, 1999). According to Farrell (2004) with the help of RT, teachers can become more empowered decision makers, engaging in systematic reflections of their work by thinking, writing, and talking about their teaching; observing the acts of their own and others' teaching; and by gauging the impact of their teaching on their students' learning”(pp.5-6). Thus, teachers can start finding a place within their profession and decide on how to shape their teaching practice by taking more responsibility.

Through reflective activities and process, practitioners are able to be good decision makers engaging in systematic reflection of their work passing through the steps of thinking, writing and observing and evaluating their own teaching (Farrell, 2007).

Korthagen (2017) agrees that asking teachers to reflect on their personal core qualities along with their teaching competence allows them to gain deeper awareness of their essence of the classroom problems. This implies that reflecting on their teaching requires teachers to explore the situations from the outside while they can examine their inner drive when reflecting on their feelings, beliefs, and other core qualities.

Reflection and RP plays a key role in teacher learning and professional development (Cirocki & Farrell, 2017a, 2017b; Farrell, 2015; Widodo, 2018; Widodo and Ferdiansyah, 2018) as it gives teachers the opportunity to self assess their teaching knowledge, beliefs, perceptions, assumptions and practice as well as share thinking and practices in informal groups or well-established communities of practice (Farrell, 2013a).

Reflection also considers intellectual process of learners activating their cognitive and affective domains (exploiting their mind) so as to have sustainable learning facing relatively challenging and uncertain learning situations in which there is no single best answer (Moon, 2004). Reflection is an important part of instructional route which provides teachers with helpful tool to identify and solve problems regarding various aspects of their profession Farrell (2015). There is still a complain that although teachers have been practising reflection in some way, it is only currently that the concept has got deep-rooted in the context of ELT (Farrell, 2019). Nowadays, RP has been the issue of investigation enabling English language teachers to have a better conception of RT and encouraging them to systematically enrich their engagement in such practices (Farrell, 2018; Cirocki and Farrell, 2017].

A study conducted by Cornford (2002) showed that trainee teachers and lecturers were interested in giving their positive response toward the use of self-reflection to improve teaching. RT also brings about positive changes in teachers' teaching performance and PD (Cirocki et al., 2014; Farrell, 2007a). In the field of foreign language teaching, some recent research (e.g. Cirocki, 2014; Negari & Beiranvand, 2015) show promising results in improving teachers teaching performance, raising their awareness of their declarative and procedural teaching knowledge, and enhancing their critical thinking necessary for reflection.

Farrell (2007a) notes that RT goes beyond technical classroom aspects and covers issues outside the classroom called critical reflection. Jay and Johnson (2002) state that critical reflection is a process involving a broader historical, sociopolitical, and moral context by which teachers can see themselves as agents of change. The impacts of RT are also reflected in its purposes including: expanding understanding of teaching-learning process; expanding repertoire of

strategic options as a language teacher, and enhancing the quality of learning opportunities (Murphy (2001).

Some recent studies also confirm the implications of RT. For instance, a case study conducted by Farrell (2006) indicated that reflection on action was effective for helping the teachers to discover the relationship of their beliefs and their practices, promoting their open-mindedness. The result of the study carried out by Cirocki et' al (2014) showed that English Language instructors consider RP is important and useful for their teaching career. RT has the following practical implications in the context of teaching.

Raising awareness of teaching practice: RP can help ELT instructors better understand their students' needs and learning styles. By reflecting on their teaching practices, instructors can tailor their approaches to better meet the diverse needs of English language learners. This personalized approach can lead to improved student engagement, motivation, and language acquisition (Mann & Walsh, 2017). Many researchers considered reflection to be invaluable and constructive self awareness raising activity for teachers. Pollard et al. (2014) stated that a very important aspect of RT is knowing one's self, and that teachers have both weaknesses and strengths, and classroom life tends to reveal these fairly quickly. RP predominantly helps teachers develop a more profound and richer understanding of their own teaching styles, methods, and techniques; and how effectively they teach (Ferraro, 2000).

Gaining experiences and renovating instruction: Vazir (2006) noted that reflection involves reconstruction, and reconstruction is rebuilding old concepts and experiences to deal with the demands of present teaching situations. Furthermore, when the lesson does not go as planned, teachers often spend a moment to examine why it happened, what they should do to prevent it or how it would affect their teaching practice in the future. Richards (1995) supported that reflection might assist teachers to move away from suddenly intuitive or routine to reflective actions.

Satisfying psychology needs: Nunez and Tellez (2015) highlighted that RT helps teachers to become more positive and confident. Through RT, teachers discover their weaknesses and strengths in their practice and find the best way to deliver lessons,

which leads to better teaching practice and students' outcomes. As a result, teachers build up their confidence as seeing the positive impact of changes on their performance and students' achievement.

Regarding RT through collaborative activities, Dewert et al., (2003) claimed that RT through collaboration is an effective means of providing social, emotional, practical, and professional support for teachers. Engagement in RP can foster a culture of collaboration and shared learning among ELT instructors. By sharing their reflections and insights with colleagues, teachers can engage in meaningful discussions, exchange ideas, and learn from each other's experiences. This collaborative approach can lead to a more supportive and dynamic teaching environment, helping both teachers and students share, guide, support each other and share experience effectively (Richards and Lockhart, 2016) which in turn makes, them feel more encouraged, motivated and committed to the profession.

More specifically, RP has got several key implications for teaching English language skills. By engaging in RP, EFL instructors can enhance their instructional approaches, tailor their teaching methods to meet students' needs, and improve learning outcomes in these language skills areas. RP can help EFL instructors improve their feedback and assessment practices in teaching writing skills. By reflecting on their feedback strategies and assessment criteria, teachers can provide more effective guidance to students and support their writing development (Hyland, 2018). Additionally, RP can help teachers identify common writing challenges among students and develop targeted instructional strategies to address these issues (Reid, 2018).

Engaging in RP helps ELT instructors enhance their selection of reading materials and instructional techniques to promote students' reading comprehension. Employing RT practices, teachers can design effective reading texts with reflective pre-reading activities and post-reading tasks that support students' comprehension and engagement with texts (Gibson, 2017). RP can also help teachers adapt their reading instruction activities to accommodate students' varying levels of proficiency and interests (Richards and Schmidt, 2013).

Reflective practice can support ELT instructors in improving their oral communication activities and assessment methods for teaching speaking skills. By reflecting on their speaking tasks and assessment criteria, teachers can design activities that encourage authentic communication and interaction among students (Burns & Richards, 2012). RP can also help teachers incorporate opportunities for peer feedback and self-assessment to promote students' speaking fluency and accuracy (Nation & Newton, 2009).

Engaging in RP can assist EFL instructors in enhancing their listening comprehension tasks and strategies for teaching listening skills. By reflecting on their instructional approaches, teachers can identify effective listening activities, such as listening for gist or specific information, that support students' comprehension and retention of spoken language (Field, 2008). RP can also help teachers adjust the pace and difficulty level of listening tasks to match students' proficiency levels and promote active engagement with listening materials (Vandergrift & Goh, 2012).

In conclusion, the engagement of ELT instructors in RP has far-reaching implications for education in general and for ELT in particular. By promoting continuous PD, enhancing teacher-student interactions, and fostering a culture of collaboration, RP can lead to improved teaching practices, student learning outcomes, and overall educational quality.

2.6. Models of Reflective Practice

There are several models that inform instructors' practices and levels of reflection, reflective practice and reflective teaching. Here are some commonly referenced well known models developed by John Dewey, Van Manen, Schon, Gibbs, Farrell, Brookfield, etc.

2.6.1. Dewey's Routine and Reflective Action Models of Reflection

According to Dewey (1933) routine action is that which is guided primarily by habit, external knowledge, and circumstances. Teachers who perform routine actions, hence, are unreflective about their teaching often uncritically accept everyday reality in their

schools and concentrate their efforts on finding the most effective and efficient means to solve problems that have largely been defined for them (Dewey, 1933). Dewey keeps on saying that such teachers often lose sight of the fact that their everyday reality is only one of many possible alternatives, a selection from a larger universe of possibilities. They often lose sight of the purposes and ends toward which they are working and become merely the agents of others. They forget that there is more than one way to frame every problem. Unreflective teachers automatically accept the view of the problem that is the commonly accepted one in a given situation (Ibid).

On the other hand, reflective action model of reflection refers to active, persistent, and careful consideration of any assumption in the light of the grounds that support it and the consequences to which it leads (Dewey 1933). Since Dewey stated that that reflection does not consist of a series of steps or procedures to be used by teachers, RP became to widely be assumed as a holistic way of meeting and responding to problems.

Based on Dewey's works, Schön advanced the view that reflective action is also a process that involves more than logical and rational problem solving processes. In his diverse works, Schön (1983; 1987) argues that reflective action which comprises problem-posing and world-making entails intuition, emotion, and passion and conversation with problematic situations. The latter are important to EFL teachers because they need to pose problems for their action research projects, which develop into their images of PD.

2.6.2. Van Mannen's practical and critical rationality' models of Reflection

The underlying concept of Van Manen's model has been adapted to various models of reflection put forward by a number of scholars (Larrivee, 2008). Van Mannen (1977) discusses two concepts which further elaborates Dewey's reflective action. One is 'practical rationality reflection' where the practitioner becomes more concerned with clarifying assumptions and predispositions while assessing the educational consequences towards which a teaching action leads with the very aim of seeing if and how the goals are met. That is, technical/practical reflection takes the empirical-analytic approach aligned with the behaviorist approach in which the best

choice in teaching is described to be based on “economy, efficiency, and effectiveness” (p. 226). Manen (1977) defined technical ‘rationality’ as a concept that consists of responses that deal with the technical application of educational knowledge and basic curriculum principles such as are the students doing what the teacher asked them to do. In such a model the context is not taken into consideration. This kind of technical rationality and routine practice resemble the traditional rationalist perspective discussed above.

Van Manen states that teachers face limitations with such a focus, and a higher level of rationality will eventually be required. The other is ‘critical rationality’ model of reflection in which teachers are concerned with the worth of knowledge and the social circumstances that are useful to students without personal bias. In this level of reflectivity, an educational choice of teachers is based on individual and cultural experiences, perceptions, assumptions, and prejudices. He argues that there is a need for a higher level of deliberate rationality, that is, to take the political-ethical orientation of a critical approach which involves a constant questioning of education one provides in terms of its domination, institution, and authority.

Thus, teachers ask themselves several questions such as what were the strengths of the lesson, what should be changed, and was the content covered important to the students? in this level of reflectivity (Van Mannen , 1977). This implies, that teachers’ reflectivity requires being able to *listen* to and accept multiple sources of understanding.

2.6.3. Schön's Reflective Practitioner Model

Schön's (1983) “The reflective practitioner model” introduces the concept of reflection-in-action and reflection-on-action. Schön (1987) defines RP as a “dialogue of thinking and doing through which one becomes more skilful” (p. 31). His conception of RP is situated against a backdrop of his dissatisfaction with technical rationality which comprises “instrumental problem solving made rigorous by the application of scientific theory and technique” (Schön, 1983, p. 21). Technical rationality resides in ‘high hard ground’ and is disconnected from the ‘swampy lowland’ experienced by practitioners in real life. It is explained by Schön (1983) as:

In the varied topography of professional practice, there is a high, hard ground where practitioners can make effective use of research-based theory and technique, and there is a swampy lowland where situations are confusing ‘messes’ incapable of technical solution. The difficulty is that the problems of the high ground, however great their technical interest, are often relatively unimportant to clients or to the larger society, while in the swamp are the problems of greatest human concern (p. 42).

As to Schon’s reflective practitioner model, technical rationality is inadequate for practitioners such as architects and teachers to perform competently in real life. These professionals often encounter divergent and problematic situations that are not predictable and easily solved using prescriptive and formulaic solutions.

Beyond established theories and technical approaches, practitioners need what Schön calls ‘an epistemology of practice’ to make sense of disruptive and troubling situations. This epistemology is manifested in “the artistic, intuitive processes which some practitioners do bring to situations of uncertainty, instability, uniqueness, and value conflict” (Schön, 1983, p. 49). Reflection is essential for the practitioner to not only think back on what they have done :reflection-on-action but also to think while doing the action. Schön (1987) calls the latter reflection-in-action: We may reflect in the middle of action without interrupting it. In an action-present a period of time, variable with the context, during which we can still make a difference to the situation at hand our thinking serves to reshape what we are doing while we are doing it. I shall say, in cases like this, that we reflect-in-action (p. 26).

Reflection-in-action is more powerful than reflection-on-action as it enables the practitioner to act during the action-present to make a difference to the outcome. These actions draw upon the past experiences of the practitioner, enabling one to connect the unfamiliar with the familiar. Unlike technical rationality that sets apart the means from the ends, research from practice, and knowing from doing, reflection-in-action integrates these categories (Schön, 1983).

In contrast to technique-driven and deliberate approach in technical rationality of Van Manen, reflection-in-action is marked by intuitive, spontaneous and artistic

performance that testifies to a competent practitioner (Schön, 1983). Going beyond a one-way and simplistic approach to practice, reflection-in-action involves an interactive process where the situation “talks back” to the practitioner, allowing one to reframe and gain new and further insights on the situation (Schön, 1983, p. 131).

The relation between the practitioner and a situation is a “transactional” one where a person shapes a situation “in conversation with it so that his own models and appreciations are also shaped by the situation” (Schön, 1983, p. 150). Throughout the process, the practitioner engages in a “reflective conversation” with a situation functioning as “an agent/experient” such person “shapes it and makes himself a part of it” (Schön, 1983, p. 163).

Reflection-in-action complements knowing-in-action which is the knowing that is demonstrated in the doing of everyday routines of action. This form of knowing “is ordinarily tacit, implicit in our patterns of action and in our feel for the stuff with which we are dealing. It seems right to say that our knowing is in our action” (Schön 1983, p. 49).

As knowing-in-action takes place under unproblematic circumstances, it is of limited use to a practitioner whose action is interrupted by surprise. In such a scenario, the practitioner may be trapped in one’s accustomed, parochial and inflexible thinking and doing, resulting in boredom, burn-out relationship with one’s client (Schön, 1983). The way out for the practitioner is to reflect-in-action: bringing to the fore and interrogate one’s tacit understandings in knowing-in-action so as to make new sense of the uncertain situation (Schön, 1983).

The reflective practitioner model, which was emerged following the RT movement in the 1980s initiated by the work of Schon (1983, 1987), provides theoretical foundations for RT models and encourages teachers to critically examine their own teaching practices. Teachers under this model are neither positioned as passive recipients nor consumers of knowledge generated by others; however, they are considered as reflective practitioners and theorists who build and develop their knowledge and skills by reflecting on their own professional experience being open to new ideas and capable of directing their own learning and

resolving problems rationally and generating their own professional dynamics and/or launching further independent studies (Schon, 1983& 1987).

The overall implication of Schön's Reflective Practitioner model in the ELT context can be seen in line with instructors' reflection before, during and after teaching. To Schön, reflection-for-action (what the teacher does before entering the classroom) is an early stage which involves practitioners in "imposition of an order" on disorderliness, complexity and uncertainty associated with "a unique situation" (1987: 65). In an EFL context, early consideration of planning of a unique activity or method of teaching can be considered as aspects of reflection for action Schön calls it "*framing*" which is different from routine actions of intuitively implementing of what is pre-set in the school textual materials and syllabus.

Reflection-in-action deals with being responsive, perceptive and alert to a pattern of a problematic situation and interpreting it and providing solutions to problems during an action (while the teaching job is actually taking place). It involves English language instructors' capacity to perceive similarities and differences as we perceive and enact through, explicitly or implicitly, "bringing past experience to bear on a unique situation" of practice (Schön 1987: 66).

Schön makes a distinction between a technical rationality or objectivist epistemology of practice and a constructivist epistemology of reflection-in-action. A technical rationalist view lost sight of reflection in action since practice is seen as "instrumental problem solving, professional when based on systematic, preferably scientific knowledge" (ibid: 222). According to the constructivist epistemology, English language teachers' reflection-in-action involves conscious and on-the-spot judgments and comparison and contrasts of unfamiliar and familiar classroom happenings, and attentive listening, questioning, improvisation and re-framing of the occurrences, behaviors, actions and interactions.

The basic implication of Schön's reflection-in-action and reflection-on-action is that practitioners should engage in ongoing reflection to improve their professional practice. By reflecting at the moment (reflection-in-action), practitioners can make immediate adjustments and improvements to their teaching or decision-making during

the teaching learning process. By reflecting on past experiences (reflection-on-action), practitioners can learn from their successes and failure, identify areas for growth, and make more informed choices in the future (Schön, 1983; 1987: 323).

2.6.4. Brookfield's Four Lenses Model

Stephen Brookfield suggests that the path to discovering the worth of your teaching is through a process of critical reflection. In fact, critically reflective teachers, for Brookfield, are excellent teachers who continually sharpen their personalized "authentic voice", a "pedagogic rectitude" that reveals the "value and dignity" of the teacher's work "because now we know what its worth" (Brookfield, 1995: 46-7).

Critical reflection serves several purposes: inspirational self-assuredness, regular achievement of teaching goals, and, critically reflective and motivated students and the goal of the critically reflective teacher, for Brookfield, is to acquire increased awareness of his or her teaching from various strategic areas. To this end, Stephen Brookfield's model proposes four lenses through which instructors can reflect on their teaching including: their own autobiography as learners, their students' eyes, colleagues' feedback, and theoretical literature. These lenses correlate to processes of self-reflection, student feedback, peer assessment, and engagements with scholarly literature.

Cogitating upon these processes provides the foundation for good teaching and the means to become an excellent teacher. The first is self-reflection or "autobiographical reflection" lens which deals with practitioners' use of prior experiences using various tools like keeping journals of their classroom lesson so that they can learn from model assumptions that frame their job. That is, teachers may focus on their previous experiences as a learner or on their experiences as a teacher in order to "become aware of the paradigmatic assumptions and instinctive reasoning that structure how they work" (P.30).

By interrogating, for example, teaching journal, evaluations, student/peer feedback, personal goals/outcomes, and/or role model profiles, teachers can reveal aspects of their pedagogy that may need adjustment or strengthening. Self-reflection is the

foundation for RT. On the other hand, Going further than self reflection to understand student experiences is, for Brookfield, "of utmost importance" to good teaching (P.35).

Employing the second lens which Brookfield calls "students' eyes", teachers can utilize students' evaluations, assessment results as well as their students' journal entries or focus group discussion data in order to advance their teaching making it more responsive (Brookfield, 1995:35; 2019). More importantly, for Brookfield, the student lens reveals "those actions and assumptions that either confirm or challenge existing power relationships in the classroom" (1995: 30). In short, both self-reflection and engaging with student feedback reveals teaching habits that may need adjustment in the name of student equity or that can be harnessed for greater impact.

As third lens of reflection, Brookfield suggested peer/colleagues assessment/review by way of mentoring, advice and feedback as peers can uncover hidden habits in teaching practice providing innovative solutions to teaching problems and on top of that such assessment gives teachers confidence as they realize that error is inevitable part of every teacher working together with other teachers (Brookfield, 1995, 2019). Further, teachers can gain confidence through engagements with other teachers, as they realize perceived "idiosyncratic failings are shared by many others who work in situations like ours" (1995, P.36). Informal conversations with peers, sharing team teaching experiences, seminar/workshop participation, peer review of course outlines, student work, teaching philosophies, and/or applying for teaching awards, can contribute to improved teacher motivation, increased collegiality and excellent teaching and learning outcomes (Brookfield, 1995).

Finally, Brookfield's four lenses model suggests practitioners to review scholarly papers/literature critically (beyond the collection of feedback from self, student or colleagues lenses), as fourth lens, which is believed to provide the most important critical reflection tool guiding the teacher to be flexible and innovative in employing various student-centered teaching methods(Brookfield,1995). Teachers who research, present or publish scholarly literature display an advanced vocabulary for teaching practice, which can become a "psychological and political survival necessity, through

which teachers come to understand the link between their private [teaching] struggles and broader political processes" (P.37-8).

An engagement with both colleagues and scholarly literature supports teachers and also clarifies the contexts in which they teach. The most important aspect to excellent critical practice involves going beyond the collection of feedback (from self, student, peer or scholarly lenses) by altering teaching methods and goals, documenting those changes and any progress toward goals, and becoming a student-centered, flexible and innovative teacher.

Overall, Brookfield argues that excellent teachers, "in a deliberate and sustained way", continually attempt to shape teaching and learning environments into democratic spaces of knowledge exchange (P.44). While this may seem idealistic, consistent and ongoing search for ways to improve their own teaching and learning environments is the worthy occupation of excellent teachers (Brookfield, 1995, 2019).

2.6.5. Farrell's Reflective Language Teaching Model

Farrell's (2015) study entitled "Reflective Language Teaching: From research to practice" offers a comprehensive model of RLT in the classroom. Farrell (2015) notes that successful and constructive RT must begin with a thorough process of self-reflection: the discovery and understanding of who instructors are, what their experiences as teachers have been so far, where they would like to go professionally, and what their priorities are, together with their feelings about teaching, and the rapport and connections they have with colleagues.

A useful tool in this initial step of self reflection is the creation of a teaching journal, which records instructors' teaching experiences and accomplishments, including critical periods and "incidents," as Farrell calls them, and the ways in which they were managed. As suggested by the Farrell's model, "teaching journals provide teachers which a written record of various aspects of their practice such as classroom events and enable them to step back for a moment to reflect on their work" (p.108). Apart from reflecting on one's own practice, writing a teaching journal provides an

opportunity to collaborate with other teachers by sharing ideas and providing feedback to address problems and difficulties (Farrell, 2015).

It is a holistic, evidence-based and dialogical model serving as a bridge between teaching principles and teaching practices requiring an inquiry teaching method which emphasizes that RLT is “evidence-based,” practice seeking practitioners to collect data to answer the following five fundamental questions: 1) What do I do? 2) How do I do it? 3) Why do I do it? 4) What is the result? 5) Will I change anything based on the answers to the above questions? (p.62).

Some of the most useful data, according to Farrell, is “dialogical,” implying that teachers should engage in “dialogical reflection with the self” for the sake of self-reflection, and should engage in “dialogic inquiry.” Farrell’s model states that through teachers’ narrative reflection/dialogue, difficult and critical incidents which are inevitable to occur in class (including both students’ and teachers’ practices) can be closely examined and resolved, and teachers can then “consolidate their theoretical understanding of their practices” (p. 53), leading to the adoption of alternative teaching methods.

This model addresses the need for action research, which involves observation in the classroom by other teachers and/or by means of information collected on teaching (i.e., via interviews with teachers and students, questionnaires, or the video-recording of an entire lesson). Such observation is intended to promote reflection on one’s teaching practices. The notable advantage of action research, according to Farrell (2015), is that it can lead to practical results and improvements in teaching and class management as teachers can implement changes and make adjustments both in their own techniques and in the way in which students participate in class work.

After all, Thomas Farrell’s RLT Model adopts a practical outlook as it discusses “how second language teachers engage in self-renewal and PD through RLT” (p.175). Traditionally, refresher courses for language teachers were taught by external experts following a top-down approach which undoubtedly provide sound teaching theories and effective tips, but the information presented in such courses may not reflect a teacher’s actual classroom situation (Farrell, 2015). To counteract this drawback,

reflection on one's specific instructional environment could produce relevant solutions and fruitful knowledge via organizing themselves in small groups and reflect on crucial issues concerning their teaching practices (P.179). Such bottom-up PD activities combined with self-reflection enable teachers to develop a better understanding of instruction in general, evaluate their professional growth, become proactive at decision-making in the classroom, and build more confidence(Ibid).

Reflective language teaching, therefore, requires an "inquiring disposition" which includes Dewey's original virtues of "open mindedness," "responsibility," and "wholeheartedness" (P.75) and RP should hold a "lifelong" endeavor to (re)construct a "teacher role identity" that helps us understand "who we are as a teacher" and "the roles we play in our practice" (P.77).

Thomas Farrell's reflective model generally consists of three stages: pre-reflective, self-reflective, and post-reflective. In the pre-reflective stage, instructors become aware of the need for reflection. The self-reflective stage involves examining one's beliefs, assumptions, and teaching practices. Finally, the post-reflective stage focuses on implementing changes based on the reflective insights gained. In Farrell's opinion, teachers ought to reflect "not only on the intellectual, cognitive, and meta-cognitive aspects of practice, but also on the spiritual, moral, and emotional non-cognitive aspects that acknowledge the inner life of teachers" (P. 27).

The model supports that reflective practitioners should engage in a "strong form" of reflection which extends beyond "descriptive reflection" about what works and what does not work in the classroom and "conceptual reflection" about why certain choices have been made to include "critical reflection" on the status, role, and impact of teaching at their institution, within their profession, and across society. In this fashion, Farrell (2015) proposed a reflective model/framework with the purpose to develop a holistic framework that combines all aspects of reflection, such as the intellectual and cognitive aspects of teaching practice, and the non-cognitive aspects of teachers' inner life. The model consists of five stages: philosophy, principles, theory, practice, and beyond practice.

Philosophy stage: The purpose of this stage is for teachers to reflect on their background and previous life experiences. They gain a more in-depth picture of who

they are while collecting information about their past experiences.

Principles stage: teachers reflect on their assumptions, beliefs, and conceptions of teaching and learning. By doing this, they begin to realize whether these principles are transferred to the real classroom practice or not.

Theory stage: This stage requires teachers to examine the plans, teaching activities, and teaching methods that they choose to see if they can be translated in the classroom or not.

Practice stage: Here teachers examine the observable actions of both themselves and of their students. By observing their practice, teachers can investigate if their actions in the actual classroom are consistent with their reflection in the principles and theory stages.

Beyond practice stage: At this stage, teachers are expected to explore and examine the moral, political, and social issues that influence their practice both inside and outside their teaching context.

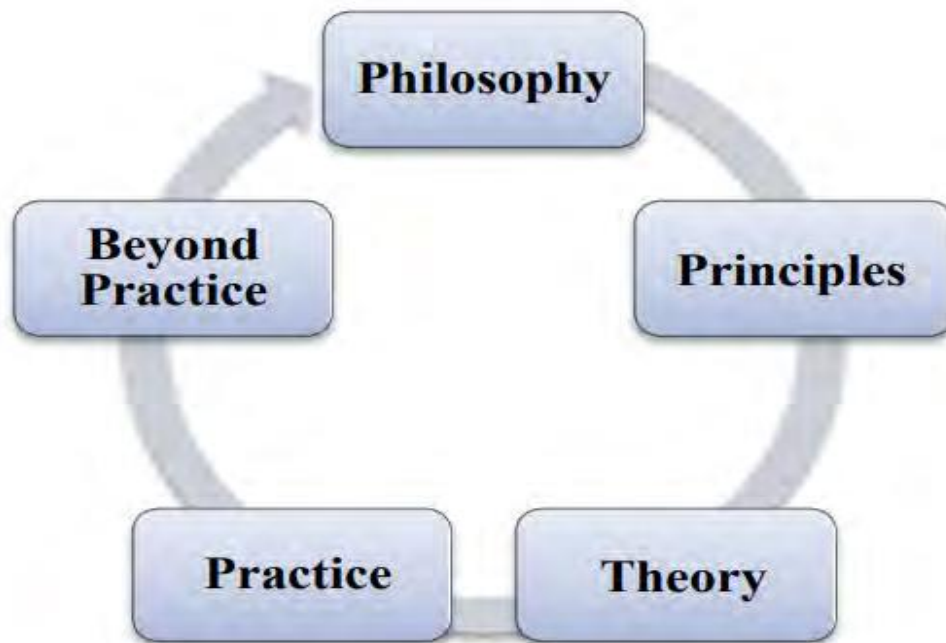


Figure 1: Framework for Reflecting on Practice (Farrell, 2015)

While other models discussed earlier are more general and applicable in various professions, Farrell’s model is tailored to the field of Language education incorporating elements specific to language teaching methodologies and approaches. In short, the model implies that through RP, language teachers should embrace their

roles as “thinking humans” and should strive to become agents of change who through their profession engage their world on larger issues like social justice for themselves and their students.

2.6.6. Gibb’s Reflective Cycle Model

Gibb (1988) designed a six stage reflective cycle model as it is described in the following order:

Description stage: This stage asks pre-service teachers to revisit the puzzling incident that made them curious or wish to understand better. They then describe the details of the situation. It is important for pre-service teachers not to make any judgments or draw any conclusions about the incident.

Feelings stage: Here teachers explore the thoughts or feelings that they were having when the incident occurred. They should not make any analysis or judgments, but they have to be aware of how their thoughts and feelings were impacted by the incident.

Evaluation stage: Teachers can evaluate what was good or bad about the incident, and this also includes what others did well or did not do well. Pre-service teachers should consider both, although the incident may seem totally negative.

Analysis stage: Teachers can justify or critique their actions based on their existing knowledge, on the relevant academic literature, or outside perspectives.

Conclusion stage: Teachers bring together what they have reflected on previously in order to draw logical conclusions about what they have learned or what they could have done differently.

Action plan stage: Considering the previous stages of the cycle, teachers suggest a plan for improvement in a similar situation.

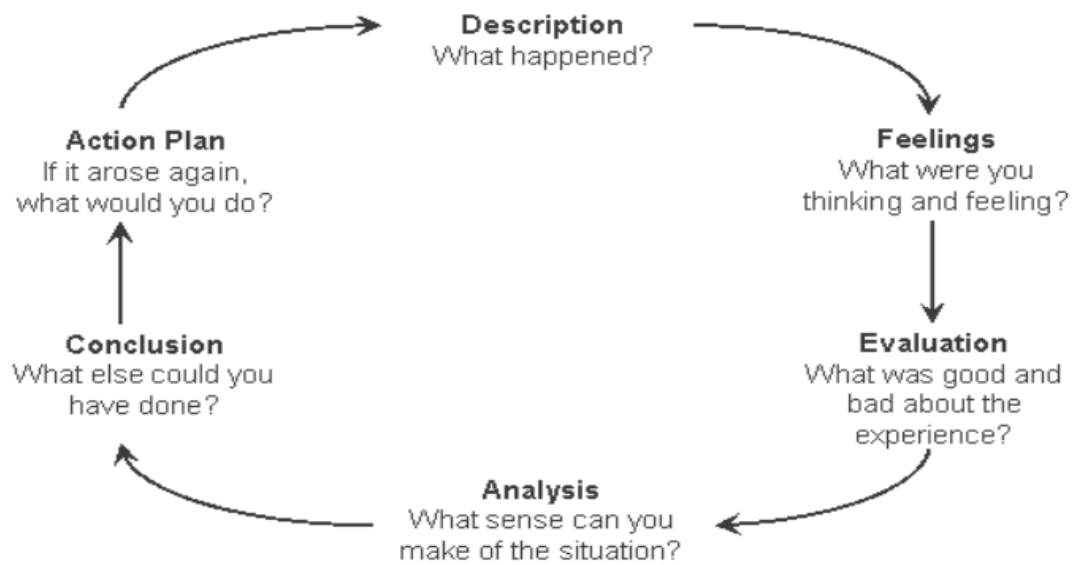


Figure 2: Summary of Gibb (1988) Reflective Cycle Model

2.6.7. The Onion Reflective Model

The *onion* model, proposed in by Korthagen (2004) who is an influential contributor to the *Core Reflection* approach, is one of the prominent models used to enhance teachers' reflection on daily instructional situations they are confronted with, their behaviors, their skills and their thoughts and beliefs in such situations. As to Korthagen ELT instructors are expected to be fair, well organized, dedicated to the profession, use easy and effective methodologies, equipped with the skills and experiences required to teach the foreign language successfully. This requires them to regularly reflect on their experience and rethink of the best way to evaluate and develop their teaching practices (Vermunt & Endedijk, 2010). In this context, a new approach of a growing interest called the *Core Reflection* was developed (Korthagen, 2014, 2016, 2017; Korthagen & Vasalos, 2005, 2010). This approach focuses on teachers' core qualities and ideals (such as empathy, compassion, flexibility, courage, creativity, sensitivity, spontaneity kindness and fairness) as the foundation of teachers' guided reflection. A central issue in this approach is to integrate the personal thoughts, feelings, needs, desires and ideals of teachers to the

professional aspects in teaching, as a way to enhance teachers' professional growth. This model takes its name as the *onion* model because of its shape.

As shown in figure below, the *onion* model includes a number of circles, looking just like an onion cut in half from the middle; symbolizing various *layers* that can influence the teacher's reflection. These influential layers according to Korthagen (2004) include:

The environment: entails everything the teacher encounters outside of himself/herself(external factors), involving the school context, the classroom setting, the students, the subject matter, and the school culture. What do you encounter in your classroom, school, or educational context? How does it impact your teaching?

Behavior: signifies everything the teacher does to cope with the environment challenges. Explore your teaching actions. What do you do in the classroom? How do your behaviors align with your teaching goals and values?

Competencies: involves everything in which the teacher is skillful, proficient and competent at doing. Assess your teaching skills and abilities. What are you competent at? What areas can you improve upon?

Beliefs & Values : includes the teacher's assumptions about the situation being dealt with. Consider your teaching philosophy, beliefs, and values. What do you believe about education, student learning, and your role as a teacher?

Identity includes the teachers' assumptions about themselves, their professional roles, self-concepts and self-efficacy. Who are you in your teaching practice? How does your identity shape your interactions with students and colleagues?

Mission. At the core, think about your teaching mission which includes the teacher's inspiring principles that provide meaning and significance to the teaching profession. What inspires you? What is your ideal vision for effective teaching and student success?

This model is used to deepen your self-awareness, enhance your teaching practice, and make intentional choices. The main idea behind designing the onion model is to make optimum use of the inner levels as well as the outer levels to positively enhance the effects of the teacher's reflection (Korthagen, 2004). A symbiotic relationship seems to be found between these six layers of reflection, as the outer layers can influence the inner ones, and vice versa. For example, from the outside to the inside, the outsider environment may have an impact on the teacher's behavior. For example, a large classroom of students leads the teacher to produce reactions very different from that of a small classroom) whereas an opposite effect exists as well from the inside to the outside as the teacher's behavior

can influence the environment; a teacher can positively affect a child through using group work (Ibid).

Additionally, the heart of the onion model contains significant core qualities for teachers that ensure that teachers are well prepared to reflect on their personal experiences, values and beliefs in order to find a rapid solution for problems at hand and produce a very motivating teaching activity, including enthusiasm, curiosity, perseverance, kindness, courage, steadfastness, creativity, sensitivity, openness, and so forth (Korthagen, 2014, 2016, 2017; Korthagen & Vasalos, 2005, 2010). The assumption behind this is that inner obstacles are everywhere and teachers have to make use of their full potentials to deal with them.

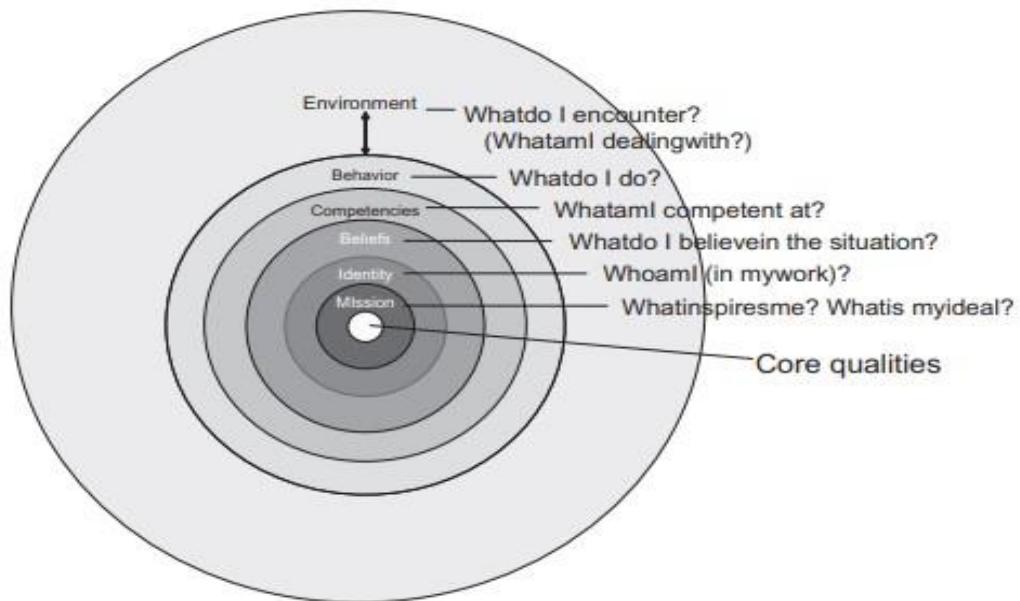


Figure 3: The Onion model of reflection (Korthagen, 2004)

Empirical international researches provide positive results regarding the substantial role that the onion model can play in helping teachers reflect deeply on the consequences and outcomes of their teaching practices. According to Nur & Cephe (2017), the Onion model is an important model to explain the systematic reflection process conducted by EFL teachers. It helps them better understand how to move from a level guided by intuition or routine to another one guided by reflection as a way to develop a healthy relationship with their teaching environments.

As held by Nur & Cephe (2017), the Onion model is an important tool for EFL teachers looking for developing their professional identity as the six layers included in the onion model can be actualized in English teachers, regardless of their self-inquiry and actual practices commensurate with or not.

Furthermore, in a recent study, Ashrafi, *et al.* (2020) investigated the impact of the onion model on the PD of forty Iranian English language teachers attending three supervisory sessions of reflective practice. Their findings revealed that EFL teachers experienced a systematic developmental process of growth from the outer layers to the inner layers included in the onion model. The results also indicated that activation of core qualities, included in the onion model, is an important tool for providing EFL teachers a sense of identity and mission that positively influenced their teaching environment, behaviors, and beliefs based on their needs, responsibilities and ideals.

2.7. ELT Teachers' Perception on Reflection and Reflective Practice

Many researchers assure that reflection is essential to make sense of the versatile environment of classrooms and maintain that practitioners need to be trained to reflect on the content and the application of certain teaching approaches so that they can enrich their reflectivity on learners' thinking, understanding, interest and thinking through analyzing their teaching from other perspectives beyond their 'egocentric' view to become more reflective practitioners (Hussien,2007).

English Language teachers may hold various wrong assumptions about language teaching originated from their experience as English language students in a system with discouraging environment. For example, Brookfield (2019) claims that in terms of selection and application of teaching methods, teachers' job is highly influenced by the images, models and conceptions of teaching derived from their own experiences as learners. For this reason, majority of teachers still depend on talk and chalk perhaps due to lacking either the competence or willingness to develop and employ a range novel methods of teaching as far as researcher's

knowledge is concerned. This in turn indicates how much innovative teaching is neglected in the system of education.

Farrell, 2015 and William & Grudnoff, 2011) claim that novice teachers may not gain as much from instructional reflection as more experienced teachers as they miss the experience that an experienced teacher acquired. Lee(2008) Conducted a study of teacher perception on instructional reflection with novice teachers and experienced teachers and came up with the finding that teachers didn't conceive the benefits of educational reflection at the beginning of the experience; nevertheless, they discovered the usefulness of reflecting on their practice and how it can be used to develop their teaching skills. In view of that, it is worth examining to what extent RT is understood, conceptualized and implemented by the instructors so as to help students develop higher-order thinking skills to enable them to get prepared for global competition.

2.8. Levels of Reflection and Reflective Language Teaching

Scholars tried to sort out the reflection at different levels/stages taking direct conceptualization of the experience in to account and consideration of the alternatives leading to action (Lee, 2008, Farrell, 2015; Larrivee, 2008). The first level is associated with a rather simplistic and superficial reflection which focuses on practice of teachers in classrooms, the second often refers to the reason or belief which underlines the practice of the teachers, and the third focuses on one's teaching practice, ideas, and context through social, historical, ethical, and political context that one is situated. In other words, the developmental features of RP ranges from low level of reflection dealing with technical aspects of teaching, to higher reflection level which focuses on realizing broader educational goals (Larrivee, 2008 & Farrell, 2015).

In this manner, the lower level reflection covers descriptive accounts of instructional practices where as reflection at higher levels points out a higher analytical complexity and deals with instructors' awareness of social, political and historical contexts and responsiveness to moral and ethical issues (Lee, 2008; Zhu, 2011). RP is commonly put in to various stages including understanding experience, standing back, repetition,

deeper honesty, clarity, enhancing better understanding and making conclusion (Van Manen, 1977).

Larrivee (2008) put reflective levels in to three including as low (surface), middle (pedagogical), and high (critical) developmental reflection level in the order of complexity. The lower/ first/surface/ descriptive levels of reflection addresses the effectiveness teaching approaches and recalling theoretical aspects learning experiences (e.g., Shall I do it again and in a better way?).

Teachers at this level are likely attain preplanned educational objectives efficiently and effectively applying a variety of strategies to the curriculum and the teaching-learning process (Larrivee(2008):210]. Descriptive reflection is a description of a matter such as classroom concerns, feelings, by setting a problem (Jay and Johnson, 2002).

The second level what he calls comparative/pedagogical reflection” comprises theoretical and practical approaches of teaching in which teachers strive to achieve consistency between what they say, believe and value called the “espoused theory” and what they actually do in the classroom called “theory-in-use” which covers stepping back and forth, exploration and consideration of different assumptions in order to check the associations of experiences (Ibid). Comparative reflection which means to look at a problem that may be incongruent with one’s own from a variety of perspectives such as through the views of students or findings in research(Jay and Johnson, 2002).

The highest level, critical reflection, involves exploring reasons in the wider sense of experiences by making certain critiques of an event and then locating them in broader ethical, moral, social, or historical contexts (Larrivee 2008; Lee, 2008). Here, the practitioners are expected to deal with broader moral and ethical aspects of teaching (the social and political dimensions of education) directly or indirectly moving beyond the issue of effectiveness in imparting the lesson with mere aim of achieving educational objectives. Critical reflection provides teachers with moral and ethical implications not only for their classroom practices but also for their profession as lifelong learners (Farrell & Kenedy, 2019).

Apart from the discussed reflective levels, there exists a level which Larrivee calls “non-reflective level” where teachers pay no conscious attention of imposing ownership of the risk on students considering themselves as victims of situations taking things for granted without questioning them and failing to adapt their teaching on the basis of students’ needs and preferences. (Larrivee, 2008) : 342). Jay and Johnson (2002) note the importance of gaining a broader perspective in “historical, socio-political and moral context of schooling” (p. 79). They argue that critical reflection is crucial as it leads the teachers to be agents of change who examine what teaching should be as well as what teaching is.

Critical reflection has its roots in critical pedagogy which has its origin in Freire’s (1970) seminal work, *Pedagogy of the Oppressed*, where he argues that transformation of the oppressed requires the oppressed to become aware of oppression through reflection and taking action (Smyth, 1989; Suzuki, 2014; Van Manen 1977).

In the application of critical pedagogy into ELT, Canagarajah (1999) explains “the realization that education may involve the propagation of knowledge and ideologies held by dominant social groups” (p.3) having inspired the paradigm of critical pedagogy, which expects teachers to have ethical responsibility to negotiate and interrogate “the hidden curricula” (p. 14) of the courses that they teach and to situate learning to the socio-political realities, and promote students to adopt critical perspective in learning in order to help them “make pedagogical choices that offer sounder alternatives to the living conditions” (p.14).

Farrell’s (2015) framework also comprises descriptive, conceptual, and critical reflections with which he states questions pertinent to each level. Descriptive reflection refers to one’s description of teaching practices, which focuses on one’s actions. Questions pertinent to descriptive reflection are “What do I do?” and “How do I do it?” (p. 10). Conceptual reflection explores the reasons behind one’s practice. The question pertinent to this level of reflection is “Why do I do it?” (p.10). The third level is critical reflection which requires the teachers to look at teaching through different perspectives not only

through teachers themselves but also through students, the school, and the community.

Critical reflection shifts the focus of reflection to the context outside the classroom and examines the practice through its social, political, ethical, and moral aspects. Farrell (2015) states, “critical reflection as a process of unearthing and identifying previously unquestioned norms in society, the community, the school, and the classroom within the contexts in which they are practiced” (p. 96).

In their book, *Reflective Practice: an Introduction*, Zeichner and Liston (1996) introduce and discuss three levels of practice, practice one, two, and two, which are described to be an integration of teachers’ practical theories and actual teaching practice. Zeichner and Liston employ the term, ‘levels of practice’, but they seem to accord with what are currently regarded as levels of reflection. The first level, practice-one, is focused on a level of action, such as giving assignments, asking questions, and monitoring students’ work. The second level, practice two, is planning and reflection, which involves teachers to think of the reasons for their actions in the classroom.

In the third level, Practice three, teachers reflect on their reasons behind their own actions, that is, the ethical and moral considerations of their actions to see how it would be possible to achieve the enhancement of a more caring classroom or to justify their actions in the classroom. Ward and McCotter (2004) also categorize reflection into four levels including routine reflection: focuses on self-centered concerns where the teachers cannot identify problems and usually place blame on others; technical reflection: which focuses on specific teaching tasks, but the connections among teaching issues are not considered.

The teachers use assessments and observations to mark their success or failure without evaluating the student’s learning for formative purposes; dialogic reflection which on the students where the teachers use assessment and interactions with students to interpret how they are learning in order to help them, and the last level is transformative reflection which focuses on personal involvement with socio-political concerns and how these lead to a change in teaching practices.

From an ecological point of view, RP comprises three levels: surface reflection, pedagogical *reflection and* critical reflection (Larrivee, 2008). With surface reflection, teachers emphasize technical methods to achieve specific goals (e.g., Shall we do it again and in a better way?). Pedagogical reflection involves reflecting on instructional theories and approaches, and connections between theory and practice; teachers aspire to achieve consistency between espoused theory (i.e., what teachers say, believe and value) and theory-in-use (i.e., what teachers actually do in the classroom).

Critical reflection involves teachers reflecting on the moral and ethical implications of their classroom practices on students and themselves as lifelong learners (Farrell, 2015). It involves an in depth examination of both personal and professional belief systems as well as educational practices (Crandall & Christison, 2016). It is, therefore, important to view teacher critical reflection as a self-dialogue that not only allows practitioners to query, evaluate and problematize their teaching beliefs, knowledge and practices, but also leads to their transformation or reconstruction.

Critical reflection is, therefore, a systematic and cyclical process that includes self-observation, self awareness and self evaluation, all of which aid the reconstruction of professional knowledge (Farrell, 2007; Widodo & Ferdiansyah, 2018). Rushton & Suter (2012) proposed technical, organizational and critical reflection levels in which technical refers to reflection on one's teaching, classroom or workshop where as organizational reflection is reflection on managerial aspects like course organization, teaching and learning activities and resources, learner support and finally, critical reflection deals with reflection upon wider social, political and economic contexts within which the teachers work.

As seen from the reviewed works, the focus of critical reflection is leading the teachers from navel gazing or self-laceration (Brookfield, 1995; Farrell, 2015) to being an agent for change in the context they are embedded. The researcher has got general impression from the implications of the review of literature under this sub theme that RT requires instructors to question the existing

pedagogy passing through various stages of reflection employing a peer and/or self-evaluation, in the course of (re)constructing their professional knowledge. To this end, it is worth examining instructors' implementation level of RT practice in terms of checking their instruction, evaluating their pedagogical competence and practices so as to update and transform their professional career gradually.

2.9. Components of Instructors' Reflection in ELT

Akbari et al, (2010) developed a multi-dimensional five-factor RLT model of second language teacher reflection validated employing experts' opinion and review of the related literature. The authors developed a total of twenty-nine validated reflection inventory to measure RP of English language teachers. The model comprises five reflection domains such as practical, cognitive, learner/affective, meta-cognitive and critical (Akbari, et al, 2010).

The practical reflective component incorporates instructors' use of reflective activities and tools including lesson reports keeping teaching journals/portfolios, audio/video recordings, observations, analysis of critical incidents, group discussions held with staff members, conducting action researches, etc so that they reflect up on their practice (Akbari, et al, 2010; Richards & Farrell, 2005).

Elaborating this idea, Gudeta (2022: 12) notes that reflection is a process which requires the reflective practitioners to employ various reflection strategies/tools like keeping reflective journal (a record of daily events) having a notebook, a set of video or audio files, lesson report, teacher portfolio, and peer observation concerning what has been taught and how the learners reacted.

Teacher's journal represents self-reflection tool so as to generate new ideas as Kattan (2008). Peer observation is another practical reflective tool to collect useful data about one's teaching through inviting colleagues to observe the classroom lesson and provide information on the weaknesses and strengths of the lesson (Akbari, et al, 2010; Akbari, 2007).

The cognitive reflective domain deals with instructors' profession related actions for enriching their own professional career. This component includes practitioners' self-initiated practical activities like conducting action research, attending research conferences or workshops, and digging out pertinent literature and journals/articles in the area of ELT (Akbari, et al, 2010; Richards & Farrell, 2005).

The meta-cognitive reflection addresses teachers' reflection on their own emotional states, views and characters, and how their personal characteristics affect their professional practices (Akbari, et'al, 2010; Richards & Farrell, 2005). Here, meta cognition refers to "thinking about thinking" having the knowledge and regulation of cognition holding awareness on one's way of learning, strengths and weaknesses (Metzger, et al., 2018).

This implies that such reflection domain requires instructors to examine their own underlying beliefs about teaching and the way they define their practice and their expressive structure (their alignment with actual classroom practices before, during and after teaching(Akbari, et'al, 2010).

Eroz-Tuga's (2013) study which aimed at exploring how reflective engagement could help teachers develop teachers' self-image and a better understanding of their work indicated that reflective thinking helps instructors engage in a process of self-analysis as teachers and assists them to improve their weaknesses.

The affective reflective element is concerned with instructors' reflections about their students' cultural and cognitive aspects, learning styles, and their emotional responses or reactions emerging in the classroom (Akbari, et al, 2010). Thus, instructors are expected to consider students', socio-cultural and linguistic aspects and realize their wants and readiness for particular tasks.

The critical reflection domain deals with teachers' consideration of sociopolitical aspects of education(e.g. race, gender and social class) and their effort to develop learners' awareness in broader ethical, moral, social, or historical contexts of teaching learning (Lee, 2008 & Larvee, 2008). It needs the practitioners to take the broader issues of teaching in to account moving beyond achievement of technical educational

objectives of the classroom instruction. This construct requires teachers to have moral and ethical implications for both their classroom practices and their profession as life-long learners (Ferrell, 2015).

First, the Practical element, which includes RP (i.e., journal writing, lesson reports, audio and video recordings, observation, action research, teaching portfolios, or analyzing critical incidents (Richards & Farrell, 2005). Recent studies have disclosed that teachers are expected to develop their reflective activities by inquiring, reviewing and understanding their actions in order to build their cognitive/ metacognitive skills as practitioners (Lundgren et' al., 2017).

However, Moghaddam's et al. (2019) study indicated that the instructors most frequently used reflective techniques were metacognitive and cognitive components, and the least frequently used were practical components. Aalto et al., (2019) claim that the length of experience without continuous reflection is more likely to result in repeated teaching practices which does not genuinely provide awareness and perception of instructors' teaching practice.

It can be inferred from this situation that instructors get it quite difficult to directly apply the theoretical knowledge they acquired during pre-service training courses unless they reconstruct/update their knowledge having regularly engaged in special critical and reflective activities like keeping teaching journals, lesson reports, audio/video recordings, observations, conducting action researches, analysis of critical incidents and so on.

Substantiating this issue, (Brookfield, 2019) proposed four lenses teachers can apply in a process of enriching their reflection capacity. The first is self-reflection or "autobiographical reflection" lens which deals with practitioners' use of prior experiences using various tools like keeping journals of their classroom lesson so that they can learn from model assumptions that frame their job.

On the other hand, employing the second lens which Brookfield calls "students' eyes", teachers can utilize students' evaluations, assessment results as well as their

students' journal entries or focus group discussion data in order to advance their teaching making it more responsive (Brookfield, 2019).

As third lens of reflection, Brookfield suggested peer/colleagues assessment by way of mentoring, advice and feedback as peers can uncover hidden habits in teaching practice providing innovative solutions to teaching problems and on top of that such assessment gives teachers confidence as they realize that error is inevitable part of every teacher working together with other teachers (Brookfield, 2019).

Finally, Brookfield suggests practitioners to review scholarly papers critically (beyond the collection of feedback from self, student or colleagues lenses), as fourth lens, which is believed to provide the most important critical reflection tool guiding the teacher to be flexible and innovative in employing various student-centered teaching methods(Ibid).

In a nutshell, bearing the principal benefits of RT in instructors' effectiveness in their teaching and PD in mind, the question "To what extent have the instructors been engaging in various reflective components in their ELT?" has received due attention of the researchers as one sub-theme of the current study. Specifically, this study tried to examine on-job instructors' practice of five reflective domains including practical, cognitive, affective/ learner, meta cognitive and critical reflections adopting a model called the English Language Teaching Reflection Inventory developed by (Akbari et al., 2010).

2.10. Instructors' Tools/ Strategies of Reflection

Teachers can choose from various strategies/tools such as journals, narrative accounts, video-recordings, transcriptions, classroom interactions and group discussions in a regular pace (Farrell, 2019), employing either individual/self-reflection or peer-reflection for checking their practices with the very aim of evaluating their beliefs in light of facts and amend them if necessary for future activities (Farrell, 2018).More specifically, here under is the preview of the common ones (Cirocki & Widodo, 2019; Nambiar & Melor, 2017).

Reflective Teaching journal: is a self-discovery process using diary devices, documenting feelings and facts surrounding an event, the steps involved, and important elements. Kattan (2008) suggests that “a journal is a tool for self-discovery and an aid to concentration, a mirror for the soul, a place to generate and capture ideas, a safe value for emotions, a training ground for the writer, and a good friend and confidant.”

Reflective journals encourage teachers to maintain a reflective journal or blog where they can regularly document their thoughts, experiences, and observations related to their language teaching practice. This allows for self-reflection and helps teachers identify areas for improvement (Farrell, 2015). Instructors can maintain reflective journals or blogs to document their teaching experiences, challenges, successes, and lessons learned. This promotes self-reflection and encourages ongoing professional growth (Zeichner & Liston, 1996).

Writing a reflective journal is a continuous process of keeping a written record of the teachers' thought, experiences, and observations. Farrell (2007, 2013) suggests that writing regularly in a teaching journal can help teachers clarify their own thinking, explore their own beliefs and practices, become more aware of their teaching styles, and be better able to monitor their own practices. A reflective journal is a teacher's inner dialogue expressed in writing to be a purposeful means of analysis and improvement of one's pedagogical activities and one's thoughts and reflections, ideas, and new bits of knowledge gained and it may include what you have done, what you have learned, and how you have found your day or week (Farrell, 2015; Zeichner & Liston, 1996).

Teacher portfolio: Teacher portfolio is defined as materials that represent the teacher's practice which usually includes a summary of the teaching experience, teaching goals, a brief discussion of the teaching methods and strategies as well as activities undertaken to improve teaching (Merryfield & Merryfield, 1993). It specifically encompasses professional documents such as lesson plans, units of study, student work samples, teaching philosophy, achievements, etc.,

which reflect their knowledge, skills, and beliefs done for reflecting on teaching and as an evaluative product such as promotion or teaching award (Ibid).

Action research: is a process in which practitioners examine their educational practices systematically and carefully within their classrooms using inquiry techniques. Principally, it involves systematic investigation of aspects of their teaching practice, implementing changes based on the findings, and reflecting on the impact of those changes which in turn promotes teachers' RP and their autonomy and professional growth (Burns, 2010).

Online PD Courses: such courses provide instructors with the opportunity to engage in reflective activities, discussions, and learning experiences related to specific teaching topics or methodologies. These platforms provide a structured space for teachers to collaborate, reflect on their teaching practices, and collectively work towards improving student learning outcomes (Johnson, 2015) and promote continuous learning and PD (Darling-Hammond & Richardson, 2009).

It can be implied from this issue that these tools and platforms provide instructors with opportunities for self-reflection, collaboration with peers, and ongoing PD, ultimately enriching their teaching practices and personal growth. Online community learning platforms like social media groups or forums also provide instructors with opportunities to engage in reflective conversations/discussions with peers from around the world, share experiences, and seek advice further paving ways for continuous PD and personal growth (Richards & Farrell, 2011).

Reflective Peer Observation and Feedback: Peer-observation is a reflection tool in which the teacher invites one of his or her colleagues to watch him/her while teaching or presenting a course and asks him/her to note down negative and positive remarks about his/her teaching practice (Akbari, 2008). This platform involves discussing teaching experiences, exploring challenges, and collaboratively finding solutions through reflection (Farrell & Ives, 2015).

Reflective Peer observation and feedback help teachers establish a culture of observing their colleagues' classes and provide constructive feedback which promotes

collaboration, professional growth, and reflection on teaching practices (Mann & Walsh, 2017). A number of studies focusing on roles of reflective tools have suggested that reflective tools like journals/blogs, video-recording or diaries help teachers engage in thought provoking activities in order to increase their questioning skills, analyze and evaluate events more objectively and make decisions based on these evaluations(Güngör, 2016, Onal, 2019& Bener & Yıldız, 2019).

2.11. Challenges Impeding Instructors' Reflective Language Teaching

Akbari (2008) states that it is noteworthy that besides considering the benefits of RT and its position in post method, a crucial issue which requires special attention is the existence of potential challenges to the trend. According to Akbari(2007), numerous theoretical and practical impediments prevent the full implementation of RT in English as a Foreign Language educational environment. Akbari (2007) generally identified the conceptual/theoretical and practical defects in RT.

The conceptual/theoretical impediments as he specified include the vague and contradictory nature of reflection and ignorance of the critical dimensions. He elaborates that historically and theoretically, reflection has been influenced by many trends and philosophies making the term open to different interpretations, and that the current reflective views lack a critical dimension because the emphasis has mostly been on rational aspects of the term.

On the other hand, Akbari expresses dissatisfaction with how RT is implemented practically. The excessive attention to the retrospective aspect of reflection instead of the prospective, creative aspects of the concept and lack of any evidence regarding the contribution of reflection and RT to PD and improved teacher or student performance are among the main practical problems of RT he mentions.

In his another study, Akbari (2008) reviews more detailed issues like limitations of textbooks and the tests, financial and administrative constraints, and disqualifications of some teachers to teach reflectively to

be among practical obstacles of RT. In addition to Akbari (2007, 2008), a growing number of empirical research projects have been conducted to investigate obstacles of RT in ELT contexts. Grant and Zeichner (1984), for instance, found that shortage of the class time and the conflict between the dominant institutional norms of the teaching place and the desired course of action are the main challenges reflective teachers face in their practice.

Minott (2010) considered teachers' heavy workload, mandated policies or administrative requirements, disagreement with colleagues, poor student behavior and inadequate interpersonal relational skills as factors inhibiting RT. Akbari (2008) also tried to focus on strict administrative frameworks, the need to highly qualified teachers, as well as social, political, and economic obstacles. A great deal of review of literature shows that RT has been suffering from a number of constraints whose awareness is a prerequisite to fostering reflection in educational setting (Akbari, 2007& 2008).

The other variables that affect teachers' RPs include the following points as Sandars (2009) states: (a) Modular language curriculum focuses on actualizing pre-identified competencies rather than attempting to teach the course delivery processes. (b) Assessment-driven students' learning: teachers may follow the natural strategic approach in order to get better achievement in tests eventually without proper transference of skills and knowledge for their latter practices. (c) Misconceptions of RLT: some may wrongly see it as entirely emotional and touchy though it is multi-directional checking and re-checking of truth. (d) Abstractions of language RT: RT practice is demanding by its nature as it requires critical thinking and self-critique which are the hardest and tough tasks. (e) Finally, lack of planning for personal information (diary): in planning a course there is minimal attention to encourage students' personal development which encourages substantial RPs through self-reporting techniques (e.g. diary, reflective journals).

Instead, we may prefer to teach courses indirect lecturing/telling than approaching our students with a kind of self-critique questions that include why and how it happens, and why not the other way round (Sandars,2009). Other researchers based on the literature review reported that there have been impediments like teachers' self-

centered impediments (self-conflict, lack of money, unwillingness to reflect, etc.), RT impediments (difficulty to manage class time, lack of understanding, unwillingness to reflect, power problems, etc.), administrative impediments (financial, material, management, lack of freedom, students misconduct, lack of interpersonal communications, heavy workload, etc.), that hinder the effective use of RT at College of Teacher Education in EFL paragraph writing class contexts (Akbari, 2008; Amin et al., 2013; Harun & Al-Amin, 2013; Negari, 2012; Schön, 1983).

Soodaman Afshar and Farahani (2018) studied Iranian EFL teachers' perception of their own RT, of inhibitors to their RT, of inhibitors to their students' reflective thinking. The results revealed that Iranian EFL teachers mainly considered three groups of factors as impediments to their RT: lack of knowledge (e.g., unfamiliarity with reflection, not perceiving reflection to be advantageous, etc.), affective and emotional factors (lack of motivation, suffering from burnout, etc.), and language institute impediments (low and insufficient wage rate in language teaching institutes, job insecurity and job dissatisfaction, etc.).

Moradkhani and Shirazizadeh (2017) explored the effects of contextual differences on the degree of EFL teachers' involvement in reflection and exploring context-related factors that may help or impede the reflection process. Furthermore, Sibahi and Randa (2016) explored the perceptions of EFL teachers on RT as a tool for teacher development and its impediments in the higher education sector in Saudi Arabia. The findings of the study indicated that the participants are aware of the value of RP, but they manifested doubt regarding RP and its multifaceted nature and reported a number of constraints impeding the practice of RT, namely fixed curricula and the absence of ample professional training.

Harun and Al-Amin (2013) further explored the reasons for the unwillingness of the English teachers to practice RT in their classes in Bangladesh and found out that due to lack of proper pre-service and in-service teacher education programs especially in rural areas, the majority of the teachers do not have awareness about RT techniques and practices. Besides instructors' lack of understanding of RT principles, Harun and Al-Amin identified time constraints, power problem and contextual factors as other main inhibiting

factors. They explain that teachers cannot manage class time to implement RT; they resent power conflict which may arise when working with colleagues in their reflective journey, and they do not enjoy positive educational atmosphere and logistic support much needed for being reflective. Hussein (2006) conducted a research in local context concerning student teachers' RPs on the practicum at Haramaya University and he reported poor writing skills and lack of adequate and relevant experience of reflection together with low English language proficiency as the main causes for the student teachers' low level of reflectivity.

Dereje et'al (2017) studied primary school English Language teachers' practices and challenges of RT and found out that teachers' understanding of the concept and use of reflection as a teaching strategy is below the expected standard. Their study further reported instructors' less perception of the usefulness of RT and lack of prior experience and having less time for reflection as the major impediments challenging RT. As it can be inferred from the above studies, a full realization of RT practices has not been achieved in different parts of the world due to both theoretical and practical problems.

Overall, as the review of literature clarifies that despite extensive research on reflection and RT, the number of research on the existing obstacles and challenges impeding implementation of RT in the ELT context especially from the instructors' point of view, is limited or the issue is not been adequately explored in local context.

To this end, this study was conducted to document a number of English language teachers' understanding of the obstacles and limitations in implementing RT in Wachemo University ELT context as one of the major themes of this study believing that challenge is an inevitable component of RT practice as a whole.

2.12. Previous Empirical Studies on Reflective Teaching

Review of various empirical studies done on RP and reflective teaching in the context of ELT internationally and locally is discussed as follows. Ho and Richards (1993)

investigated written journals of in-service teachers of English to see the ways journal writing promotes thinking and found out that out of the ten teachers in the sample, only three wrote in a manner that was categorized as critically reflective. Four wrote reflection to some extent and the remaining three wrote in a largely non-reflective mode. There was insignificant change in the extent to which the teachers develop a greater degree of reflectivity over time. Although their findings are not conclusive, they recommended the use of journal writing as a component of in-service education programmes.

Farrell (1998) investigated the ways through which group discussion can lead to reflective thinking. The study posed three questions including what the teachers talked about in group discussions; whether the level of reflection was descriptive or critical; and whether this reflection developed over time or not. The group discussions were audio taped and coded according to the topics that the teachers had talked about as indicators of critical reflectivity.

On the other hand, a study entitled "In-service EFL Teachers' Experiences of Conducting RP as Continuing PD" conducted by Tosriadi, et al. (2018) showed that teachers mostly used teaching journal and students' feedback for RP in Indonesia. Other tools like peer observation, video/audio recording and action research were not maximized yet.

Cirocki and Widodo (2019) employed five tools in RP workshops: writing journals/diaries, peer observation of teaching, lesson study, action research, and reflecting with digital technologies in their study entitled "RP in ELT in Indonesia". They considered blogging and photo voicing to be digital technologies unlike Tosriadi, et al., (2018) that considered video/audio recording to be digital technologies used for reflective purpose.

Seitova's (2019) study conducted on the title "Student Teachers' Perceptions of RP" reported that reflection diary helped student teachers to be aware about teaching skills and practices, self evaluation and professional growth. The study further showed that reflection diary helps student teachers to grow as professionals.

Zahid and Khanam's (2019) study based on classroom observations revealed that trained teachers kept writing regular reflective journals in which they recorded their experiences on daily basis. The teachers who kept journals were able to better solve the problem of the students more confidently and guide them in a competent way.

Contrary to these researches, Gheith and Aljaberi's (2018) research work entitled "RT Practices in Teachers and Their Attitudes toward Professional Self-development" revealed that large number of teachers did not keep journal to document their strengths and weaknesses and did not appreciate criticisms from students and peers unlike the reviewed empirical studies earlier. This implies, different teachers in diverse contexts around the world have used different reflective tools while engaging in RP in a varying degree.

Pazhoman and Sarkhosh's (2019) study entitled "The Relationship between Iranian English High School Teachers' RPs, their self-Regulation and Teaching Experience" revealed that there is positive relationship between teachers' RPs and their self regulation. Nevertheless, the study showed that there is no significant relationship between teachers' self- regulation and their experiences. The study further indicated that RP was a strong predictor of self-regulation.

Zahid and Khanam (2019) conducted an experimental research entitled "Effect of RT Practices on the Performance of Prospective Teachers". The study revealed that there was no significant difference between experimental and control group in brain storming, self-reflection, designing learning activities, critical thinking skills, and creating affective classroom climate although the experimental group was better reflective at lesson planning, communication skills, mechanism of feedback and assessment strategies as compared to the control group. Generally, the study disclosed that the training improves skills and performance of teachers as the teachers revised and modified their teaching strategies through RP.

Similarly, Slade, et al (2019) conducted an experimental study on the title "The Impact of RP on Teacher Candidates' Learning" to determine the impact of RP on undergraduate teacher education candidates who were enrolled in a foundational course focused on student development. This study showed that RP affects teachers in

various ways making teachers think about different aspects of teaching being aware of different aspects of teaching and contributing to their professional learning.

Locally, Taddesse (2013), studied secondary school English teachers' RT practices and tried to draw a conclusion that high school English Language teachers have not been adequately exposed and trained to become reflective practitioners. In particular, the CPD programmes (peer-observation and portfolio writing activities) have not been taken as tools for teachers' self-assessment and development tools to enable them become critical reflectors on their work, and enhance students' learning achievements as he claims.

As well, Hailom (1997) studied the use of classroom data for self appraisal in the EFL practicum which was based on the practices implemented in the training of EFL teachers by the Department of Foreign Languages and Literature, Addis Ababa University. The main components of the training strategies were Observation, Inquiry, Reflection and Action. The result of the study showed that self-appraisal is a central factor in the PD of teachers.

Husien (2007) in his part tried to examine student teachers' reflective status and found out that even though student teachers in Ethiopia seem to have the potential to reflect, they are not doing it as expected and he mainly blames teacher educators for lack of attentiveness to entertain reflection by plan and with evidence.

After all, Dereje (2012) assessed pre-service language student teachers' reflection and their inquiry learning at practicum context and found that pre-service English language teachers' fail to reflect mainly due to their lack of effective reflection tools for reflection for/ on/about-actions and lack of effective time for reflection-in-action.

Degife Gudeta's(2022) research work entitled:"PD through RP: The case of Addis Ababa secondary school EFL in-service teachers" was conducted to examine the RP skills and attitudes that were used by EFL teachers in their professional learning. The study through the quantitative data reported that EFL in-service teachers believed they often used a considerable number of RT skills and attitudes during the learning-teaching process. As well, the qualitative data via

teachers' narratives divulged that they were not engaged in RT at all, and they were found at pre-reflection level. This study implies that teacher education and training programs should be budgeted to offer training for teacher educators, mentors, and school principals and provide support for secondary schools.

On the other hand, a study on the title: "Exploring the impediments on the application of RT in EFL paragraph writing classes" by Dutamo and Assefa (2022), aimed at exploring potential impediments on the application of RT in English as a Foreign Language paragraph writing class. The findings disclosed that administrative, egocentric, RT and paragraph writing impediments deemed to be hindrances for teachers and students for effective application of RT in EFL paragraph writing classes. On the basis of the findings, researchers concluded that RT could have potential impediments so that English teachers and students couldn't appropriately implement it in EFL paragraph writing classes securely.

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It can be implied from the reviewed empirical studies that RP is inevitable part of teaching learning process and teacher's PD which is made exposed by the reviewed works earlier. This has made the researcher aware that I should attempt to find out to what extent the instructors understand reflection and practice it.

The reviewed researches gave the researcher an idea of the state of RP and provided motivation to do research on RP utilizing a mix of both qualitative and quantitative designs in a more rigorous manner than other previous studies conducted in this thematic area in the local context. In short, these studies have provided invaluable

information about reflection and its values for instructors. Therefore, the present case study systematically examines university English instructors' RT practice along with their perception towards its implementation, an area which attracted little attention of local researchers.

2.13. Theoretical framework of the study

In this section, the paradigms/philosophies that guide a research work are discussed. Willis (2007:221) defines a research paradigm as a comprehensive thinking scheme or philosophy that guides a particular research and the practices or approaches and methods implemented in conducting the research. According to Mertens (2005:67), a research paradigm comprises different views of reality, types of knowledge and approaches to generate knowledge. The view to reality is called ontology where the researcher has no influence over the subject. The nature of the knowledge and the connection between the knower and knowledge is epistemology. The methods and the approaches the knower uses to acquire the knowledge, refer to the methodology. Research paradigms, in general, are classified into four categories: positivism, constructivism, transformative and pragmatism (Guba & Lincoln, 2005:221).

2.13.1. Positivism/ Post-positivism

Positivism is a dominant scientific research philosophy applied to investigate and confirm theories and describe certain constant patterns in behavior. Mertens (2005:8) claims that the philosophy of positivism originated from philosophers such as Aristotle, Francis Bacon, John Locke and Immanuel Kant based on the rationalistic, empiricist philosophy. It is primarily applicable in natural science, physical science and, slightly, in the social sciences mostly where very large sample sizes are involved. The philosophers in the fields of natural science claim that objectivity is very important and positivism provides patterns that help to achieve objectivity (Creswell, 2014; Mertens, 2005:12). The positivist paradigm typically involves quantitative research methodology, employing experimental methods. Here, the researcher has the role of controlling the research process staying outside the research site. In positivism the researcher is external to the research context.

Whereas post-positivism allows the researcher to interact with the research participants (Willis, 2007:223). Post-positivists follow same principles but it modifies the scientific methods aiming to produce more generalizable and objective knowledge in social sciences emphasizing multiplicity and complexity as common characteristics of humanity (Creswell, 2014).

Post-positivism approaches are interpretive by nature that led to an emphasis on meaning and formation of new knowledge studying the lived experience of a person and it also quasi-experimental research designs that implements outcome measures and experimental units (ibid). Mertens (2005:222) contended that quantitative methods are predominantly used in positivism / post-positivism though qualitative methods could also be used as well.

2.13.2. Transformative/Critical paradigm

The transformative paradigm appeared to the research world partly because of dissatisfaction with the other dominant research paradigms and practices (Mertens, 2005:17). As clearly stated by Mertens, transformative researchers address political issues, social oppression by positioning themselves by the side of the oppressed. Transformative researchers criticize interpretive/constructive researchers for their research consists of small group of powerful experts researching on a number of powerless participants (Robson, 2002:45) .This paradigm is supported by critical theorists, participatory action researchers, Marxists, feminists, ethnic minorities and persons with disabilities (Mertens, 2005:25). The critical theory helps the researcher to addresses such issues identifying the social unjust, power imbalance, policies, beliefs and practices(Creswell, 2014).

This paradigm deals with the issue of feminism, racism, disabilities, sexuality and others (Taylor & Medina, 2013:54). It helped the research community and professional organizations such as education and psychology organizations to revise their measurements of ethics and developed a research programme to become more reactive to these transformative agenda (Mertens, 2005:18). The transformative paradigm may use qualitative and quantitative data gathering and data analysis methods in much the same way as the constructivists (Creswell, 2014).

2.13.3. Interpretive/Constructivist Philosophy

Constructivism emphasizes the fact that research is the result of the values of the researcher, and it cannot be independent of his/her influence, attention and perception as he/she understands, experience, opinion and interpretations also influence the research process (Creswell, 2014; Mertens, 2005 & Willis (2007). Contrary to positivists who believe that the researcher and the researched subjects are independent of each other (Robson, 2002:46; Isaacs, 2013:134), constructivists consider that the inquirer and the inquired influence each other. For this reason constructivists choose a more personal, interactive mode of data collection and the researcher does not only control the process of data collection, he/she also interacts with the participants (Isaacs, 2013, Creswell, 2014). Constructivism is also referred to as the interpretive paradigm in which knowledge is concerned with interpretation, illumination and meaning (Mackenzie & Knipe, 2006:198).

According to Mertens (2005:19), constructivism grew from the philosophy of Edmund Husserl, Wilhelm Dilthey and other German philosophers which state that researchers can produce interpretive knowledge of what is studied by undertaking a prolonged process of interaction. Using ethnographic methods of informal interviewing, participant observation and establishing ethically sound relationships, interpretive researchers construct trustworthy and authentic accounts of the cultures of others (Taylor & Medina, 2013:55). This implies that, in this paradigm, new knowledge or theory is interactively generated through incorporating data from the study participants' narration and description with the researcher's observations and interpretation.

Generally, constructivists do not begin with a theory; rather they inductively develop theories or frameworks throughout the research process (Creswell, 2014). Constructivists mostly depend on qualitative data collection and analysis methods, but they also sometimes use a combination of qualitative and quantitative methods where interviews, observations and document analysis are dominant data gathering methods (Mertens, 2005:19). When this paradigm is applied in educational research, it enables the researchers to elicit detailed descriptions and clear understanding of the real teaching and learning experiences of teachers and the learners (Ibid).

2.13.4. Pragmatism

Creswell and Plano-Clark (2011) and Creswell (2014) assert that pragmatism is a disposition, a method and a philosophy that utilizes feasible results of thoughts and convictions as a standard for deciding their value and truth. Pragmatic paradigm emphasizes that multiple realities exist in any given provision, and the researcher's choice of paradigm is dependent on the research question the study is trying to solve (Saunders, et 'al., 2009). Being the best mixed methods research, pragmatism allows quantitative and qualitative methods to be blended and utilized together to complement each other in a single research as a method in order to enhance culmination and strength of discoveries (Creswell, 2014). The principle behind the choice is the research questions, where the function of either quantitative or qualitative approaches does not entirely address the research problem, whilst a combination of approaches does (Creswell & Plano Clark, 2011).

Thus, pragmatism is not dedicated to any single system of philosophy or reality (Creswell, 2014), but it is a paradigm that provides the fundamental theoretical framework for a mixed approach research and putting the research problem at the centre and applies methods and approaches that lead to understanding the problem (Ibid). The researcher chooses data collection and analysis methods which are most likely to address the research question at the centre, but with no philosophical devotion to one alternative paradigm (Ibid). In most cases, pragmatists avoid the implication of metaphysical concepts such as truth and reality; however, they believe truth and reality cause endless and useless conversations and debates (Creswell, 2014 & Mertens, 2005). Generally, Creswell (2014) has justified pragmatism as the philosophical foundation for mixed methods research due to the following nature:

- ✓ Pragmatism does not limit itself to any specific epistemology or ontology. Following this philosophical viewpoint, researchers pursuing mixed methods employ both qualitative and quantitative standpoints to achieve their goal.

- ✓ Philosophy of pragmatism offers the researchers flexibility in terms of choosing methods, techniques, and procedures of research that best suit their necessities and objectives. To the pragmatists the world is not an "absolute unity". Therefore, mixed method researchers rely on various approaches for data collection and analysis rather than affiliating to either qualitative or quantitative genre.
- ✓ Pragmatists define truth as what serves the purpose at the time. Likewise, mixed methods researchers exploit both qualitative and quantitative data to provide the most comprehensive view of their research question.
- ✓ Pragmatists believe research always takes place in social, historical, political, and other backdrops. Hence, mixed method studies may comprise a postmodern essence echoing social justice and political objectives. This implies that pragmatism facilitates employing various methods, diverse worldviews, along with various types of data collection and analysis techniques.

Therefore, pragmatism is considered to be the most appropriate philosophical framework to guide the present study since it is one of the paradigms that provides underlying philosophical framework for mixed methods research lending itself to multiple methods, utilizing different forms of data collection and analysis as stated by Creswell (2014).

2.14. Conceptual Framework of the Study

The conceptual framework for the study represented the key concepts the researcher examines. This study tries to respond to the questions of how teachers define/perceive or understand RP ; the extent to which teachers pass through various developmental levels (descriptive, comparative and critical) of reflection which do not have a strict and clear boundary rather one is the continuation of the other in cyclical manner (Lee, 2008). Likewise, the present study tries to look into components/domains of RLT model proposed by Akbari et al (2010) for the English language teacher reflection which included five elements: practical, cognitive, learner /affective, meta-cognitive, and critical reflection and after all the current study attempts to scrutinize potential challenges impeding instructors' reflective teaching process such as its being cognitive in nature that demands a serious engagement in thinking and demands effective planning and utilizing of time and experiences through reviewing the past, present and future actions Cook (1993) and Pultorak (1993).

In short, the researcher examines inter-relationship of the major issues/variables with RLT practices through the four lenses: instructors' perception, level of reflection, reflective components/domains and potential challenges impeding RT with in each of these contexts, the researcher seeks themes. Figure-4 below illustrates the conceptual framework.

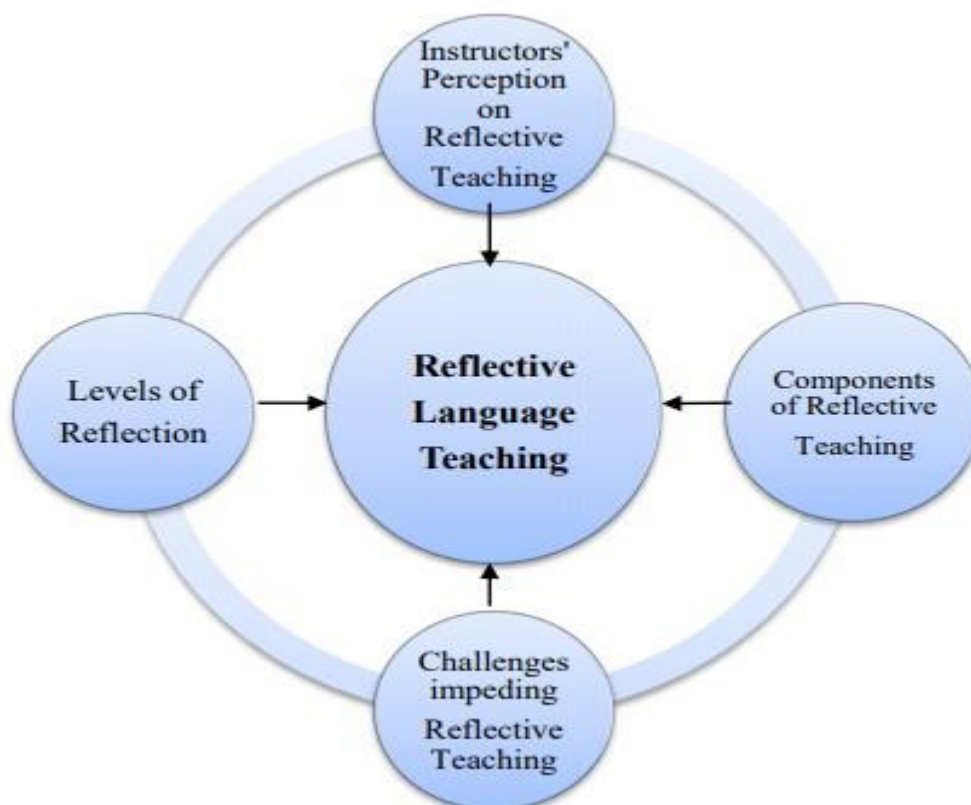


Figure 4: Conceptual Framework of the Study

Therefore, as it is indicated in the conceptual map of the study, this study attempts to examine instructors' practices of RLT incorporating four major themes: perception, instructors' reflective levels, components of reflection and challenges impeding RT in a university. With this intention, the conceptual map of this study shows the inter-relationship among the major issues examined while studying RPs of English Language instructors in Wachemo University.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

Introduction

The study aimed to investigate instructors' perception and practices of RLT in English language classes. This chapter begins by clarifying the methodological frameworks including research design, description of research site and proceeds to the explanation of data sources (Sample size and Sampling technique). In the subsequent sections, a description of data collection methods (instruments of data collection, procedures of data collection and method of data collection), the reliability and validity of the instruments, data collection, and data analysis procedures are presented. The chapter, moreover, discusses the trustworthiness of the study, ethical considerations, and a review of the pilot study.

3.1. Research Design

Addressing the present research issue with sufficient depth and breadth sought for employing more than a single research approach. The systematic integration of qualitative and quantitative data elevates the complexity and broadness of the inquiry and clarification of results (Creswell, 2014). As Johnson and Christensen (2014) stated, integrating different methods provides "multiple (convergent and divergent) and complementary strengths the inadequacies of both in single research and across studies compensating non-overlapping weaknesses" (p. 107). In view of that, both qualitative and quantitative data were collected and analyzed independently and then merged and interpreted to more deeply substantiate the data answer the main research question of this study. Accordingly, the researcher adopted a convergent multiple case study design that allows for the integration of quantitative and qualitative data.

A multiple case study design involves the response of multiple respondents to develop extensive and elaborative explanations for the present study as stated by (Yin, 2003, 2009, 2014, 2018). Generating sufficient information is dependent on the use of multiple sources of data. Since the investigator, in a multiple case study design, has minimum interference in the actual context of the study, scholars (Cohen et al., 2007; Gall et al., 2003; Yin, 2014) suggested the use of multiple data collection methods including observation, interviews, questionnaire, analysis of instructors'

journal writing, and document analysis employed in the present study were inevitable.

With the use of such alternative methods, it was possible to examine the issue in different dimensions, which produced comprehensive and exhaustive results. In a case study, the purpose of generating a rich understanding of a phenomenon instead of population representativeness determines the selection of participants (Yin, 2018). In general, multiple case study design guided the form of research questions, data collection methods, and data analysis in this study as explained by (Creswell, 2009).

3.2. Description of Research Site

Wachemo University is one of the forty-four public universities established in 2009 in Hossana town located in South Nation Nationalities and people's Region at about 230km Southwest of Addis Ababa. The University commenced its service in 2012 admitting 538 students in 12 departments under four colleges. Currently, it has expanded its admission to approximately 30,000 students enrolled in regular and continuing education programs across 56 departments, 6 colleges, 40 postgraduate programs and two PhD programs.

In addition, the institution has maintained two campuses including: Durame Campus (in Kambata Tambaro Zone), which is around 60 kilometres away from the main campus of WCU and the Nigist Eleni Mohammed comprehensive Specialized Hospital in Hossana (2nd branch) serves as a teaching hospital for the institution (WCU, 2014) accompanied by five centres. College of Social Sciences and Humanities has been running six undergraduate programs including English Language and literature which has spent nine years of pertinent experience in running undergraduate program and has graduated more than 600 professionals in English language and Literature in BA degree in eight consecutive years. The college has been launching one post graduate programme in TEFL and has graduated two batches in MA degree.

Wachemo University is selected as research site for the main study with the intention of getting good opportunity to have an easy access to the subjects with their full consent and willingness to participate in the study as they are staff mates before the researcher left for PhD study.

The acquaintance with the instructors benefited the researcher to obtain the instructors' complete willingness to participate though they were required to invest a considerable amount of time and energy in providing the necessary data. Besides, the university has geographic proximity to the area from Addis Ababa University along with opportunity to obtain logistic provision (transport and other human resource required for the study) made the researcher select the research site purposively. This primarily helped the researcher to efficiently manage his time and energy mainly for the research work.

On the other hand, Wolkite University, which is one of third generation universities like Wachemo University, is selected as a site for the pilot study purposively in order to get easy access to data sources as the researcher is familiar with most of the English Language staffs.

3.3. Selection of the Sample and Sampling technique

This study required both quantitative and qualitative data as stated earlier. Thus, to collect quantitative data from self-reflective questionnaire, all forty-one English language instructors were taken employing comprehensive sampling from Wachemo University in the 2022 academic year as the sample size was manageable. As well, with the aim of finding subjects who can provide qualitative data, four English language instructors, among the surveyed ones, took part in the in the interview, classroom observation and journal writing process being selected through convenient sampling on the basis of their consent to participate taking saturation of the data in to account.

3.4. Instruments of data collection

As the present study required both qualitative and quantitative data, tools such as observation, interview, reflective journal writing and self reflective questionnaire were employed as tools to collect the data. After getting their consent, interviews were held face to face with four instructors and teaching journals were kept by four instructors who were interviewed. On the other hand, quantitative data were collected using four sets of questionnaire for forty-one English language instructors selected through comprehensive sampling from Wachemo University with the rational of finding out instructors' level of reflection, their perception, the extent to which the instructors engage in various domains of reflection along with challenges of reflection.

With aim of checking reliability of the responses, the questionnaire having five likert scale was piloted(before it was used for main study) with fifteen English Language instructors selected via convenience sampling among those teaching English Language in Wolkite University. Then, the results of the pilot study were analyzed using SPSS version 24. Among various statistical approaches for checking reliability of the instrument, a method called internal consistency was applied as it was suitable to be used with single administration. The result of the internal consistency of the responses (Cronbach Alpha) for the questionnaire was calculated as 0.706 which can be interpreted to be good enough/ reliable as the coefficient (0.706) lies between 0.7 and 0.8 according to the cut off points put by Hair et al (2016).

3.4.1. Observation

Educators suggest that classroom observation is one of the widely used technique and effective method of data collection for pre-service and in-service teachers in qualitative studies. For example, Gebhard (1999:15) defines classroom observation as: "Non-judgmental description of classroom events that can be analyzed and given interpretation". Accordingly, the researcher used classroom observation accompanied by video-recording in order to describe actual classroom RT practices of English language instructors non-judgmentally. Along with classroom observation, he took notes

having observation checklist in order to record events regarding instructors' classroom teaching practices in case events that are not amenable to video-recording may come from not using such notes as stated by Miller & Schumaner (2003).

3.4.2. Interview

Creswell and Creswell (2018) suggested conducting interviews to elicit data from participants. As stated by leedy & Ormrod (2005:184), "face to face interviews give the highest response rates- percentage of participants agreeing to participate" because its success depends on the relationship established and on the way in which the event is conducted (Andrew, 1997).Therefore, semi-structured interviews were conducted face to face with four instructor respondents whose lessons are video recorded.

3.4.3. Reflective Journal writing

Reflective Journal writing is another data collection tool for this study. A number of English Language educators have suggested various methods of reflection that can be used for pre-service and in-service teachers. These include reflective journal writing, classroom observations and group/peer discussions and evaluations. Ho and Richards (1993: 20) suggest that journal writing can provide an opportunity for teachers to write reflectively about their teaching. Brock, Yu and Wong (1992: 395) forwarded a number of the benefits of journal writing as follows: providing a first-hand account of teaching and learning experiences, and an on-going record of classroom events and teacher and learner reflections along with creating awareness about the way a teacher teaches and a student learns.

Therefore, reflective journal writing was used as a data collection in this study in order to supplement the questionnaire data on instructors' degree/level of reflection in their RT. Before writing journals, the four English instructors who participated in the main study's qualitative data collection process from Wachemo University were provided with a short training on how to keep their journal followed by provision of guidelines adapted from Ho and Richards (1993).

3.4.4. Self- Reflective questionnaire

Along with the above qualitative data collection tools, four sets of questionnaires were designed and administered for forty one Wachemo University English Language instructors to secure quantitative data for the main study on the theme of instructors' level of RP, their perception and domains of RT .

3.5. Procedures of Data Collection

Before collecting the data, the researcher tried to get the consent of participants. After getting their approval, the interview sessions were audio-recorded with the sample instructors whose classroom lessons were observed accompanied by video. Along with, the four instructors were requested to produce their JE of their lesson having been provided with a short training on it. After all that, the questionnaire was administered to all forty-one English language instructors including those who took part in the qualitative data collection process.

3.6. Method of Data Analysis

The qualitative data collected from the interviews were transcribed into a textual form. Then, initial/open coding, axial coding and selective coding were conducted before starting the analysis of the data being aided by software called Open Code4. Hence, thematic data analysis was employed in this study based on the grounded theory principles, moving data from one category to another, looking for commonalities and differences within the categories. As the categories became clearer, themes emerged from the data were merged. Besides, content analysis was applied to analyze JE data and observation. On the other hand, the quantitative data obtained from instructors' self-reflective questionnaire were analyzed for mean and standard deviation aided by SPSS software version 24.

3.7. Trustworthiness of the Study

The trustworthiness of the study was maintained by ensuring the credibility, dependability and confirmability of the findings (Merriam, 2009). Credibility focuses on the accuracy of the data or how the findings are consistent with reality, while dependability emphasizes the consistency or reliability of the study. Confirmability indicates the extent the data and interpretation of the results are not defiled by the researcher's preconceptions. It requires the confirmation or corroboration of results by others' empirical findings (Mohamed, 2006). The credibility and dependability of the results were secured using peer debriefing and member checks (Creswell, 2009; Merriam, 2009). Discussions with three experts in the English language teaching field were held concerning the plausibility of the data collection procedure, data analysis mechanisms, and the findings. Relevant insights of the experts contributed to the rigor of the study.

Concerning member checks, the participating instructors received the final version of the study findings and the verbatim transcriptions of the observations and the interviews for their validation. This made the findings reflect the participants' actual voices. Additionally, an audit trail or a thorough explanation of the overall procedures that the study was conducted including the data collection and analysis process was provided. A memo that included an in-depth narration of events, informal discussions, and reflections throughout conducting the study contributed to refining ideas in the study. These mechanisms contributed to maintaining the dependability and confirmability of the results as stated Merriam (2009).

3.8. Ethical Considerations

When collecting data, the researcher was very well aware of treating the instructors not as subjects but as people having feelings, values, and needs. To this end, he created friendly and collegial chats with instructors and was able to explain the objectives and the significance of the study so that the instructors get aware of things they would be required to do during the study. The researcher also felt that in order to gather data on their RPs, it was imperative to develop trust on them.

In this way, the researcher was able to treat each other as colleagues in the same profession. All relevant ethical guidelines were maintained using different mechanisms in this study. Initially, the researcher formally requested the English language and literature department head to access the profile of the instructors in the department. Besides, obtaining the participants' (instructors) agreement to involve in the study preceded the data collection process. The participating instructors' convenient time was considered for the collection of data. Specifically, issues of anonymity, confidentiality, safety, and informed consent were taken very seriously. Accordingly, the participants were kept anonymous. Their names were not important to the study and so they are not identified during interviews or in the transcripts thereof. In place of participant names, respondents'/instructors' assigned numbers are attached to the interview transcripts.

As the result of the establishment of collegial relations with the participants, they took me into their confidence, and were able to voice their ideas and write on different aspects of their work. To a certain extent they were able to critically comment on issues such as the campus policy and management issues. As Tsui (2003) points out a study of this nature reveals a very private side of the lives of instructors, especially when trusting relationships develop between researcher and teachers. In this regard, the instructors were assured that I would preserve their anonymity using pseudonyms. Thereafter, participant teachers were called- Instructor I, Instructor II, Instructor III. Instructor IV, etc.

Confidentiality: Those who were willing to give their information were not identified in person in any form. Their data were also analyzed together with others' data; no personal identification markers can be identified in their responses. The participants gave informed consent: They were made aware that they were free to withdraw from interviews at any stage if they did not want to take part.

Safety: The study did not harm the participants in any way. It is not researcher's intention to use the results of this study against its participants now or at any time in the future.

3.9. Summary of the pilot study

A pilot study was conducted to see the extent to which the tools planned to be employed in the main study were appropriate for the generation and analysis of data, and revise them in light of what the pilot study reveals before they become fully operational in the main study. Therefore, the data collection instruments: self-reflective questionnaire, observation, interview, and journal writing were tried out. Before presenting the details of the processes of the piloting, it seems reasonable to start the discussion of this section with a brief description of the pilot study site, participants and other relevant matters on the entire study. In short, the quality of the findings and the feasibility of the study design, were examined through the pilot study.

3.9.1. The pilot study site and Participants

The study was conducted for three months from October 2, 2021 to December 26, 2021 at Wolkite University. This university was selected purposively due to its contextual equivalence with the main study site and its proximity from Addis Ababa University. Wolkite University, which is one of third generation universities like the main study site (Wachemo University), is selected as the pilot study site as the researcher is familiar with most of the English Language staffs which in turn gives easy access to data sources. With the main goal of testing/validating the quantitative data collection tool on the phenomena under investigation (RLT in this case), fifteen English Language instructors who have been teaching in Wolkite University took part in the piloting of the questionnaire based on their willingness and/or convenience to participate in the study. Likewise, four volunteer instructors among the aforementioned instructors participated in the piloting process of qualitative data tools such as interview, observation and reflective journal writing.

3.9.2. Piloted Instruments of Data collection

As the present study requires both qualitative and quantitative data, tools such as observation, interview, reflective journal writing which were employed as tools to collect qualitative data in the main study were piloted with four English instructors

from Wolkite University. Educators suggest that classroom observation is one of the widely used technique and effective method of data collection for pre-service and in-service teachers in qualitative studies. Gebhard (1999: 15) defines classroom observation as: “Non-judgmental description of classroom events that can be analyzed and given interpretation”. Accordingly, classroom observation which was used to describe actual classroom RT practices of English language instructors non-judgmentally was one of the piloted tools of data collection.

Creswell and Creswell (2018) suggested conducting interviews to elicit data from participants. As stated by leedy & Ormrod, 2005:184), “Face to face interview gives the highest response rates- percentage of participants agreeing to participate because its success depends on the relationship”. Therefore, with the aim of testing reliability of the interview guide, semi-structured interview was conducted face to face with four instructor respondents whose lessons are video recorded. Reflective Journal writing is another data collection tool for this study. A number of ELT teacher educators have suggested various methods of reflection that can be used for pre-service and in-service teachers. Ho and Richards (1993: 20) suggest that journal writing can provide an opportunity for teachers to write reflectively about their teaching. Therefore, reflective journal writing which was used as a data collection in the main study was piloted with the instructors taking part in the qualitative study from Wolkite University. As well, four sets of self reflective questionnaires which were used to collect quantitative data on instructors’ practices and perceptions of RT were piloted with fifteen English teachers in the above university.

3.9.3. Preliminary survey and procedure of data collection

Prior to the commencement of the pilot study, the researcher visited the university chosen for the pilot study, and had an informal chat with the English instructors to create prior familiarization with community of the university. The visits and talks undertaken provided the researcher with a good opportunity to establish a friendly relationship with the participants, and discuss aims of the study and schedules and procedures of the data collection.

Providentially, the instructors expressed their desire to take part in the study regardless of time constraints they have been encountering. Subsequently, it was important to have an official permission from the university management to conduct the pilot study in the institution through a letter of cooperation written from the Department of Foreign Language and Literature. Having familiarized himself with the staff and got consent/approval of participants, the researcher conducted classroom observation and the interview sessions with the four sample instructors taking part in the qualitative data collection. After all that, self reflective questionnaire was administered to fifteen English language instructors including those who participated in the provision of qualitative data.

3.9.4. Major findings of the Pilot Study

The pilot study aimed to examine the quality of the data collection methods such as questionnaire, the interview and classroom observation, instructors filed journal entries. The study was relevant to assess the viability of the data collection and analysis procedure. The quality of the findings and the feasibility of the study design, in general, were examined through the pilot study having sample instructors from Wolkite University. According to the findings under the theme of instructors' perception they hold on RP in teaching English language in higher education, the instructors described that they have better understanding of reflection and RP in their teaching.

On the other hand, the instructors reflected that observing their colleagues' lesson improves their RT practice. Similarly, the data analysis showed that the instructors realize values of collegial observation on their lesson and talking to their colleagues on problematic issues in their classroom and getting helpful feedback that can improve their teaching. The instructors mentioned roles of such peer and self reflective activities, sharing experience, asking and answering scaffolding reflective questions, peer evaluations and feedback provision in enriching their professional career .

On top of that, the instructors believed that self-evaluation, peer feedback, and collegial feedback give chances to instructors to mirror their strong sides together with their limitations which needs improvement in their overall process of teaching. Likewise, sample respondents expressed their agreement concerning their awareness of keeping journal describing incidents in the classroom why things happen in the classroom and a plan for further action; adapting activity or coming up with a new activity if the original activity is too challenging for the students and asking students to reflect their idea in the form of feedback on the lesson followed by planning what they need to do in the next class time to ensure that the students learn the unclear context .

From this pilot study result under this theme, the researcher can realize that the instructors tend to have better awareness/ perception on different aspects of RT practices including simplifying activities, asking students to provide reflective feedback; planning for the next lesson based on the feedback they got along talking about educational issues with colleagues. Generally, from the above data discussions concerning English Language instructors' perception/understanding of RT as a whole, it can be inferred that EFL instructors in Wachemo University have relatively good understanding/ awareness on the general principles of RT.

Under the second objective of this study, the sample piloted instructors are provided with a set questionnaire items to get the extent/level of instructors' RT practice. From the quantitative data on English Language instructors' levels of RT, it can be understood that EFL instructors tended to be under lower descriptive/technical level of reflection trying to apply educational knowledge. It is indicated in the quantitative data analysis that the highest total mean value ($M=3.73$) goes to items categorized under descriptive reflective level/ technical application of educational knowledge and basic curriculum principles. However, items set under the comparative/pedagogical and the critical levels of reflection received the lowest mean values, ($M=2.19$ and $M=1.89$ respectively), which lie at the range of "Neutral and strongly disagree" position. In short, the highest mean ($M=3.73$) goes to the descriptive/technical reflective level followed by comparative/Pedagogical reflection level ($M=2.19$), but critical level of reflection received the lowest mean ($M= 1.89$) which in

turn disclosed that instructors' level of reflectivity lies at the lowest technical application level of trying to meet educational objectives. However, they are the least at critical reflection level of considering worth of teaching in socio-cultural contexts. This is also insured by the classroom observation and JE data of the sample instructors who participated in the pilot study of the qualitative tools of data collection.

Under the third major theme of this study, fifteen sample instructors are provided with a set questionnaire items to get their responses on domains of RT comprised by English Language teachers. Akbari et al.'s (2010) questionnaire was employed to find out the components reflection which teachers are involved in RT. The five categories of questionnaire items of components of reflection are described as follows: A) Practical component (Q1-6): deals with actual implementation of reflection by using different tools, such as keeping journals, talking to colleagues. B) Cognitive component (Q6-12): Comprises conscious efforts for PD by attending conferences and reading professional books and journals. C) Affective/Learner component (13-15): deals with instructors' knowledge of learners and their affective/cognitive states. D) Metacognitive component (Q6-22): describes teachers' knowledge of their personality, their definition of learning and teaching, their view of their profession and finally, E) the critical/moral component (Q23-29) expresses socio-political dimension of teaching.

The quantitative data under this theme tends to show that instructors have better reflection on learner practical, metacognitive and cognitive components of reflection. However, the data disclosed that the instructors tend to be the least in critical domain of reflection. This is also supported by the data provided by the two sample instructors concerning various constituents of their RT.

Descriptive statistics (mean and standard deviation) of all items of the questionnaire of the above components of teachers' reflectivity are summarized in the table. The practical component has received the highest mean (3.87) belongs to items which are about having a file to keep accounts of my teaching for reviewing purposes and discussing practical/theoretical issues with colleagues.

The cognitive component has got mean of (3.67) which is about reading books/articles related to effective teaching to improve classroom performance. Regarding the affective/learner component which deals with asking students whether they like a teaching task received mean of (3.67) where as metacognitive component deals with thinking of the positive/negative role models the teacher had as a student and the way which they have affected him in his practice, received mean 3.67).

As for the moral/critical component, which deal with thinking about the political aspects of teaching and the way he may affect his students' political views along with thinking about the ways gender, social class, and race influence students' achievement followed by thinking about instances of social injustice in one's own surroundings and try to discuss them in classes along with thinking of outside social events that can influence his teaching inside the class respectively received the lowest mean (2.13) and (1.93) respectively.

When the grouped mean of each of the five reflective components is summarized, the highest mean (3.31) goes to the affective/learner component followed by the practical component (3.24), metacognitive component (3.10), cognitive component (3.06), and critical component (2.01) respectively. This implies that piloted instructors are relatively the least in terms of critical reflection component which focuses on worth of socio-cultural dimension of teaching.

In addition, the finding revealed hindering challenges of instructors RT related to the students, the instructors, and other institutional factors. RT principles-generated challenges are one of the most serious problems as reported by the respondents' data of the questionnaire. That is, RT's nature of being demanding task as it needs open-mindedness, responsibility (which received the highest mean=3.60 followed by its being extremely burdensome for instructors as it requires writing reflective journals, observing other classes and being observed by them, and peer discussions which received higher mean = 3.50).

Besides problems related with RT principles, the piloted instructor participants, in their responses to the questionnaire items enumerated other obstacles which were related to teachers themselves playing great role in impeding their RT practice most

seriously. These include: Shortage of time to carry out RT in classroom and instructors' being exhausted on account of long and boring working hours respectively (each having mean=3.52); Instructors' not being familiar enough with diverse teaching approaches, principles, techniques, strategies, etc of RT(having mean=3.58).

Instructors' lack of interest/ motivation in reflection and RT; Instructors' inability to use reflection at a critical inquiry level and relate to diversity in educational context; Instructors' inability to understand reflection sufficiently as a concept to use it; instructors' belief and perception and instructors' low language proficiency respectively (each received mean of 3.51).

Institution-generated challenges including problem of large class size followed by lack of data base to get new materials, books, journals, etc and the design of the teaching module along with lack of time to cover the course are rated by the instructors to be the most serious problems institutional problems which have adverse effect on instructors RT practice at the university level.

Student-generated challenges are the last category of serious problems having negative impact on instructors' RLT practices as replied by the sample piloted instructors to the questionnaire. That is, student 'lack of interest in RP together with their lower level of understanding and critical inquiry respectively are identified to be learner-related factors playing part in the effective implementation of RT in English Language classrooms.

3.9.5. Lesson Learned From the Pilot Study

This section presents the summary of the lesson the researcher got from the piloting the instruments including questionnaire, interview, classroom observation and journal writing

3.9.5.1. Lesson Learned from Piloting the Questionnaire

Piloting the questionnaire is conducted with the main aim of checking how appropriate the rating scales are before the administering the questionnaire in the main study and checking the reliability of the the tool. In order to achieve the first objective, the researcher tabulated the data on a spreadsheet to feed it on the computer after collecting the data. Just before the main data analysis, a preliminary analysis is made to see how much each point of the utilized scale is scored in order to decide whether the rating scales are appropriate. The analysis proved that all the points on the scale are rated in varying frequency counting for all items of the questionnaire.

So the responses proved the usability of each point on the scale the items which in turn indicate that the rating scale is doing its job well. In order to achieve the second objective, the results are analyzed using SPSS in order to examine the reliability of the questionnaire after administering it to the instructors participated in the pilot study. Among various statistical methods for checking reliability of instrument, a method called internal consistency is applied as it is often preferred to be used with single administration of an instrument, unlike coefficient of stability (test-retest) or alternate form coefficient (parallel forms). In view of that, the internal consistency of the responses is calculated for the questionnaire as follows:

No of Respondents	No of Items	Result of Cronbach Alpha
15	93	0.706

The value of internal consistency (reliability analysis) can be interpreted based on the strength using the following rule of thumb/cut off points (Hair et al, 2016)

Alpha Coefficient Range	Strength of Association
< 0.6	⇒ Poor
0.6 to 0.7	⇒ Moderate
0.7 to 0.8	⇒ Good
0.8 to 0.9	⇒ Very Good
0.9 and above	⇒ Excellent

Based on the provided information in the above table, the internal consistency of the participants' responses is said to be quite reliable (good enough) as the observed coefficient alpha is 0.706 which lies between 0.7 and 0.8 as Hair et al (2016) stated. This in turn implies that the items can elicit more stable responses as the respondents can clearly see and makes the researcher accept the reliability of the instrument with confidence. Concerning face and content validity of questionnaire, the researcher reviewed and assured the overall appearance and relevance of items receiving comments on its appearance and content from the advisor and colleagues who hold PhD in ELT.

3.9.5.2. Lesson Learned from Piloting of Interview

In preparation for data collection, the researcher conducted interview with four participants whose classroom lessons were video recorded. The interviews took place at the English Language staff room of Wolkite University. Their responses were tape-recorded with participants' permission. This pilot study was informative to the study as it provided two lessons in the interview procedure. From one perspective, it informed that participants actively engaged in the discussions and provided rich input to the study.

From another perspective, shortcomings in the interview were identified to be addressed in the main study. That is, first of all, time management and lacking focus-on-topic were the main problems. Participants would like to say a lot and share numerous issues on the topics raised. They like to expand their idea on some issues based on their personal experience, and thus the interview took longer than scheduled time. Another issue experienced is interference by other staff members coming into the staff room and out interrupting the conversation. The interview time limit was reached before covering all the questions. It was also realized that most of the issues were already addressed by the first interviewees and thus were redundant. Thus, to reduce the incidence of off-topic discussions and control for time, the pilot study gave the researcher chance to employ different questioning strategies such as paraphrasing, summarizing, etc so as to direct the discussion to the topic domain during the main study. In short he learned that it is productive to

concisely repeat points that the participants have said before asking them the next question. When this technique was used, the participants became triggered to elaborate and add new ideas and examples that did not appear in their previous explanations.

3.9.5.3. Lesson learned from Piloting of classroom observation

The main purpose of conducting the pilot for classroom observation was to find out what aspects of classroom activities need particular attention in order to minimize unexpected problems that might affect the outcome of the main study. Checking this instrument helped the researcher to elicit important issues which should be included during the main study. Accordingly, having got the agreement of the four instructors to observe their classes, one sample lesson from each instructor was recorded. After recording each lesson, the video file was made to play to see whether the observation videos were clear and audible. However, when the recorded lessons were played, they were of poor quality as the videos were taken using mobile phone from distance. Two basic reasons are identified for the poor quality: first, the constant back and forth movements of the instructor in each class made it difficult to capture videos and voices clearly; the second reason is background noises of students from outside of the classrooms. As these problems could be serious constraints to the normal process of recording lessons during the main study, the researcher decided to use video recorder rather than using mobile phone.

3.9.5.4. Lesson learned from Piloting instructors' Journal Writing

Instructors' reflective journal writing was another tool of data collection tested in the pilot study. Before beginning the pilot study, informal discussion was held with the instructors who were willing to keep their teaching journal and the researcher forwarded a question to find out whether they are familiar with the notion of journal writing. They informed that they have been using portfolio of students' assessment. So feeling confident that the instructors have had that practice, the researcher provided them with a set of guiding questions giving some explanation on what they should include in the journals. Nevertheless, the instructors' journal

entries focused merely on the classroom routines and more of narrations of how things happened rather than critically reflecting on why things happened as they did although the sample instructors are provided with the journal writing guideline which comprises a number of critical reflective issues. From this, the researcher learned that the instructors should be trained to not only to write technical educational aspects but also to critically reflect on their teaching practices considering why things happened and worth of teaching in the course of the main study.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

Introduction

This section includes the results of the four research questions along with a discussion of important issues. The quantitative and qualitative data collected from English Language instructors concerning ELT instructors' perception on RP together with their level of reflection in their teaching (the extent to which they have been implementing it); their engagement in the components of reflection accompanied by challenges impeding their RP were presented being analyzed quantitatively applying SPSS and qualitatively.

4.1. Instructors' Perception of Reflective Language Teaching

In this subsection, quantitative and qualitative data collected from English Language instructors concerning their perception of RP in Wachemo University were presented.

4.1.1. Presentation and Discussion of quantitative Data on Instructors' perception of RP

The surveyed data concerning English Language instructors' perception or understanding on the concepts RT is summarized in table-1 below followed by the discussion and presentation of the results.

Table 1: Mean and SD of ELT instructors' Perception of RT

No	Items	Mean	SD
1	I realize that observing my colleagues' lessons improves my teaching practice	3.27	.704
2	I recognize the values my colleagues' observation on my classroom lesson	3.67	.488

3	I feel that I can get valuable feedback talking to my colleagues concerning challenging classroom issues so as to advance my teaching	3.87	.834
4	I feel that having new understanding changes my teaching practice	2.73	.458
5	I am aware of the fact that I can prove my students' learning through exploring implications of classroom events	3.13	.640
6	I am alert of the fact that I can get alternative ways to improve my current teaching practices searching on the internet or reading books	3.87	.743
7	I think of asking myself what could I have done differently after class	3.87	.640
8	I'm aware of the role of keeping a portfolio of classroom event and why such things happen and a plan for further action	3.33	.816
9	I assume that I learn new things while I am teaching and after the lesson	4.13	.516
10	I think of finding reasons for positive and negative classroom occurrences	3.93	.799
11	I know what and why I do or say things in the classroom	3.87	.743
12	I recognize the general atmosphere in the classroom (sleepy, tired, bored, active, angry, excited, etc students)	4.47	.516
13	I realize that I need to adapt an activity or come up with a new activity if the original one is too challenging for the students.	4.00	.756
14	I realize that I should ask students to reflect their ideas in the form of feedback on the lesson.	4.07	.704
15	I sense that I should plan what I need to do in the next class time to ensure that the students learn the unclear context.	4.00	.535
16	I recognize that I need to assess the difficulty level of every activity that the students work on.	3.40	1.121
17	I sense that I should deviate from the plan if I see clues from the students that they do not understand	3.13	1.187
18	I think of possible consequences or reactions that need my actions	2.87	.915
19	I consider the roles of every students' engagement while teaching & after the lesson,	3.00	1.195

20	I realize values of keeping personal professional portfolio in which I collect proofs of my professional learning as a teacher over a specified period of time	3.13	.834
21	I am aware of what goes well and wrong during the lesson	3.13	1.246
22	I think of discussing educational issues with colleagues informally at offices and formally in meetings	4.13	.743

The first item which was about instructors' conception on whether observing their colleagues' lesson improves their teaching practice or not, received, a mean of 3.27 falling in the neutral position in the likert scale implying that the teachers are less familiar with such concepts of RT(Table-1).

Likewise, sample respondents expressed their agreement concerning the practical elements of reflection items 2 and 3, which deals with whether they realize value of colleagues' observation on their lesson and talking to their colleagues about problematic issues in their classroom and get valuable feedback that can advance their teaching, received mean values 3.67 and 3.87 respectively which lied almost in the range of "Agree" position(Table-1).

The 4th item which deals with the statement of that having new understanding changes one's teaching practice, received lower mean (2.73) falling between the range of "disagree" and neutral". Item number-5, which is meant to identify instructors' awareness of proving their students' learning through exploring implications of classroom events, got a mean of 3.13. Item 6, which is intended to identify instructors' perception/understanding on one of the cognitive elements of reflection, that is, searching information on the internet or reading books for possible alternatives of their current teaching practices along with the notion of self-reflection in item-7 which deals with whether they think of asking themselves what they could have done differently after the lesson respectively, received a mean value (3.87 each), lying approximately in the position of "Agree" which in turn shows that instructors have better awareness on cognitive reflective aspects as well as asking oneself self-reflective questions(Table-1).

The question asked concerning whether instructors are aware of keeping portfolio, describing incidents in the classroom, why things happen in the classroom, and a plan for further action or not, under item-8 received a relatively low mean($M=3.33$) which fell in the “Neutral” position. Besides that instructors’ responses under item 9, which tries to identify whether the instructors have a better understanding about learning new things about their class while teaching and after the lesson, the received mean ($M= 4.13$) that is in the position of “Agree” (Table-1).

Moreover, instructors tend to express their agreement on if they have a better perception on what they do/say in the classroom and why they do/say such things, the received mean value ($M=3.87$) lying in the agree position in the Likert scale(Table-1). On the other hand, the data under item 12 show that the instructors have better perception on the affective/ learner components of RT, that is, being aware of the general atmosphere in the classroom (sleepy, tired, bored, active, angry, excited, etc students), which received the mean value($M=4.47$) lying approximately at “Strongly Agree” position in the likert scale(Table-1).

Likewise, their data concerning “adapting activity or coming up with a new activity if the original activity is too challenging for the students(which received mean $M=4$); “asking the students to reflect their ideas in the form of feedback on the lesson(which received mean $M=4.07$); planning what they need to do in the next class time to ensure that the students learn the doubtful context(which received mean value- $M=4$) and discussing educational issues with colleagues informally at offices and formally in meetings(which received mean value $M=4.13$) (Table-1).

From this the researcher can realize that instructors tend to have better awareness/ perception on different theoretical aspects of RT practices including simplifying activities, asking students to provide reflective feedback; planning for the next lesson based on the feedback they got along talking about educational issues with colleagues.

Generally, from the above quantitative data discussions concerning English language instructors’ perception/understanding of RT as a whole, it can be inferred that EFL instructors in Wachemo University have a relatively good theoretical understanding on the general principles of RT (Table-1).

4.1.2. Presentation and analysis of qualitative Data on Instructors' perception of RP

On the other hand, with the intention of triangulating the above quantitative data under this theme, interviews were held with four instructors (among the surveyed ones) who were currently teaching English Language courses. The interview was aimed at eliciting detail information on how they see reflection & RP in teaching English language using the following guiding questions. The first guiding question says: "What does reflection, RP and RT mean to you?" They normally tried to define RT as being aware of their own instructional practice to allow learners to apply knowledge of reflection in ranges of realistic circumstances reflecting critically about their learning practice.

More specifically, the following sample extracts were noted from the interview discussion held with the instructors: One of the respondents (Instructor1) tried to react to the interview question saying: *To my understanding, RT must be seen as an opportunity to deepen the understanding of self and teaching learning situations. Possibly, reflection should be a habit of mind which is inspired by environmental circumstances, allowing us to focus, research, and feel safe in tight conditions to solve problems.*

As implied from the interview data of instructor-1 above, RT requires teachers to design activities that require students thinking critically and practice by experiencing practical challenges. Likewise, the other respondent (Instructor-2) realized that that RT is connected with the nature of experience and one's interest to acquiring a thorough understanding of a problem or situation through asking a number of thought-provoking questions and in search of responses for such questions. This respondent tends to agree that RT plays a vital role in providing English teachers with tools of understanding different contexts through asking and answering questions faced teaching in actual classes.

Likewise, instructor-II elicited his understanding of reflection and RT as it is continuous process in which teachers monitor, evaluate and revise their own teaching practice continuously and critically reframing of lived experience. Regarding the issue under discussion, instructor-3 tried to forward his reflection as:

I see reflection as thinking and processing about what we see, hear, touch evaluating usability and applicability of the contents/course material we teach instead of taking that for granted

This implies that this instructor theoretically understood that RP is a continuous way of thinking employing a logical interpretation of what one has experienced engaging one's sense organs to arrive at a sound understanding. Further elaborating RP, instructor-IV forwarded his idea as:

RP is an approach/means or tool helping learners' vigorous engagement in critical inquiry learning through linking their past experience with current learning practice. He added that a reflective practitioner is the main actor of teaching by exploring problematic classroom contexts, and being responsible for one's own actions so as to improve performance in teaching.

This still indicated that the instructor ideally seemed to understand RP as an instrument linking theoretical aspects with one's practical life experience, learning experience and with colleagues' personal experience. Taken as a whole, the interview data confirmed that the instructors in the study area have fairly better theoretical understanding of the basic conception of RP and its value in ELT.

4.2. Instructors' Level of Reflection in the RLT

Under this subsection, quantitative and qualitative data regarding ELT instructors' level of RT in the English language classrooms were presented.

4.2.1. Presentation and Analysis of questionnaire data on instructors' level of Reflection

Table-2 below presents the results of the mean and standard deviation of the responses concerning instructors' levels of RLT. Descriptive statistics (Mean and Standard Deviation) of all items of the questionnaire of the levels of teachers' reflectivity are summarized in the tables below employing the three cut-off points specified by Van Manen (1977) Model including descriptive level/technical rationality which deals with technical application of educational knowledge aimed at achieving predetermined goals (finding out whether the students are doing what the teacher asked them to do or not); comparative/pedagogical level which deals with

delivering the lesson with the aim of meeting educational objectives (i.e., checking if the objectives are achieved or not and how they are achieved), and critical level which requires instructors to emphasize on the value/worth of ethical and social aspects of teaching (i.e., was content important to students? What were the strengths of the lesson? And what should be changed?). According to the above cut-off points, items 1-12 are categorized under descriptive reflection level, items 13-23 are clustered under comparative/pedagogical level and items 24-26) are grouped under critical level of reflection as summarized in the tables below:

Table 2: Mean and SD of ELT instructors' Descriptive level reflection

Level	No	Items	Mean	SD
Descriptive Level of Reflection	1	My analysis of instructional practices focuses on technical aspects about teaching process.	4.21	.538
	2	I modify teaching approaches without considering underlying assumptions about teaching and learning.	2.88	.714
	3	I occasionally connect specific teaching methods to underlying theory.	3.61	.494
	4	I support beliefs with evidence from my teaching experience.	3.61	.494
	5	I make some adjustments for students' different learning styles.	4.20	.749
	6	I react to student responses from various angles but I don't recognize the patterns.	4.32	.687
	7	I adjust teaching approaches in line with current situations without developing a long-term plan.	3.39	.802
	8	I look for solutions to problems that focus on short-term outcomes.	3.76	.435
	9	I make modification based on prior experiences.	4.12	.640
	10	I question the utility of specific teaching method but not general policies or practices.	4.10	.583

	11	I provide varied instruction to address learners' individual differences.	3.12	.640
	12	I follow institutional guidelines rather than being innovative because I do not want to get in to trouble.	3.71	.461
	Total	3.75	0.63	

The questionnaire data displayed in the above table reflects that instructors are found to be at the lower descriptive levels of reflectivity mainly dealing with technical aspects of teaching rarely connecting their teaching methods to underlying theory focusing on short term outcomes merely dealing with fulfilling institutional guidelines without being innovative in applying various teaching approaches such as RT (Table-2). The overall mean value(M=3.75) indicates that the respondents were almost at the position of “Agree” valued-4 in the likert scale reflecting their agreement to the statements provided under this sub-theme (Table-2).

Table 3: Mean and SD of ELT instructors' Comparative level reflection

Level	No	Items	Mean	SD
Comparative Level of Reflection	1	I look in to connection between teaching practices and student learning.	3.41	.499
	2	I seek ways to connect new concepts to students' prior knowledge.	3.27	.449
	3	I have genuine curiosity about the effectiveness of teaching practices, leading to experimentation and risk-taking.	2.59	.706
	4	I accept constructive criticism on my own teaching.	2.27	.708
	5	I adjust my teaching methods and strategies based on students' relative performance.	2.59	.631

	6	I analyze the impact of group organization, such as cooperative learning groups, pair/peer grouping on students' learning.	2.66	.825
	7	I have commitment to ongoing learning to improve my practice.	2.56	.808
	8	I identify various options of reflecting ideas and concepts to students.	2.39	.737
	9	I recognize the complexity of classroom dynamics while teaching.	2.59	.706
	10	I welcome what students bring to the learning process.	2.27	.708
	11	I perceive teaching practices as remaining open to further investigation.	2.59	.631
	Total	Total	2.65	0.68

The questionnaire data presented in the above table shows that instructors' responses rate under the comparative domains of reflection got lower mean value (M=2.65) when compared to the descriptive or technical level of reflection (Table 3). Their response rate tend to be at the "neutral" position among the given scales with the mean value of each separate item ranging from highest mean (M=3.41) which deals with looking in to connection between ones' own teaching practice and that of students learning to lowest mean (M=2.27) which encompasses bearing in mind what students bring to the learning process while teaching English Language context

Table 4: Mean and SD of ELT instructors' Critical Level reflection

Level	No	Items	Mean	SD
Critical Level of Reflection	1	I see my teaching practice within the range of sociological, cultural, historical, and political situations.	2.66	.825
	2	I consider the ethical implications of classroom issues and practices in to account.	2.56	.808
	3	I address issues of equity and social justice that arise in and outside of the classroom.	2.39	.737
	4	Total	2.53	0.79
	Total	Items	Mean	SD

The data in the above table shows that instructors' responses under critical reflection level items got a low total mean value of 2.53 of the five-Likert scale self-reflective questionnaire having mean values of each separate item ranging from 2.39 to 2.66 (Table 4). This in turn reveals that the instructors are the least reflective in terms of linking teaching practice with sociological, cultural, historical, and political aspects of the students in and outside classroom.

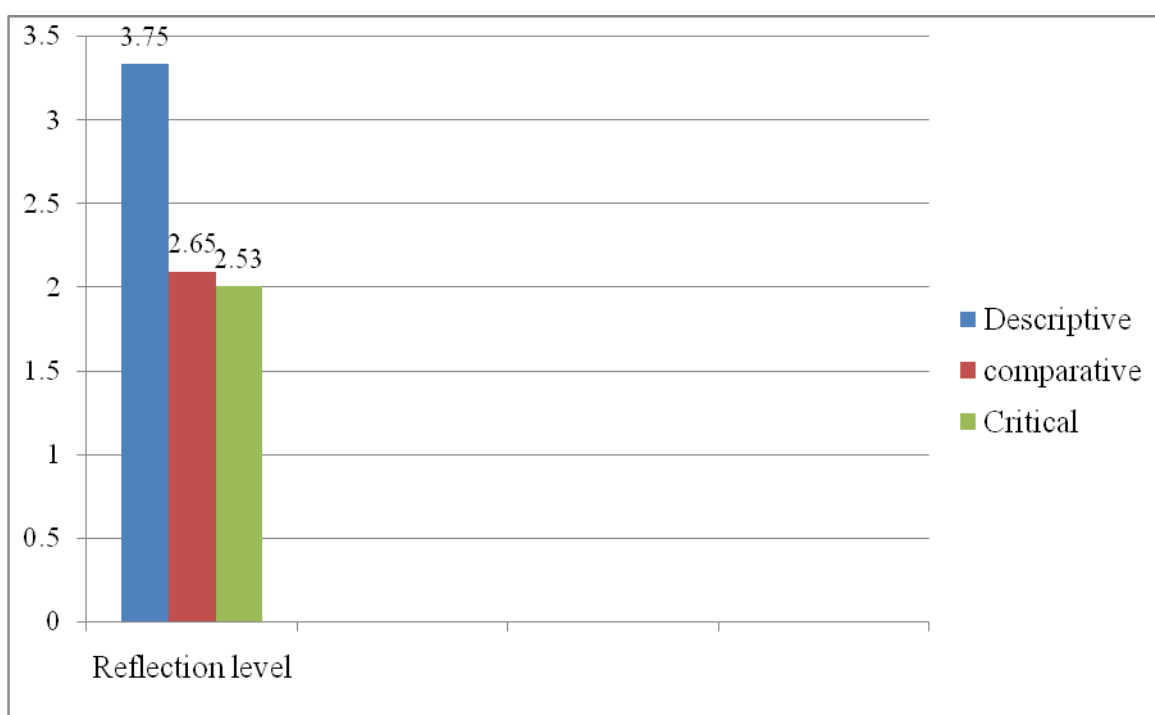


Figure 5: Summary of Instructors' Levels of Reflection

As indicated in the figure above, among the three levels of reflection displayed in tables 2-4, the highest total mean value (M=3.75) goes to items grouped under descriptive reflective level dealing with technical application of educational knowledge and basic curriculum principles (**Figure 5**). However, the items categorized under the comparative/pedagogical and the critical levels of reflection received the lowest mean values (M=2.65 and M=2.53 respectively) comparatively, falling under the range of “Neutral and strongly disagree” position. In short, the highest mean (M=3.75) goes to the descriptive/technical reflective level followed by the comparative/Pedagogical reflection level (M=2.65), but the critical level of reflection received the lowest mean (M= 2.53) of all (**Figure 5**). This in turn implies that instructors’ level of reflectivity lies at the lowest/technical/application level merely trying to meet educational objectives, but they are less reflective at the comparative and the least reflective under the category of critical reflection level giving less attention to the worth of teaching in socio-cultural aspects of education.

4.2.2. Presentation and Analysis of classroom Observation Data on the instructors’ level of Reflection

On the other hand, with the aim of validating or triangulating the quantitative data concerning the degree of application of RT in ELT, classroom observation data were used. The researcher tried to observe four sample instructors’ English classroom lessons with the aim of examining the actual practices of teachers’ reflection in their teaching process. In doing so, an average of twelve sample classroom lesson observations of the four instructors were taken and analyzed. The observation results served to explain the instructors’ level of practicing RT in promoting students’ learning in the observed reading and writing classes. The results of the observation are presented in four sub-themes: nature of instructional activities, classroom interaction, instructional mechanism and system of feedback provision.

4.2.2.1. Nature of instructional Activities

The observation result indicated that the participants designed varied reading and writing activities. For example, the reading activity instructor-II teaching during third observation session was taken from the Communicative English Language Skills-I

Course module, page-21. He told the students to work on the given reading comprehension activities after reading the passage silently. However, the instructor jumped the thinking-stimulating pre-reading questions/activities which require students to brainstorm and reflect various ideas before they began doing the main activity having a discussion on the given critical and reflective thinking activity one of which says "How do sports help us to improve our health?" in the module. He was observed while rushing to complete his lesson before the time is over allowing only specific time for his students to accomplish the reading task as soon as possible. It seemed that he forgot Provision of thought provoking reflective language activities to students so that they critically think and generate/reflect ideas.

Instructor-4 was observed teaching "Basic writing Skills course" for second year English major students in Wachemo University. He designed a text and assigned as a task for the students. The main objective of this specific lesson was identifying basic components of a Paragraph, so students were asked to identify: the topic sentence, the first, the second, and the third main points, supporting detail for first main point, the supporting detail for second main point and the conclusion of the text given below:

There are three reasons why I want to learn English. One reason is that English has become an international language. It is now used by most international companies, including the company where I work, for business communication. Another reason why I want to learn English is that I can travel to English-speaking countries. The United States, England, Australia and many other countries all use English as their primary language. Finally, I want to learn English because I plan to move to the U.S. in the future. I will become a manager for my company soon. For all these reasons, I am very excited about learning English.

It is observed that instructor-IV was merely trying to make his students identify the structure of the given paragraph. At the end of the lesson, this instructor concluded the lesson providing correct answer. However, he failed to make his students come to the next class producing written work on other issues thinking critically and reflectively once they understood components of a paragraph designing an activity in a way that facilitate learners' critical and reflective learning triggering their critical thinking and reflectivity

The other activity was about writing an argumentative paragraph on “*University students should/ shouldn’t pay cost-sharing*” during the second observation session of instructor-III. The students were guided to write a paragraph on a given debatable issue/topic. While explaining the activity, the instructor suggested the students construct their argument from political, economic, and social perspectives. He, however, told them to focus on their point of view instead of mentioning the notion of the opposite sides. *But most of the students were observed writing a plain expository paragraph rather than presenting in a debatable form trying to convince other opponents/ the readers although the instructor provided a topic that makes them write an argumentative paragraph* as the activity demands students to provide evidence for their reasoning or critique others’ claims. *This in turn indicates that the students had less awareness about organization and providing concrete evidences and logics to convince the reader.*

Correspondingly, in the third observation session, instructor-I focuses on paragraph writing. In doing so, first he highlighted the basic concepts of writing a paragraph (its definition, components, quality, types, etc) to the students. Next to that, he tried to discuss the basic components parts and types of paragraph along with various stage of writing it. After that, he gave them sample paragraph on argumentation, exposition, narration and description types. Then, he guided the students to produce argumentative texts selecting one of the given debatable issues like “Boys and girls are equal; women should stay at home and work on household work; female genital mutilation should be banned by law” and the like. Nature of the activities seemed to help students’ creativity and constructive/reflective learning helping them reflect good logics and evidences applying their prior experience. However, majority of students were observed trying to write their a normal paragraph though the instructor guided them to produce a debatable paragraph trying to convince opponents different position concerning the debatable issues.

4.2.2.2. Instructional Mechanism

According to the observation result, the effort to create a suitable environment for students to engage in reflective learning and students’ initiation to engage in the learning through designing reflective activities and bringing reading texts was rarely

observed in almost all of the four instructors' classrooms to make students familiar with ways of logically presenting ideas. Two participants among the observed instructors gave lectures concerning paragraph writing. For example, during the first and the second observation sessions, Instructor-I and Instructor-III spent much time lecturing providing students with limited time to accomplish the assigned writing activity and reflect on it. Following the input session, these two participants assigned writing activities and encouraged students to employ the process writing allocating some time for students to brainstorm and reflect ideas, draft, and peer or instructor feedback throughout the observed sessions.

However, the participants were not encouraging students to continue writing after receiving comments on their drafts. For instance, the two instructors (I&III) informed students to complete and bring the final paper that considered the comments in the subsequent class. Yet, there were a few students who could complete the final paper before the class ended. On the other hand, instructor-II refrained from assigning additional time for students to read the passages accompanied by other reading comprehension activities which require learners' critical thinking and reflection. In fact, he was seen encouraging students to read a passage before doing other language focus reflective writing activities only in the first observation session. This participant attempted to compensate his gap by posing questions that triggered students to recall the information they read in the passages during the reading class. Yet students' effort to demonstrate the skills of analysis and evaluation of ideas at the different stages of the reflective reading and/or writing wasn't observed as they didn't get opportunities to carry out such reflective skills of reading and writing.

Likewise, instructor-IV was keenly facilitating the lessons by explaining the activities, motivating students, asking questions, suggesting terms, and closely following up on how students do the writing activities yet without encouraging students to brainstorm and generate ideas, reflect multiple explanations about the issue, seek out and value alternative solutions, and new ways of interpreting evidence. Regardless of the relevance of his persistent follow-up, Instructor-IV frequently made unnecessary interruptions while the students were actively doing the given activities. But any mechanisms used to help students reflect ideas while reading and writing

both inside and outside the classroom was not observed in each of the participants' observed classes

4.2.2.3. Nature of Classroom Interaction

As the observation result indicated, there were student-student and instructor-student interactions. Students were allowed to some extent to interact with their peers to generate information, write collaboratively, and ask for clarification. For instance, instructor-I, and instructor-III allowed their students to develop a paragraph collaboratively during the three observed sessions. They guided students to write paragraphs individually. Instructor-II was observed giving chances to students to read the given text and answer the comprehension questions during the second observation session. He introduced a reading text entitled "Reading for Study" which is found in Unit-1, page-9 of the new Communicative English Skills-I module.

In Preparation stage of the lesson, he introduced the topic of lesson to the students and provided them with the concept of scanning and skimming strategies of reading shortly. Then, he made the students read silently and individually so that they can guess the contextual meanings of the new words and answer comprehension questions. As a whole, the instructor-III maintained interaction with students by explaining the activities, clarifying confusion, and asking questions. However, most of the questions asked by the instructor-IV demand recalling information. Finally, instructor was observed few questions that stimulate students' thinking and initiate them to a thorough analysis of the issue.

4.2.2.4. System of reflective Feedback Provision

According to the observation data, the instructors used peer feedback and instructor feedback alternatively in the observed classes. For instance, instructor one was observed commenting on students' written work, during second and third observation sessions and Instructor-III was initiating students to do self-reflection and peer

feedback (checking and giving constructive feedback to the students' work) in the second observation session. However, most of the observed instructors' comment heavily concentrates only on technical aspects which comprise checking the clarity and accuracy. Yet they seemed that they forgot to examine learners' reflection of pre-existing beliefs, experience and knowledge in relation to new challenging ideas and experience on various broader socio- cultural aspects prevailing in the society.

Instructor-IV was trying to help learners to reflect/ articulate and refine their own learning through indicating the area they made error during all the three sessions of observation. Nevertheless, this instructor was observed supplying/ providing the correct answer instead of guiding students to reflect varied thoughts or elicit a number of varying responses.

Regarding utilization of peer feedback, during the three observed sessions, instructor-one commented on students' paragraphs, and he tried to guide students to do peer commenting, but the focus of most of the students during peer feedback was on grammar and mechanics aspect. Instructor-three and four, however, preferred their own comments where they provided comments on some of the students' works since it was impossible to address all the students' writing tasks. Instructor-II instructed students to self-edit their work holding discussions on the comments with the students who provided the feedback during the third observation session.

Generally speaking, the instructor's practice of helping learners to be fully self-evaluative, self-reflective and autonomous through providing self- reflective and self-checking comments and feedback was said to be insufficient to help students learn from their own error in almost all of the observed classes. Besides, except instructor-I and II, the two remaining instructors have not any portfolio of students' work for later reflection/feedback.

In a nut shell, when the researcher examined the sampled English Language instructors' classroom observation data, it was realized that the instructors gave due attention to the technical instructional processes such as introducing the topic, error correction and monitoring learning merely focusing on achieving the effectiveness of

educational objectives without trying to link the topic to the past experiences of the learners. The observation data also showed that the sampled instructors were rushing to cover the daily lesson in time without helping learners to be self-evaluative and autonomous via providing self-reflective activities. The instructors were rarely observed employing different strategies to make learners engage in critical reflective/inquiry/constructive learning and seldom reflect on various social issues in groups/pairs. This implies that the instructors are found at the technical rationality level of practicing RT even if they hold a superficial theoretical understanding of it.

4.2.3. Analysis and presentation of JE Data on Instructors' Levels of RT

The four sample instructors' JE data aimed at examining instructors' level /degree of reflection were presented here under as follows:

Instructor-I:

Today's lesson focuses on teaching paragraph writing. In doing so, first I highlighted the basic concepts of writing a paragraph (its definition, components, quality, types, etc) to the students. Next to that, I tried to discuss the basic components parts and types of paragraph along with various stage of writing it. After that, I gave them sample paragraph on argumentation, exposition, narration and description types. Then, students are guided to produce argumentative texts selecting one of the given debatable issues like "Boys and girls are equal; women should stay at home and work on household work; female genital mutilation should be banned by law". The students were guided to collaborate and generate idea in group, but majority of students were not volunteer to take part in the group discussion instead they were trying to write independently. Some groups of students were arguing that the girls should work at home because house hold work is females' specialty.

When the researcher examined the contents of JE of this instructor, it was found out that he tried to explain events taking place in that specific period of time. It dealt with simple descriptions of basic technical aspects of teaching learning. As well, concerning the success/effectiveness of teaching and learning process in classroom, this instructor still wrote that the lesson was not fully successful. He mentioned in his JE that the students faced a time shortage to complete the paragraph writing lessons for that specific period and he let them do it as a home take assignment.

Likewise, another instructor (Instructor-II) wrote his reflective journal as follows:

The lesson I taught today deals with a reading passage entitled “Reading for Study” which is found in Unit-1, page-9 of the new Communicative English Skills-I module. In Preparation stage of my lesson, I introduced the topic of lesson to the students and I provided them with the concept of scanning and skimming strategies of reading shortly; then I made the students read silently and individually with the objective of guessing the contextual meanings of the new words and answer comprehension questions. The lesson was not completely successful due to the fact that students did not finish the exercise on time.

While examining JE of this sample instructor, the researcher learned that his journal remarked mere narrations of what and how he did in class than why he did them as can be seen from the sample JE more or less in similar manner with instructor-I. Instructor-II also wrote his reflective journal disclosing that his lesson was not successful stating as: “My lesson was not completely successful or did not go well as the students did not finish the exercise on time. That is, I could not finish my planned lesson on time and majority of the students did not participate in the question answer sessions because of the time I consumed teaching reading strategies.”

Another instructor (Instructor-III) still included a complaint in his journal concerning his learners’ knowledge or awareness gap while writing the paragraph by saying:

The students were guided to write a paragraph on a given debatable issue/topic: “University students should/shouldn’t pay cost-sharing”, but I identified a problem from their paragraph. That is, although I gave them a topic that makes them write an argumentative paragraph, they wrote it in a plain expository paragraph rather than presenting in a debatable form trying to convince other opponents/ the readers. This in turn indicates that they had less awareness about organization, word selection, and providing concrete details and logics to convince the reader. From the above extract of the instructor’s JE, the researcher could see that the instructor’s purpose was checking if the students were doing what he asked them to do which in turn showed that this instructor is still focusing on the technical aspect of RT putting him at the lower level of reflection as Larrivee (2008) states.

Likewise, another instructor ((instructor-IV) tried to incorporate the following report in his JE:

The course I taught was “Basic writing Skills” given for second year English major students in Wachemo University. The main objective of this specific lesson was identifying basic structure/components of a Paragraph: the introduction (topic sentence), the body (detailed or supportive sentences), and the conclusion. Accordingly, the students were asked to identify the components of the text given below:

Over the past thirty years, research in the health arena has attracted psychologists and sociologists. The focus of psychological research in this area is concerned with individual motives, attitudes and beliefs in relation to both health and illness. Anthropological studies, however, are concerned with culture and health care. Such studies concentrate on a conception of disease as a cultural product and on the way social and cultural life in the past affect beliefs about health and illness. In sociological studies the emphasis is similar, but focused more on social relations within a particular social structure with respect to medical care. It is rare that an individual study takes all three perspectives although this may yield the most beneficial results.

It is indicated in the JE of the last instructor that he did not attempt to critically write about the worth of teaching rather than focusing on the effectiveness of the teaching learning process striving to achieve the preplanned objectives.

Overall, it was evidence from the reflective JE data that the instructors are found to be at lower technical level in terms of practical application of RT although they tended to say that they held a theoretical understanding on the principles of RT. That is, when the researcher examined the sample journal entries, it was realized that the sampled instructors narrated what and how they did in class.

The contents of the instructors’ journal entries heavily focus on technical aspects of teaching with the very aim of meeting educational objectives as stated by Larrivee (2008) which proves that the instructors were striving to achieve educational objectives with mere concern of realizing the technical application of educational knowledge and basic curriculum principles (examining the skills, strategies, methods, and principles used to achieve predetermined goals or objectives focusing on the

success/effectiveness of their teaching and learning experiences in classroom teaching.

In short, it was indicated in the journal entries that the instructors did not attempt to critically reflect about the worth of teaching broadly apart from focusing on the effectiveness of their teaching learning process/ achieving the preset educational outcomes. This in turn shows that instructors tend to fall at the lower level called ‘technical rationality’ level of reflection where the practitioners are concerned with the technical application of instructional contents in order to achieve predetermined objectives (Larrivee, 2008).

4.3. English Language Instructors’ Components of Reflective Teaching

Under this subsection, quantitative and qualitative data regarding English Language instructors’ level of reflective teaching in the English language classrooms were discussed presented.

4.3.1. Analysis and presentation of questionnaire data on English Language Instructors’ reflective domains in their teaching

A questionnaire adopted from Akbari et al.’s (2010) Reflective Language Teaching Model was employed to find out the extent to which the various domains of reflection are being carried out by the instructors. The five sub-categories of questionnaire items of components of reflection are described as follows: i) Practical component (Items 1-6) deals with actual implementation of reflection by using different tools, such as keeping journals, talking to colleagues. ii) Cognitive component (Items 7-12) comprises instructors’ conscious efforts of conducting action researches, attending research conferences and reading literatures and journals for their PD.

iii) Affective/Learner component (Items 13-15) deals with instructors’ knowledge of learners and their affective/cognitive states. iv) Metacognitive component (Items 16-22) describes teachers’ knowledge of their personality, examining their own underlying beliefs about teaching as well as the way they define their practice (linked with their actual classroom practice before, during and after teaching) and their view

of their profession and v) the critical/moral component (Items 23-29) which are relate to socio-political dimension of teaching. Accordingly, descriptive statistics (mean and standard deviation) English Language instructors' self reported survey questionnaire data on the components of RT are presented in the tables below:

Table 5: Mean and SD of instructors' Practical Reflective domain

Domain	No	Items	Mean	SD
Practical Domain	1	I have a file where I keep my accounts of my teaching for reviewing purposes.	3.88	.739
	2	I talk about my classroom experiences with my colleagues and seek their advice/feedback.	3.52	.740
	3	After each lesson, I write about the accomplishments/ failures of that lesson or I talk about the lesson to a colleague.	3.00	.625
	4	I discuss practical/theoretical issues with my colleagues.	3.93	.712
	5	I observe other teachers' classrooms to learn about their efficient practices.	4.21	.750
	6	I ask my peers to observe my teaching and comment on my teaching performance.	3.95	.795
Total			3.75	0.726

As to the practical component, table-5 portrayed that the highest means (4.21 & 3.95) belong to items 5 & 6 which is about "observing other teachers' classrooms to learn about their efficient practices" and "asking peers to observe one's teaching and comment on teaching performance". Whereas the lowest mean (3.00) belongs to item 3 which deals with "writing about the accomplishments/ failures of that lesson after each lesson, and talking about the lesson to colleagues. This tends to indicate that the instructors seem to engage in observing each other's lesson and exchange feedback with colleagues.

Table 6: Mean and SD of instructors' Cognitive Reflective Domain

Domain	No	Items	Mean	SD
Cognitive Domain	7	I read books/articles related to effective teaching to improve my classroom performance.	3.64	.485
	8	I participate in workshops/conferences related to teaching/learning issues.	3.14	.521
	9	I think of writing articles based on my classroom experiences.	3.83	.660
	10	I look at journal articles or search the internet to see what the recent developments in my profession are.	4.10	.656
	11	I carry out small scale research activities in my classes to become better informed of learning/teaching processes.	4.10	.656
	12	I think of classroom events as potential research topics and think of finding a method for investigating them.	3.83	.660
Total			3.77	0.606

Regarding the cognitive component, the highest mean (4.10 each) is obtained for items 10 & 11, with respect to “looking at journal articles or search the internet to see what the recent developments in one’s profession are” and “carrying out small scale research activities to become better informed of learning/teaching processes” respectively. The lowest mean (3.14) is for item 8 which deals with “participating in workshops/conferences related to teaching/learning issues”. This sub set of data tends to show that the instructors engaged in conducting small scale researches and in reviewing journals.

Table 7: Mean and SD of instructors' affective domain RT

Domain	No	Items	Mean	SD
Affective Domain	13	I talk to my students to learn about their learning styles and preferences.	4.10	.656
	14	I talk to my students to learn about their family backgrounds, hobbies, interests and abilities.	3.83	.660
	15	I ask my students whether they like a teaching task or not.	3.64	.485
Total			3.86	0.600

Regarding the affective/learner component, item 13, which deals with “talking to students to learn about their learning styles and preferences” received the highest mean (4.10) where as items 14 & 15 which are about “talking to students’ family background, hobbies, interest, and abilities”, and “asking students whether they like teaching task or not” received means 3.83 & 3.64 respectively. This depicts that the instructors engage in learner factors to a greater extent relatively.

Table 8: Mean and SD of instructors' Metacognitive domain RT

Domain	No	Items	Mean	SD
Metacognitive Reflective Domain	16	As a teacher, I think about my teaching philosophy and the way it is affecting my teaching.	3.83	.660
	17	I think of the ways my biography or my background affects the way I define myself as a teacher.	3.95	.795
	18	I think of the meaning or significance of my job as a teacher.	4.05	.697
	19	I try to find out which aspects of my teaching provide me with a sense of satisfaction.	4.21	.750
	20	I think about my strengths and weaknesses as a teacher.	4.24	.692
	21	I think of the positive/negative role models I had as a student and the way they have affected me in my practice.	4.12	.504

	22	I think of inconsistencies and contradictions that occur in my classroom practice.	4.10	.656
Total			4.10	0.679

Coming to the metacognitive component, the highest mean (3.67) is achieved by item 20 which is regarding “thinking about one’s strengths and weaknesses as a teacher”, and the lowest mean (3.83) is achieved by item 16, with regard to “thinking about ones teaching philosophy as a teacher and the way it affects ones teaching”. Here, the respondents appear to hold consideration of their own strengths and limitations.

Table 9: Mean and SD of instructors’ critical Reflective Domain

Domain	No	Items	Mean	SD
Moral/Critical Domain	23	I think about instances of social injustice in my own surrounding and try to discuss them in my classes.	1.95	.795
	24	I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.	2.00	.826
	25	In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty.	2.00	.826
	26	I think about the political aspects of my teaching and the way I may affect my students’ political views.	2.05	1.081
	27	I think of ways through which I can promote tolerance and democracy in my classes and in the society in general.	2.00	.826
	28	I think about the ways gender, social class, and race influence my students’ achievements.	2.05	1.081
	29	I think of outside social events that can influence my teaching inside the class	1.95	.795
Total			2.01	0.91

Concerning the moral/critical component, the highest means (2.05 each) are obtained from items 26 & 28 respectively, which deal with “thinking about the political aspects of teaching and the way he may affect his students’ political views” and “thinking about the ways gender, social class, and race influence students’ achievement”. On the other hand, the lowest means (1.95 each) are obtained from items 23& 29 respectively, which are related to “thinking about instances of social injustice in one’s own surroundings and try to discuss them in classes” and related to “thinking of outside social events that can influence his teaching inside the class”.

The total mean and standard deviation of each component of reflection are also calculated and presented in the above tables. In view of that, the highest mean (4.10) goes to the metacognitive component followed by affective/learner component(M=3.86), cognitive component (M=3.77), the practical component (M=3.75)and critical component with the least mean value(M=2.01) respectively. This data implied that instructors engage in practicing metacognitive, affective and cognitive and practical reflective domains to a greater extent, but they are relatively the least in terms of implementing critical reflection domain which focuses on worth of socio-cultural and moral dimensions of teaching.

4.3.2. Analysis of interview data on English Language Instructors’ reflective domains in their teaching

On the other hand, with the rational of triangulating the above quantitative data under this theme, interviews were held with four instructors (among the surveyed ones) who were currently teaching English Language courses in Wachemo University in order to elicit detail information on various constituents of reflection in their ELT using guiding questions for each component. Thus, the interview data were summarized in the next sections as follows:

The first guiding question deals with practical component which refer to the reflective tools such as journal writing, lesson reports, surveys and self reflective questionnaire, audio and video recordings, observation, action research, teaching portfolios, group discussions, analyzing critical incidents (Lee,2008 & Farrell, 2018)

employed by the instructors. In this regard, the interview question: “How do you see your practices of writing reflective journal/diary of classroom events; sharing your practical/theoretical classroom experiences with your colleagues and observing other instructors’ classroom lessons to get feedback on your teaching practices?” deals with practical issues of reflection. Answering this question, the instructors stated that they prepare their lesson before their class and tend to write classroom events/experiences after their class though it is not fully developed. Sample extract of the responses for the question are as follows:

Yes, I sometimes write what I experienced after class as it helps me become more informed by providing me with feedback (Instructor-I).

Yes, I try to jot down classroom events. I mean, if I have time, I write my classroom experiences in my diary book so that I can learn something about my weaknesses and strengths later on (Instructor-II).

I’m not good at documenting things I have been experiencing in my teaching learning process although I understand it is vital to do so (Instructor-III).

I have a portfolio where I reserve my students results, copy of remedial and tutorials, yet I rarely refer back to such file as I don’t have enough time to do so (Instructor-IV).

This implies that instructors spend some time to think and reflect on their own teaching practices in order to improve their teaching practice. The instructors in their reflection refer to the past experiences to help them improve their performance. They reflect on what they did in lessons which help them teach progressively. The responses of the instructors interview stress the main importance of talking with colleagues about class experiences and seeking for their feedback and comments on teaching performance as follows:

Sometimes I talk with my colleagues about the parts that I m not sure about that and we share our experience and materials one another and up-to-date information (Instructor-I)

I often talk about my experience (practical issues) I have with my students and the lesson I taught to them and how to integrate a specific topic into the tasks that would be useful for them and ask for their feedback (Instructor-II).

Yet I am not good at observing my colleagues classroom experiences and how they teach their students and I haven't invited them to observe my teaching practice yet. This is my main gap I need to improve (Instructor-III).

I occasionally try to share experiences regarding academic issues by having formal or informal discussion time with my colleagues, but I feel that it is not adequate (Instructor-IV).

From their responses, one can perceive that through discussing classroom experiences, the instructors reflect on their own action, provide and acquire practical feedback and ideas to and from others (though it is not adequate) so that they can share experiences with other teachers and improve their teaching as well as they would identify problems they have with lessons and master their practices more. On the other hand, regarding observation of each other's classroom lesson, the interviewed instructors revealed that they rarely observe other teachers' classrooms to learn about their teaching practice. Here are sample extracts taken from the interview transcripts:

Although I have much interest to observe other teacher classrooms to get their experiences on teaching approaches, I rarely do it as I hardly have enough time since I am loaded throughout the week (Instructor-I)

Most of the time I have a plan to conduct observation of my friends' classroom in order to share their way of teaching and other related issues. However, I occasionally do this ahead of my plan on account of lack of enough free time to do so. And even I ask my staff members to observe my lesson, but they have hardly any time to do so (Instructor-II).

Apart from sharing some educational materials and experiences with my staff mates, I don't have the experience of observing their classroom lesson, nor have I invited them to observe my classroom lessons formally (Instructor-III)

We hardly try to observe each other's classroom formally most probably due to the fact that we wrongly think it as fault finding game or critics (Instructor-IV).

The researcher learned from the interview in this issue that the instructors have observation session occasionally on account of time constraints and fear of criticism or dread of fault finding among each other. Concerning cognitive component of RP, Richards & Farrell, (2005) state that reflective practitioners are expected to conduct action researches, attend conferences or workshops, and review literature in order to improve their teaching competence. Accordingly, the second interview question which says: "How do you see your practice of conducting action researches, reading journals/books and attending research conference?" is aimed at acquiring instructors' responses concerning cognitive component of reflection dealing with instructors' efforts in their PD. Here is the sample extract of the responses elicited from the interviewees for the above question:

I read books or articles that relate to method of teaching and learning English Language because I want to stay updated with the contemporary pedagogical aspects. As well, I try to attend to some research conferences and educational workshops prepared by the university and acquire insights on my way of teaching. However, to be honest, I am not good at conducting action researches due to lack of time and research experience (Instructor-I).

As far as I am concerned with teaching English language, I want to read a number of language related books or journals or review literature so that I could have new innovative teaching approaches and authentic contents for my students to improve my class routine. I often participate in annual conferences and workshops prepared by my institution and I learn something new more about my teaching practice from such meetings which is one of the cognitive component of reflection. But I haven't conducted action research yet there is big experience and skill gap to conduct such researches (Instructor-II).

Well, I enjoy reading academic or non academic books both in hard and soft copies and even I advise my students to so as I believe that reading is my world. However, I am not good at conducting basic as well as action researches apart from participating in annual research conferences and workshops as I have been loaded throughout the academic year (Instructor-III)

As there is better access of internet in the institution, I often read a number of language related books or journals or review literature so that I could have current and up to date teaching experiences and contents for my students to improve their learning. I never miss whenever there is annual conference and educational workshops in the university as I want to learn something new more about my teaching practice from such meetings. Except participating in research conferences I couldn't conduct action researches due to lack of time (Instructor-IV).

This indicates that the instructors are willing to learn from their review and use them to advance their practice. Likewise, instructors tried to express in their responses that they need to improve teaching practice and develop their profession through participation in workshops and conferences which in turn shows that instructors tend to be interested in participating in conferences to enrich their teaching competence and enhance student learning. Nevertheless, we learned from their responses that the instructors have gap of conducting researches due to various personal as well as time constraints.

The third interview guide/question which says “How often do you talk to your students so as to learn about their learning styles/preferences, hobbies/interests and to identify whether they like your way of teaching or not?” deals with getting instructors' response regarding instructors awareness of affective/ learner components of RT. Concerning this component of reflection, the four instructors tried to elicit their reflection as follows:

I often ask students to reflect their comment on my way of teaching, what they learned, what they liked and what they didn't understand, what is clear and what is ambiguous seeking further explanation. As well, I often advise my students to approach me as their father or immediate person so that they share their needs, lacks and preferences freely. (Instructor-I).

Sometimes, I make my students jot down whatever they feel, like, dislike, prefer, etc about my teaching method and I collect their piece of papers so that I can learn from their feedback/response and improve my teaching practice. Here, it seems that this instructor is aware of the value of getting feedback from students about their teaching

progress and in improving their classroom teaching (teaching in a better way). Additionally, instructor disclosed his idea that different students have different emotional needs, so he needs to spend more time with students to learn about their needs and interests so as to increase their engagement in classroom (Instructor-II).

As a matter of fact, I try to approach my students being friendly with them with main intention of getting their feelings, inner motives and needs/interests. Normally, I need to do away with my students' negative factors like boredom, nervousness, depression and lack of self confidence adversely affecting their English Language learning using different strategies asking to participate calling by their names and appreciating for their participation (Instructor-III)

I often try to find out students' emotional problems distracting their attention further ruining their learning and I try my best to alleviate their distractions having predetermined schedule for counseling and guidance per week (Instructor-IV).

This portrays that the instructors believe that they would pay ample of attention to learners' factors including their cultural and linguistic background, their level of understanding, interest and readiness for a given task so as to create smooth interaction and interpersonal relationship with students in their English Language classrooms.

The fourth interview guide which says "How do you see your self-awareness about your knowledge of subject matter, strengths, weaknesses/deficits, situational teaching-learning techniques/strategies?" deals with getting instructors' response regarding instructors self awareness of meta-cognitive element. The sample instructors tried to elicit their reflection for the above interview question as follows:

I often think in advance of my goals of teaching as a teacher, how I can teach a specific content of lesson better using appropriate teaching approach for my students in connection with their achievement. I plan ahead what specific teaching technique I am going to employ being aware of which teaching technique I use will be most effective. I ask myself if I have considered all possible techniques after teaching a lesson as well. If the chosen specific teaching technique is unsuccessful, I will learn from my weaknesses and try to modify my teaching technique (Instructor-I)

I often think of my positive/negative role model to my students and the way it affects my students while teaching as a university instructor. I take some time to think particularly about negative aspects of my teaching and try to find solution for the weaknesses. Regularly, I ask myself how well I am doing while I am teaching as well as I often try to ensure to what extent my students understand the concept while I am teaching and even I try to use teaching techniques that were effective in the past. In short, as any teacher I have self-awareness especially on my deficiencies and I do my best to compensate my weaknesses updating myself regularly as effective teacher learning from my past teaching experiences (Instructor-II)

I use different helpful teaching techniques depending on the content. That is, content of that specific lesson determines choose of each teaching technique I use in class. I often find myself assessing how useful my teaching techniques are while teaching and even I ask myself if I could have used different techniques after each lesson. I question myself repeatedly if I meet my teaching goals while or post teaching (Instructor-III).

Well, I am used to setting my specific teaching goals earlier before I start teaching and organizing my time to best accomplish my teaching goals. I ask myself how well I have accomplished my teaching goals after I have finished the lesson. This way, I often evaluate my strengths and particularly my weaknesses. This way, I use my strengths to compensate for my weaknesses in my teaching. Thus, I can say that I am aware of the strengths and weaknesses in my teaching (Instructor-IV).

This shows that the instructors endeavor to learn from their mistakes, and they are willing to change and move forward. They perceived that their overall performance in the classroom would influence student performance. Concerning this component of reflection, Akbari (2007) states that teachers' self-awareness about their personality, beliefs, and values and particularly their affective factors affect their tendency to engage in reflection and will affect their reaction to their own image. From this the researchers learned that the instructors tend to be aware of their own strengths and weaknesses which would influence the way they teach helping them to think more on their own actions. It further specifies that teachers having meta-cognitive element in

teaching would reflect on their own affective factors so that they can improve students' results fostering learning.

Coming to the last interview guide under critical reflective domain which reads: "To what extent do you consider students' socio-cultural and moral issues in your English classroom?", the respondents forwarded their reaction about outside classroom socio-cultural issues related to learners affecting teaching learning directly or indirectly. They elicited their supposition in the sample extract as follows:

Frankly speaking, although I think about the influences of social issues such as gender and other aspects having direct or indirect impact on their achievements, I rarely practice them in reality. Let alone considering such outside classroom issues, it is quite difficult to cover the portion effectively unless you rush as much as you can (Instructor1).

Sometimes I suppose to pay attention to a number of social events generated from outside of classroom that can influence my ELT inside the class and adversely affect students' achievement, but practically I rarely consider them as I am loaded heavily by other tiresome and demanding tasks of planning and preparing teaching tasks for my students .Hence, I can say that I am not good at considering socio-cultural aspects of learning while teaching English for my students(Instructor2).

As far as my experience of teaching is concerned, I am quite aware of various internal and external factors like gender, socio-economic status and the like, which affect students learning. Accordingly, I sometimes guide female students and other male volunteer students having schedule how to read with plan and how to deal with other socio-cultural issues. However, I can't say that I fully address such aspects due to my own work load and time constraints. (Instructor3)

As I have experienced from my past practices of teaching, learners come to English classroom with a lot of, socio-cultural barriers which adversely affect their learning. Gender difference is among other factors which make female students dependent on their male students lacking self-confidence and self-esteem. In view of that, I provide some remedial activities including makeup and tutorial programs for female students and I often make them alert that they would be successful as long as they are diligent

in their learning having work schedule. Yet, there is still huge gap from me in employing more affirmative actions sufficiently to support them at least to help them not to lose hope in their education (Instructor4).

The above interview data pointed out that although instructors have an intention to incorporate socio-cultural issues in their teaching ideally, they are almost not implementing practically because of various reasons they tried to raise. Hence, it can be said that critical reflection component is missing in instructors' teaching learning process.

4.4. Major challenges impeding Reflective Language Teaching (RLT)

Under this section, the quantitative data acquired through questionnaire and the qualitative data elicited from the four sample instructors participated in the qualitative data collection process under this sub theme were presented and discussed.

4.4.1. Presentation and Analysis of Questionnaire Data on challenges impeding ELT instructors' RT

The mean values and standard deviation of the instructors' responses on the theme of challenges impeding instructors' reflective language teaching were presented. According to the responses acquired from the questionnaire under this theme, the following sub-themes are emerged as challenges impeding RLT:

Table 10: Mean and SD of RT principles-related challenges

Category	No	Items	Mean	SD
Reflection Principles Related Challenges	1	Its being demanding task as it needs open-mindedness, responsibility	3.80	.414
	2	Its being extremely burdensome for instructors as it requires writing reflective journals, peer observations and discussions.	3.73	.458

	3	Lack of access to databases to find new materials, books and journals	3.60	.507
	4	Instructors' not being familiar enough with diverse teaching approaches, principles, techniques, strategies, etc of RT	3.67	.488
Total			3.7	.466

The above table indicates that challenges associated with the principles of RT nature is by far is one of the most serious problems as replied by the respondents in the questionnaire. That is, RT's nature of being demanding task as it needs open-mindedness, responsibility (which received the highest mean=3.80 followed by its being extremely burdensome for instructors as it requires writing reflective journals, observing other classes and being observed by them, and peer discussions which received higher mean = 3.73.

Table 11: Mean and SD of instructor-related challenges of RT

Category	No	Items	Mean	SD
instructor-related challenges of RT	1	Shortage of time to carry out RT in classroom	3.73	.458
	2	Instructors' lack of interest/ motivation in reflection and RT	3.60	.507
	3	Instructors' inability to use reflection at a critical inquiry level and relate to diversity in educational context	3.60	.507
	4	Instructors' inability to understand reflection sufficiently as a concept to use it	3.60	.507
	5	Instructors lack of sharing their reflections collaboratively with colleagues	3.60	.507
	6	Instructors' being exhausted on account of long and boring working hours	3.73	.458
	7	Instructors' low language proficiency	3.60	.507
Total			3.64	.493

Besides problems related with RT principles, the instructors/participants, in their responses to the questionnaire items enumerated other obstacles which were related to teachers themselves playing great role in impeding their RT practice most seriously. These include: Shortage of time to carry out RT in classroom and instructors' being exhausted on account of long and boring working hours respectively (each having mean=3.73); Instructors' not being familiar enough with diverse teaching approaches, principles, techniques, strategies, etc of RT(having mean=3.67). Instructors' lack of interest/ motivation in reflection and RT; Instructors' inability to use reflection at a critical inquiry level and relate to diversity in educational context; Instructors' inability to understand reflection sufficiently as a concept to use it; instructors' belief and perception and instructors' low language proficiency respectively (each received mean of 3.60).

Table 12: Mean& SD of Institution-related challenges impeding RT

Category	No	Items	Mean	SD
Institution-related challenges	1	Large class size	3.67	.488
	2	Lack of access to databases to find new materials, books and journals	3.60	.507
	3	The design of the teaching module and lack of time to cover the course	3.60	.507
Total			3.62	.501

As it can be seen from the above table, institution generated impediments have been playing their role in adversely affecting RT to some extent. Regarding this, problem of large class size has received a mean value(M=3.67) followed by lack of data base to get new materials, books, journals, etc and the design of the teaching module along with lack of time to cover the course respectively (both having mean value of = 3.6) are rated as the most serious problems institutional problems which have adverse effect on instructors RT practice at the university level.

Table 13: Mean and SD of learner-related challenges impeding RT

Category	No	Items	Mean	SD
Learner-related challenges	1	Student 'lack of interest in RP	3.60	.507
	2	Students lower level of understanding and critical inquiry	3.60	.507
Total			3.60	.507

As it is indicated in the table above, learner-related challenges are the last, but not the least category of serious problems having negative impact on instructors' RLT practices as replied by the sample respondent instructors to the questionnaire. That is, student's lack of interest in RP together with their lower level of understanding and critical inquiry respectively, (each having mean of 3.6) are identified to be learner-related factors playing part in the effective implementation of RT in English Language classrooms.

In general, the results of analysis of the instructors' responses to the questionnaire under this theme showed that the problems related with RT are the most serious ones (as it can be seen from the total mean value calculated= 3.7 which is approximately 4.00-value given for "the most serious" in the Likert scale of the questionnaire). It can be deduced from the above data that instructors' RT practice in higher institutions can be affected by a number of most serious theoretical as well as practical problems hindering its full realization in their teaching contexts, as stated by Akbari (2007). The data under this theme shows that one of the most challenges of RT are associated with its demanding principles as teaching approach along with its complexity of implementation in English language classes.

On the other hand, English Language instructors' self directional problems including lack of motivation, their heavy workload, low language proficiency and so' on have high negative impact impeding their RP . Likewise, institutional problems including lack of facilities and opportunities for teachers to upgrade their teaching profession

together with heterogeneous and overcrowded language classes are some of reported challenges by the participants which are likely to impede RT.

4.4.2. Presentation and Discussion of interview Data on Major Challenges impeding ELT instructors' RLT

From the interview session with the four sample instructors, the researcher tried to be aware of that the instructors face a number of challenges deterring their RT practices. Analyzing the interview transcripts under the theme of instructors' challenges of RT, it was found out that most of the teacher respondents were dissatisfied with their institution's lack of prerequisites to provide opportunities for teacher development in one way or another. Instructor-I, for instance, referred to lack of access to databases to find new materials, books and journals, and to keep themselves more updated like reflective teachers. He added that the instructors are unhappy they did not have opportunities to share their experiences with other instructors and to benefit from theirs by participating in various research workshops or seminars. Even worse, as instructor-II mentioned:

The instructors were dissatisfied with teaching in overcrowded classrooms; the large number of the students in a class necessitated the teachers' spending a huge part of the class on checking the students' assignments and their pace of learning, leaving almost no time for them to reflect on their teaching. He tries to capitalize that instructors are not committed to invest required time, energy and resource for their own RT in general. This is one of the main challenges of RT as he says.

Still instructor-III shares instructor-two's idea saying "One of the challenges is that we teachers have lack of awareness, capacity and commitment to enrich our RT practice." He enumerated other obstacles which were related to teachers themselves. He mentioned teachers' lack of interest in keeping themselves up to date, their long working hours, their low-language proficiency, and their majoring in fields other than English. He added that mainly due to low payment, teachers are not motivated enough to make positive changes in their teaching practices keeping up with recent innovations in the field. This implies that instructors have no inner drive for being reflective due to the fact that long teaching hours prevents them from having the time to read about new conceptualizations in the field even if

they are interested in upgrading themselves. Besides, the participants elaborated other problems related to the highly demanding RT makes of teachers or the nature of the approach itself. The instructors emphasized that they are less RP due to various challenges related to principles of RT. For instance, instructor-I states:

Another one of the main challenges is that teachers lack awareness, interest, commitment and motivation on reflection. It further involves effective planning and utilizes time for reviewing the past, present and future actions which in turn will be challenging and boring task for teachers to apply.

This respondent discloses that RT practice is challenging due to the fact that it needs much time and effort. Above all, instructor-IV tried to reported that instructors have certain confusions /wrong assumptions and rigidity about the general principles of RT practices. Instructors, according to this respondent, show less interest and commitment to employ RPs as they have wrong perceptions about its benefits. Instructor-IV further specified that most instructors found it very challenging to be equipped with characteristics of RP such as open-mindedness, responsibility, and wholeheartedness.

After all instructor-IV noted that instructors have deficiency of using a wide variety of teaching methods like RT approach which best fits preferences of the students learning. Instructor-I shared instructor-IV's assumption stating that the types of tasks expected from reflective teachers like writing reflective journals, observing other classes and being observed by them, and peer discussions are extremely burdensome for teachers. The instructors' data under this theme tends to imply that instructors' RT in language context can be hindered by instructors' misconception on RP, its demanding nature and other institutional factors including time constraints to practice it.

4.5. Discussion

The study sought to uncover instructors' perception and their practices in promoting RLT skills in university English language classes. The triangulation of the quantitative and qualitative data confirmed a clear gap between instructors' theoretical perception and practical application of their knowledge. This was an indication of the instructors' lack of enough awareness of their reflection and RPs which plays a vital

role in the course of their PD which in turn makes teaching more effective taking the demands of the wider context of education into account. In order to explain the results of the present study, the researcher refers back to the meaning of RP, as conceptualized by its pioneers (Dewey, 1933; Schon, 1983, 1987), which entails that the practitioners assume a practical frame of mind (unlike the routine actions) which is carried out with the intention of changing practice. This implies that RP is an ongoing process enabling the practitioners to have certain cognitive skills so as to compare the current teaching learning situation with similar situations experienced in the past as a base to change practice as stated by Farrell (2007). This implies that reflectivity considers various contexts among social, pedagogic and moral perspectives.

With respect to this, RP is less likely to be implemented practically in the context of the present study area due to the fact that the instructors were seen carrying out routine actions striving for the success of daily educational objectives. As categorized by Van Manen (1977), levels of reflection include: descriptive, comparative and critical reflection. Interpreting the results of the present study in terms of these levels, the researcher argues that the participant instructors mostly focused on their own actions of successfully finishing their daily lesson, but they were less likely to examine their beliefs and theories and to contextualize their actions in the wider context.

The reason why teachers often quit the use of newly introduced teaching strategies and revert to the traditional way is that reflection is not supported as a necessary element to make sense of the new strategy in context. The instructors' practices depicted through the survey data and classroom observation suggest a mismatch between theory and practice further informing a superficial engagement with contextualized critical inquiry activities. This can be an indication of instructors' lack of engagement in RP although they have better theoretical understanding on it as to their response to the questionnaire under this theme.

The findings of this study are consistent with that of Ostaz (2011) which indicated that in-service teachers had a RPs level far below acceptable. However, in terms of instructors' theoretical awareness of RP, the findings of the present study is

inconsistent with that of a local research conducted by Gudeta, (2022) which found out that EFL teachers in the secondary schools have no good understanding or they have a knowledge gap in their understanding of RT and which further indicated that teachers' understanding of the concept and use of reflection as a teaching strategy is below the expected one.

The current study through the JE data further pointed out that instructors rarely keep advanced journals reflecting their performance in terms of their strengths and gaps seemingly owing to their being tied up with longer working hours and lack of time for peer observation and self-reported reflection having video-recorded their own lesson documented as journal entries. In this regard, the sampled instructors in the study area are found at the lower descriptive journal writing level without endeavor to provide reasons or justifications for the situations with little narration of the influences of socio-political issues affecting students' learning. This can be an indication of the lack of engagement in critical RP in the context of the present study. The current study showed that instructors in the study area seem to have a mismatch between the teaching strategies they use and theoretical knowledge they hold. In this regard, it is more likely to argue that the instructors see their teaching more as habit formation than helping learners learn through engagement in critical thinking and RP.

The merging of the quantitative and qualitative data also affirmed that the instructors in the study area have been practicing various domains of reflection at a varying degree. That is, although the participants engage at practical, cognitive, metacognitive and affective domains to a greater extent, they were the least reflective in terms of critical domains of reflection. This was an indication of the instructors' lack of sound reflectivity in the broader socio-economic and cultural contexts which plays a vital role in the course of their PD making teaching more effective in the wider context of education. Interpreting the results of the present study in terms of this, the researcher realized that the instructors typically focused on their own actions of successfully completing their daily lesson (to achieve instrumental outcome).

However, they were less reflective in terms of analyzing their beliefs and contextualizing their actions in the wider socio-economic contexts justifying goals

behind the teaching tasks designed to achieve the educational objectives beyond technical classroom aspects. In short, the blending of quantitative and qualitative data signified a very rare engagement with critical reflectivity with respect to the broader instructional issues affecting their job directly or indirectly.

It can be deduced from this that the instructors were the least reflective taking the larger context of education into account and critically questioning their teaching practice bearing moral, ethical and socio-cultural issues in mind. Finding of the present study is consistent with the study conducted by McGarr and Moody (2010) which came up with a finding that pre-service teachers focus more on the quantity of JE including simple descriptions of classroom routines rather than the quality producing deep reflection. Instructors are expected to consider both breadth (content of the reflection where various aspects of personal experiences, emotions, classroom teaching, and social contexts are discussed) and depth (interpretation and analysis of broader aspects of education outside the classroom) of the reflection process with a more critical lens so that they are said to be reflective practitioners (Tiainen et al., 2018; Thompson & Pascal, 2011).

Having said this, the current study also tried to indicate that instructors' RP is not always feasible as it often requires investment of time and energy from them as stated by (Karnieli-Miller, 2020). It is reported by the participants of the study that RP is a challenging process, requiring critical appraisal and consideration of various aspects of thought processes which requires teachers to pay close attention to what they do, evaluate what works and what does not work on a personal, practical and professional level as stated by Hatton and Smith (1995 and Choy and Oo, 2012).

After all, another important implication from the current study is that although they perceived the values of RP quite well, the sampled instructors found it uneasy to practice reflection in their ELT optimally and frequently. This might account for instructors' average mean score of the four major challenges as seen in Table 10 up to 13 above, and the major constraints unpacked from the interview results substantiating the quantitative data under this theme.

First, productive reflection is time-consuming and great effort making, while daily overload work usually resulted in the teachers' fatigue by the end of the day. Lack of motivation for reflection was another challenge for them, and limited knowledge of what and how to reflect productively among instructor practitioners. It can be evidence from the data that RT is associated with its demanding principles followed by instructors self directional problems like lack of motivation, heavy workload, overcrowded language classes and lack of opportunities for teachers to upgrade their teaching profession engaging in RP.

RP is reported to be a challenging task for instructors as it is characterized by continuous self-analysis and self-evaluation; openness to different ways of working than those already established; openness to sharing experiences with colleagues; willingness to change the pre-established lesson plan depending on the students' reactions; instructors' readiness for analyzing their beliefs which are the basis of their actions (Budevach et al., 2013). According to Bard (2014), teachers face many challenges in their RP, and thus, it cannot be implemented without considering the context in which it takes place. It is evident to say that many teachers find it challenging to practice RP as it requires time, a high level of autonomy and self-esteem. Overall, this entails that RT requires teachers to learn how to scaffold their own underlying values, attitudes, thoughts, and emotions, and critically challenge and evaluate assumptions of everyday practice on their own.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENTATIONS

5.1. SUMMARY

Instructors' effective RP is the backbone of their academic effectiveness, predominantly at the higher Education level. It has been an implicit requirement that instructors' reflectivity has to exhibit their reflective and critical as well as creative thinking and ability on various issues in the process of equipping their learners with the required reflective learning skills. The study, thus, aimed at investigating instructors' perception and practices of RLT in English language classes.

The study specifically addressed questions on instructors' perception about RT in English classes, ELT instructors' level of reflection, and their components of reflection along with the challenges impeding instructors' RT practices or factors that affect instructors' reflective capacity as the main concern of the study. The purpose of the study was attained by adopting a convergent multiple case study design along with a mixed concurrent strategy (qualitative+ quantitative).

The participants were forty-one instructors who took part in quantitative data collection selected through comprehensive sampling from the English Language and Literature department at Wachemo University along with four conveniently taken instructors (among the forty-one instructors) who participated in the provision of the qualitative data . Classroom observation, interviews, instructors' self-reflective questionnaire, and journal writing were the data collection methods. The classroom observation was carried out using field notes and classroom observation checklist. The quality of the journal writing that the instructors prepared was analyzed applying document analysis. The qualitative data collected using instructors' interview involved a qualitative strategy that included three stages of coding: open, axial, and selective coding. Quantitative data collected via questionnaire were computed employing descriptive statistics (mean, and standard deviation).

According to the findings, the instructors reflected their understanding about the concept of RT and its components, the challenges affecting their reflectivity. They described reflection and RT practice as a continuous process in which teachers monitor, evaluate and revise their own teaching practice continuously and critically reframing of lived experience providing an opportunity to deepen understanding of self and teaching learning situations. They mentioned different reflective components of their teaching process such as practical, cognitive, affective, metacognitive as well as moral or critical components.

However, as the classroom observation and instructors' JE data indicated, the instructors were less reflective in practical implementation of theoretical reflective knowledge they hold. This shows that there were some contradictions in the instructors' perceptions and practices, particularly related to their practical application of reflective principles with open-mindedness and responsibly. The study further revealed that the instructors have been facing various instructor-related, student-related, institution-related as well as reflective principle-related factors adversely affecting their RP which are, in fact, inevitable part of reflection and RT as a whole.

5.2. CONCLUSION

The current study was carried out with the aim of examining how ELT instructors perceived and experienced RP together with their level of practical reflectivity in their teaching. The findings of the study indicated that although instructors have a good hypothetical understanding on the basic concepts of reflection and its values in education, they do not practically implement it as the classroom observation and reflective JE data proved. This leads to the conclusion that there is a gap between instructors' theoretical understanding about RT and their actual practice of RT with commitment. More specifically, it can be deduced that regardless of the superficial understanding they hold about RP, ELT instructors in the study area are found at a lower descriptive/technical level of applying reflection trying to make use of educational knowledge they hold with the very aim of achieving the pre-planned educational objectives.

The results of this study also depicted that instructors focused more on the practical aspect of teaching (what & 'how') giving less regard to the broader educational purposes (why questions). It can be inferred from this finding that instructors rarely endeavor to critically reflect on the worth of teaching considering the broader social aspects of teaching outside the class (the contexts of the classroom, school, community, and/or society) that affect their teaching practice. Therefore, it can generally be concluded from the results of the study that ELT instructors in the study area haven't developed the culture of RT such as asking advanced questions like "What were the strengths of my lesson? Was the content covered important to the students? And what should be changed in my lesson teaching?"

On the other hand, as per to the extent to which ELT instructors engage in practising various components of reflectivity (Practical, cognitive, affective, meta-cognitive and critical reflective components) in their teaching practice, the quantitative data showed that instructors have been engaging in metacognitive, affective/learner, practical, and cognitive components of reflection relatively to a greater extent. The data still disclosed that the status of instructors' engagement in critical reflection domain is said to be the least.

This is also confirmed by the interview and self-reflective JE data provided by the four sample instructors under this theme. The findings of the study further divulged that even if the instructors tended to be relatively better at practicing the four domains of reflection, they are determined to be the least at their practicing of critical reflective construct. This leads to the conclusion that the instructors have a gap in dealing with broader cultural as well as socio-economic learner factors (norms and values of society) affecting instructors' teaching practice and students' language learning beyond the classroom context. Therefore, it can generally be concluded from the results of the study under this theme that English Language instructors in the study area haven't developed the culture of engaging in critical RT domain which incorporates worth of social aspects of education in English Language classrooms. Indeed, it has been broadly discussed in the literature so far that instructors endowed with various domains of reflection are very likely to improve their teaching using variety of engaging teaching strategies which have key roles in learner'

mastery of the subject matter as there is significant relationship between teachers' degree of reflectivity and students' achievement (Rezaeyan & Nikoopour, 2013). This implies that domains of reflection affect instructors' behaviors, attitudes, and their practice having direct correlation with their PD and students' mastery of the instructional contents.

5.3. RECOMMENDATIONS

Based on the findings of this research and drawn conclusions, the following recommendations were forwarded. Despite the relatively limited scope and number of participants involved in this study, the in-depth investigation of the present issue provides a significant contribution to the area in which similar studies are scant. As the findings indicated, instructors' perception and RP influence students' learning performance. This initiates the need that instructors should reconsider their perception and practices. It is helpful that instructors examine their perception of RT, its association with students' learning, and the possible strategies to promote their reflective level. It is equally relevant for instructors to reflect on their classroom practices to ascertain the extent that their RPs create exposure to students to demonstrate reflective thinking and thereby enhance their learning. The implication of the study extends to teacher training institutes or universities to prepare pre-service and in-service training and workshops on an explicit training on RT. Instructors need to have an ample understanding of RP and its components, the mechanisms to enrich their reflective capacity.

Possessing awareness about RPs enables them to persistently implement helpful strategies of reflection regardless of the hurdles instead of resorting to routine practice. Informing instructors about different obstacles impeding reflection, along with potential problem-solving strategies helps them to regulate their RP. Implementing RT along with its components requires a substantial amount of time. Module/syllabus designers and material writers, therefore, should consider allocating a sufficient amount of time for instructors writing reflective tasks and journal entries as well as classroom-problem based action researches.

The reflective activities that were incorporated in the communicative English language skills course module lack authenticity and potential to enhance students' reflective and creative thinking. Material writers should design sufficient authentic reflective activities that are sufficiently associated with students' social and cultural contexts in line with the students' variation in terms of interest, competence, and culture. Some kind of changes related to policy has been felt necessary. Hence, new platform of RP is found to be vital to be documented as the university has not had any platform of RP yet as far as researcher's knowledge is concerned.

As well, RP guide should be prepared and provided to instructors so that they could practice RP. The university should also provide tools of audio and video recordings so that instructors can go over their classes and conduct peer observation of each other. RP should not be taken as a burden but rather as an opportunity to become a better instructor. Thus, the instructors should be guided to take initiation to engage oneself and others in RP. To do so, opportunities should be provided to the instructors in order that they genuinely engage in peer teaching, action research, peer observation, analyzing critical incidents being enthusiastic to engage in RP. As RP is about bringing change, the instructors should make new ideas based on their knowledge and experiences and the university should support such progressive teachers.

Regarding further future research, despite relevance of the findings, the study was not without limitations. This case study research was conducted in Wachemo University taking small number of participants. That is, instructor participants were few in number, and the study did not consider students' perceptions and practices of reflective learning.

The findings from the current study could not be widely generalized to other places in the country owing to its limited sample participant. The research could be further extended and conducted in larger scale taking more participants. Thus, to overcome this limitation, further inquiries in the field should involve larger samples, and ample empirical data, for example, to find out in actual practices how participants run lessons, and if they make any tangible evolving shifts resulting from reflecting on prior classroom incidents/events.

On the basis of these gaps, the study recommends further research on the following areas:

- i. Students' perceptions of reflections and their implementation of reflective learning might influence their learning performance as well as instructors' practices of RT in ELT classes. Therefore, exploring students' perceptions of reflective learning and their application of reflection in their learning would be a significant contribution in higher education institutions.
- ii. In addition, in-depth investigations could be carried out by exploring other background factors that influence instructors' perception of RP so that they could promote of students' mastery of English language learning. Therefore, it would be a considerable contribution to investigate the perceptions and practices of English language instructors concerning the promotion of students' RP in language learning classes.
- iii. As well, it could be possible to replicate the present study as survey by increasing the number of participant instructors from different universities.

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APPENDICES

Appendix-A: Questionnaire for Teachers

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF HUMANITIES, LANGUAGE STUDIES ,
JOURNALISM AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

This questionnaire is aimed at examining English language teachers RLT practices in line with their perception towards RT. The information you provided will be treated with anonymity and confidentiality and used for research purpose only. Thus, you are kindly requested to respond to the questions sincerely and thoughtfully. Please indicate your responses by circling the letter (s) of your choice or filling in the blank spaces as required. If you have more than one answer, you can circle more than one option. You needn't write your name.

Thank you in advance for your cooperation.

Part I: Background information

1. Educational background:

A. BA B. MA C. PhD

2. Years of teaching experience

A. 1-5 years B. 5-10 years C. 10-15 years D.15-20 years E. 20 and above

Part II: Questions on how frequently teachers play their roles as reflective teachers. Answer the questions using (X) mark in space provided in front of each statement.

N.B. Strongly Disagree=1 Disagree=2 Neutral =3 Agree=4 Strongly Agree=5

No.	Statements	1	2	3	4	5
1.	I observe my colleagues' lesson					
2.	My Colleagues and other teachers observe my lesson					
3	I talk to my colleagues about problematic issues in my classroom and get helpful feedback that can improve my teaching					
5	I consider how my practice might change after having new understanding					
6	I explore possible meanings/implications of classroom events in my way to try to find proofs of students learning.					

8	I search on the internet or read books for possible alternatives for my current teaching practices					
9	After the lesson, I ask myself what could I have done differently					
11	I think whether the students get the essential learning from the lesson					
12	I keep a journal describing incidents in the classroom why things happen in the classroom and a plan for further action					
13	I reach conclusion by the end of the lesson that direct my future teaching practices					
14	I learn new thing about my class while teaching and after lesson					
15	I try to find reasons for positive and negative classroom occurrences					
16	I assess everything I do or say in the classroom and know why I do or say these things					
17	I am aware of the general atmosphere in the classroom (sleepy, tired, bored, active, angry, excited, etc students)					
18	I search for reasons why some tasks are too difficult for some students					
19	I adapt the activity or come up with a new activity if the original activity is too challenging for the students.					
20	I ask the students to express their feelings by asking them to give feedback to the lesson.					
21	After the lesson, I think about what I wanted to happen during the lesson.					
22	I plan what I need to do next class time to ensure that the students learn the unclear context.					
24	I assess the difficulty level of every activity that the students work on.					
23	I deviate from the plan if I receive clues from the students that they do not understand					
24	I think about possible consequences or reactions that need my actions					
25	After the lesson, I consider every students' engagement					
26	I keep a personal professional portfolio in which I collect proofs of my learning as a teacher over a specified period of time					
27	I am aware of what went well and wrong during the lesson					
28	I discuss the educational issues with colleagues informally at offices and formally in meetings					

Part-III: Questions on levels of reflection employed while teaching: Please read each statement carefully and express your agreement using (X) mark in space provided in front of each statement

Key: Strongly Disagree=1 Disagree=2 Don't Know=3 Agree=4 Strongly Agree=5

No	Statements	1	2	3	4	5
1	My analysis of teaching practices is limited to technical questions about teaching techniques.					
2	I modify teaching strategies without challenging underlying assumptions about teaching and learning.					
3	I rarely connect specific methods to underlying theory.					
4	I support beliefs only with evidence from experience.					
6	I provide limited accommodations for students' different learning styles.					
7	I react to student responses differentially but I don't recognize the patterns.					
8	I adjust teaching practices only with current situation without developing a long-term plan.					
9	I seek solutions to problems that focus merely on short-term outcomes.					
10	I make adjustments based on past experience.					
11	I question the utility of specific teaching practices but not general policies or practices.					
12	I provide some differentiated instruction to address students' individual differences.					
13	I tend to follow orders rather be innovative because I do not want to get in trouble.					
14	I analyze relationship between teaching practices and student learning.					
15	I seek ways to connect new concepts to students' prior knowledge.					

16	I have genuine curiosity about the effectiveness of teaching practices, leading to experimentation and risk-taking.					
17	I engage in constructive criticism of my own teaching.					
18	I adjust my teaching methods and strategies based on students' relative performance.					
19	I analyze the impact of task structures, such as cooperative learning groups, pair, peer or other groupings, on students' learning.					
20	I have commitment to continuous learning and improved practice.					
21	I identify alternative ways of representing ideas and concepts to students.					
22	I recognize the complexity of classroom dynamics while teaching .					
23	I acknowledge what students bring to the learning process.					
24	I see teaching practices as remaining open to further investigation.					
25	I view my teaching practice within the broader sociological, cultural, historical, and political contexts.					
25	I consider the ethical implications of classroom policies and practices.					
26	I address issues of equity and social justice that arise in and outside of the classroom.					

Part IV: Questions on components of reflection being practiced by ELT instructors in their teaching.

Instruction: Answer the questions using (X) mark in space provided in front of each statement.

N.B. Always=5, Usually=4, Sometimes=3 Rarely=2, Never=1

No	Items	1	2	3	4	5
1	I have a file where I keep my accounts of my teaching for reviewing purposes.					
2	I talk about my classroom experiences with my colleagues and seek					

	their advice/feedback.						
3	After each lesson, I write about the accomplishments/ failures of that lesson or I talk about the lesson to a colleague.						
4	I discuss practical/theoretical issues with my colleagues.						
5	I observe other teachers' classrooms to learn about their efficient practices.						
6	I ask my peers to observe my teaching and comment on my teaching performance.						
7	I read books/articles related to effective teaching to improve my classroom performance.						
8	I participate in workshops/conferences related to teaching/learning issues.						
9	I think of writing articles based on my classroom experiences.						
10	I look at journal articles or search the internet to see what the recent developments in my profession are.						
11	I carry out small scale research activities in my classes to become better informed of learning/teaching processes.						
12	I think of classroom events as potential research topics and think of finding a method for investigating them.						
13	I talk to my students to learn about their learning styles and preferences.						
14	I talk to my students to learn about their family backgrounds, hobbies, interests and abilities.						
15	I ask my students whether they like a teaching task or not.						
16	As a teacher, I think about my teaching philosophy and the way it is affecting my teaching.						
17	I think of the ways my biography or my background affects the way I define myself as a teacher.						
18	I think of the meaning or significance of my job as a teacher.						
19	I try to find out which aspects of my teaching provide me with a sense of satisfaction.						

20	I think about my strengths and weaknesses as a teacher.					
21	I think of the positive/negative role models I have had as a student and the way they have affected me in my practice.					
22	I think of inconsistencies and contradictions that occur in my classroom practice.					
23	I think about instances of social injustice in my own surroundings and try to discuss them in my classes.					
24	I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.					
25	In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty.					
26	I think about the political aspects of my teaching and the way I may affect my students' political views.					
27	I think of ways through which I can promote tolerance and democracy in my classes and in the society in general.					
28	I think about the ways gender, social class, and race influence my students' achievements.					
29	I think of outside social events that can influence my teaching inside the class.					

(Adopted from Akbari et'al , 2010 ELT Reflection Inventory)

Part-V: Questions on challenges affecting instructors' RT practices.

Try to indicate how serious the challenges are in impeding instructors' RT

Practice in/out of class room.

➤ Please, rate them from "serious" to "not serious" based on the seriousness of the problem using tick "√" mark to indicate your response.

Key: 4 = Most serious 3 = Serious 2 = Undecided 1 = Not serious

No	Items	4	3	2	1
1	Shortage of time to carry out RT in classroom				
2	Student 'lack of interest in RP				
3	Instructors' lack of interest/ motivation in reflection and RT				

4	Instructors' inability to use reflection at a critical level and relate to diversity in educational context				
5	Its being demanding task as it needs <i>open-mindedness, responsibility, and wholeheartedness from instructors.</i>				
6	Being extremely burdensome for instructors as it requires writing reflective journals, observing other classes and being observed by them, and peer discussions.				
5	Inability to understand reflection sufficiently as a concept to use it				
6	Large class size				
7	Instructors' belief and perception				
8	Instructors' lack of sharing their reflections collaboratively with peers				
9	The design of the teaching module and lack of time to cover the course				
10	Lack of access to databases to find new materials, books and journals, and to keep themselves more updated like reflective teachers.				
11	Students lower level of understanding and critical inquiry				
12	Instructors' being exhausted on account of long and boring working hours				
13	Instructors' low language proficiency				
14	Instructors' not being familiar enough with diverse teaching approaches, principles, techniques, strategies, etc of RT				

Appendix-B: Interview Guide for English Language Instructors

1. What does "Reflection"& "RT" mean to you?
2. How do you see your practices of writing reflective journal/diary of classroom events; sharing your practical/theoretical classroom experiences with your colleagues and observing other instructors' classroom lessons to get feedback on your teaching practices?

3. How do you see yourself in terms of conducting action researches, reading journals/books and attending research conferences in order to get insights on teaching learning process?
4. How often do you talk to your students so as to learn about their learning styles/preferences, hobbies/interests and to identify whether they like your way of teaching or not?
5. Have you ever thought about your strengths/weaknesses and positive/negative role models you have and other socio- cultural aspects and the way they affect students' achievement? Please explain.
6. Scholars claim that RT is too demanding and tiresome to expect teachers to be reflective practitioners. What makes it challenging to implement in English Language classes? How serious are the challenges?

Appendix-C: Classroom Observation Guideline/Protocol on Instructors' RT practices.

Date: _____ Time: _____

Stream & Section: _____ Class size: _____

Instructor (Pseudonym): _____

Course Title: _____

1. Physical organization of the classroom

- Management of class time
- Appropriateness of the class size is to employ independent inquiry-based problem solving reflective activities
- The seating arrangement (the arrangement of the desks, chairs, and chalkboard)
- the instructor's position in relation to students and vice versa
- Light, temperature, and sanitation of the classroom

2. Instructional Strategies

- The effort to create a suitable environment for students to engage in reflective learning
and students' initiation to engage in the learning
- The practice of designing reflective activities and bringing reading texts to class to make students familiar with ways of logically presenting ideas

- The attempt to model reflective behavior (e.g., recognizing alternative views related to a topic and evaluating the assumptions)
- The way the instructor gives guidance to activities and follows up on students' attempts throughout the process of teaching
- The opportunities students get to carry out reflective skills of analysis, synthesis, and evaluation of ideas while reading/writing
- Evidence of students' effort to demonstrate the skills of analysis, synthesis, and evaluation of ideas at the different stages of the reflective reading/writing
- The mechanisms used to encourage students to brainstorm and generate ideas, reflect multiple explanations about an issue, seek out and value alternative solutions, and new ways of interpreting evidence
- The attempt to help students reflect ideas while reading and writing both inside and outside the classroom
- The attempt to engage all students in reflective learning process
- The effort of students to validate their perspectives and reflective arguments with evidence

3. **Classroom Interaction**

- The role of the instructor (lecturing, explaining, facilitating, guiding activities)
- The nature of the instructor's questioning (is it to lead students to a predetermined answer? Is it thought provoking open-ended reflective question? Is it to facilitate discussion among students)
- Instructor's encouragement of students to become active participants in critical inquiry/ reflective learning.
- Instructor's use of different reflective instructional approaches to help learners become reflective learners.
- Instructor's role of guiding learners to reflect their ideas and make critical dialogue on various social issues in groups/pairs.
- The role of students (Mostly listening and planning)
- Students' nature of taking part in reflective peer teaching/discussion and demonstration
- Students' engagement in meaningful reflective problem solving activities related to their prior knowledge and/or experience.

- The way students interact with the instructor (e.g., whole class discussion, individual, pair)
- The ways students share their ideas with peers or work with peers (in pairs or groups), and come up with a joint solution to a problem or task, evaluate and reflect upon their work
- Students attempt to pose/reflect questions, challenge new information/ideas or perspectives

4. Nature of Instructional Activities/Exercises

- The type of activities/exercises students are expected to perform (designed in a way that facilitate learners' critical & reflective learning triggering their critical thinking and reflectivity)
- Nature of the activities to help students' creativity and constructive/reflective learning activities helping them reflect/elicit their prior experience
- Do the activities precede concepts which help learners construct concepts by themselves in a meaningful reflective way?
- The feature of the tasks/exercises (tightly framed, specified or open-ended, authentic critical inquiry problems, activities that demand students to provide evidence for their reasoning or critique others' claims)
- Provision of thought provoking reflective language activities
- How students carry out the exercises (individually, in pairs, in groups)

5. The Nature of Feedback/comments/

- The practice of commenting on students' text, and ways of initiating students to do self-reflection and peer feedback(checking and giving constructive feedback to the students' work).
- The areas of students' work that the instructor's comment concentrates on or the instructor's focus on checking the clarity, relevance, accuracy, depth, precision, and breadth of ideas they reflect.
- Instructor's nature of examining learners' pre-existing beliefs, experience and knowledge in relation to new challenging ideas and experience
- Instructor's way of helping learners to reflect/ articulate and refine their own learning
- The elements students concentrate on during self-reflection or peer discussion

- Does the instructor elicit response from learners instead of supplying answers?
- Does the instructor compile portfolio of students' work using audio/Video-recording for later reflection/feedback and discussion?
- Instructor's practice of helping learners to be self-evaluative, self-reflective and autonomous through designing self-regulating and reflective activities.

Appendix-D: Guideline for the journal writing

- ✓ Give a brief account of the lesson you taught including topic, teaching (activities conducted and evaluation and interaction with students).
- ✓ Reflect on your teaching strategies, instructional methods, and classroom management techniques.
- ✓ Analyze the effectiveness of the approaches/methods of teaching, and classroom management systems you used, and the factors which contributed to the effectiveness or ineffectiveness. Consider other approaches and methods you could use if you teach the lesson again. Consider what worked well and what could be improved.
- ✓ Reflect on your self-perception about teaching/learning on a given lesson you taught and on your own personal growth and development plan.
- ✓ Identify your strengths as a teacher including effective communication skills or creativity in lesson planning, areas for improvement such as time management or student engagement.
- ✓ Reflect on how well students understood the material, participated in class activities, and demonstrated their knowledge.
- ✓ Reflect on your emotions experienced while teaching the lesson like excitement, frustration, or satisfaction. Justify how these emotions influenced your teaching and interactions with students.
- ✓ Comment on the ethical and moral issues such as fairness in assessment practices or respect for student diversity taking place during teaching a given lesson.
- ✓ Raise any question, doubt, puzzle that might have raised calling for attention and reflection

(Adapted from Ho & Richards, 1993)

Appendix-E: Transcript of the first Interview Informant (Instructor-one)

General information

Date of the interview: 15/12/2022

Approach to the interview: Face to face

Profession: Instructor

Level of education: MA in TEFL

Sex: Male

Years of experience: 10 years

Researcher: Thank you for taking part in this interview. The purpose of this interview is to assess English instructors' RLT Practices. The answers, ideas and opinions you are going to provide me will only be used for research purpose and confidentiality will be maintained. I would like to say welcome to this interview session.

Instructor-I: Thank you very much

Researcher: Okay. Coming to the first question, could you tell me what does reflection, RP & RT mean to you?

Instructor-I: To my understanding, RT comprises many things. It must be seen as an opportunity to deepen understanding of self and teaching learning situations. Possibly, reflection should be a habit of mind which is inspired by environmental circumstances, allowing us to focus, research, and feel safe in tight conditions to solve problems.

Researcher: Coming to the second question, how do you see your practices of writing reflective journal/diary of classroom events; sharing your practical/theoretical classroom experiences with your colleagues and observing other instructors' classroom lessons to get feedback on your teaching practices?

Instructor1: Actually, I sometimes write what I experienced after class as it helps me become more informed by providing me with feedback. Sometimes I talk with my colleagues about the parts that I m not sure about that and we share our experience and materials one another and up-to-date information. Although I have much interest to observe other teacher classrooms to get their experiences on teaching approaches, I rarely do it as I hardly have enough time since I am loaded throughout the week

Researcher: Thank you very much. Let's go to the next question. How do you see your practice of conducting action researches, reading journals/books and attending research conference?

Instructor1: Well, I read books or articles that relate to method of teaching and learning English Language because I want to stay updated with the contemporary pedagogical aspects. As well, I try to attend to some research conferences and educational workshops prepared by the university and acquire insights on my way of teaching. However, to be honest, I am not good at conducting action researches due to lack of time and research experience.

Researcher: Okay. The next question: How often do you talk to your students so as to learn about their learning styles/preferences, hobbies/interests and to identify whether they like your way of teaching or not?

Instructor1: I often ask students to reflect their comment on my way of teaching, what they learned, what they liked and what they didn't understand, what is clear and what ambiguous seeking further explanation is. As well, I often advise my students to approach me as their father or immediate person so that they share their needs, lacks and preferences freely.

Researcher: How do you see your self-awareness about your knowledge of subject matter, strengths, weaknesses/ deficits, situational teaching learning techniques/ strategies?

Instructor 1: I often think in advance of my goals of teaching as a teacher, how I can teach a specific content of lesson better using appropriate teaching approach for my students in connection with their achievement. I plan ahead what specific teaching technique I am going to employ being aware of which teaching technique I use will be most effective. I ask myself if I have considered all possible techniques after teaching a lesson as well. If the chosen specific teaching technique is unsuccessful, I will learn from my weaknesses and try to modify my teaching technique

Researcher: Coming to the next question, to what extent do you consider students' socio-cultural and moral issues in your English classroom?

Instructor1: Frankly speaking, although I think about the influences of social issues such as gender and other aspects having direct or indirect impact on their achievements, I rarely practice them in reality. Let alone considering such outside classroom issues, it is quite difficult to cover the portion effectively unless you rush as much as you can.

Researcher: Coming to the last interview guide, Scholars claim that RT is too demanding and tiresome to expect teachers to be reflective practitioners. What makes it challenging to implement in English Language classes?

Instructor-I: First of all, there is lack of access to databases to find new materials, books and journals, and to keep themselves more updated like reflective teachers. As well, instructors are discontented as they have little opportunity to share their experiences with other instructors participating in various research workshops or seminars. Another main challenge is that teachers lack awareness, interest, commitment and motivation on reflection which involves effective planning and utilizes time for reviewing the past, present and future actions which in turn will be challenging and boring task for teachers to apply. After all, the types of tasks expected from reflective teachers like writing reflective journals, observing other classes and being observed by them, and peer discussions appear burdensome for teachers.

Appendix-F: Transcript of the 2nd Interview Informant (Instructor-II)

General information

Date of the interview: 15/12/2022

Approach to the interview: Face to face

Profession: Instructor

Level of education: MA in TEFL

Sex: Male

Years of experience: 13 years

Thank you for taking part in this interview. The purpose of this interview is to assess English instructors' RLT Practices. The answers, ideas and opinions you are going to provide me will only be used for research purpose and confidentiality will be maintained.

Researcher: Thank you very much for being volunteer to take part in this interview. And I would like to reflect your idea for the following questions. The first question: what is reflection, RP & RT mean to you?

Instructor-II: RT as it is continuous process in which teachers monitor, evaluate and revise their own teaching practice continuously and critically reframing of lived experience. Indeed, since teaching is a complex activity, it requires professional decisions in situations where there are no 'right' answers. You know, there are teachers who only follow a set of routines based on tradition, habit, institutional norms and expectations. They tend to be rigid and unresponsive although they may be reasonably effective in covering the course. As to me this is

not right way. We need to update our knowledge of subject matter, methods of teaching and assessing through continuous inquiry and looking for practical solutions.

Researcher: That sounds great. How do you see your practices of writing reflective journal/diary of classroom events; sharing your practical/theoretical classroom experiences with your colleagues and observing other instructors' classroom lessons to get feedback on your teaching practices?

Instructor-II: Indeed, I try to jot down classroom events. I mean, if I have time, I write my classroom experiences in my diary book so that I can learn something about my weaknesses and strengths later on. I talk about my experience (practical issues) I have with my students and the lesson I taught to them and how to integrate a specific topic into the tasks that would be useful for them and ask for their feedback. Most of the time I have a plan to conduct observe my friends' classroom in order to share their way of teaching and other related issues. However, I occasionally do this ahead of my plan on account of lack of enough free time to do so. And even I ask my staff members to observe my lesson, but they have hardly any time to do so.

Researcher: Thank you very much. Let's go to the next question. How do you see your practice of conducting action researches, reading journals/books and attending research conference?

Instructor-II: As far as I am concerned with teaching English language, I want to read a number of language related books or journals or review literature so that I could have new innovative teaching approaches and authentic contents for my students to improve my class routine. I often participate in annual conferences and workshops prepared by my institution and I learn something new more about my teaching practice from such meetings which is one of the cognitive component of reflection. But I haven't conducted action research yet there is big experience and skill gap to conduct such researches.

Researcher: Well done. The next question: How often do you talk to your students so as to learn about their learning styles/preferences, hobbies/interests and to identify whether they like your way of teaching or not?

Instructor-II: Sometimes, I make my students jot down whatever they feel, like, dislike, prefer, etc about my teaching method and I collect their piece of papers so that I can learn from their feedback/ response and improve my teaching practice. Here, it seems that this instructor is aware of the value of getting feedback from students

about their teaching progress and in improving their classroom teaching (teaching in a better way). Additionally, instructor disclosed his idea that different students have different emotional needs, so he needs to spend more time with students to learn about their needs and interests so as to increase their engagement in classroom

Researcher: How do you see your self-awareness about your knowledge of subject matter, strengths, weaknesses/deficits, situational teaching-learning techniques/strategies?

Instructor-II: I often think of my positive/negative role model to my students and the way it affects my students while teaching as a university instructor. I take some time to think particularly about negative aspects of my teaching and try to find solution for the weaknesses. Regularly, I ask myself how well I am doing while I am teaching as well as I often try to ensure to what extent my students understand the concept while I am teaching and even I try to use teaching techniques that were effective in the past. In short, as any teacher I have self-awareness especially on my deficiencies and I do my best to compensate my weaknesses updating myself regularly as effective teacher learning from my past teaching experiences

Researcher: Okay, the last question, to what extent do you consider students' socio-cultural and moral issues in your English classroom?

Instructor-II: Sometimes I suppose to pay attention to a number of social events generated from outside of classroom that can influence my ELT inside the class and adversely affect students' achievement, but practically I rarely consider them as I am loaded heavily by other tiresome and demanding tasks of planning and preparing teaching tasks for my students .Hence, I can say that I am not good at considering socio-cultural aspects of learning while teaching English for my students

Researcher: Coming to the last interview question, Scholars claim that RT is too demanding and tiresome to expect teachers to be reflective practitioners. What makes it challenging to implement in English Language classes?

Instructor-

II: Well, primarily, the instructors were dissatisfied with teaching in overcrowded classrooms; the large number of the students in a class necessitated the teachers' spending a huge part of the class on checking the students' assignments and their pace of learning, leaving almost no time for them to reflect on their teaching. Instructors

are not committed to invest required time, energy and resource for their own RT in general.

Appendix-F: Transcript of the 3rd Interview Informant (Instructor-III)

General information

Date of the interview: 18/12/2022

Mode of the interview: Face to face

Profession: Instructor

Level of education: MA in TEFL

Sex: Male

Years of experience: 10 years

Researcher: Thank you for taking part in this interview. The purpose of this interview is to assess English instructors' RLT Practices. The answers, ideas and opinions you are going to provide me will only be used for research purpose and its confidentiality will be maintained. Thus, I request you to provide your genuine reflection for the following interview questions. Coming to the 1st question, what does reflection, RP & RT mean to you?

Instructor-III: I see reflection as thinking and processing about what we see, hear, touch evaluating usability and applicability of the contents/course material we teach instead of taking that for granted. It is seeing things from different angles rather than taking what the theory/the book says as it is considering practical applicability of the learning content.

Researcher: Welcome to this interview session. Let's start the first question. How do you see your practices of writing reflective journal/ diary of classroom events; sharing your practical/theoretical classroom experiences with your colleagues and observing other instructors' classroom lessons to get feedback on your teaching practices?

Instructor-III: I'm not good at documenting things I have been experiencing in my teaching learning process although I understand it is vital to do so Yet I am not good at observing my colleagues classroom experiences and how they teach their students and I haven't invited them to observe my teaching practice yet. This is my main gap I need to improve. Apart from sharing some educational materials and experiences with

my staff mates, I don't have the experience of observing their classroom lesson, nor have I invited them to observe my classroom lessons formally

Researcher: Thank you very much. Let's go to the next question. How do you see your practice of conducting action researches, reading journals/books and attending research conference?

Instructor-III: Well, I enjoy reading academic or non academic books both in hard and soft copies and even I advise my students to do so as I believe that reading is my world. However, I am not good at conducting basic as well as action researches apart from participating in annual research conferences and workshops as I have been loaded throughout the academic year

Researcher: Well done. The next question: How often do you talk to your students so as to learn about their learning styles/preferences, hobbies/interests and to identify whether they like your way of teaching or not?"

Instructor-III: As a matter of fact, I try to approach my students being friendly with them with main intention of getting their feelings, inner motives and needs /interests. Normally, I need to do away with my students' negative factors like boredom, nervousness, depression and lack of self confidence adversely affecting their English Language learning using different strategies asking to participate calling by their names and appreciating for their participation

Researcher: How do you see your self-awareness about your knowledge of subject matter, strengths, weaknesses/deficits, situational teaching-learning techniques / strategies?

Instructor-III: I use different helpful teaching techniques depending on the content. That is, content of that specific lesson determines choose of each teaching technique I use in class. I often find myself assessing how useful my teaching techniques are while teaching and even I ask myself if I could have used different techniques after each lesson. I question myself repeatedly if I meet my teaching goals while or post teaching

Researcher: Coming to the next question, to what extent do you consider students' socio-cultural and moral issues in your English classroom?

Instructor-III: As far as my experience of teaching is concerned, I am quite aware of various internal and external factors like gender, socio-economic status and the like, which affect students learning. Accordingly, I sometimes guide female students and other male volunteer students having schedule how to read with plan and how to deal

with other socio-cultural issues. However, I can't say that I fully address such aspects due to my own work load and time constraints.

Researcher: Coming to the last interview guide, Scholars claim that RT is too demanding and tiresome to expect teachers to be reflective practitioners. What makes it challenging to implement in English Language classes?

Instructor-III: One of the challenges is that we teachers have lack of awareness, capacity and commitment to enrich our RT practice. Other obstacles which were related to teachers themselves including lack of interest in keeping themselves up to date, their long working hours, their low-language proficiency, and their majoring in fields other than English. Mainly due to low payment, teachers are not motivated enough to make positive changes in their teaching practices keeping up with recent innovations in the field.

Appendix-G: Transcript of the 4th Interview Informant (Instructor-IV)

General information

Date of the interview: 20/12/2022

Mode of the interview: Face to face

Profession: Instructor

Level of education: MA in TEFL

Sex: Male

Years of experience: 15 years

Researcher: Thank you for taking part in this interview. The purpose of this interview is to assess English instructors' RLT Practices. The answers, ideas and opinions you are going to provide me will only be used for research purpose and its confidentiality will be maintained. Thus, I request you to provide your genuine reflection for the following interview questions. Coming to the 1st question, what does reflection, RP & RT mean to you?

Instructor-IV: RP is an approach/means or tool helping learners' vigorous engagement in critical inquiry learning through linking their past experience with current learning practice and a reflective practitioner is the main actor of teaching by exploring problematic classroom contexts, and being responsible for one's own actions so as to improve performance in teaching. In short, reflectivity encourages

critical and reflective engagement in live experiences, logical interpretation of what we have experienced to arrive at sound understanding.

Researcher: Welcome to this interview session. Let's go to the second question, how do you see your practices of writing reflective journal/ diary of classroom events; sharing your practical/theoretical classroom experiences with your colleagues and observing other instructors' classroom lessons to get feedback on your teaching practices?

Instructor-IV: I have a portfolio where I reserve my students results, copy of remedial and tutorials, yet I rarely refer back to such file as I don't have enough time to do so. I occasionally try to share experiences regarding academic issues by having formal or informal discussion time with my colleagues, but I feel that it is not adequate. We hardly try to observe each other's classroom formally most probably due to the fact that we wrongly think it as fault finding game or critics.

Researcher: Thank you very much. Let's go to the next question. How do you see your practice of conducting action researches, reading journals/books and attending research conference?

Instructor-IV: As there is better access of internet in the institution, I often read a number of language related books or journals or review literature so that I could have current and up to date teaching experiences and contents for my students to improve their learning. I never miss whenever there is annual conference and educational workshops in the university as I want to learn something new more about my teaching practice from such meetings. Except participating in research conferences I couldn't conduct action researches due to lack of time

Researcher: That sounds great. The next question: How often do you talk to your students so as to learn about their learning styles/preferences, hobbies/interests and to identify whether they like your way of teaching or not?"

Instructor-IV: I often try to find out students' emotional problems distracting their attention further ruining their learning and I try my best to alleviate their distractions having predetermined schedule for counseling and guidance per week.

Researcher: How do you see your self-awareness about your knowledge of subject matter, strengths, weaknesses/deficits, situational teaching-learning techniques/strategies?

Instructor-IV: Well, I am used to setting my specific teaching goals earlier before I start teaching and organizing my time to best accomplish my teaching goals. I ask

myself how well I have accomplished my teaching goals after I have finished the lesson. This way, I often evaluate my strengths and particularly my weaknesses. This way, I use my strengths to compensate for my weaknesses in my teaching. Thus, I can say that I am aware of the strengths and weaknesses in my teaching.

Researcher: Splendid. Finally, to what extent do you consider students' socio-cultural and moral issues in your English classroom?

Instructor-IV: As I have experienced from my past practices of teaching, learners come to English classroom with a lot of, socio-cultural barriers which adversely affect their learning. Gender difference is among other factors which make female students dependent on their male students lacking self-confidence and self-esteem. In view of that, I provide some remedial activities including makeup and tutorial programs for female students and I often make them alert that they would be successful as long as they are diligent in their learning having work schedule. Yet, there is still huge gap from me in employing more affirmative actions sufficiently to support them at least to help them not to lose hope in their education.

Researcher: Coming to the last interview guide, Scholars claim that RT is too demanding and tiresome to expect teachers to be reflective practitioners. What makes it challenging to implement in English Language classes?

Instructor-IV: Instructors have certain confusions /wrong assumptions and rigidity about the general principles of RT practices. Instructors show less interest and commitment to employ RPs as they have wrong perceptions about its benefits. Most instructors found it very challenging to be equipped with characteristics of RP such as open-mindedness, responsibility, and wholeheartedness. Instructors have deficiency of using a wide variety of teaching methods like RT approach which best fits preferences of the students learning.

Appendix-H: open/initial codes derived from instructors' interview on their perception of reflection & reflective teaching

Open/initial code	Sample responses taken from the participants words/expressions
<p>Seeing things from different dimensions</p> <p>Facilitating thinking and processing about what we see, hear, touch.</p> <p>Means of arriving at deeper understanding</p> <p>connecting experience with psychological, emotional, or intellectual need</p> <p>Giving an opportunity to expand understanding of self and teaching learning situations</p> <p>Way of exploring situations occurring in day to day work</p>	<p>Reflective teaching comprises many things for me. It must be seen as an opportunity to deepen understanding of self and teaching learning situations.</p> <p>Possibly, the process of reflection becomes habit of mind which is stimulated by environmental conditions allowing us to focus, experiment, and feel safe from uncomfortable influences by identifying and solving problems.</p> <p>It is seeing things from different angles rather than taking what the theory/the book says for granted by enhancing usability and applicability of the learned content.</p>
<p>Continuous process of monitoring evaluating and revising one's own teaching practice critically reframing live experience.</p> <p>Providing teachers with professional decisions in situations where there is no single 'right' answer.</p> <p>Updating knowledge of subject matter, methods of teaching and assessing by way of con-</p>	<p>Reflective teaching practice is a continuous process in which teachers monitor, evaluate and revise their own teaching practice continuously and critically reframing of lived experience.</p> <p>Indeed, since teaching is a complex activity, it requires professional decisions in situations where there are</p>

<p>tinuous inquiry and looking for answers.</p> <p>Way of critical and reflective engagement in live experiences, logical interpretation of what instructors have experienced to arrive at sound understanding.</p>	<p>no ‘right’ answers. You know, there are teachers who only follow a set of routines based on tradition, habit, institutional norms and expectations.</p> <p>They tend to be rigid and unresponsive although they may be reasonably effective in covering the course. As to me this is not right way. We need to update our knowledge of subject matter, methods of teaching and assessing through continuous inquiry and looking for practical solutions.</p> <p>In short, reflectivity encourages critical and reflective engagement in live experiences, logical interpretation of what we have experienced to arrive at sound understanding.</p>
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Appendix-I: Open/Initial, axial codes and major themes derived from interview held with instructors’ Perception on the concept of reflective teaching

Initial/Open codes	Axial codes/subthemes	Major Theme
<p>Means of arriving at deeper understanding</p> <p>connecting experience with psychological, emotional, or intellectual need</p> <p>Giving an opportunity to expand understanding of self and teaching learning situations</p> <p>Way of critical and reflective engagement in live experiences, logical interpretation of what instructors have experienced to arrive at sound understanding strategy to link personal experience, theory, and actual context.</p>	<p>Way of understanding self and teaching context using one's live experience, critical thinking, reflection, and analytical interpretation.</p>	<p>Instructors' Perception on the concept of reflective teaching</p>
<p>Way of exploring situations occurring in day to day work seeing things from different dimensions.</p> <p>Facilitating thinking and processing about what we see, hear, touch.</p>	<p>Evaluating things from different dimensions to find alternative ways of reacting and responding to challenges.</p>	
<p>Continuous process of monitoring evaluating and revising one's own teaching practice critically reframing live experience.</p> <p>Updating knowledge of subject matter, methods of teaching and assessing by way of continuous in-</p>	<p>Continuous critical learning to build practical knowledge of subject matter and to find solutions through monitoring, evaluating and revising teaching practice.</p>	

<p>quiry and looking for answers.</p> <p>Professional decisions in situations where there are no ‘right’ answers.</p> <p>Moving forth and back linking the theory and the practice looking for solutions; it is an engaging learning tool</p>		
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Appendix-J: Open/Initial, axial codes derived from interview held with instructors’ Components of reflective teaching

Open/ codes	Sample responses taken from the participants words/expressions
<p>practices of writing reflective journal of class room events; sharing your practical classroom experiences with your colleagues</p>	<p>I have a portfolio where I reserve my students results, copy of remedial and tutorials, yet I rarely refer back to such file as I don’t have enough time to do so. I occasionally try to share experiences regarding academic issues by having formal or informal discussion time with my colleagues, but I feel that it is not adequate.</p> <p>Sometimes I talk with my colleagues about the parts that I m not sure about that and we share our experience and materials one another and up-to-date information.</p> <p>Most of the time I have a plan to observe my friends’ classroom in order to share their way of teaching and other related issues. However, I occasionally do this ahead of my plan on account of lack of enough free time to do so.</p>
<p>practice of conducting action researches,</p>	<p>I enjoy reading academic or non academic books both in hard and soft copies and even I advise my students to so as I believe that reading is my world.</p>

<p>reading journals /books and attending research conference</p>	<p>Well, I read books or articles that relate to method of teaching and learning English Language because I want to stay updated with the contemporary pedagogical aspects. As well, I try to attend to some research conferences and educational workshops prepared by the university and acquire insights on my way of teaching.</p> <p>As there is better access of internet in the institution, I often read a number of language related books or journals or review literature so that I could have current and up to date teaching experiences and contents for my students to improve their learning. I never miss whenever there is annual conference and educational workshops in the university as I want to learn something new more about my teaching practice from such meetings.</p>
<p>Ways of reacting to the students so as to learn about their learning styles/preferences, hobbies /interests and to identify whether they like instructors' way of teaching or not</p>	<p>I often ask students to reflect their comment on my way of teaching, what they learned, what they liked and what they didn't understand, what is clear and what ambiguous seeking further explanation is.</p> <p>Sometimes, I make my students jot down whatever they feel, like, dislike, prefer, etc about my teaching method and I collect their piece of papers so that I can learn from their feedback / response and improve my teaching practice.</p> <p>As a matter of fact, I try to approach my students being friendly with them with main intention of getting their feelings, inner motives and needs /interests. Normally, I need to do away with my students' negative factors like boredom, nervousness, depression and lack of self confidence adversely affecting their English Language learning using different strategies asking to participate calling by their names and appreciating for their participation</p> <p>I often try to find out students' emotional problems distracting their attention further ruining their learning and I try my best to alleviate their distractions having predetermined schedule for</p>

	counseling and guidance per week.
self-awareness about one's knowledge of strengths, weaknesses /deficits, teaching-learning techniques /strategies	<p>I often think in advance of my goals of teaching as a teacher, how I can teach a specific content of lesson better using appropriate teaching approach for my students in connection with their achievement. I plan ahead what specific teaching technique I am going to employ being aware of which teaching technique I use will be most effective.</p> <p>Regularly, I ask myself how well I am doing while I am teaching as well as I often try to ensure to what extent my students understand the concept while I am teaching and even I try to use teaching techniques that were effective in the past.</p> <p>I often find myself assessing how useful my teaching techniques are while teaching and even I ask myself if I could have used different techniques after each lesson. I question myself repeatedly if I meet my teaching goals while or post teaching</p> <p>Well, I am used to setting my specific teaching goals earlier before I start teaching and organizing my time to best accomplish my teaching goals. I ask myself how well I have accomplished my teaching goals after I have finished the lesson. This way, I often evaluate my strengths and particularly my weaknesses.</p>
extent of considering students' socio-cultural and moral issues in one's English classroom	<p>Frankly speaking, although I think about the influences of social issues such as gender and other aspects having direct or indirect impact on their achievements, I rarely practice them in reality. Let alone considering such outside classroom issues, it is quite difficult to cover the portion effectively unless you rush as much as you can.</p> <p>Sometimes I suppose to pay attention to a number of social events generated from outside of classroom that can influence my ELT inside the class and adversely affect students' achievement, but practically I rarely consider them as I am loaded heavily by other tiresome and demanding tasks of planning and preparing teaching tasks for my students</p> <p>I am quite aware of various internal and external factors like gender,</p>

	<p>socio-economic status and the like, which affect students learning. Accordingly, I sometimes guide female students and other male volunteer students having schedule how to read with plan and how to deal with other socio-cultural issues.</p> <p>Gender difference is among other factors which make female students dependent on their male students lacking self-confidence and self-esteem. In view of that, I provide some remedial activities including makeup and tutorial programs for female students and I often make them alert that they would be successful</p>
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Appendix-K: Open/Initial, axial codes/sub-themes and major themes of the components of Reflective Teaching

Initial/Open codes	Axial codes/ sub-themes	Major Theme
writing reflective journal/diary of classroom events; sharing your practical classroom experiences colleagues	Instructors' engagement in in the practical reflective domain	
conducting action researches, reading journals/books and attending research conference	Instructors' extent of dealing with cognitive aspects of RT.	
Ways of reacting to the students so as to learn about their learning styles/preferences, hobbies /interests and to identify whether they like instructors' way of	Instructors' culture of dealing with learner/ affective	

teaching or not	components of reflective practice	
self-awareness about one's knowledge of strengths, weaknesses/deficits, teaching-learning techniques /strategies	Dealing with metacognitive domain of reflective teaching	
extent of considering students' socio-cultural and moral issues in one's English classroom	To what extent instructors incorporate critical reflection aspects in their teaching	

Appendix-L: open/initial codes derived from instructors' interview on the challenges impeding reflective teaching

Open code	Sample responses taken from the participants words/expressions
<ul style="list-style-type: none"> ▪ Teachers' lack awareness, interest, commitment and motivation on reflection ▪ Tiresome nature of reflective practice for teachers to apply as it requires teachers to writing 	<p>There is lack of access to databases to find new materials, books and journals, and to keep themselves more updated like reflective teachers.</p> <p>The main challenge is that teachers lack awareness, interest, commitment and motivation on reflection.</p> <p>On the other hand, reflective teaching requires teachers to writing reflective journals, observing other classes and being observed by them, and peer discussions appear to be burdensome for teachers.</p>

<p>reflective journals, observing other classes and being observed by them, and peer discussions</p>	
<ul style="list-style-type: none"> Teachers' less interest and not being committed to invest more time and energy for their reflective teaching 	<p>The instructors were dissatisfied with teaching large number of the students in a class which necessitated the teachers' spending a huge part of the class on checking the students' assignments and their pace of learning, leaving almost no time for them to reflect on their teaching. Instructors are not committed to invest required time, energy and resource for their own reflective teaching in general.</p> <p>Teachers are not committed to invest more time, energy and resource for their own reflective learning in general and practical learning in particular.</p>
<ul style="list-style-type: none"> Teachers' confusions /wrong perceptions and rigidity about the principles and aim of the reflective teaching practices 	<p>One of the problems affecting reflective practice is that teachers have certain confusions /wrong perceptions/assumptions and rigidity about the aims and general principles of reflective practices. Instructors show less interest and commitment to employ reflective practices as they have wrong perceptions about its benefits.</p> <p>Most instructors found it very challenging to be equipped with characteristics of reflective practice such as open-mindedness, responsibility, and wholeheartedness.</p>
<ul style="list-style-type: none"> having deficiency of using a wide variety of active and reflective teaching methods and strategies, appropriate to the learning 	<p>As to me one of the problems is instructors' deficiency of using a wide variety of teaching methods like RT approach which best fits preferences of the students learning.</p> <p>As well, we rarely use wide and up-to-date subject knowledge of the curriculum in relation with the level of</p>

<p>preferences of the students</p> <ul style="list-style-type: none"> • rare use wide and up-to-date subject knowledge of the curriculum in relation with the level of students' competence 	<p>students' competence ranging from high achievers to low achievers.</p>
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Appendix-M: Open/Initial, axial/selective codes on major challenges impeding Reflective Teaching

Initial/Open codes	Axial codes	Major Theme
<ul style="list-style-type: none"> • Teachers' lack awareness, commitment and motivation on reflection • Challenging and tiresome nature of reflective practice for teachers to apply • Its nature of planning and utilizing of time and experiences reviewing the past, present and future actions. • Lack of time to practice reflective teaching • Instructors' less interest and not being committed to invest more time and energy for their reflective teaching 	<p>Instructors' lack of time, interest awareness, commitment and being bored of planning and applying</p>	<p>challenges impeding English teachers reflective teaching practices</p>
<ul style="list-style-type: none"> • Instructors' confusions /wrong perceptions and rigidity about the concept and role of the reflective teaching practices • Having deficiency of using a wide variety of teaching methods and strategies, appropriate to the learning preferences of the students • rare use wide and up-to-date subject knowledge of the curriculum in relation with the level of students' competence 	<p>Instructors' confusions /wrong perceptions on reflective teaching along with deficiency of various teaching methods along with lack of up-to-date subject knowledge</p>	

Appendix-N: Sample JE Data under the Theme of Instructors' level of reflection

Instructor-I:

Today's lesson focuses on teaching paragraph writing. In doing so, first I highlighted the basic concepts of writing a paragraph (its definition, components, quality, types, etc) to the students. Next to that, I tried to discuss the basic stage of writing a paragraph (Planning stage to final drafting stages). After that, the students were guided to write a paragraph on debatable issues like "Women should stay at home and work on household work". I guided the students to collaborate and generate idea in group, but majority of students were not volunteer to take part in the group discussion instead they were trying to write independently. Two groups of students were arguing that the girls should work at home because house hold work is females' specialty.

Instructor-II:

The lesson I taught today deals with a reading passage entitled "Reading for Study" which is found in Unit-1, page-9 of the new Communicative English Skills-I module. In Preparation stage of my lesson, I introduced the topic of the lesson to the students and I provided them with the concept of scanning and skimming strategies of reading shortly; then I made the students read silently and individually with the objective of guessing the contextual meanings of the new words and answer comprehension questions. My lesson was not completely successful or did not go well as the students did not finish the exercise on time. That is, I could not finish my planned lesson on time and majority of the students did not participate in the question answer sessions because of the time I consumed teaching reading strategies."

Instructor-III:

The students were guided to write a paragraph on a given debatable issue/topic: "University students should/shouldn't pay cost-sharing", but I identified a problem from their paragraph. That is, although I gave them a topic that makes them write an argumentative paragraph, they wrote it in a plain expository paragraph rather than presenting in a debatable form trying to convince other opponents/ the readers. This

in turn indicates that they had less awareness about organization, word selection, and providing concrete details and logics to convince the reader.

Instructor-IV

The course I taught was “Basic writing Skills” given for second year English major students in Wachemo University. The main objective of this specific lesson was identifying basic structure/components of a Paragraph: the introduction (topic sentence), the body (detailed or supportive sentences), and the conclusion. Accordingly, the students were asked to identify the components of the text given below:

Over the past thirty years, research in the health arena has attracted psychologists and sociologists. The focus of psychological research in this area is concerned with individual motives, attitudes and beliefs in relation to both health and illness. Anthropological studies, however, are concerned with culture and health care. Such studies concentrate on a conception of disease as a cultural product and on the way social and cultural life in the past affect beliefs about health and illness. In sociological studies the emphasis is similar, but focused more on social relations within a particular social structure with respect to medical care. It is rare that an individual study takes all three perspectives although this may yield the most beneficial results.

The other day of the class, I came up with a designed a text and assigned as a task for the students. The main objective of this specific lesson was identifying basic components of a Paragraph, so students were asked to identify: the topic sentence, the first, the second, and the third main points, supporting detail for first main point, the supporting detail for second main point and the conclusion of the text given below:

There are three reasons why I want to learn English. One reason is that English has become an international language. It is now used by most international companies, including the company where I work, for business communication. Another reason why I want to learn English is that I can travel to English-speaking countries. The United States, England, Australia and many other countries all use English as their primary language. Finally, I want to learn English because I plan to move to the U.S. in the future. I will become a manager for my company soon. For all these reasons, I am very excited about learning English. The major problem of the students I realized while doing this task was they were unable to identify major controlling ideas and

minor details/ supportive sentences which are extension of the major supportive sentences.