

Practically, teachers at the level of university must set up a model of pre-service training in which university ensures the theoretical knowledge, methods and skills, while the schools provides settings in which future teachers apply that knowledge and integrate all its elements in the way it needs to be done. Further, at the level of the university, the other disciplines are often taught unreliably to practice since they can contribute greatly in the acquisition of practical teaching. Relatively, these disciplines provide future teachers with tools in the form of theoretical, cultural and critical knowledge that would be truly useful to them in classroom situations. As a matter of facts, many novice teachers are given demanding teaching schedules and do not have much opportunity to get involved in any activity for professional development. As a result many teaching jobs are filled by under prepared or even unprepared teachers, and many of them lack confidence in teaching methodology.

This is because of their undergraduate courses which are often based on linguistics, civilization and literature and deal very little with teaching practice. (See 2.3). Generally, teachers with a deep lack of methodology, because of a non-structured and a non-coordinated teacher preparation, will never have the chance to get on more knowledge in in-service training that is after graduation. Academic programmes, mostly MA TESOL and certificate programmes, do a good job of developing knowledge, skills, and habits in teachers. (Freeman 1982). Prospective teachers are expected to arrive on their first day of class ready in ways that are effective, efficient, and appropriate to the learner's needs.

Lecture Eight: Reflection the Key Concept of TED

1. Introduction:

Teachers who launch themselves in the trend of reflection, become aware of their behavioural ways of teaching. This will help them to connect their actions to their learners' by collecting data about their teaching, examine their attitudes, beliefs, assumptions and teaching practices, for self-evaluation and for change. By doing this, they can move beyond routinised responses to classroom situations and can also attain a higher level of awareness. This also leads them become inquirers and help them develop a spirit of collaboration that summons an unexpected teaching quality. In the flow of time, if these teachers turn to be reflective practitioners, they, most definitely, achieve positive learning outcomes and therefore high scale teaching performances.

2. The essence of reflective teaching:

In this respect, the process of reflection denotes by assertion that teachers who get involved in this trend become aware of their jobs' ends and purposes relatively to the changes they generate in their teaching practices. This means that this can be considered as the process of understanding and improving one's own teaching experience. It can be also stated that this process of learning to teach continues throughout a teacher's entire career and whatever the implemented approach is, teachers learn how to formulate the purposes and ends of their work, examine their values and assumptions and therefore generate new knowledge about teaching. Writing in the same context Webb pointed out that: **“If we are to become more effective teachers, we need to become more reflective teachers. To be reflective we need to articulate out theories of learning, critically examine and them replace those parts which we suspect or, better still, can show do not work”**. (1996:30)

When teachers are engaged in reflection on teaching they become monitors of their teaching practices which they can alter whenever the change appears to be profitable for their learners. This involvement in reflective teaching provides teachers with data and with procedures which can shape or structure myriad of activities which,

in turn, generally lead to achievable objectives. Likewise, Pennington posits that **“the term reflective teaching has come to signify a movement in teacher education, in which students teachers or working teachers analyze their own practice and its underlying basis, and then consider alternative means for achieving their ends.”** (1992:48) She goes on writing **“The use of the term reflection in the context of instruction can be interpreted in the sense of (1) thoughtful consideration, as well as in the sense of (2) mirroring, symbolizing or representing”** (ibid). Further, this approach is teacher initiated and directed, rather than imposed from elsewhere because it involves instructors observing themselves, collecting data for self-evaluation and for change and for professional growth. When teachers develop a reflective practice over a long period of time at different levels of action, observation, analysis and planning, they would be able to articulate their own practical theories, critically examine them, compare them with alternative theories and revise them. Griffiths and Tann(1992). However, what is worth noting, is that reflection can be exerted either during the performance of a lesson in the classroom setting, or outside of it. Hereby, many writers have emphatically theorised two distinctive temporal dimensions of reflection.

2.1. Reflection-in-action

Teachers who have attained a technical expertise in shaping and refining their practices, are mainly the ones who can reflect immediately and automatically while they are acting .Their actions are spontaneous, intuitive reactions to problems that may arise while a lesson is in progress. What they do, in fact, is to combine the skill of making on-the-spot decision with a reflective approach, to change the course of the lesson, to see what influenced it and to set appropriate solutions. In this way, they engage themselves in a process of self-directed learning based on personal experience. Schon argues:

There is some puzzling, or troubling, or interesting phenomenon with which the individual is trying to deal. As he tries to make sense of it, he also reflects on the understandings which he surfaces, criticizes, restructures, and embodies in further action. It is this entire process of reflection-in-action which is

central to the art by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness, and value conflict. (1983:50)

According to Schon reflection in action questions the assumptions underlying the routine that has been disrupted: ‘we think critically about the thinking that got us into this fix or this opportunity; and we may in the process, restructure strategies of action, understandings of phenomena or ways of framing problems’ (Schon1987:28) This is to say that with the rising of the problem, the teacher recalls his past experience so as to set up alternative practices which can easily give way to a better involvement of learners.

2.2.Reflection on teaching

It is called mirroring experience. (UR1991) states that reflective teaching is a personal reflection. Self-inquiry and critical thinking can help teachers in re-considering how their teaching process is guided and re-evaluating their planning and their action sources. It helps raise awareness of what should be done later to avoid weaknesses. Thus, such practice can be attained by recalling own experiences in a collaborative way by meetings and discussions with a colleague or some colleagues to enlighten ambiguities through suggestions and providing solutions. This implies that this reflective dimension can happen at any time during or after the teacher’s work day, as a result, the existing plans may be reformulated or eventually, completely modified.

3.Investigative Procedures in Classroom Practice

When embracing the concept of reflective teaching, committed teachers do often internalize the skills to change their teaching and become better at teaching over time. This commitment enhances them to take a responsibility for their own professional development, which is the key note of the idea of the reflective teacher. Perhaps, the most convenient time for teachers to start being responsible is when they carry out this teaching with some developmental activities which underlie change towards betterment of the teaching / learning process. To attain this level of education, Liston and Zeichner

laid an emphasis on three key features of reflective teaching.

- A reflective teacher takes responsibility for his own professional development.
- A reflective teacher is aware of and questions the assumptions and values s/he brings to teaching.
- A reflective teacher examines, frames, and attempts to solve the dilemmas of classroom practice.

(Liston & Zeichner, 1991:36)

The third key feature of reflective teaching is the one which consists of adapting developmental insights and translating them into practical developmental tools, making decision on the practice of each. These are, in fact, investigative procedures which the reflective teacher implements relying on himself feedback and on learner's feedback so as to solve the dilemmas of classroom practice. These procedures can be undertaken by teachers either individually or collaboratively. In Algeria, teachers at the level of secondary school can easily use these developmental activities to achieve a change and a professional growth. These include teaching journals, lesson reports, surveys and questionnaires, peer observation and action research. Advocators and pedagogues insist on investigative procedures to be inserted in teaching practices and the opportunities for critical reflection to improve their teaching. Their works include a variety of checklists and self analysis sheets that allow teachers to observe their teaching in retrospect and make continuous progress. These pedagogues are: Nunan (1988, 1990), Allright and Bailey (1990, 1994); Richard and Lockhart (1996), Freeman and Richard (1996), and Head & Taylor (1997).

Teachers who set off embracing the ongoing process of reflection start by identifying and exploring their own practices and underlying beliefs. To manage this, they should consider the following questions:

1. How can I manage to surprise all what happens in my classroom?
2. How can I collect data about my own teaching?
3. How can I put these data in a checklist?

4. What should learners be doing in an EFL classroom?
5. What strategies may I hold to conduct an effective language teaching?
6. What are the different views of learners on learning the world's prime language?
7. What would my teaching be like after self-evaluation?
8. What would be the learners' attitudes towards the change?

3.1.Journals Writing

Teachers collect all the events which occur within the classroom practices and mention them in a diary. The gathered events will serve the teacher to make reflection upon what change in classroom practices will appear. Keeping a journal helps the teachers achieve a better classroom management and brings in a deeper understanding of the teaching / learning process. Putting a journal can also be of great importance in collaborative teaching in the sense that it helps teachers meet, discuss and exchange ideas when they use one another journals. The advantages of collaborative journal are varied. It can provide access to covert variables influencing the customary ways of teaching, and it also helps to generate questions and hypotheses for eventual action.

3.2.Lesson Report

The main aspects of the lesson are generally gathered in the lesson report. It is, in fact, a structured inventory wherein the teacher describes all the features of his lesson. The aim of lesson report is to provide the teacher with the procedure which he will adopt in order to organize the features of the lesson for a later practice. Timing is an important aspect since the teacher mentions the timing of each part of the lesson in the lesson report. Effectiveness is another feature of lesson report; it is a thorough description of what actually happened from the teacher's point of view. Contrariwise, a lesson plan gives a full description of each part of the lesson, the teacher will come across and wherein expected learners abilities are stated.(See appendix D).

3.3.Peer observation

Peer observation can be a powerful source of insight and discovery though it can be intimidating, especially in context in which it is usually undertaken only for supervision and evaluation. To be effective in teacher development, observation needs to be thought of as cooperative discovery process. A focus on shared students and their attempts to negotiate meaning and construct understanding in both classes can help keep the attention focused on students learning, rather than on teacher effectiveness. The main reasons behind classroom observation can be listed as follow:

- To make decision on whether students are progressing.
- To select difficulties that particular students may have.
- To plan appropriate instructions and remedies.
- To evaluate the effectiveness of the teaching lessons and tasks.
- To assess the appropriateness and relevance of learning materials.

3.4. Teacher's Portfolios

In education, taking teaching portfolio as a developmental activity, necessary means launching in an on-going process of self evaluation and reflection. The notion of portfolio must be induced mainly to pre-service and in-service E.L.T teachers. The T.P is generally defined as a selected collection of documents and materials that exemplifies the teacher's theories, development and achievements as a result of a continuous process of reflection and self evaluation. The collection of documents in a portfolio is not one-off, but it is to be a representation of the representative material over time .For a developing teacher, it is important to consult frequently their portfolio in order to revise, add to, to substitute, edit or just get rid of needless teaching material. Murray defines the portfolio as **“A teaching portfolio is a collection of documents that represents the best of one's teaching and provides one with the occasion to reflect on his or her teaching with the same intensity devoted to scholarship or research”**.(Muray:1994,25)

The TP likewise, provides the teacher with an opportunity to become reflective practitioners. In Algeria, many teachers have never taken up this investigative procedure and therefore have never felt reward of becoming a reflective teacher.

3.4.1. Portfolios objectives

- To evaluate, promote and get tenure at the university level.
- To recognize and reward excellence in the field of teaching.
- To describe the full range of a teacher's abilities over an extended period of time.
- To stimulate reflection and improvement of a teacher's performance.

4. Models of Peer Observation

The models of observation of teaching are many and diverse; they depend on how the pairs or the groups of teachers are arranged and which of the evaluative, the developmental, or the peer review model is put into application (Gosling 2002). These models also differ in terms of the number of observers whether they are two, three or groups of teachers. The distinction is also made upon which objective to set the observation forth. The evaluative or the craft model (Wallace 1991) is viewed as reminiscent of apprenticeship practices. In this model, the student teacher learns by watching a master teacher at work or senior faculty member who while teaching they tend to give with the newbie teacher deep insight into pedagogy and provide him with the feedback that entails high quality teaching. The developmental model, on the other hand, functions as the model that is run by experienced teachers and which is meant for development. The observer in this model is the teacher who attained a technical expertise in teaching and is an educational developer. This kind of teachers is appointed by officials to assure a continuous professional development. In Algeria, the developmental model is mainly standardised and practised in secondary schools where instructions are set by inspectors to previously appointed teachers who occasionally observe the prospective teaching staff whenever it is necessary. The principles of this model are not those of an important distinction from the peer review model.

Models of peer Observation of Teaching

(Gosling, 2002)

Characteristic	Evaluation model	Development model	Peer review model
Who does & to whom?	Senior staff observe	Educational developers	Teachers observe each

	other staff	observer practitioners; or expert teachers observe others in department	other
Purpose	Identify under- performance, confirm probation, appraisal, promotion, quality, assurance, assessment	Demonstrate competency/improve teaching competencies; assessment	Engagement in discussion about teaching; self and mutual reflection
Outcome	Report/judgement	Report/action plan; pass/fail PGCert	Analysis, discussion wider experience of teaching methods
Status of evidence	Authority	Expert diagnosis	Peer shared perception
Relationship of observer to observed	Power	Expertise	Equality/mutuality
Confidentiality	Between manager, observer and staff observed	Between observer and the observed, examiner	Between observer and the observed-shared within learning set
Inclusion	Selected staff	Selected/ sample	All
Judgement	Pass/fail, score, quality assessment, worthy/unworthy	How to improve; pass/fail	Non-judgemental, constructive feedback
What is observed?	Teaching performance	Teaching performance, class, learning materials	Teaching performance, class, learning materials
Who benefits?	Institution	The observed	Mutual between peers
Condition for success	Embedded management processes	Effective central unit	teaching is valued discussed
Risks	Alienation, lack of cooperation, opposition	No shared ownership, lack of impact	Complacency, conservatism, unfocused

The peer review model, or the non evaluative model is pointed out as a lucid model fostered by transparency and mutual comprehension among the academics who find it eloquent and unthreatening when being observed. Many a teacher stands to relinquish the idea of being observed and having his/her teaching practice being made public, but when it comes to peer review all teachers, roughly speaking, accept to undertake the concept once its main byways are clearly explained and set into instructions. This agreement lays on the fact that they are neither judged nor evaluated, and what is interesting, by far, is that all this happens with no special existence of significant power relationships (Ewens& Orr 2002). Experts have incessantly maintained that peer review must in, no way, be unidirectional and authoritative and that it should be the process of collaboration where all members should be trusty and respectful to one another. In this particular context (Richards,1998) approved that peer review is seen

as a non-threatening process and is primarily welcomed by teachers who accepted it as a means of development. He, therefore, stated the following comments of the concerned teachers(Teachers who accepted to be observed).

- It revealed more detailed information on student performance during specific aspects of the lesson than I could have generated on my own.
- It revealed unexpected information about interaction between students during a lesson.
- It helped me develop a better working relationship with a colleague.
- It has taught me how much I can learn from my colleagues.
- It made me more aware of the limited range of teaching strategies that I have been using.
- I realized that I need to develop better time management strategies.
- I have learned the value of evaluating myself. I know more about my strengths as a teacher as well

The teachers who undertake peer observation as an investigative procedure have all of them understand that it had enabled them simply to be better in teaching by exploring their instructional materials and course design through classroom observation. (Shortland, 2007). The usefulness of peer observation is also anticipated when it comes to the teacher's self-assessment and improvement of teaching skills. Now it is quite clear that peer observation is of paramount importance because its positive effect goes straightforwardly to the student who ultimately gains much benefit from it. This, hereby, means that peer observation is closely related to student learning in a well-rounded developmental model. In the same token, it offers teachers feedback, support and assistance from their colleagues allowing them to view their teaching from the students' perspective. Hence in the special area, (Webb, 1996) posited:

“ The more we as teachers can share a common form of life and common experience with others in our institutions, the greater is the possibility that we will be able to extend our horizons to encompass a fuller understanding” (Webb, 1996:34)

Many a teacher has felt enthusiastic after having launched in the process of peer observation. Evidence indicates that teachers regain enthusiasm once they seek teaching and learning quality through experiencing collaborative peer observation. They, in fact, build better collegial relations

However, while choosing the observer the academic rank should not stand as an obstacle and hinders the process. This necessarily means that a good rapport must exist between the colleagues either of the same department, or colleagues coming to observe from other departments, since any awkward behaviour or unintentional remark would literally cause the crumbling of the process.

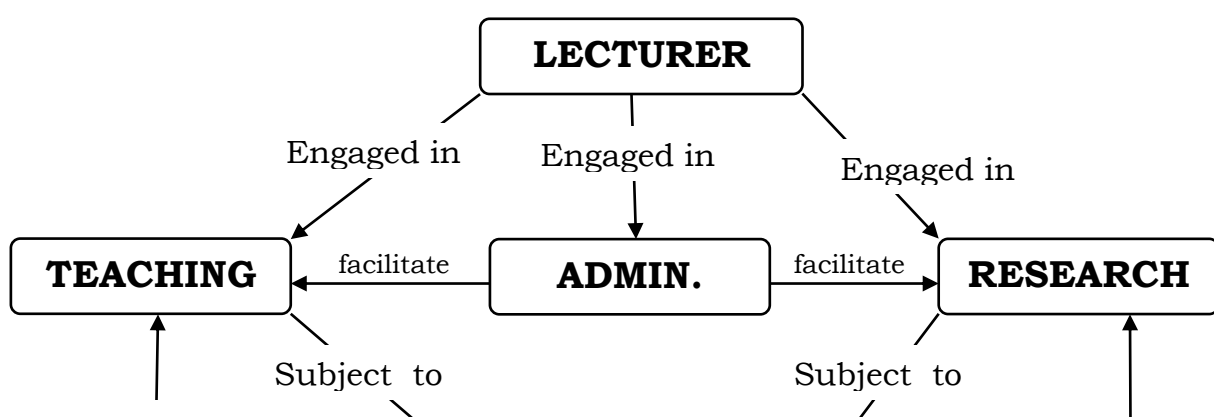
By the same token, as it is widely conceived, observation is laid out of three phases: pre-observation; observation and post-observation. In the pre-observation phase, what is gained and discussed is mainly a thorough understanding of the session to be observed and a detailed identification of the focus of the course. The second phase is the actual observation of learning and teaching with the used instruments which stand for the criteria and methods. The third step is the time allotted to the debriefing and more particularly to reflections that are enhanced by the feedback provided by the instructor or the observer. It is of high premium; therefore, to explain what needs the observation consists of as for the determination of the roles of the observer and the observed teacher. When the agreement suits each of the teachers this can give rise to alleviation in the evaluation process of the observation, but even so, if both teachers do not feel complacent while observing or being observed they may not fulfil the needs of the experience of observation. Be that as it may, the teaching quality is only attained by an effective peer review which is dependent on setting collegial trust and respect which causes to make the process of observation into performance management and promotion(Harris, et al.,2008). Above all this, what should be also noted is that prior to the observation the teacher should familiarise himself with the lecture by reviewing the learning outcomes, type and content of learning resources and the number of students in the course (Goody 2005). By the time the teacher opens up the lecture the identification of all these elements must be pertained to the whole teaching learning process. More important practical advocacies

should be made inclusive in a teacher's observation experience.

5. Practical Advocacies of Peer Review.

To observe or to be observed, it is ultimately important that while carrying out comprehensive observation, teachers in question should bear in mind those practical and conventional advocacies that have been highlighted here and there by experts, and subsequently have engendered a better understanding of the concept of peer observation (Gosling 2005). In this line of thought, Hutchings (1996) puts forward four of these advocacies for a teacher to be engaged in peer observation of teaching:

- Students' evaluations of teaching, though essential, are not enough; there are substantive aspects of teaching with which only faculty can judge and assist each other.
- Teaching entails learning from experience, a process that is difficult to pursue alone. Collaboration among faculty is essential to educational improvement.
- The regard of one's peers is highly valued in academia; teaching will be considered a worthy scholarly endeavour one to which large numbers of faculty will devote time and energy only when it is reviewed by peers.
- Peer review puts faculty in charge of the quality of their work as teachers; as such it is an urgently needed alternative to more bureaucratic forms of accountability that otherwise will be imposed from outside academia.



6.Necessary Attitudes for Reflection

Reflective action is the one which is enhanced by active persistent and careful consideration of any belief or practice. Reflection also involves intuition, emotion, and passion; it is not something than can be neatly packaged as a set of techniques for teachers to use (Greene, 1986).

When teachers reflect about students in their classrooms, they need to listen to and accept many sources of understanding. They need to use their heads and their hearts, their reasoning capacities and their emotional insights. In reflective action, in contrast to routine action, reason and emotion are engaged. Dewey (1938) pointed out to three attitudes that are integral to reflective action: Open mindedness, responsibility, and wholeheartedness.

6.1. The Open-Minded Teacher

An open-minded teacher should have a deep desire to listen to different preoccupations, to give importance to alternative possibilities and to be apt to accept correction from error making and even of beliefs that are dearest to him. Moreover, this teacher continually lays an emphasis on the rationales that underlie what is taken as natural and right. Zeichner & Liston, maintain that

an individual who is open-minded does not attempt to hold the banner for one and only one perspective, and s/he does not look to other perspectives with argumentative delight. Instead an open-minded individual listens to and accepts the strengths and weakness of his / her own and other's perspectives. (Zeichner and Liston 1991:10)

6.2. The Responsible

The attitude of responsibility, involves a close study and a careful consideration of the consequences to which an action leads. Teachers who are responsible continually wonder if they are doing their job in the right way. In this way, they consider the ways in which it is working, why it is working and for whom it is working. The attitude of

responsibility involves thinking about at least three kinds of consequences of one's teaching.

Firstly, personal consequences include the effects of one's teaching on pupil self-concepts. Secondly, the academic consequences are the effects of one's teaching on pupil's intellectual development. Thirdly, the social and political consequences are the projected of one's teaching on the life chances of various pupils. (Pollard & Tann, 1993).

These elements for the teacher as a reflective practitioner and as responsible are to be examined every now and then so as to fulfil the teaching objectives. It can be stressed that the attitude of responsibility has to involve reflection about the unexpected outcomes of teaching because teaching, even under the best of constitutions, always involves unexpected as well as expected outcome.

6.3. The Whole- Hearted

The attitude of whole heartedness denotes for teachers, who wear it for reflection, a regular examination of their assumption and beliefs and the results of their actions and come near all situations with the intention to learn something new. Wholehearted teachers continually make efforts to understand their teaching the way it influences their learners and see situations from different perspectives.

Teacher who have these three attitudes of open-mindedness, responsibility, and wholeheartedness with a good knowledge of skills of inquiry such observation and analysis, are really reflective.

In fact, these attitudes are dispositions that push one toward a critical and supportive examination of one's teaching. As defined by Dewey **“reflection emancipates us from merely impulsive and routine activity...enables us to direct our actions with foresight and to plan according to ends in view of purposes of which we are aware. It enables us to know what we are about when we act”**. (Dewey, 1933:17).

7. Conclusion

Language has been rightly cited as a principal tool for learning when the language of education is not the mother tongue, the role of the teacher as a facilitator of these learning demands that the teacher possesses specific foreign language teaching competencies, skills and a high sense of personal linguistic proficiency in the language of education. However, when language teachers are also learners of that language, and not native speakers, the responsibility placed on language teaching education programmes is to transform the process of language teacher preparation into a never-ending quest for quality. Thus, language teachers become alert to review their teaching techniques and take initiatives that trigger betterment in achieving pedagogical and learning objectives.

The professional meetings of teachers, such as seminars, study days and the like can be of great prominence for both experienced and novice teachers. What is worthy with these professional meetings is that they can be thought-provoking, especially when the exchange of teaching practices techniques and methodologies is prevalent. In this respect, in workshops experienced teachers display their knowledge of content (techniques and methodologies of the teaching skills) and knowledge of pedagogy. However, novice teachers take profit from it and may be, change thoroughly, their attitudes and views on teaching accordingly. These facts can engender a significant diversion to teacher education development; the concept towards which many teachers around the world are moving by exploring new procedures and strategies and implement them in their teaching practices. In addition to this, the enhancement can be towards developing attitudes that would lead to open doors of a variety of teaching perspectives.